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ABSTRACT

This proceedings of the 1999 IFLA (International Federation of Library Associations and Institutions) annual conference contains: information on the current, future, and past conferences; a message from H.R.H. Princess Maha Chakri Sirindhorn, the patron of the Thai Library Association; a conference program; an alphabetical list of authors; and 112 papers presented at the conference. The conference theme is "On the Threshold of the 21st Century: Libraries as Gateways to an Enlightened World." Subtopics include: (1) strengthening the gateway, including legal aspects of information access, library staff education and training, affordable and efficient communication links, and education at all levels as a component of the lifelong learning process; (2) assuring the quality and quantity of information, including development of quality information sources, development of search engines and other means to access information sources, the changing roles of Universal Bibliographic Control (UBC) and Universal Availability of Publications (UAP), publishing in all media for an enlightened world, and conservation of documentary heritage and provision of wider access; and (3) networking for "quality of life," including libraries for peace and conflict resolution, libraries for cultural development and aesthetic appreciation, libraries for healthy bodies and wholesome minds, environment and culture information networks, and networking services for the disadvantaged and abused. (Each paper contains references.) (MES)

IFLA Council and General Conference

Conference Programme and Proceedings

(65th, Bangkok, Thailand, August 20-28, 1999)

IFLANET Search Contacts
International Federation of Library Associations and Institutions

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Current Conference

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IFLA Annual Conference

IFLA's annual conferences are traditionally held in varying parts of the globe. The host country is responsible for all local arrangements, e.g., the exhibits, receptions, tours, the plenary programme, etc., in close cooperation with IFLA Headquarters.

Current Conference

65th IFLA Council and General Conference
Bangkok, Thailand, August 20 - August 28, 1999.

Message from H.R.H. Princess Maha Chakri Sirindhorn the Patron of the Thai Library Association

Conference Programme and Proceedings

List of Participants

Convening Notice & Agenda

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- *Library Buildings in a Changing Environment*
- *Marketing Your Library*

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Future Conferences

66th IFLA General Conference
Jerusalem, Israel, 2000

67th IFLA Council and General Conference
Boston, USA, 2001

Past Conferences

64th IFLA General Conference
Amsterdam, Netherlands, 1998

63rd IFLA Council and General Conference
Copenhagen, Denmark, August 31 - September 5, 1997.

62nd IFLA General Conference
Beijing, China, August 25-31, 1996.

61st IFLA Council and General Conference
Istanbul, Turkey, August 20-25, 1995.

60th IFLA General Conference
Havana, Cuba, August 21 - 27, 1994.
Steve Cisler. Commentary. "Our LAN in Havana: Networking with People and Computers in Cuba."

59th IFLA Council and General Conference
Barcelona, Spain, 22-28 August 1993.

Latest Revision: *April 6, 1999*

IFLANET Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

Français Española

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65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Message from H.R.H. Princess Maha Chakri Sirindhorn the Patron of the Thai Library Association

The 65th IFLA General Conference, hosted by the Thai Library Association in 1999, is a most appropriate world forum for library and information professionals to both retrospectively assess their roles and contributions to the building of 20th century progress, and to solve the negative problems which occurred almost parallel to the developments. At the same time, IFLA '99 is an appropriate venue for turning the challenges and crises of the outgoing century into opportunities to build up an Enlightened World of the 21st century.

There is no denying that academic knowledge and general information are essential elements and motivating forces for all activities directed towards prosperity, peace, intellectual and scientific inventions, aesthetic creation and appreciation, mutual understanding of culture and religion, and the eradication of ignorance, injustice and poverty.

In the 21st century, which is only a few months ahead, worldwide access to knowledge and information will serve as a catalyst to meet and tackle problems in everyday life and to build up the quality of life for both the individual as well as the world community. It is therefore necessary for library and information professionals from all parts of the world to take up the challenges and scrutinize every relevant aspect of the theme - *On the Threshold of the 21st Century : Libraries as Gateways to an Enlightened World.* Now is the time to decide on appropriate programme activities to fulfill the ultimate goal of library and information professionals wordwide: Information for All - All for Information.

In 1999, IFLA will reach its 72nd Anniversary. According to

- *Collecting and Safeguarding Oral Traditions : An International Conference*
- *Library Buildings in a Changing Environment*
- *Marketing Your Library*
- *Bridging the Gap in the Provision of Library Services and Literacy Support for the Blind in Realizing the Information Age*

Official pre-Session Seminar

Pre-Post Conference Tours

Accompanying Person Tours

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Advertising

In 1999, IFLA will reach its 72nd Anniversary. According to the Thai traditional belief, it is a golden and very auspicious year. Seventy two years of accumulating professional wisdom and experience will make IFLA the world pillar of the library and information profession and a dynamic catalyst for building up "An Enlightened World" to come in the very near future.

I wish the best success for IFLA '99 Bangkok.

Latest Revision: *July 14, 1999*

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Programme and Proceedings

Papers are added as they become available. Please continue to check back for further additions.

Alphabetical list of Authors

View Notes

FRIDAY,20 AUGUST | SATURDAY, 21 AUGUST | SUNDAY, 22 AUGUST | MONDAY, 23 AUGUST | TUESDAY, 24 AUGUST | WEDNESDAY, 25 AUGUST | THURSDAY, 26 AUGUST | FRIDAY, 27 AUGUST | SATURDAY, 28 AUGUST

Friday, 20 August

09:00-13:00

1. Professional Board I

14:00-18:00

2. General Research Libraries CB I
3. Special Libraries CB I
4. Libraries Serving the General Public CB I
5. Bibliographic Control CB I
6. Collections and Services CB I
7. Management and Technology CB I
8. Education and Research CB I
9. Regional Activities CB I
10. Executive Board I
11. (Open)

Saturday, 21 August

09:00-11:50

12. Art Libraries SC I **National Museum**
13. Acquisition and Collection Development SC I

14. Biological and Medical Sciences Libraries SC I
15. Cataloguing SC I
16. Document Delivery and Interlending SC I
17. Education and Training SC I
18. Geography and Map Libraries SC I
19. Government Libraries SC I
20. Libraries for Children and Young Adults SC I
21. Library and Research Services for Parliaments SC I
22. Preservation and Conservation SC I
23. Public Libraries SC I
24. Reading SC I
25. Statistics SC I
25a. Management of Library Associations EC

12:00-14:50

26. Bibliography SC I
27. Classification and Indexing SC I
28. Government Information and Official Publications SC I
29. Information Technology SC I
30. Libraries Serving Disadvantaged Persons SC I
31. Library Buildings and Equipment SC I
32. Library Services to Multicultural Populations SC I
33. Library Theory and Research SC I
34. Management and Marketing SC I
35. National Libraries SC I
36. Rare Books and Manuscripts SC I
37. School Libraries and Resource Centres SC I
38. Science and Technology Libraries SC I
39. Serial Publications SC I
40. University Libraries and other General Research Libraries SC I

15:00-17:20

41. Audiovisual and Multimedia SC I
42. Continuing Professional Education EC
43. Editors of Library Journals EC
44. INTAMEL EC
45. Libraries for the Blind SC I
46. Library History EC
47. Mobile Libraries EC
48. Newspapers EC
49. Regional Section: Africa SC I
50. Regional Section: Asia and Oceania SC I
51. Regional Section: Latin America and the Caribbean SC I
52. Social Sciences Libraries SC I
53. User Education EC
54. Women's Issues EC

17:30-18:30

55. Caucus: Canada
56. Caucus: France
57. Caucus: Germany
58. Caucus: Netherlands
59. Caucus: Portuguese-speaking librarians

60. Caucus: CIS
61. Caucus: Nordic countries
62. Caucus: UK
63. Caucus: USA **OFF-SITE**
64. Caucus: Third World
65. Caucus: Spanish-speaking librarians

19:00

66. Reception for IFLA Officers (**on invitation only**) **OFF-SITE**

Sunday, 22 August

09:00-10:20

67. IFLA Orientation for Newcomers SI

68. Statistics Browsing Session

The browsing session will focus on the statistics of public libraries. Space will be provided for conference attendees to bring national published statistics from their own countries so that colleagues can "browse" them informally. Persons displaying statistics will speak for 3-5 minutes to introduce the statistics they have brought. The session is aimed primarily at people interested in library statistics as well as public libraries.

69. Research Meeting, Library and Research Services for Parliaments

1. Forming a new Information Services Section: A Case Study - Parliament of the Republic of South Africa
   A. NTUNJA (Information Manager, Library) and L. GABRIEL (Information Manager, Research)

09:00-11:00

70. FAIFE Business Meeting

10:30-11:25

71. UNESCO Open Forum SI

10:30-12:00

72. Social Responsibilities Discussion Group

Theme: *"The Growing Gap between the Information Rich and the Information Poor, both within and between Countries"*

The Discussion Group will focus on equality of access to library collections and facilities; the growing gap between library rich and poor both within and between countries; and the "right to know".

1. The Growing Gap between the Information Rich and the Information Poor, Both Within Countries and Between Countries - A Composite Policy Paper

Les écarts grandissants de richesse en information, à la fois à l'intérieur des pays et entre les pays, une communication commune
ALFRED KAGAN (Editor)

73. Marketing Academic Library Services within Academic Communities: Start Up Meeting to Consider Discussion Group

74. Internet Discussion Group

Are you using the Internet to deliver library services? Do you need advice from other librarians about your library's Web site? Do you want to set up public access Internet stations in your library? Come and join other librarians and information professionals to discuss these and other topics related to the use of the Internet in libraries. The Internet Discussion Group is a forum for exchanging ideas and information about the introduction and support for the use of the Internet in libraries and by library users.

75. Performance Measurements in Public Libraries Discussion Group

76. Licensing Discussion Group

12:30-16:30

77. Council I SI

16:30

78. Opening of Exhibition/ Reception

Monday, 23 August

09:00-10:25

79. Open Forum: Division of Libraries Serving the General Public SI

1. Public library in Thailand
   Les bibliothèques publiques en Thaïlande
   Die Öffentlichen Bibliotheken in Thailand
   Публичная Библиотека в Таиланде [Adobe Acrobat PDF: 478K]
   KULTHORN LERDSURIYAKUL (Ministry of Education, Bangkok, Thailand)
2. The Division of Libraries Serving the General Public: a survey
   Die Abteilung der Allgemeinen Öffentlichen Bibliotheken - Ein Überblick
   Un estudio sobre la divisi?n de las bibliotecas al servicio del público en general
   ILONA GLASHOFF (Hamburger Offentliche Bücherhallen, Hamburg, Germany)
3. Highlights of the work of the Section of Libraries for the Blind
   ROSEMARY KAVANAGH (Canadian National Institute for the Blind, Toronto, Canada) and STEPHEN KING (Royal National Institute for the Blind, UK)
4. Library and Information Services to Disadvantaged Users: the way forward
   SUE LITHGOW (Open Learning Unit, University of Wales Aberystwyth, Wales, UK)
5. Highlights of the work of the Section of Public Libraries
   PHILIP GILL (Coventry, UK)

80. Open Forum: Division of Bibliographic Control SI

Theme: *"New Developments in Bibliographic Standards Activities"*

1. The three sections in the division will present highlights of their work. In addition, several experts in various fields of bibliographic control standards and activities will provide updates of activities.
    a. Section on Classification and Indexing Review of activities, 1998-99
    Section on Classification and Indexing Tätigkeitsbericht 1998-1999
    Sección de Clasificación e Indización Informe de actividades, 1998-1999
    IA MCILWAINE (School of Library, Archive and Information Studies, University College London, UK)
    b. Section on Cataloguing Report of the activities 1998/1999
    Section de Catalogage - Rapport d'Activités : 1998/1999
    Sektion für Katalogisierung: Tätigkeitsbericht 1998/1999
    ОТДЕЛЕНИЕ БИБЛИОГРАФИЧЕСКОГО КОНТРОЛЯ
    СЕКЦИЯ КАТАЛОГИЗАЦИИ Отчет о деятельности за 1998/1999 годы [Adobe Acrobat PDF: 350K]
    Sección de Catalogación Informe de actividades 1998/1999
    MARIA WITT, Secretary of the Section (Médiathèque de la Cité des Sciences et de l'Industrie, Paris, France)
    c. WERNER STEPHAN (Universitätsbibliothek Stuttgart, Stuttgart, Germany)
    d. Update on the UBCIM Programme and activities
    MARIE-FRANCE PLASSARD (UBCIM, Frankfurt, Germany)
    e. Update on the UDT Programme--metadata and object identifiers
    TERRY KUNY (UDT, Ottawa, Canada)
    f. Update on the results of the International Conference on National Bibliographic Services
    g. Bibliographic standards issues in South-East Asia
    h. Section de bibliographie Rapport d'activité 1998-1999
    Section on bibliography Review of activities 1998-1999
    Section de Bibliography Examen de actividades 1998-1999
    FRANCOISE BOURDON (Bibliothèque nationale de France, Paris, France)

09:00-10:50

81. CLM Business Meeting
82. Presidents and CEOs of Library Associations with Executive Board

09:00-11:50

83. Government Information and Official Publications

Theme: *"Government Information in the New Millennium: The Issuing, Deposit and Exchange of Official Publications"*

1. Government Information and Information about Governments in Southeast Asia: a new era? An overview
Les données publiques et l'information sur les données publiques en Asie du sud-est : une ère nouvelle ? Aperçu général
CH'NG KIM SEE (Institute of Southeast Asian Studies, Singapore)
2. The U.S. federal depository library programme and U.S. government information in an electronic environment: issues for the transition and the millennium

Le Federal Depository Library Program et l'information gouvernementale des Etats-Unis dans un environnement électronique : transition vers le nouveau millénaire
MARGARET S. POWELL (College of Wooster Libraries, Wooster, Ohio, USA)
3. Accessing Canadian Federal Information: a Depository Program for the Twenty-First Century?
BRUNO GNASSI (Depository Program for Libraries, Public Works and Government Services Canada, Ottawa, Canada)
4. International exchange of official publications
Les Echanges internationaux de publications officielles
Internationaler Amtlicher Schriftentausch
JOHANNES METZ (Staatsbibliothek zu Berlin, Berlin, Germany)
5. Pangaea Central: the coming global access to legal, scientific and technical information through the resource networks of intergovernmental organizations
JANE M. WU (Food and Agriculture Organization of the United Nations, Rome, Italy)

09:00-13:00

84. Library Theory and Research Workshop

Theme: *"Core Research Areas of LIS: Research Questions and Methodology"*

1. Value and impact studies
BOB USHERWOOD (Library of Sheffield, Sheffield, UK)
2. Information seeking and communication
LARS HOGLUND (Swedish School of Library and Information Studies, Goteborg University and the University College of Boras, Boras, Sweden)
3. Library history revisited: research areas and methodology
LIS BYBERG (Faculty of Journalism, Library and Information Science, Oslo College, Oslo, Norway)
4. Using information research techniques to track the effects of recent changes in Australian science policy
KERRY SMITH (Department of Information Studies, Curtin University of Technology, Perth, Western Australia)
5. Knowledge management research and end user work environments 2010
WILDA B. NEWMAN (Johns Hopkins University, Applied Physics Laboratory, Laurel, Maryland, USA)
6. Reading research
CHRISTINE GIRARD (France)

85. Library Services to Multicultural Populations joint with Africa Workshop

Theme: *"Recent Developments for Libraries in Africa"*

1. Library development in Africa
STAN M. MADE (University of Zimbabwe, Harare, Zimbabwe)
2. From the oral tradition to written literature/La tradition orale d'hier a demain: de la collecte a la numerisation
RAPHAEL NDIAYE (ENDA, Dakar, Senegal)
3. Services of libraries and reading in Mali
LES SERVICES DES BIBLIOTHEQUES ET LA LECTURE AU MALI
FATAGOMA DIAKITE (Operation Lecture Publique, Bamako, Mali)

86. Biological and Medical Sciences Libraries: Workshop

Theme: *"An Enlightened Citizen and His Health: Consumer Health Information Worldwide"*

1. How to establish a successful health information library in your community
   CAROLYN WILLARD (Medical Reference Librarian, Children's National Medical Center, Washington DC, USA)
2. Public health information and a diverse population
   MARK PERKINS (Secretariat of the Pacific Community, New Caledonia)
3. Medline Plus/Lonesome Doc: Internet-based health services for everyone
   THOMAS HILL (Upper Savannah AHEC Library, South Carolina, USA)

10:30-11:50

87. Orientation to IFLA SI

88. Corporate and for Profit Libraries Discussion Group

Theme: *"Knowledge Management and Business Intelligence as a Tool for Special Librarians"*

89. Performance Measurements in Academic Libraries Discussion Group

90. Friends and Advocates of Libraries Discussion Group

91. Genealogy and Local History Discussion Group

Theme: *"Working at the Grassroots: Helping Patrons to Find their Progenitors and to Uncover the History that They Made"*

1. Local (or Community) History in Australia: Supporting Heritage in Australia
   JAN PARTRIDGE (Curtin University of Technology, Perth, Australia) (paper to be presented by DR. MAGGIE EXON)
2. Building an Oriental Genealogy Resource and Research Center of the World in the Shanghai Library
   DEMING ZHOU (Shanghai Library, Shanghai, China)
3. Local History Materials and Japanese Libraries: My Viewpoint
   RYUICHIRO TAKAHASHI (Tokyo Gakugei University Library, Tokyo, Japan)
4. Involvement of the American LIbrary Association in Furthering Genealogy and Local History
   BRENT F. GRIFFITHS (Genealogical Society of Utah, Salt Lake City, Utah)

92. Reference Discussion Group

Theme: *"The New Definition of Reference Work in the Changing Reference Culture"*

Discussion papers will be presented focusing on the new face of reference service, its causes and effects. Changing patterns of reference culture in an international perspective will be discussed as well as changes in the work of reference librarians in the digital environment.

12:00-12:50

93. Guest Lecture I SI

1. Right to life, intellectual freedom and the need for a deep dialogue between East and West
   BASIL FERNANDO (Asian Human Rights Commission, Kowloon, Hong Kong)

12:00-14:25

94. Geography and Map Libraries

1. Genealogical geography: place identification in the map library
   WILLIAM H. LAMBLE (Perth, Western Australia)
2. How to put your maps on the Internet
   Comment mettre vos cartes sur l'internet
   DAVID LEHLING ALLEN (State University of New York at Stony Brook, Stony Brook, New York, USA)
3. The impermanence of maps in the information age
   PATRICK MCGLAMERY (University of Connecticut, Storrs, Connecticut, USA)
4. TBA

12:30-15:30

95. ROTNAC EC I

13:00-13:50

96. Information Coordinators SI

- Agenda
- Procedures and guidelines for preparing documents for submission to IFLANET.
- Guidelines for creating IFLA-sponsored mailing lists.
  GARY CLEVELAND (IFLANET Manager, UDT Core Programme, Ottawa, Canada)

14:00-15:30

97. Industry Updates Session

   Presentations will be made by SilverPlatter Information Ltd., and by Sun Microsystems Computer Company.

16:00-18:00

98. Opening Session (must be seated by 15:30) SI

1. Presidential Address
   Discours Présidentiel
   CHRISTINE DESCHAMPS (President)

99. Plenary Session SI

19:30-23:30

100. Gala Reception/Dinner and Cultural Performance

Tuesday, 24 August

09:00-11:20

101. Library and Research Services for Parliaments

Theme: *"Developing Parliamentary Information Services"*

1. El Desarrollo de un Servicio de Investigación Parlamentaria; La Experiencia Egipcia
   Developing a parliamentary research service: the Egyptian experience
   Le développement d'un service de recherche parlementaire L'exemple égyptien
   Entwicklung eines parlamentarischen Forschungsdienstes Die ägyptische Erfahrung
   ОПЫТ НАРОДНОГО СОБРАНИЯ ЕГИПТА ПО РАЗВИТИЮ ПАРЛАМЕНТСКОЙ ИССЛЕДОВАТЕЛЬСКОЙ СЛУЖБЫ
   [Adobe Acrobat PDF: 460K]
   WAAFA ALI ABDEL ELAH (People's Assembly of Egypt, Cairo, Egypt)
2. Parliamentary library and information services as instruments for democratic development
   Les services Parlementaires de bibliothèque et d'information: des instruments de développement démocratique
   Parlamentarische bibliotheks und informationsdienste als instrumente der demokratisierung
   Парламентская библиотека и информационная служба как инструменты демократического развития [Adobe Acrobat PDF: 415K]
   Las bibliotecas y los servicios de información parlamentarios como instrumentos para el desarrollo democratico
   PATRICIO ARANDA TORRES (Library of Congress of Peru, Lima, Peru)
3. Kann erhöhte Kommunikation innerhalb einer Bibliothek zu einem besseren Bibliotheksmanagement beitragen?
   Effective communication: an essential tool to cope with the challenge of technological change
   La communication efficace: un outil essentiel face au changement technologique
   ЭФФЕКТИВНАЯ СВЯЗЬ КАК КЛЮЧЕВОЙ ЭЛЕМЕНТ ДЛЯ УСПЕШНОГО ВЫПОЛНЕНИЯ ТЕХНИЧЕСКОГО ПЕРЕВООРУЖЕНИЯ БИБЛИОТЕКИ
   [Adobe Acrobat PDF: 500K]
   Comunicación Efectiva: Una herramienta esencial para enfrentar el desafío del Cambio Tecnológico
   MARGA COING (Deutscher Bundestag, Bundehaus, Bonn, Germany)

102. Preservation and Conservation

Theme: *"Collection Preservation Management: An Approach to Complement Item-by-Item Treatment"*

1. Collection Preservation Management: An Approach to Complement Item-by-Item Treatment Policies
   SOPHIA K. JORDAN (University of Notre Dame, USA)
2. TBA
   MARIA ANTONIETA PALMA VARAS (Biblioteca Nacional de Chile,

Santiago, Chile) and RAMON SANCHEZ CHAPELLIN (Biblioteca Nacional de Venezuela, Caracas, Venezuela)
3. The role of the joint IFLA/ICA Committee on Preservation on the preservation and conservation of library and archival materials in Africa
GABRIEL ALEGBELEYE (University of Ibadan, Ibadan, Nigeria)
4. Matching preservation decisions with collection development policy
GALINA KHISLOVSKAYA (IFLA PAC Programme, Eastern Europe and the CIS, M. I. Rudomino All-Russia State Library for Foreign Literature, Moscow, Russian Federation)
5. Collections care in Southeast Asia: conservation and the need for the creation of micro-environments
JOHN DEAN (Cornell University, Ithaca, New York, USA)

103. Library Buildings and Equipment

Theme: *"Designing Libraries to Meet Future Needs"*

1. Designing Libraries to Meet Future Needs
Construire des bibliothèques pour des besoins futurs
C. DAVID WARREN (Richland County Public Library, Columbia, South Carolina, USA)
2. To create an atmosphere of « Books for the readers, Readers among the books » On the new building of the Zhejiang Provincial Library
" Des livres pour des lecteurs, des lecteurs parmi des livres " A propos du nouveau bâtiment de la bibliothèque provinciale du Zhejiang
LIN ZUZAO and CHENG XIAOLAN (Zhejiang Provincial Library, Hangzhou, China)
3. Flexibility, is that all?
La flexibilité est-elle suffisante ?
WIM RENES (City Library, The Hague, Netherlands)

104. Continuing Professional Education

Theme: *"CPE and Lifelong Learning in the New Millennium"*

1. Web-based instruction for continuing education students: a report on the San Jose State University Virtual Library School Program and its potential for web-based instruction for Continuing Education
KEN DOWLIN and DAVID V. LOERTSCHER (San Jose State University, San Jose, California, USA)
2. Library and information science distance education in Thailand in the next decade
NARUMOL RUKSASUK (University of Thailand, Thailand)
3. Describing the elephant: what is continuing professional education?
DARLENE WEINGAND (University of Wisconsin-Madison, USA)
4. Fourth World Conference on Continuing Professional Education for the Library and Information Professions, Boston, Massachusetts, August, 2001
BLANCHE WOOLLS (School of Library and Information Science, San Jose State University, San Jose, California, USA)

105. CLM (Copyright and other Legal Matters) - SI

Theme: *"Value, Importance, and Critical Elements of Copyright"*

There will be an overview of copyright issues, challenges and conflicts in the digital environment. Key developments around the world in the time since the adoption of the WIPO copyright treaty will be discussed by an expert panel. There will also be an outline of the progress of a proposed new WIPO treaty on the protection of "non original" databases and the implications of current proposals.

106. Library Services to Multicultural Populations joint with Management and Marketing

Theme: *"Managing Diversities with Multicultural Users and Different Staff"*

1. To reach multicultural users in libraries - some reflections and examples from Sweden
   Rejoindre les utilisateurs d'origine multiculturelle dans les bibliothèques- Quelques réflexions et exemples suédois
   Библиотечное обслуживание представителей различных культур – Размышления и примеры из шведского опыта
   [Adobe Acrobat PDF: 301K]
   Llegar a los usuarios multiculturales en las bibliotecas: algunas reflexiones y ejemplos de Suecia
   MAUD EKMAN (Eskilstuna County Library, Eskilstuna, Sweden)
2. Meeting the needs of foreign student users in Chiang Mai University and Payap University libraries, Chiang Mai, Thailand
   Rendre compte des besoins des étudiants étrangers dans les bibliothèques universitaires de Payap et de Chiang Mai en Thaïlande
   Обслуживание иностранных студентов в библиотеках Университета Чанг Мая и Университета Пайапа, Таиланд
   [Adobe Acrobat PDF: 211K]
   Satisfacer las necesidades de los estudiantes extranjeros usuarios de las bibliotecas en las universidades de Chiang Mai y Payap, Chiang Mai, Tailandia
   TASANA SALADYANANT (Library School, Chiangmai University, Chiangmai, Thailand)
3. Managing multicultural staff in a South African university library
   La gestion du personnel multiculturel dans une bibliothèque sud-africaine
   Управление "мультикультурным" персоналом в южноафриканской университетской библиотеке [Adobe Acrobat PDF: 261K]
   Dirigir personal multicultural en una biblioteca universitaria sudafricana
   HEATHER EDWARDS (University of the Witwatersrand, Johannesburg, South Africa)
4. Leitung von Bibliotheksmitarbeitern mit unterschiedlichem kulturellen Hintergrund - der Ost-West Konflikt in Berlin
   Managing library staff from a different cultural background - the East-West conflict in Berlin
   Le comportement entre les collègues bibliothécaires provenant de milieu culturel différent - Le conflit entre l'Est et l'Ouest à Berlin
   Руководство сотрудниками библиотеки с различным культурным «багажом» Восточно-западный конфликт в Берлине
   [Adobe Acrobat PDF: 364 K]
   Dirección de personal de biblioteca con diferente bagaje cultural: el conflicto Este-Oeste en Berlín
   CLAUDIA LUX (Zentral- und Landesbibliothek Berlin, Berlin, Germany)
5. A New Zealand perspective on managing cultural diversity
   La gestion de la diversité culturelle en Nouvelle-Zélande
   Der Umgang mit kultureller Vielfalt aus der Perspektive Neuseelands

Перспективы управления культурным разнообразием в Новой Зеландии [Adobe Acrobat PDF: 329K]
Una perspectiva neozelandesa sobre la gestión de la diversidad cultural
JOHN MOHI (National Library of New Zealand, Wellington, New Zealand)

107. Acquisition and Collection Development

Theme: *"The Role of Partnership Arrangements and Exchanges in Libraries"*

1. Current publishing and information trends in Southeast Asia: Indonesia - Freedom of the press
   Tendances actuelles dans l'édition et l'information en Asie du Sud-est : l'Indonésie La liberté d'expression de la presse
   OLIVER MANN (National Library of Australia, Regional Office Asia, Australian Embassy, Jakarta, Indonesia) and WILLIAM TUCHARELLO (Library of Congress, Southeast Asia, American Embassy, Jakarta, Indonesia)
2. Exchange of publications in acquisition of the foreign literature in the National Library of Estonia: acquisition and promotion
   ECHANGE DE PUBLICATIONS EN LITTERATURE ETRANGERE DANS LA BIBLIOTHEQUE NATIONALE D'ESTONIE
   RENE TENDERMANN (Department of Foreign Acquisitions, National Library of Estonia, Tallinn, Estonia)
3. Dinosaur or dynamic: exchange of art publications in the digital age
   Archaïsme ou dynamisme : Echange des publications d'art à l'époque de l'ère électronique
   J. MARGARET SHAW (National Gallery of Australia Research Library, Canberra, Australia)
4. Promotion et rôle du partenariat et des échanges entre bibliothèques de France et d'Afrique
5. Promotion and role of partnership and exchanges between libraries of France and Africa
   FRANCISCO D'ALMEIDA (Director of "Culture et développement", Grenoble, France)

108. Executive Board II (with Core Programme hosts and directors)

11:30-12:25

109. Guest Lecture Series II SI

Reaching the information gateways: an unfinished task
ANAND PANYARACHUN (Chairman of Saha-Union Public Co., Ltd., Former Prime Minister of Thailand, and Past Chairman of the Federation of Thai Industries)

12:00-14:00

110. Poster Sessions

12:30-15:00

111. National Libraries

Theme: *"The Role of National Libraries in Supporting Public and School Libraries"*

1. The changing role of the National Library Advisory Service in Slovenia
   Evolution des missions du Centre de conseil de la Bibliothèque nationale de Slovénie
   VILENKA JAKAC-BIZJAK and Silva Novljan (National and University Library, Ljubljana, Slovenia)
2. The role of the national library service of Papua New Guinea
   DANIEL PARAIDE (National Library Service of Papua New Guinea, Waigani, Papua New Guinea)
3. The "national" role of the National Library Board of Singapore
   R. RAMACHANDRAN (National Library, Singapore)

112. Art Libraries

Theme: *"Electronic Art Information: Creating It, Disseminating It, Archiving It - Is It Worth the Cost?"*

1. Connecting art images and bibliographic data: creating a tool for distance education through collaboration
   Connecter des images et des données bibliographiques grâce à la coopération : créer un outil pour l'enseignement à distance
   ROGER DURBIN (Akron Art Museum, University of Akron Libraries, Akron, Ohio, USA)
2. Network access to visual information: a study of costs and uses
   HOWARD BESSER (Department of Library and Information Science, School of Information Management and Systems, University of California, Berkeley, California, USA)
3. Las bases de datos sobre artes plásticas y arquitectura Mexicanas: necesidad, logros, problemática
   Mexican art and architecture databases: needs, achievements, problems
   ELSA BARBARENA (Universidad Nacional Autonoma de Mexico, Cuidad Universitaria, Mexico, Mexico)

113. Women's Issues

1. Motivation to manage: a comparative study of male and female library & information science students in the United States of America, India, Singapore, & Japan
   SARLA R. MURGAI (University of Tennessee at Chattanooga,Chattanooga, Tenessee, USA)

114. Reading

Theme: *"Book and Reading Promotion in Southeast Asia"*

1. Reading habit promotion in ASEAN libraries
   SOMSONG SANGKAEO (Library Activities Sub-section, National Library of Thailand, Bangkok, Thailand)
2. Delivering and promoting library services in rural Thailand
   AREE CHEUNWATTANA (Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand)
3. National award books as quality information sources in Thailand
   SUPANEE VARATORN (Department of Library Sciences, Faculty of Arts, Chulalongkorn University, Bangkok, Thailand)

115. Education and Training

Theme: *"Information Rich and Information Poor in LIS Education"*

1. Striving for balance: the co-existence of multi-, inter- and transdisciplinary curricula in information management education to address information imbalances on tertiary level
FELICITE A. FAIRER-WESSELS (Department of Information Science, University of South Africa, Pretoria, South Africa)
2. Internet use and training needs of staff of the esAL consortium, KwaZuluNatal, South Africa: partnership between historically disadvantaged and advantaged institutions (HDIs and HAIs)
ANDREW M. KANIKI (Department of Information Studies, University of Natal, Pietermaritzburg, Scottsville, South Africa)
3. Availability of information to LIS curriculum developers and policy makers and the status of LIS education system: the case of an information poor country
PRADEEPA WIJETUNGE (University of Colombo, Colombo, Sri Lanka) and JONATHAN WILLSON (Department of Information and Communication, Manchester Metropolitan University, Manchester, UK)
4. Current issues in the library and information science profession and its education in Japan
HIROYA TAKEUCHI (University of Shizuoka, Hamamatsu College, Shizuoka, Japan) and YONG WON KIM (Faculty of Cultural Information Resources, Surugadai University, Saitama, Japan)
5. The roles of knowledge professionals for Knowledge Management
Les rôles des professionnels de la connaissance dans la gestion de la connaissance
SEONGHEE KIM (School of Library and Information Science, Dong Duk Women's University, Seoul, Korea)

116. Africa

1. Global information infrastructures and the question of African content
JUSTIN CHISENGA (Department of Information and Communication Studies, University of Namibia, Windhoek, Namibia)

117. Classification and Indexing

Theme: *"Subject Retrieval in a Web Environment"*

1. Structural and multilingual approaches to subject access on the Web
Approches structurelles et multilingues de l'accès matière sur le Web
Ansätze zur systematischen und multilingualen Erschließung im WWW
Un Enfoque Estructural y Multilingüe al Acceso por Materias en la Web
LOIS MAI CHAN (School of Library and Information Science, University of Kentucky, Lexington, Kentucky, USA); XIA LIN (College of Information Science and Technology, Drexel University, Philadelphia, Pennsylvania, USA); and MARCIA ZENG (School of Library and Information Science, Kent State University, Kent, Ohio, USA)
2. Southeast Asian subject gateways: an examination of their classification practices
Subject Gateways in Südostasien : Anwendung von Klassifikationen
Pasarelas temáticas del Sudeste Asiático: análisis de sus métodos de clasificación
EDWARD H. T. LIM (Monash University, Melbourne, Australia)
3. The preparation of an index for the Chinese DDC 21: issues and approaches

Erstellung eines Registers für die chinesische Ausgabe der DDC, 21. Auflage (DDC 21) : Aufgabenstellung und Vorgehensweise
La preparación de un índice para la edición china de la Clasificación Decimal de Dewey (21ª ed.): problemas y soluciones
DONGBO WANG (National Library of China, Beijing, China); and HANQING HOU (National Library of China, Beijing, China)

4. Problems of development of the national Russian subject authority file
Problèmes du développement du Fichier d'autorité-matière national russe
Probleme bei der Entwicklung einer nationalen russischen Schlagwortnormdatei
ПРОБЛЕМЫ СОЗДАНИЯ РОССИЙСКОГО НАЦИОНАЛЬНОГО АВТОРИТЕТНОГО ФАЙЛА ПРЕДМЕТНЫХ РУБРИК [Adobe Acrobat PDF: 184K]
Problemas para la Creación de un Fichero Nacional Ruso de Autoridades de Materia
IRINA TSVETKOVA and JULIA SELIVANOVA (National Library of Russia, St Petersburg, Russian Federation)

15:30-17:50

118. Editors of Library Journals

Theme: *"Asian Library and Information Science Journals"*

1. Library and information science journals in the Asian context
GARY E. GORMAN (School of Communications and Information Management, Victoria University of Wellington, Wellington, New Zealand) and EILEEN BREEN (MCB University Press, Bradford, UK)
2. Development of library and information science periodicals in Asia, with emphasis on South Asia: problems and solutions
R.N. SHARMA (West Virginia State College, West Virginia, USA)
3. The publishing of library and information science journals in South East Asia - an overview
JAFFE YEE YEOW-FEI (Asian Library and Information Virtual Association, Bangkok, Thailand)

119. School Libraries and Resource Centres

Theme: *"The School Library: For Discovery and Personal Growth"*

1. FORMONET: reflexions et ressources pour la formation a la maitrise de l'information au secondaire
PAULETTE BERNHARD (Ecole de Bibliotheconomie et des Sciences de l'Information, Université de Montreal, Montreal, Quebec, Canada) and CLAUDE MORIZIO (IUFM de Poitiers, Poitiers, France)
2. An inclusive school library for the 21st century: fostering independence
JANET MURRAY (School of Information Management and Systems, Monash University, Caulfield East, Australia)
3. The role of the school librarian in providing conditions for discovery and personal growth in the school library. How will the school library fulfil this purpose in the next century?
ANTHONY TILKE (Harrow International School, Bangkok, Thailand)
4. Teaching the research process - for discovery and personal growth
DIANNE OBERG (School of Library and Information Studies, University of Alberta, Edmonton, Canada)

120. Statistics

Theme: *"Statistics: A Practical Tool for Library Management"*

1. Canada's national core library statistics programme: first steps in developing key performance indicators
   Le Programme fondamental national canadien sur les statistiques en bibliothèques: premières étapes de développement d'indicateurs
   Kanadas Nationales Kernprogramm für Bibliotheksstatistik: Erste Schritte bei der Entwicklung von Schlüssel-Leistungsindikatoren
   Канадская национальная основная программа библиотечной статистики: первые шаги в разработке ключевых показателей деятельности [Adobe Acrobat PDF: 282K]
   ALVIN M. SCHRADER (School of Library and Information Studies, University of Alberta, Edmonton, Alberta, Canada)
2. LIBECON 2000 and the future of international library statistics
   LIBECON2000 et l'avenir des statistiques internationales de bibliothèques
   DAVID FUEGI (LIBECON 2000, Colchester, Essex, UK)
3. Progress report on the revision of International Standard: ISO 2789
   JAKOB HARNESK (Karolinska Institute Library, Stockholm, Sweden)
4. Collecting data sensibly in information settings
   Une collecte judicieuse de données dans les structures d'information
   Sinnvolle Datenerhebung in Informationszusammenhängen
   РАЦИОНАЛЬНЫЙ СБОР ДАННЫХ В ИНФОРМАЦИОННОЙ СРЕДЕ [Adobe Acrobat PDF: 455K]
   GARY E. GORMAN (School of Communication and Information Management, Victoria University of Wellington, Wellington, New Zealand)

121. Libraries for the Blind

Theme: *"Library Services to Visually Impaired and otherwise Print-Disabled Children as Means of Literacy"*

1. National policies for library services to visually impaired and other print handicapped children
   Les politiques nationales de lecture publique pour les enfants handicapés visuels
   BEATRICE CHRISTENSEN SKOLD (Swedish Library of Talking Books and Braille, Enskede, Sweden)
2. RVIB library & information services - services to children
   GILLIAN GALE, JILLIAN MORLEY and LINLEY M. WALLIS (Royal Victorian Institute, Victoria, Australia)
3. Libros braille para niños ciegos - mucho más que sies puntos
   Library service to visually impaired children - a way to literacy
   Livres en Braille pour enfants aveugles
   NORMA TOUCEDO (Fundación Braille, Montevideo, Uruguay)

122. Science and Technology Libraries

Theme: *"The Global Crisis in Science Literature: Developing Responses"*

1. The economic crisis and other challenges in accessing scientific and technical information in Asia
   La crise économique et autres défis dans l'accès à l'information scientifique

et technique en Asie
Die wirtschaftliche Krise und andere Herausforderungen beim Erwerb von naturwissenschaftlich-technischen Informationen aus Asien
ROBERT STUEART (Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts, USA)
2. Emerging responses to the science journal crisis
Début de réponses à la crise des périodiques scientifiques
Antworten auf die krise der wissenchaftlichen zeitschriften
DUANE WEBSTER (Association of Research Libraries, Washington DC, USA)
3. Collecting science materials from developing regions; universal dilemma, collaborative solutions
Collecter des matériaux scientifiques en provenance des pays en voie de développement Un dilemme universel, des solutions de coopération
Erwerbung von technisch-wissenschaftlichem Material aus Entwicklungsländern Allgemeines Dilemma - Partnerschaftliche Lösungen
MILTON WOLF (Center for Research Libraries, Chicago, Illinois, USA)

123. Bibliography

Theme: *"Bibliographic Developments: Trends and Perspectives"*

1. ICNBS 1998 New Recommendations for the National Bibliography
Nouvelles recommandations pour les bibliographies nationales
ICNBS 1998 - Neue Empfehlungen für Nationalbibliographien
ICNBS 1998 - Nuevas Recomendaciones para la Bibliografía Nacional
MONA MADSEN (Royal School of Library and Information Science, Copenhagen, Denmark)
2. National bibliography in Australia: moving into the next millennium
LA BIBLIOGRAPHIE NATIONALE D'AUSTRALIE : ENTREE DANS LE PROCHAIN MILLENAIRE
Die australische Nationalbibliographie auf dem Weg ins nächste Jahrtausend
Bibliografía Nacional en Australia: avanzando hacia el próximo milenio
PETER HADDAD (National Library of Australia, Canberra, Australia)
3. World wide Thai Bibliographical Control
CHIRUDEE PUNGTRAKUL (Bangkok, Thailand)

124. User Education

Theme: *"Integrating Information Skills into a Changing Curriculum"*

1. Search strategies for information resources on the Internet
CHAIM ZINS (University of Haifa, Haifa, Israel)
2. Information skills for life-long learning
JESUS LAU and JOSE CORTES (University Autonoma de Ciudad Juarez, Juarez, Mexico)
3. A study of undergraduate information literacy and skills: the inclusion of information literacy and skills in the undergraduate curriculum
MARK HEPWORTH (Loughborough University Loughborough, United Kingdom)

Evening

125. Library Receptions

Wednesday, 25 August

09:00-17:00

126. Conference of Directors of National Libraries (CDNL) **OFF-SITE**
127. Library and Research Services for Parliaments Workshop (**on invitation**) **OFF-SITE**

09:00-11:20

128. Document Delivery and Interlending

Theme: *"An Outsider's View of Document Delivery in Southeast Asia"*

1. Interlibrary lending activities in Hong Kong - an overview
   PAUL POON (Librarian, City University of Hong Kong, Hong Kong, China)

2. The Role of Inter-lending and Document Supply in Malaysia
   RAJA ABDULLAH YAACOB (Library and Information Science School, MARA Institute of Technology, Kuala Lumpur, Malaysia)

3. The Role of Interlending and Document Supply in Thailand
   (BOONTHAREE PHOONCHAI, Reference at the Asian Institute of Technology, Bangkok, Thailand)

129. Regional Section: Asia and Oceania SI

Theme: *"Asia in the Global Information Village: The Role of the Internet in Developing Countries"*

1. Internet: contribution to Asia and Oceania information resources' construction
   LIU LUYIN (Renmin University Library, Beijing, China)
2. South Asia in the global electronic village: issues and implications
   JAGTAR SINGH (Department of Library and Information Science, Punjabi University, Patiala, India)
3. The Internet as a means of information resources' integration: the regional aspect
   B.S. ELEPOV, OLGA FEDOTOVA, A.V. SHABANOV, E.B. SOBOLEVA (State Public Scientific Technical Library, Novosibirsk, Russian Federation)
4. Internet use in libraries in Southeast Asia with special reference to the role of the Universiti Sains Malaysia Library in promoting the use of the Internet for teaching and learning
   RASHIDAH BEGUM and WONG SOOK JEAN (Universiti Sains Malaysia, Penang, Malaysia)

130. Rare Books and Manuscripts

Theme: *"Rare Books and Manuscripts: The Southeast Asian Dimension"*

1. Malaysian manuscripts and early printed books in the Library of Congress
   A. KOHAR RONY
2. Javanese manuscripts in the National Library of Indonesia
   MAY KYI WIN

3. Memorial books as a means of information distribution
   Les livres de commémoration : moyen de diffusion du savoir
   AMPORN TIKHARA (National Library of Thailand, Bangkok, Thailand)
4. The National Library of Australia's Rare Book and Manuscripts Collections, with special reference to the Asia-Pacific region
   PETER HADDAD (Technical Services,National Library of Australia,Canberra, Australia)

131. Cataloguing

Theme: *"Cataloguing Rules: New Trends in Theory, Practice and Teaching"*

1. Metadata and trends of cataloguing in Thai libraries
   Métadonnées et tendances du catalogage dans les bibliothèques thaïlandaises
   PRADITTA SIRIPAN (Technical Information Access Center, Ministry of Science and Technology, Bangkok, Thailand)
2. Guidelines for OPAC displays
   Leitlinien für Bildschirmanzeigen im OPAC
   Руководство для пользования дисплеями OPAC (Проект) [Adobe Acrobat PDF: 441K]
   Directrices para las visualizaciones en catálogos en línea
   MARTHA M. YEE (UCLA Film and Television Archive, Los Angeles, California, USA)
3. German cataloguing rules facing the 21st century: RAK heading for internationality and online operability
   Les règles de catalogage allemandes à l'aube du 21ème siècle - Les RAK en marche vers l'internationalisation et les systèmes en ligne
   Deutsche Katalogregeln auf dem Weg ins 21. Jahrhundert RAK auf dem Weg zu Internationalität und Online-Operabilität
   Немецкие правила каталогизации на пороге XXI в. - деятельность RAK на международном уровне и в электронной среде
   [Adobe Acrobat PDF: 256K]
   Normas de catalogación alemanas frente al siglo XXI. Orientación de los encabezamientos RAK ante la internacionalización y las Redes de Información
   MONIKA MUNNICH (Universitätsbibliothek, Heidelberg, Germany)
4. About the use of "Functional Requirements in Bibliographic Records" in teaching cataloguing
   L'utilisation des " Spécifications fonctionnelles des notices bibliographiques " dans l'enseignement du catalogage
   Die Anwendung der "Functional Requirements for Bibliographic Records" im Katalogisierungsunterricht
   Использование отчета "Функциональные требования к библиографическим записям" в преподавании теории и практики каталогизации
   [Adobe Acrobat PDF: 390K]
   Sobre el uso del estudio "Functional Requirements for Bibliographic Records" en la enseñanza de la catalogación
   KIRSTEN MARIE STRUNCK (Department of Information Studies, Royal School of Library and Information Science, Copenhagen, Denmark)

132. Libraries Serving Disadvantaged Persons

Theme: *"Training Needs of Librarians and Information Professionals Working with Disadvantaged Persons"*

1. Prison librarians needed: a challenging career for those with the right professional and human skills
   Bibliothekare für Gefängnisbibliotheken gesucht: eine herausfordernde Karriere für Menschen mit dem richtigen fachlichen und menschlichen Können
   Se necesitan Bibliotecarios de Prisiones: Una profesión estimulante para personas con las destrezas personales y profesionales adecuadas
   VIBEKE LEHMANN (Wisconsin Department of Corrections, Madison, Wisconsin, USA)
2. Enhancing the skills of school library staff to cater for individual student needs
   Accroitre les compétences des bibliothécaires scolaires à satisfaire les besoins des élèves handicapés
   FORTBILDUNG FÜR SCHULBIBLIOTHEKARE ZUR BEFRIEDIGUNG INDIVIDUELLER NUTZERBEDÜRFNISSE
   Mejora de las técnicas del personal de las bibliotecas escolares para atender las necesidades de ciertos estudiantes
   JANET MURRAY (School of Information Management and Systems, Monash University, Caufield East, Australia)
3. Information services to the disadvantaged person: a challenge for information professionals in Thailand
   Informationsdienstleistungen für benachteiligte Personen: Eine Herausforde-rung für Informationsspezialisten in Thailand
   Servicios de información para personas en situación de desventaja: Un desafío para los profesionales de la información de Tailandia
   SUJIN BUTDISUWAN (Department of Library and Information Science, Faculty of Humanities and Social Sciences, Mahasarakham University, Mahasarakham, Thailand)
4. Voice of India's disabled: demanding equality in library services
   La voix des handicapés de l'Inde: exigeant l'égalité dans les services de bibliothèque
   Die Stimme der Behinderten Indiens: Forderung nach Gleichbehandlung in Bibliotheksdienstleistungen
   Los discapacitados en la India: la demanda de igualdad en los servicios bibliotecarios
   RANGASHRI KISHORE (Library, UNICEF, New Delhi, India)

133. Biological and Medical Sciences Libraries

Theme: *"The Convergence of the Health Information Community"*

1. ICML 2000 presentation and stakes
   DEREK LAW (Andersonian Library, University of Strathclyde, Glasgow, Scotland, UK)
2. Bibliometría Latino Americana en el sector de le solud
   JAVIER SOLORIO

134. FAIFE (Free Access to Information and Freedom of Expression) SI

11:30-12:25

135. Guest Lecture III SI

12:00-14:00

136. Poster Sessions

12:30-15:00

137. Latin America and the Caribbean

Theme: *"Library Kaleidoscope of Latin America and the Caribbean"*

1. El Banco del Libro: un banco al servicio de la promoción del libro y la lectura
MARIA ELENA ZAPATA and LOLY D'ELIA (Banco del Libro, Caracas, Venezuela)
2. Hispanoamérica; su registro cultural a través de la imprenta
STELLA MARIS FERNANDEZ (Argentina)
3. El derecho a la información y las políticas de Información en América Latina
The Information Right and the Information Policies in Latin America
Le droit a l'information et les politiques d'information en Amerique Latine
ESTELA MORALES (National University Autonomous of Mexico, Mexico City, Mexico)

138. Library History

Theme: *"Views of South East Asian Library History from Inside and Outside"*

1. An Odyssey in Scholarly Library History: JLH / L&C at 35
DONALD G. DAVIS (Graduate School of Library and Information Science, University of Texas at Austin, Austin, Texas, USA)
2. History of the National Library of Thailand
SUWAKHON SIRIWONGWORAWAT (National Library of Thailand, Bangkok, Thailand)
3. Trends in Philippine library history
VICENTE S. HERNANDEZ (Sangandaan Cultural Center, Makati City, Philippines)

139. Public Libraries SI

Theme: *"Developing the Public Library"*

1. Public library services to rural and remote communities: Malaysian and Australian models
Les services de bibliothèques de l'Intérieur : diminuer les distances
Bibliothekseinrichtungen im Outback: die Entfernung verringern
Услуги публичной библиотеки в сельских и удаленных общинах: Модели Малайзии и Австралии
[Adobe Acrobat PDF: 278K]
Servicios de biblioteca pública para comunidades rurales y alejadas: Modelos malayo y australiano
ROBERT PESTELL (Public Library Division, State Library of Queensland, West End, Australia) and NORMA ABU SEMAN (Faculty of Information Studies, MARA Institute of Technology, Malaysia)
2. Challenges in providing public library services in a multicultural and geographically remote area
CHRISTINE KU SCOTT-SMITH (Guam Public Library, Hagatna, Guam)

3. Developing public libraries: revising the IFLA Guidelines for Public Libraries
   Panel discussion of the Working Group: BARBARA CLUBB, PHILIP GILL, ILONA GLASHOFF, KERSTIN HASSNER, and ROBERT PESTELL

140. Newspapers

Theme: *"South-East Asian Newspapers"*

1. Southeast Asia Newspaper Collecting in the United States
   ALLEN RIEDY (Cornell University, Ithaca, New York, USA)
2. Current Southeast Asian newspapers: an overview
   AMELIA MCKENZIE and PAUL LIVINGSTON (National Library of Australia, Canberra, Australia)
3. A window on to the world: newspaper collecting in the National Library of Australia
   AMELIA MCKENZIE (National Library of Australia, Canberra, Australia)
4. Thai newspapers
   TBA

141. Library Theory and Research

Theme: *"Library Research in South East Asia"*

1. Doing research overseas without tears: adventures of an innocent abroad
   NONGYAO PREMKAMOLNETR (Library and Information Center, King Mongkut University of Technology Thonburi, Bangkok, Thailand)
2. Overview on library and information studies in Thailand
   PRAPAVADEE SUEBSON

142. Management of Library Associations

Theme: *"Association Strategies for Success"*

1. Coalition building/parallel organizations
   DUANE WEBSTER (Association of Research Libraries, Washington DC, USA)
2. Downsizing/outsourcing
   TBA
3. Reinventing the association
   LEACY O'BRIEN (Canadian Library Association, Ottawa, Canada)

143. Information Technology SI

Theme: *"Improving Global Access to Digital Information"*

1. E-Referencer: transforming Boolean OPACs to web search engines
   E-Referencer: Transforming Boolean OPACs to Web Search Engines (version française)
   E-Referencer: umwandlung Boole'scher OPACs in suchmaschinen
   CHRISTOPHER KHOO and DANNY C.C.POO, TECK-KANG TOH, and GLEN HONG (Division of Information Studies, School of Applied Science, Nanyang Technological University, Singapore)
2. Success - structured search strategy: information retrieval in the age of global information systems
   Success - pour une stratégie de recherche structurée : retrouver l'information

à l'heure des systèmes d'information globale
Success - Strukturierte Such-Strategie Informationsretrieval im Zeitalter globaler Informationssysteme
CHAIM ZINS (University of Haifa, Haifa, Israel)
3. International collaboration on Internet subject gateways
Internet et la collaboration internationale autour des points d'accès par sujet
Internationale Zusammenarbeit bei Internet Subject Gateways
EMMA WORSFOLD PLACE (DESIRE/SOSIG Research Office, University of Bristol, Bristol, UK)

13:00-16:30

144. Study Tours/Library Visits

15:30-17:50

145. Libraries for Children and Young Adults

1. Children's library services and literacy in Thailand
SOMBOON SINGKAMANAN (Department of Library Science, Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand)
2. Immigrant children mediators (ICM): bridging the literacy gap in immigrant communities
Enfants immigrés et médiation : une façon de réduire le fossé linguistique pour les communautés immigrées
CLARA M. CHU (Department of Library and Information Science, UCLA, Los Angeles, California, USA)
3. Lesefähigkeit und Neue Technologien - Entwicklungen in Deutschland
Reading ability and the New Technology - Developments in Germany
Pratiques de lecture et nouvelles technologies - Développement en Allemagne
SUSANNE KRUEGER (Fachhochschule Stuttgart, Stuttgart, Germany) and RITA SCHMITT (Deutsches Bibliotheksinstitut, Berlin, Germany)

146. Audiovisual and Multimedia

Theme: *"Oral Heritage: Audiovisual History and Future"*

1. The emerging role of audiovisual and multimedia in the preservation of a national heritage: the Kenyan experience
JOYCE AGALO (Moi University, Eldoret, Kenya)
2. El disco compacto en las bibliotecas populares argentinas y la colección "retratos sonoros" de músicos argentinos como una experiencia singular
Le disque compact dans les bibliothèques populaires argentines et la collection « Portraits sonores » de musiques argentines comme expérience singulière
DANIEL RAMON RIOS (CONABIP, Buenos Aires, Argentina)
3. Valoriser et préserver le patrimoine oral dans une civilisation de l'ecrit: un défi pour les bibliothèques
Collecting, making known, and preserving oral heritage in a written civilization : a challenge for libraries
JOELLE GARCIA (Departement de l'Audiovisuel, Bibliothèque nationale de France, Paris, France)
4. The making of oral history in Thailand
RUJAYA ABHAKORN (Department of History, Faculty of Humanities, Chiang Mai University, Chiang Mai, Thailand)

147. Mobile Libraries

Theme: *"Building Mobile Libraries for the 21st Century: Fundraising for Success"*

1. The cybermobile: a partnership approach to bringing information to the disadvantaged
JOHN DRUMM (Carnegie Public Library, Muncie, Indiana, USA) and FRANK M. GROOM (Ball Communications, Ball State University, Muncie, Indiana, USA). Dr. Groom Specializes in High Bandwidth Networking and Multimedia Data Storage.
2. Outreach Services in Thailand: A Media Presentation
Mrs. MANTANA CHAROENPAID, Central Library of Srinakharinwirot University. Mrs. Charoenpaid is responsible for outreach services in Thailand. Her presentation will be accompanied by slides.
3. Camel Library Service in Kenya
Mr. S. K. NG'ANG'A, Director of the Kenya National Library, Nairobi Kenya. Mr. Ng'ang'a's paper and video will focus on this collaborative, community-based mobile library service.

148. University Libraries and other General Research Libraries

Theme: *"New Organizational and Financial Models for Academic Libraries"*

1. New organizational and financial models for academic libraries: the UK experience
GRAHAM BULPITT (Learning Centre, Sheffield Hallam University, Sheffield, UK)
2. New organizational and financial models for academic libraries: the Scandinavian experience
GUNNAR SAHLIN (Stockholm University Library, Stockholm, Sweden)

149. Serial Publications

Theme: *"Asian Serials: Problems and Issues"*

1. Access to Asian serials in Australian libraries
ACCES AUX PUBLICATIONS EN SERIE ASIATIQUES DANS LES BIBLIOTHEQUES AUSTRALIENNES
ANDREW GOSLING (Department of Asian Collections, National Library of Australia, Canberra, Australia)
2. Serial murder in Southeast Asia: collecting and preserving serials in changing landscape
Meurtres en séries en Asie du Sud-Est: La collecte et la préservation des périodiques dans un monde en changement
CAROL L. MITCHELL (Memorial Library, University of Wisconsin, Madison, Wisconsin, USA)
3. The earliest Tibetan serials
HARMUT WALRAVENS (International ISSN Agency, Berlin, Germany)
4. Malaysian serials: issues and problems
Publications et problèmes liés à l'édition de séries en Malaisie
CHE NORMA BAHRI (Universiti Sains Malaysia, Penang, Malaysia)

150. Social Sciences Libraries SI

Theme: *"State of the Art of Social Science Information: Thinking Local - Acting Global?"*

1. Social science information and documentation: is the time ripe for a state of the art?
   L'information et la documentation en sciences sociales : à quel niveau de maturité se trouvent-elles ?
   HANS-CHRISTOPH HOBOHM (Fachhochschule Potsdam, Potsdam, Germany)
2. Social science information - the poor relation
   L'information en sciences sociales, le parent pauvre
   MAURICE B. LINE (Harrogate, UK)
3. Capitalizing on a past investment: why we need bibliometric studies of social science literature again
   Ré-exploiter un investissement antérieur : pourquoi les études bibliométriques réalisées dans le domaine des Sciences sociales nous sont à nouveau utiles?
   PATRICIA LAYZELL WARD (Gwynnedd, Wales, UK)
4. The recent UNESCO activities in social science information and documentation
   PAUL DE GUCHTENEIRE (MOST Clearinghouse, UNESCO, Paris, France)
5. The evolution of social science information sources in Asia: the South Korean case
   Evolution des sources d'information en sciences sociales en Asie : le cas de la Coree du Sud
   MYOUNG CHUNG WILSON (Archibald S. Alexander Library, Rutgers, New Brunswick, New Jersey, USA)
6. Toward the twenty first century: research on the development of social science information services of university libraries in China
   Vers le vingt et unième siècle : recherche sur le développement des services d'information en sciences sociales des bibliothèques universitaires en Chine
   MA WENFENG and WANG LIQING (Library, Renmin University, Beijing, China)

Evening

Free evening for receptions at Embassies

Thursday, 26 August

09:00-13:00

152. FAIFE Workshop
   ALEX BYRNE (Chair, FAIFE Committee, Australia)

153. National Libraries joint with Bibliography: Workshop

   Theme: *"Electronic Publications in Bibliographies [National]"*

1. Net Publications and Bibliographic Control - Seen from Denmark with a view to Sweden
   RANDI DIGET HANSEN (Bibliographic Department, Danish Library Centre, Copenhagen, Denmark)
2. Inclusion of Information Covering Electronic Resources in National Bibliographies: Results of a Survey Conducted May-June 1998

JOHN D. BYRUM (Library of Congress, Washington DC, USA)

154. Management and Marketing: Workshop (Strategic Management and Public Policy)

Theme: *"Strategic Management and Public Policy"*

155. Cataloguing: Workshop

Theme: *"Universal Bibliographic Control in the Multilingual/Multiscript Environment: Access to Information - Theory and Practice"*

1. Cataloguing in the universal character set environment: looking at the limits
   Le catalogage dans un univers à plusieurs écritures : les limites
   Katalogisierung in der Universellen Zeichensatz-Umgebung : Was sind die Grenzen?
   Каталогизация средствами универсального набора символов: анализ возможностей
   [Adobe Acrobat PDF: 298K]
   La catalogación en el entorno del Juego Universal de Caracteres: Una visión de los límites
   JOAN M. ALIPRAND (The Research Libraries Group, Inc., Mountain View, California, USA)
2. The need for co-operation in creating and maintaining multilingual subject authority files
   Der Bedarf nach Kooperation bei Erarbeitung und Pflege mehrsprachiger Schlagwortnormdateien
   Необходимость кооперации в создании и поддержке многоязычных авторитетных файлов предметных рубрик.
   [Adobe Acrobat PDF: 595K]
   La necesidad de cooperación en la creación y mantenimiento de archivos temáticos multilingües de autoridades
   GENEVIEVE CLAVEL-MERRIN (Swiss National Library, Bern, Switzerland)
3. National access in the international environment: the role of vernacular vocabularies in the context of the virtual library
   PAIVI PEKKARINEN (National Library of the Health Sciences, Helsinki, Finland)
4. UNIMARC : quelles solutions pour le catalogage en plusieurs langues et plusieurs écritures ?
   UNIMARC : what solutions for multilingual / multiscript cataloguing?
   UNIMARC: решения для многоязычной / мультиграфической каталогизации
   [Adobe Acrobat PDF: 105K]
   UNIMARC: ¿qué soluciones presenta para la catalogación en diversas lenguas / diversas escrituras?
   FRANCOISE BOURDON and ELISABETH FREYRE (Bibliothèque nationale de France, Paris, France)
5. ISO 639-1 and ISO 639-2: International Standards for language codes. ISO 15924: International Standard for names of scripts
   ISO 639-1 et ISO 639-2 : Normes internationales de codes de langues. ISO 15924: Norme internationale pour les noms d'écriture
   Заглавие доклада: ISO 639-1 и ISO 639-2: международные стандарты для кодов языков. ISO 15924: международный стандарт для наименований шрифтов

[Adobe Acrobat PDF: 350K]
ISO 639-1 e ISO 639-2: normas internacionales de códigos de lengua. ISO 15924: norma internacional de nombres de escrituras
JOHN D. BYRUM, JR. (Cataloging Division, Library of Congress, Washington DC, USA)

6. UNICODE in MARC 21 and related format issues
SALLY MC CALLUM, (Network Development and MARC standards Office, Library of Congress, Washington DC, USA)
7. Standards for Bibliographic control in Thailand
SIRIPORN CHIRUPPAPA, (Library Information Center, National Library of Thailand, Bangkok, Thailand)
8. Romanization of multiscript/multilingual materials: experiences of Malaysia
NAFISAH AHMAD(Technical Services Division, National Library of Malaysia, Kuala Lumpur, Malaysia)
9. Standards for bibliographic control in Thailand
SIRIPORN CHIRUPPAPA (Library Information Centre, National Library of Thailand, Bangkok, Thailand)

156. Social Sciences Libraries joint with Government Information and Official Publications and ESCAP: Workshop United Nations Conference Centre

Theme: *"Six Billion and Counting: Statistics for All the World's People"*

1. Utilization of statistical information: the case of population
M. KHALID SIDDIQUI (Statistics Development Section, ESCAP, Bangkok, Thailand)
2. Panel Discussion 1: Demographic Centres: Holdings and Services
    a. Asia-Pacific POPIN: achievements and challenges for the future
    JA KYUNG YOO (Population and Rural Urban Development Division, ESCAP, Bangkok, Thailand)
    b. What Is the TPIC?
    CHANTARAT RABIABLOKE (Thai Population Information Centre, Family Planning Division, Ministry of Public Health, Nonthaburi Thailand)
    c. Introduction to the China Population Information and Research Centre (CPIRC)
    GUO WEIMING (China Population Information and Research Centre, Beijing, China)
    d. Danish data archives services for social scientists and demographers
    HANS JORGEN MARKER (Danish Data Archives, Odense University, Odense, Denmark)
3. Panel Discussion 2: Demographic Database Demonstrations
    a. The United Nations demographic database
    BHAKTA GUBHAJU (ESCAP, Bangkok, Thailand)
    b. Thailand Demographic Database
    PREEYA MITHRANON and CHUTICHART BOONCHUWIT(Thai Population Information Centre, Family Planning Division, Ministry of Public Health, Nonthaburi, Thailand)
    c. Danish demographic database and NESSTAR - the next generation
    NANNA FLOOR CLAUSEN (Danish Data Archives, Odense University, Odense, Denmark)
    d. An Overview of American FactFinder
    MARIAN BRADY and JOSEPH GILVARY (Testing and Development, Data Access and Dissemination System (DADS), Washington, DC , USA

08:30-14:00

157. Art Libraries: Workshop Silpakorn University Auditorium

Theme: *"Blurring the Boundaries: Should Art Librarians Work with Archivists, Curators, Educators, or Become More Specialized?"*

1. Electronic resources on art in Thailand (ERA): trial of Silpakorn University Library
   POOT VERAPRASERT (Silpakorn University Central Library, Bangkok, Thailand)
2. The art librarian as mediator: the art of being a librarian
   Atelier Le bibliothécaire d'art en temps que médiateur : l'art d'être bibliothécaire
   PETRA VAN DEN BORN (Amsterdam Historical Museum, Amsterdam, Netherlands) and WILBERT HELMUS (Rijksmuseum Library, Amsterdam, Netherlands)
3. Information Literacy in the Electronic Arts Library: Strategies for the Hybrid Professional
   ANIKO L. HALVERSON (California Institute of the Arts, Valencia, California, USA) and JOYCE VOLKER (Institute of the Arts Library and Resource Center, Australia National University, Canberra, Australia)

   11:45-13:00 Lunch at Silpakorn University

4. Las redes de bibliotecas de museos: una historia con futuro
   Museum libraries networks: a story with a future
   Les réseaux de bibliothèques de musées: une histoire avec avenir
   ROSARIO LOPEZ DE PRADO (Museo Arqueológico National, Madrid, Spain) and LUIS CASTRILLO AGUILERA (Museo Nacional del Prado, Madrid, Spain)

09:00-17:00

158. Document Delivery and Interlending joint with the UAP Core Programme: Workshop

Theme: *"The Current State of Document Delivery in SE Asia: Measuring Progress since the 1995 Workshop in Bangkok"*

A UAP workshop held in Bangkok in 1995 considered the state of library development in Southeast Asia and allowed participants from many countries to describe the situation in their own region, with an emphasis on document supply. This workshop will be a follow-up to that workshop. Presentations will be given from the same organizations, and by the same speakers wherever possible, and will explore if, and what, progress has been made since 1995.

In addition to the speakers listed, there will be presentations mae on the progress of document delivery in the following countries: Thailand, Laos, Myanmar, Vietnam and Cambodia.

1. UAP in Southeast Asia: introduction
   GRAHAM P. CORNISH (UAP Core Programme, British Library, Boston Spa, Wetherby, UK)
2. Document delivery in Brunei Darussalam: progress since 1995
   NELLIE DATO PADUKA JAJI SUNNY (Dewar Bahasa dan Pustaka Brunei)

3. Document delivery in Malaysia: progress since 1995
   ARA TALIB (National Library of Malaysia, Kuala Lumpur, Malaysia)

159. Education and Training: Workshop Chulakorn University

Theme: *"Standards for LIS Education: Proposed Conceptual Changes"*

1. Standards for Library Schools, 1976: Update: A Preliminary Report to the Standing Committee on Education and Training, 64th IFLA General Conference, Amsterdam, August 1998
   EVELYN DANIEL (School of Library and Information Science, University of North Carolina, Chapel Hill, North Carolina, USA) and SUSAN LAZINGER, School of Library, Archive and Information Science, Hebrew University of Jerusalem, Jerusalem, Israel)
2. Preparing new generations: a shift for library and information science education based on the management of information and knowledge rather than of institutions and documents
   PAULETTE BERNARD and GILES DESCHATELETS (Ecole de bibliotheconomie et des sciences de l'information, Université de Montreal, Quebec, Canada)
3. Success-structured search strategy: information retrieval in the age of global information systems
   CHAIM ZINS (University of Haifa, Haifa, Israel)

160. Libraries for Children and Young Adults joint with Education and Training: Workshop

Theme: *"Education and Training of Children's Librarians"*

161. Management of Library Associations joint with Asia and Oceania: Workshop

Theme: "Management of Library Associations in Developing Countries"

1. Back to the basics: moving a library association
   TBA
2. Stages of development: case studies from Vanatu, Sri Lanka and Armenia
   BETSIE KALTABANG (Vanatu)
   HARRISON PEREIRA (Sri Lanka)
   TBA
3. Strategies for success: case studies from the Philippines, Malaysia and the Pacific
   TBA
   MOHD. SHERRIF
4. The Management and Development of Library Associations in Asia and Oceania Strategies for Success -- PIALA: A Case Study
   ARLENE COHEN

162. School Libraries and Resource Centres: Workshop

Theme: *"UNESCO School Library Manifesto: Dissemination and Implementation"*

1. Dissemination and implementation of the School Library Manifesto presented to the UNESCO PGI meeting, December 1998
   TORNY KJEKSTAD and PAULETTE BERNHARD

163. Science and Technology Libraries joint with User Education: Workshop King Mongkut Institute of Technology Library

Theme: *"New Directions in User Education"*

1. Brief user education
   THANAKORN KIATBUNLOE (King Mongkut Institute of Technology, Bangkok, Thailand)
2. Evaluation of web-based library instruction programs
   TESS TOBIN and MARTIN KESSELMAN (Rutgers University Library Media Services, Piscataway, New Jersey, USA)
3. Guidance for PC use
   JEERAPOL KUMKIAN (King Mongkut Institute of Technology Library, Bangkok, Thailand)

164. UDT Core Programme: Workshop

Theme: *"Uniform Resource Identifiers and the Library Community"*

Uniform Resource Locators (URLs), the mechanism used to describe where information is located on the Internet, has been essential to the development of the World Wide Web. However, URLs "break" as information is moved or deleted, networks are busy,sites go out of service or are revised, or computers change addresses. As the Web grows, the problem of Error 404 "Document Not Found" responses increases. Thus, there is a need for a system of persistent uniform resource identifiers that provide logical points to network resources and which are resistant to change. Ensuring persistence will require a distributed and complex set of technical and administrative commitments to be successful. This workshop will provide an update on the various identifier initiatives, their interrelationships, and the emerging role of the library community in providing Uniform Resource Identifer (URI) services.

Speakers will cover:

1. Overview of identifier technologies and issues for libraries
2. IEFT URN development
3. PURLs
4. Handle system: an overview
5. DOI: a publishers perspective
6. Identifiers and digital library development
7. A role for national libraries in URI services

165. University Libraries and other General Research Libraries: Workshop

Theme: *"Life-Long Learning in an Electronic Environment"*

1. Library-university partnerships in distance learning
   Partenariats bibliothèque - université pour l'enseignement à distance
   Partnerschaft zwischen Bibliothek und Universität auf dem Gebiet des Fernunterrichts
   La Biblioteca Universitaria y la Universidad copartícipes en el aprendizaje a distancia
   CAROLYN ARGENTATI (North Carolina State University, Raleigh, North Carolina, USA)
2. University of Melbourne Library meeting the challenges of providing information literacy in a networked environment
   La bibliothèque de l'université de Melbourne au rendez-vous pour offrir la maîtrise de l'information dans un environnement réseauté
   SABINA ROBERTSON (University of Melbourne Library, Melbourne,

Australia)
3. User education and information retrieval for students without a family history of college education
CHRISTINA TOVOTE (Malmö University, Malmö, Sweden)

13:00-16:30

166. Study Tours/Library Visits

13:00-17:00

(167 open)

168. Management and Marketing: Workshop

Theme: *"Performance Measures and Marketing"*

169. Serial Publications joint with ISSN Centres and Cataloguing: Workshop

Theme: *"Serials in Evolution: Programmes, Standards and Identification"*

1. Panel discussion: Harmonization of cataloguing standards for serials
   a. An update on the ISBD(s) Working Group
   INGRID PARENT (National Library of Canada, Ottawa, Canada)
   b. AACR
   TBA
   c. ISSN
   TBA
2. Panel discussion: Issues related to electronic serials
   a. Metadata
   DIANN RUSCH-FEJA (Library of the Max Planck Institute for Educational Research, Berlin, Germany)
   b. DOI
   NORMAN PASKIN (International DOI Foundation, Kidlington, Oxford, UK)
   c. URN
   TBA
   d. URN and ISSN
   TBA

170. Government Information and Official Publications: Workshop United Nations Conference Centre

Theme: *"The Use of the Internet to Access Government Publications"*

1. Internet search strategies and search engines
   JERRY W. MANSFIELD (US Postal Service, Washington DC, USA)
2. Web sites of governments, parliaments, and international organizations
   HELEN M. SHEEHY (Pattee Library, Pennsylvania State University, University Park, Pennsylvania, USA)

171. Preservation and Conservation: Workshop

Theme: *"Tactics for Preservation"*

1. Fitness for purpose: the role of stabilization in a collections conservation

program
Bon pour le service" : le rôle des traitements de stabilisation dans le cadre d'une approche globale de la conservation des collections à la Bibliothèque du Congrès
К вопросу: "Роль стабилизации в Программе по консервации коллекций" [Adobe Acrobat PDF: 350K]
DEBRA MCKERN (Library of Congress, Washington DC, USA)

2. Macro and microenvironments at the British Library
   Macro et micro-environnement a la British Library
   Макро- и микроклимат в Британской библиотеке [Adobe Acrobat PDF: 300K]
   HELEN SHENTON (British Library, London, UK)
3. Режим хранения документов - основное средство сохранности библиотечных фондов (из опыта Российской Государственной Библиотеки) [Adobe Acrobat PDF: 430K
   Conditions of storing the documents as the chief means of preserving the library holdings (As shown by the experience of the Russian state library)
   OLGA PERMINOVA and TATJANA STEPANOVA (Russian State Library, Moscow, Russian Federation)
4. МАССОВАЯ ДЕЗИНФЕКЦИЯ ДОКУМЕНТОВ, ПОРАЖЕННЫХ МИКРООРГАНИЗМАМИ:ИЗ ОПЫТА РАБОТЫ [Adobe Acrobat PDF: 270K]
   Mass disinfection of documents affected by microorganisms: one practical experience
   La désinfection massive des documents atteints de microorganismes:suggerée par l'expérience de travail
   Massendesinfektion der von den mikroorganismen befallenen dokumente: arbeitserfahrungen
   SVETLANA DOBRUSINA and TATIANA VELIKOVA (National Library of Russia, Russian Federation)

14:00-17:00

171a. FAIFE Business Meeting
171b. Thai/US Librarians Seminar **OFF-SITE**

Friday, 27 August

08:30-10:20

172. Bibliography SC II
173. Classification and Indexing SC II
174. Government Information and Official Publications SC II
175. Information Technology SC II
176. Libraries Serving Disadvantaged Persons SC II
177. Library Buildings and Equipment SC II
178. Library Services to Multicultural Populations SC II
179. Library Theory and Research SC II
180. Management and Marketing SC II
181. National Libraries SC II
182. Rare Books and Manuscripts SC II
183. School Libraries and Resource Centres SC II

184. Science and Technology Libraries SC II
185. Serial Publications SC II
186. Social Sciences Libraries SC II
187. University Libraries and other General Research Libraries SC II
188. Statistics SC II

09:00-10:00

189. IFLA Conference Organizers

10:30-12:20

190. Executive Board III (with representatives of CDNL, FID, ICA, IPA and UNESCO)

10:30-12:20

191. Art Libraries SC II
192. Acquisition and Collection Development SC II
193. Audiovisual and Multimedia SC II
194. Biological and Medical Sciences Libraries SC II
195. Cataloguing SC II
196. Document Delivery and Interlending SC II
197. Education and Training SC II
198. Geography and Map Libraries SC II
199. Government Libraries SC II
200. Libraries for Children and Young Adults SC II
201. Libraries for the Blind SC II
202. Library and Research Services for Parliaments SC II
203. Preservation and Conservation SC II
204. Public Libraries SC II
205. Reading SC II
206. Regional Section: Africa SC II
207. Regional Section: Latin America and the Caribbean SC II
208. Regional Section: Asia and Oceania SC II

12:30-14:25

208a. Guest Lecture IV SI

The library network in a learning society
ABHISIT VEJJAJIVA ((Democrat MP and Prime Minister's Office Minister, Bangkok, Thailand)

12:30-14:25

209. General Research Libraries CB II
210. Special Libraries CB II
211. Libraries Serving the General Public CB II
212. Bibliographic Control CB II
213. Collections and Services CB II
214. Management and Technology CB II
215. Education and Research CB II
216. Regional Activities CB II
216a. CLM Business Meeting

14:30-14:50

217. Professional Board II

15:00-18:00

218. Council II and Closing Session SI

Saturday, 28 August

All day

219. Excursions

Notes

1. CB: Coordinating Board of Division
   SC: Standing Committee of Section
   EC: Executive Committee of Round Table
   SI: Simultaneous Interpretation

2. All meetings of the various steering bodies (with the exception of the business meetings of the Executive and Professional Boards) may be attended by observers provided the Chairs have no objection.

3. Normally papers are not presented in CB, SC and EC meetings.

4. Papers are listed in the programme in the language in which they will be delivered. If the original language title has not been received, the English title is given. Note too that because the final version of the Programme will not be ready before 1 July 1999, titles will change as papers are received at Headquarters.

5. Any programme or meeting room change received after 15 July 1999 will be announced in IFLA Express.

Latest Revision: *October 6, 1999*

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Programme and Proceedings

Alphabetical List of Authors

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NAFISAH AHMAD
Romanization of multiscript/multilingual materials: experiences of Malaysia

GABRIEL ALEGBELEYE
The role of the joint IFLA/ICA Committee on Preservation on the preservation and conservation of library and archival materials in Africa

JOAN M. ALIPRAND
Cataloguing in the universal character set environment: looking at the limits
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La catalogación en el entorno del Juego Universal de Caracteres: Una visión de los límites

DAVID LEHLING ALLEN
How to put your maps on the Internet
Comment mettre vos cartes sur l'internet

CAROLYN ARGENTATI
Library-university partnerships in distance learning
Partenariats bibliothèque - université pour l'enseignement à distance

Partnerschaft zwischen Bibliothek und Universität auf dem Gebiet des Fernunterrichts
La Biblioteca Universitaria y la Universidad copartícipes en el aprendizaje a distancia

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CHE NORMA BAHRI
Malaysian serials: issues and problems
Publications et problèmes liés à l'édition de séries en Malaisie

ELSA BARBARENA
Las bases de datos sobre artes plásticas y arquitectura Mexicanas: necesidad, logros, problemática
Mexican art and architecture databases: needs, achievements, problems

HOWARD BESSER
Network access to visual information: a study of costs and uses

FRANCOISE BOURDON
Section de bibliographie Rapport d'activité 1998-1999
Section on bibliography Review of activities 1998-1999
Section de Bibliography Examen de actividades 1998-1999

FRANCOISE BOURDON and ELISABETH FREYRE
UNIMARC : quelles solutions pour le catalogage en plusieurs langues et plusieurs écritures ?
UNIMARC : what solutions for multilingual / multiscript cataloguing?
UNIMARC : решения для многоязычной / мультиграфической каталогизации [Adobe Acrobat PDF: 105K]
UNIMARC: ¿qué soluciones presenta para la catalogación en diversas lenguas / diversas escrituras?

EILEEN BREEN
Library and information science journals in the Asian context

SUJIN BUTDISUWAN
Information services to the disadvantaged person: a challenge for information professionals in Thailand
Informationsdienstleistungen für benachteiligte Personen: Eine Herausforde-rung für Informationsspezialisten in Thailand
Servicios de información para personas en situación de desventaja: Un desafío para los profesionales de la información de Tailandia

LIS BYBERG
Library history revisited: research areas and methodology

ALEX BYRNE
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JOHN D. BYRUM
Inclusion of Information Covering Electronic Resources in National Bibliographies: Results of a Survey Conducted May-June 1998

JOHN D. BYRUM, JR.
ISO 639-1 and ISO 639-2: International Standards for language codes. ISO 15924:

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LUIS CASTRILLO AGUILERA and ROSARIO LOPEZ DE PRADO
Las redes de bibliotecas de museos: una historia con futuro
Museum libraries networks: a story with a future
Les réseaux de bibliothèques de musées: une histoire avec avenir

LOIS MAI CHAN, XIA LIN, and MARCIA ZENG
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GARY E. GORMAN
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GARY E. GORMAN
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The making of oral history in Thailand

Rujaya Abhakorn
Department of History
Chiang Mai University
Thailand

Paper

In Thailand, memory about the past has been recorded in written manuscripts through an oral tradition that was usually limited to political dynastic events, history of Buddhism and Buddhist relics, and local history, which again was usually confined to the history of the ruling family or local Buddhism, although we could also sometimes find legends and myths. These were periodically recopied by several people for their own reasons with little addition. Keeping a record of one's own thoughts and activities in the form of a diary has hardly ever been practiced. In fact, political leaders and their family members and close associates usually kept silent about their experiences and let them die with them.

The idea of recording people's versions of their lives or certain episodes in their lives is therefore of a very recent origin in Thailand. The reason for this is not the lack of modern technology. It is the unwillingness to reveal the facts and be responsible for the consequences that keeps the practice of recording the present in order to fill the past somewhat a novelty.

Interest in history as serious academic subject as well as an intellectual tool in the understanding of social change and political development was at its height in the early 1970's and seemed to stimulate the making of oral history. The Historical Society of Thailand was founded by a group of university history teachers and students in 1978. Before that, the study and use of history was dominated by the state in order to promote national consciousness. After the so-called "Students Revolution" of 1973 in which the military regime was overthrown by popular demonstrations, there were demands for "the people's history" to replace history of the state and the ruling class. The installation of an elected government also revived an interest in the history of democracy in Thailand that began in 1932 by a group of government officials who forced the royal government to introduce a constitution and parliamentary democracy.

This paper is based on a rough survey, with the kind assistance of Nakharin Mektrairat and Warunee Osatharom of Thammasat University, of "oral history projects" conducted since 1976 as well as publications that used oral interviews. The result shows that a state agency, the National Archives, and academic historians have played the most active roles in the making of oral history in the modern era. There appear to be three types of oral history, all of which are political in nature, but reflecting three different concerns: the history of the state, the history of the democratic movement and the history of the people.

The National Archives and Oral History

The National Archives in Thailand was officially established to collect official documents generated in the course of their routine duties by all the bureaucratic agencies in the country. As part of his responsibilities, the National Archives collected tapes of important royal ceremonies, parliamentary debates, and political campaign speeches, all of which took place in Bangkok. It was only after the two important political events of October 14, 1973 and the political violence of October 5, 1976, that the Archival Section of the NA initiated a project named "Talking About Old Times" in 1976 in which it interviewed six persons of different statuses and importance. The most famous was M.R. Kukrit Pramoj, a royalist and former prime minister best known for his multi-talents as writer, classical dancer, historian, and political skills, who was at the height of his career. Another royalist interviewed was Princess Poonpismai Diskul, a daughter of Prince Damrong Rajanuphap, who was a close adviser and brother of King Chulalongkorn. The Princess reminisced about life at court, her father and his political downfall after the coup of 1932, and her personal interests, particularly in Buddhism. Three other well-known writers also talked about their lives and interests. Khun Wichit Matra, another man-of-letters and composer, gave an account of life in Bangkok at the beginning of the twentieth century. Sathit Semanin, a journalist and writer talked about political changes as seen from the media's angle. Another old-time journalist, Phayom Rotchanawiphat, also talked about his life in the early twentieth century. The last person recorded under this project was a man of a completely different nature, a man remembered today as the leader of a violent group of right-wing political activists who were involved in the clashes of October 6, 1976 at Thammasat University. Colonel Sudsai Hasadin was the leader of the Red Guar anti-communist para-military group consisting mainly of young students from vocational schools who set out to physically oppose university students suspected of being communist sympathizers.

"Talking About Old Times" was not a particularly well conceived project. There was no clear objective or theme and, with the exception of Colonel Sudsai, all of those interviewed were writers who had already put on paper their thoughts and experiences. The project, by recording their voices, made them more "real" for future listeners and historians, without adding much more to what was already known from written sources.

In 1977, this project was reorganized to reflect the academic "oral history" approach. Questionnaires were prepared and preliminary researches made. Unfortunately, as it turned out, only three persons were interviewed, two of whom, Khun Phra Sucharit Suda, and Khun Phra Adisai Sawamiphak, were courtiers in the reign of King Rama VI (1910-19). The third person, Mr. Rabin Bunnag, was a professional photographer of social life. His collection of photographs later became part of National Archives Photograph Section.

Since then, the NA has frozen its oral history project, apparently for the lack of personnel and funding. Given the nature of its governing agency, the Fine Arts Department of the Ministry of Education, who liked to be self-sufficient without seeking cooperation from the universities, it is not surprising that the project was not sustainable.

A mention should be made of an oral history project by the Bank of Thailand. This was started in 1981 as part of archival work, with the aim of studying the history of finance and commercial banking in the country. Unfortunately, there was no time to conduct further investigation into this project for this paper.

Academic Oral History

Researches using oral history as a technique in gathering data in addition to the information already available in official publications and newspapers personal interviews have been conducted in Thai universities by three main groups: political economists, political scientists and historians. All of them are best described as contemporary political history. Five works will be cited here.

The work by Charnwit Kasetsiri and others (1992) is essentially a history of Thammasat University, emphasising the point that the university's history was entertwined with the political events and the political life of Thailand. The reasons for this were its connection with its founder, Pridi Phanomyong and the commitments of its students with the democratic ideals. As the researchers for this work were teachers and students of Thai political history, their investigation was extensive, using official and personal records, newspapers and secondary sources more than personal interviews of former teachers, students and administrators.The number of those interviewed (38) was not extensive and could not include two very important people, Pridi Phanomyong the University founder who passed away in Paris a few weeks before an arranged meeting could take place, and the late Duean Bunnag who was in charge of the University's administration during Pridi's political exile in the 1950's. As the researchers' main theme was how the university's moral and political ideals survived in the midst of political authoritarianism, the voices of the "radical" elements of Thammasat University were heard and given more space than their opponents in the entire work.Nevertheless, this history shows how a university history should be presented as part of the social and political life of the country, and not just an autonomous educational institution. It also belongs to a growing field of the history of Thai democratic movemenr, which at the moment is documentary based with either journalistic or populistic approach.

Kanok Wongtrangan's work on*Politics in the House of Representatives* (1987) concentrated on the working mechanics of the Thai House of Representatives, which also included the politics of elections. Inspite of the aim at studying the actors, that is the members of the House of Representatives, only 13 MPs were interviewd, albeit some were important members, such as M.R. Seni Pramoj, a former Prime Minister, Banharn Silpaacha, who later became one, and Sawat Khamprakop, a veteran MP. Kanok tended to show the usefulness of his interviewees whose opinions on electioneering, the roles of the poltical parties, the legislative process and the conduct of parlimentarians support his own theoretical framework. There were no stunning revelations on political secrets or backroom dramas that one would like to see in political history since this work was conducted as a political scientist's research.

Yot's work (1990) on the other hand, focused on the individual politicians or powerful figures whom he interviewed one by one. They were M.R. Seni Pramoj; Field Marshal Thanom Kittikachorn, a "dictator" whose government fell in 1973; Thanin Kraiwichien, a legal expert and judge who headed a right-wing government after the chaos of 1976 only to be ousted in a military coup 377 days later; and Boonchu Rojanasathian, a banker who turned politician and became popularly known as an "Economic Czar" for his expertise in economic affairs. Inspite of the small number of those interviewed, Yot managed to dig into their personal thoughts and obtained new data on some of the political intrigues that are essential parts of Thai political history. He let his informants "present themselves" as they were,and in the last three chapters in his book he analyzed their opinions on his chosen topics of the concept of power, leadership and the Thai power structure. His research met the expectations that oral history should provide us with useful new data gained though interviews as well as an indication of how they relate to wider issues of interest.

The economic condition of the people seems to be the focus of the Political Economy Group of "left-wing" economists at Chulalongkorn University. Their leader, Professor Chatthip

Natsupha, was behind what is probably the largest oral history project undertaken so far in Thailand. The result is a surprisingly small pocket book (1984) on the village history of the whole country divided into four regions, the north, northeast, central and south. A total of 178 villagers were interviewed. The information gained help him to build up his thesis that from the 15th century to 1855, the date of the Bowring Treaties that forced open Thai economy to free-trade, the Thai village was economically self-sufficient. After 1855, the central plain economy became a market economy, while other regions still maintained their self-sufficiency nature. This thesis infact was based on documentry study prior to this research and the oral history investigation prompted Chatthip to show the differences between the regions.The oral information is well integrated into the thesis. It would be useful for other researchers if some of the transcripts are available in full so that alternative interpretations could be made.

The work of Phasuk Phongphaichit, a member of this group, could also be marginally classified as oral history. *Underground Economy and Public Policy in Thailand* touched on the dark aspect of contemporary politics and economy: the illicit economic activities that linked politicians with business. The nature of the topic made it unwise to reveal the names of the informants. The research result therefore contains no name of the persons interviewed, but made headlines because of the intriguing nature of the topic.

A recent contribution on the making of oral history is a thesis by Chaiwat Suphadiloklak of Thammasat University who worked on the economic history of the northern Thai province of Lampang in the early 20th century. Altogether fifty-four people were interviewed giving a good picture of the urban economy of this city. Although it produces no new thesis, it answers some of the questions related to the issue of the "formation of the capitalist class" that interest the Political Economy school.

Conclusion

Oral history in Thailand is used in conjunction with the general techniques of historical research rather than to be conducted autonomously. From the academic historian's point of view, this is a how it should be done. The problem is that the researcher's interests are at present highly selected and new topics only slowly emerge. Meanwhile, people with useful memory pass away, taking with them historical evidence. Libraries and archives could perform a useful task here, provided that they also do their history homework and are in tune with the information need of their communities.

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Romanization of multiscript/multilingual materials: experiences of Malaysia

Nafisah Ahmad
National Library of Malaysia

Abstract

This paper focuses primarily on the cataloguing and treatment of the materials in multiscript especially in the National Library of Malaysia. Special emphasis is given to cataloguing and treatment of materials in Jawi script, its problems and issues.

Paper

Introduction

Malaysia is a federation of 14 states, 12 of which are in Peninsular Malaysia and 2 in the Borneo states of Sabah and Sarawak. The national language in Malaysia is Malay, which is also the medium of instruction in primary, secondary and tertiary education. As a former British colony, English is widely spoken and remains an important second language taught in schools. Arabic, Chinese and Tamil are also taught alongside Malay and English in religious and vernacular schools.

Romanization of Multiscript Materials

In the National Library of Malaysia the policy to romanized multiscript materials started with the computerization of its collection with the launch of MALMARC (Malaysian Machine Readable Catalogue) in 1978. MALMARC system was shared cataloguing system among university libraries and the National Library of Malaysia. In 1988, the National Library of Malaysia started it's own computerization with the acquisition of VTLS (Virginia Tech

Library System) software, an integrated library system which runs on HP3000 series 950 minicomputers (in 1996 the system was upgraded and changed to HP3000 series 300. Unfortunately the system does not support the non-roman script. Therefore all data had to be romanized in order for them to be input, hence enable their bibliographical entries to be interfiled together with those written in the roman script.

Cataloguing Practice for Materials in Jawi Script

Jawi scripts is originated from the Arabic which contained particular adaptation and addition. It was introduced into the Malay World especially Malay Peninsular soon after, with the arrival of Islam. There are differences in opinion of the exact date, probably as early as 440 H (1104 A.D.). However it is believed that the Arabic script was adopted into Jawi script after 7 Hijrah/13 A.D. (Russel Jones, 1983:125). A more concrete evidence of the earliest Jawi writing is as found on the *Batu Bersurat Terengganu*, dated 1303 A.D. For many centuries, up to early this century, it was the dominant writing in the Malay world, widely used in the court and outside for writing. However the arrival of western influence had changed its dominance with the introduction of roman script, and today the influence of romanized scripts is widely spread as compared to Jawi script which is confined to mostly Islamic religious publications. Recently however efforts have been made by various bodies to introduce and encourage the usage of Jawi scripts into our literary scene. This has become increasingly important because usage of Jawi script would and could enhanced the study of Islam especially the Quran. Most of these materials are finding their way into larger and less specialized collection.

The use of computers in libraries has streamlined many aspects of cataloguing and accessing materials. It has provided bibliographical data to be more efficiently arranged and facilitate the sharing of bibliographical data among libraries. However this transformation posed certain problems in documenting the materials in Jawi scripts. This is due to the unavailibility of appropriate system to support the scripts. Therefore in order for the bibliographic record to be input to the system, the option taken to overcome this problem is to romanize the scripts whereby the non-roman characters is systematically been represented by the roman characters. In doing so the librarian has to overcome the problem of how to represent the characters of another script in the meaningful and efficient way. As reflected in **Rule 1.0E1 of AACR2 (Anglo American Cataloguing Rules**, the optimum choice is *to transcribe information from the item itself in the language and script (wherever practicable) in which it appears there:*

> **Title and statement of responsibility**
> **Editor**
> **Publication, distribution etc.**
> **Series**

This is to give the patron exactly what is printed on the title page or the primary source of information.

When the card catalog was used in the library, non-roman scripts materials were easily managed similar to the roman scripts materials, with few adjustments. The information stated by **Rule 1.0E** could easily be transcribed either by typing them with typewriter or by hand. Even then, there was no special typewriter manufactured for Jawi script and as a substitute Arabic typewriter was used, but some of Jawi characters are missing. It must be noted that Jawi characters contained additional characters in addition to 29 original Arabic characters to accommodate the Malay words and these characters are:

(g) (ng) (p) (nya) and (c)

Even then the task in producing the cards in multiscript is more expensive and cumbersome than producing catalog cards in all roman characters, especially in the layout because the bi-directionality involved. For example, in adopting ISBD into Malaysian National Bibliography, the Cataloguing Committee, after making detailed study of the available optional elements, decided to take or to reject them wherever applicable. Hence the ISBD (M) statement " ... *the elements selected are presented in the prescribe ISBD (M) order and with the prescribe ISBD (M) punctuation*" could not be applied in citing bibliographic records for Jawi (Arabic) publications, since it is a script written from right to left. Because of his unique characteristic of the Jawi scripts, variation in the punctuation symbols occured where the comma and semi colon are the mirror images of the comma and semicolon of used in the roman script. Therefore comma and semicolon in all Jawi entries appear as ( ) and ( ) respectively. Another variation happened to the usage of point, space, dash, space (. -) which precede each area in the record. However these symbols were reversed as space, dash, space, point (- .). Other punctuation including diagonal slash (/) remained unchanged since this punctuation was similarly used in Jawi scripts. The same cataloguing practice is also applied for serial publications (ISBD (S)) and for non-book materials (ISBD (NBM)).

Romanization of Jawi Script

Technically, romanization of the Jawi script is not as complicated as romanization of other non-roman script like Chinese or Arabic or Tamil script. This is because Malay language has officially been written in the roman script and therefore there is already the existance of official roman spelling of every Malay word except in certain situation where clarification may be needed.

Romanization/transliteration of Jawi (as well as Arabic) started after 1939 with the publication of Daftar Ejaan Melayu Zaaba. Before this, Jawi orthography is far from the requested standard. Presently, the move to standardise, modernise and improve the system has been very active. Among the well accepted guides are:

- *Guidelines for Romanization of Jawi* (Perpustakaan Negara Malaysia, 1995
- *Pedoman Ejaan Jawi Yang Disempurnakan* (Dewan Bahasa dan Pustaka, 1987)
- Kaedah *Transliterasi Huruf Arab ke Huruf Latin* (Dewan Bahasa dan Pustaka, 1984)

The marked differences as compared to other non-roman script is that Jawi/Arabic script does not have capital letter, and their characteristic will change depending on their position within word where a letter may have up to four forms: initial, medial, final and alone and all may connect on at least one side with another letter.

The same principle of romanization is also being practiced by other libraries in Malaysia where cataloguing of Jawi materials are concerned. In some libraries, however different policy is adopted where materials in Arabic are concerned.

Problems and Issues

Since all library system in use now can only accommodate the roman script, a standard romanization system of multiscript including Jawi, Chinese and Tamil script should be followed by all libraries in the country. In connection to this, the cataloguer involved should have a wide knowledge on the language including thorough understanding of its spelling and grammatical spelling rules. The library should also develop subject specialists who could assist in cataloguing especially in determining subject headings. This is important because subject headings will assists in tracing materials efficiently and effectively.

Romanization/transliteration of non-roman scripts also creates difficulty for the patron. The patron searching for a non-roman script item must have a good enough knowledge of the item that she or he is looking for. The library should produce a user guideline on romanization/transliteration of each script in order to help them in their search for materials.

Changes and progress will always happened in every language. To overcome this problem that might arise due to this advances, a library should develop an expertise in handling romanization/transliteration techniques and cataloguers themselves should able to keep abreast with this progress.

Conclusion

Romanization for multiscipt materials will be in practice for quite sometime, especially where romanization is the only option in automation system. With the development in computer technology and the use of the Unicode Standard in global software, it is hope that the problems faced in cataloguing materials in non-roman script could be resolved in the near future.

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The role of the joint *IFLA/ICA Committee on Preservation* on the preservation and conservation of library and archival materials in Africa

Gabriel Alegbeleye
University of Ibadan
Ibadan, Nigeria

Paper

It would appear that the problem of preserving library and archival materials is much more daunting on the African continent than in any other one. Reports of consultants, major studies and surveys as well as personal observations of concerned professional librarians, for example, confirm in unequivocal terms that the preservation and conservation scene in Africa is in a dismal state. A summary of the dismal state of the condition of libraries and archives given by Mazikana1 may be worth repeating.

a. Many of the buildings housing library and archival materials are grossly inappropriate as they were built at a time when preservation and conservation was not an important issue.

b. Most of the library and archival buildings were not equipped with air conditioners that could stabilize the temperature and humidity of the storage areas. Many air conditioners where these were present were inoperable.

c. Less than half of the libraries surveyed perform any house keeping tasks such as cleaning, shelving, dusting etc.

d. The few libraries and archives with facilities for bindery and repair lack qualified staff and equipment that are in good working condition.

The picture becomes even more depressing when a country by country description is given.

It may be appropriate to review the typology of constraints to preservation and conservation on the continent.

Typology of constraints to the preservation and conservation of library and archival materials in Africa.

The major constraints faced by librarians and archivists regarding preservation in Africa are not only due to the crushing poverty of the continent but also to the cultural, political, economic and legal environment in which these professionals live.

Poverty:- Despite of the consolation drawn from the economic analysis of the continent to the effect that it is not inherently poor, the truth is that many African governments are in debt. Nigeria's external debt for example is to the tune of about 30 billion dollars! African governments have often been forced to sacrifice the well-being of their citizens including of course the preservation of cultural heritage to servicing debts brought about mostly through gross mismanagement of resources. Little wonder that Africa is fast becoming a book less continent! It may be conjectured that a continent that gives scant attention to the acquisition of books is likely to pay even much less to their preservation.

An important cultural factor which has slowed down preservation and conservation efforts in Africa as a whole is what Mazrui[2] has rightly referred to as 'primordial surpluss'. By this Mazrui means the surplus of excessive attachment to oralcy. Perhaps because Africa is profoundly an oral/aural continent, it is not surprising that it has tended to neglect its written documentation. Written documentation in the form of books and journals arrived to a great part of the continent in the wake of colonial rule. Libraries and documentation centres are less than two hundred years old in many parts of the continent. Even when libraries arrived, they were mostly specialized ones providing information for specialized groups - lawyers, doctors, geologists agriculturists etc. Public libraries of course came much later into most parts of the continent. In Nigeria, for example, whereas one of the first libraries was the High Court Library established in 1900, the first public library was not established until 1946!

Perhaps one other cultural factor is ignorance on the part of many librarians. This is probably due to the fact that except when there is a disaster which can wipe out a whole collection most agents of deterioration are insidious. This may be a reflection of the type of training and education which librarians have. Until quite recently, most librarians go through an education and training programme that does not stress the need to preserve library materials. Emphasis is often laid on the use of these materials. This is why the Joint IFLA/ICA committee on Preservation and Conservation for Africa JICPA decided to take the bull by the horns by introducing a preservation and conservation curriculum for library and Archival Schools in Africa. This, in fact, is one of the achievements of JICPA.

But there are economic and political constraints as well. Firstly it is highly unlikely that attention can be directed to preservation under a condition of instability. Could we talk of preservation in the thickets of armed struggle? Even cultural heritage becomes targets for destruction during armed struggle as the sobering situation in Rwanda recounted by Mukimbiri[3] and my good friend Kiyimba[4] portrays. The armed conflict in Rwanda led to the loss of 50% of the collections of the university library. The case of Mr Kiyimba's library in Rwanda is a classical example of the type of destruction that could be visited on a library in war time. According to Mr Kiyimba, more than thirty man year's work in his library was lost. All that is left of his library was a few reference books (no dictionaries) a few reports, some furniture and metal book shelves. Of the national library, national archives and museum only fragments were left. In an oral/aural society like Rwanda a great deal of the old people died and with them a great deal of the oral tradition! In the Nigerian Civil-War which raged between 1967-70 and in which a university library and several public libraries where destroyed, large sums of money had to be spent on the replacement of books either burnt or looted. In all these cases, it is doubtful if the materials were the target of destruction. It would appear that they unwittingly fell casualty to the carnage that occurred. However, in isolated cases, the materials could actually be the target as the example of the Records Office of Bo in Sierra Leone illustrates. Here aggrieved citizens swooped on the records office and destroyed it. The target was the government but since the records were government property they were attacked. Of course, this is a subject that should be studied much more closely. There are of course legal problems. Could we realistically talk of copyright laws in a bookless society or insist on the doctrine of 'fair use' when books are in short supply! The truth of the matter is that the economic predicament of many libraries especially at the tertiary levels force them to make extensive photocopy of materials far beyond the stipulation of copyright laws. This, of course, is even where photocopy machines are available and where there is a regular supply of electricity to power the machines! In many parts of the continent, electricity supply is often erratic. But perhaps even far worse is the fact that scarcity of books promote the overuse of the few that are available with the consequent wear and tear that this entails. It is against the background of these constraints as well as the dismal state of the condition of materials in libraries in Africa that the epoch-making Pan-African Conference on preservation and conservation held in Nairobi Kenya in 1993 should viewed. One of the by-products of this landmark conference was the establishment of the Joint IFLA/ICA committee on Preservation in Africa (JICPA). The goal of the Joint IFLA/ICA committee on preservation is to promote the preservation and conservation of library and archival materials in Africa. One of the strengths of the committee is that it relies heavily on the support of both IFLA and ICA. An attempt was also made to ensure that the composition of the committee members reflects the linguistic diversity of the continent. Hence, the chairman of the committee, Mr Afanou is from Togo (French speaking) The Secretary, Mr Musila Musembi and the Secretariat are in Nairobi (English speaking) and the co-ordinator of training Prof. Bunmi Alegbeleye is from Nigeria. The terms of reference of JICPA are broadly to monitor and co-ordinate the implementation of the Nairobi Conference resolutions some of which are:

a. to create awareness about preservation and conservation in Africa.

b. to co-ordinate preservation programmes in Africa, and

c. to identify training needs.

In order to ensure that the effect of JICPA was uniformly felt throughout Africa, it was decided to promote the establishment of national committees. A number of African countries now have preservation committees. At least at the last count, thirteen countries report having preservation committees. Some of these countries include: South Africa, Botswana, Kenya, Nigeria etc. It is expected that more countries, where there are no-existing agencies to fulfill similar functions, will establish preservation committees. The objectives of the National Committee are:

a. To mobilize professionals in library, archival and related disciplines to undertake awareness raising at institutional and national levels. The Committee must spearhead awareness raising campaigns on the importance of preserving a nation's documentary heritage and publicizing preservation programmes.

b. To support educational and training programmes; and provide formal and informal training of every day care of library and archival materials regardless of carrier or format.

c. To stimulate the establishment of co-ordinated policies and guidelines together legal frame work through existing government structures.

d. To identify documentary heritage of importance which may require immediate intervention to preserve it in its original form or in a different format.

e. To, where appropriate, co-operate with UNESCO Memory of the World Programme in identification of documentary heritage of world or regional and national significance; and the inclusion of selected materials in the appropriate world, regional and national registers.

f. To play a leading role in the development of disaster plans in all major libraries, archival institutions or museums as well as the implementation of other recommendations of the Nairobi conference.

g. To co-operate with museum personnel and organizations concerned with preservation and conservation of national heritage. One area in which JICPA has been most successful and effective is in the area, of education and training. First of all, in early 1998, a meeting of experts drawn from library schools on the continent produced a curriculum on preservation and conservation to be used in various schools in Africa.

This, it is hoped, will help counter apathy and ignorance to which we have earlier made reference. Secondly, a series of workshops supported by international organizations including UNESCO, BIEF and ALP have been held in different parts of Africa. The objectives of the various workshops have all being concerned with awareness raising about preservation and imparting practical knowledge to archivists and librarians. Workshops have so far been held in Senegal, South Africa. Tunis and Zimbabwe. A typical example of the kind of workshops referred to is the one held in Zimbabwe in January 1999. The workshop lasted for five days. The first day was devoted to explaining why library materials deteriorate. On the second day, participants were instructed on how to ensure proper storage for materials. While due attention was given to reformatting, disaster management etc., at least two days were devoted to the making of protective enclosures. Quite a number of experts in Africa believe that in order to prolong the life of library and archival materials on the continent, it is more sensible to lay emphasis on proper storage of materials. This is why this aspect has come for special mention at the workshops. For now, it is more difficult to convince many library directors to spend part of their limited budget on library preservation projects such as reformatting or even mass deacidification which are expensive. But there are not-two-expensive aspects of preservation such as the every-day care of materials about which Rosenberg wrote, which can be implemented by libraries without undue stress. It is of interest, to note that once librarians in Africa are presented with the whole range of preservation activities that are possible, they are likely to be more willing to implement activities that are within their means ranging from the minimum (small programme) to the optimal (full scale programme).

Fig.1 Possible levels of Preservation and Conservation Programme in Libraries and Archives.

Fig.1 is unavailable. Please contact author.

Briefly, at the minimum level, the library should have good procedures for cleaning and shelving of books and what Rosenberg5 calls every-day book care. Quite a number of libraries particularly, the more specialized libraries with trained librarians have the minimal or small programme - Training in preservation is essential to get libraries to be involved even at the small programme level. The middle-level, encompass programmes at the minimum or small programme level, the library should have a preventive preservation programme. Again, quite a number of specialized libraries particularly those belonging to Non-governmental organizations (N.G.O) and a few universities and polytechnics belong to this group. At this level there is probably a staff who performs preservation tasks and there is small budget for preservation. The maximum level is where the library engages in all the programmes at the minimum and middling levels and in addition is involved in disaster management, deacidification and reformatting. Very few libraries in Africa are in this category. Libraries in this category are probably to be found in South Africa. Only libraries in South Africa can be said as at now, to have disaster management programmes. It is hoped that as more information is available to national committees many more libraries will have disaster management programmes.

As can be inferred from this paper, JICPA has brought positive change to preservation and conservation on the continent. More information is now available to librarians through such means as newsletters e.g. the Preservation News circulated by the IFLA PAC centre in Paris. All these have brought home to many who thought that the situation on the continent is hopeless.

But problems abound. There is the need to increase government involvement in preservation and conservation so that more funds can be made available for preservation. This can only come about if the leadership in the library field is convinced about the importance of preservation. There is also the need to strengthen the nascent national preservation committees. There is need to increase the number of conservators so that they can effect positive changes in the preservation field. For this to be achievable, there is need to make the curriculum of our library schools more plastic so as to accommodate new subjects like preservation and conservation. A way forward is the wider use of the recently published curriculum on preservation drawn up by experts from Africa. There is also a need for greater co-operation among libraries in the field of preservation. Funds should be made available to enable a conservator to move from one library to another less developed to advise and assist. There should also be inter regional and international co-operation. among libraries on the continent in order to promote preservation and conservation. Still talking about international co-operation, special mention should be made of the key role played by the ALP in the provision of needed funds, UNESCO, and the PAC centre in Paris whose director has provided logistical support for JICPA. It is expected JICPA will in future be able to co-operate with other similar organizations outside Africa for the preservation of library and archival materials in our libraries and archives.

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Cataloguing in the universal character set environment: looking at the limits

Joan M. Aliprand
Senior Analyst, The Research Libraries Group
Mountain View, California, USA

Abstract

A new era for multilingual, multiscript computing is beginning, due to the development of the Unicode Standard and International Standard ISO/IEC 10646. The character content in these publications is kept carefully synchronized. A major milestone has now been reached. With the addition of Ethiopic, Mongolian and Sinhala, all of the world's major scripts are covered.

Cataloguers may expect that such an extensive character repertoire will meet all their needs for exact transcription of bibliographic data. This paper examines the topic of exact transcription, and situations where it is not applied currently. The conceptual structure underpinning the character repertoire of the Unicode Standard and ISO/IEC 10646 is explained, followed by a discussion of whether the use of simple strings of characters can meet all needs for exact transcription.

Paper

My first job was as a cataloguer, and though I'm now a systems analyst, I've maintained an active interest in the field. When I was learning about cataloguing in library school, the first edition of the *Anglo-American Cataloguing Rules*, the first rules based on the International Cataloguing Principles, was about to be published. I though that this was the last word on cataloguing, and not much more could be said. How wrong I was! And little did I dream that I would be contributing to the ongoing dialogue.

The focus of my presentation is descriptive cataloguing; chiefly the items that used to be called the "body" of the entry. Although I am focussing on descriptive cataloguing, some of what I say may be applicable generally, i.e., to all parts of bibliographic records, and even to other types of library records.

In my presentation, I'll refer to AACR2.[1] Now, I know that AACR2 isn't used everywhere. However, because I come from an English-speaking environment, these are the rules I know about. In addition, AACR2 has had an unusually broad influence: both directly and indirectly. Its direct influence has been through translations into other languages to serve as the basis for other cataloguing rules. It has indirect influence whenever one of the very large number of records created in the English-speaking world is used for copy cataloguing. Even when English is not the language of cataloguing, the information transcribed from the source of information might be useful and save time.

Rule 1.0E of AACR2, *Language and script of the description*, states in part:

> In the following areas, give information transcribed from the item itself in the language and script (wherever practicable) in which it appears there:
>
> Title and statement of responsibility
> Edition
> Publication, distribution, etc.
> Series
>
> Replace symbols or other matter that cannot be reproduced by the typographical facilities available with a cataloguer's description in square brackets. Make an explanatory note if necessary.

The main topic I want to examine is transcription in the new computing environment brought about by the Unicode Standard[2] and International Standard ISO/IEC 10646.[3] These publications cover not just the writing systems for all the major languages of the world, but collections of symbols and other elements of text, e.g., mathematical operators, Braille, punctuation, "dingbats", etc. Great care is taken to keep their character repertoires synchronized.

I also want to examine the issue of faithful transcription, what I call "exactitude" of cataloguing. Throughout, I will mention effects on retrieval, especially intersystem searching, which we must bear in mind as we make cataloguing decisions.

Now it was possible to have automated support for multiple scripts before the Unicode Standard and ISO/IEC 10646 - RLIN's scripts started with CJK in 1983,[4] and East Asian standards have always included several scripts - but with the availability of Unicode-based products, multiscript implementation is easier.

The Unicode Standard and ISO/IEC 10646 provide a much larger repertoire of scripts and characters than are currently authorized for any library application, including USMARC[5] and UNIMARC.[6] The expansion of the script repertoire means not only access to scripts that you never had before, but more characters for existing scripts. Here is a comparison for characters in several scripts.

Script	Character Category	USMARC/ UNIMARC	JIS X 0208 [7]	Unicode Standard Version 3.0
Cyrillic	Letters	102	66	237
Latin	Additional unaccented letters	21	0	163
Arabic	Letters	124	none	141
East Asian ideographs	Ideographs	13,469 (86% of EACC [8])	6,353	27,484

But please don't assume that the Unicode Standard and ISO/IEC 10646 will do everything for transcription:

1. Not everything that you may see on a source of information is **in** their repertoires.
2. Not everything you think you need for transcription **can be** in their repertoires.
3. Certain scripts require additional implementation support and extended fonts for correct presentation.

Which is not to say that you should reject these standards - I just want you to understand reality.

What's not there

The good news is that, with the addition of Sinhala, Ethiopic and Mongolian, all the major scripts of the world are now encoded. Version 3.0 of the Unicode Standard is to be published later this year, and the second edition of ISO/IEC 10646 is scheduled for next year.

Growth of the repertoire has not ended: various scripts for minority languages are still outstanding, more symbols could be added, and significant extinct scripts such as hieroglyphics and cuneiform are pending. (There may not be many libraries which collect and catalogue papyri and clay tablets, but the extinct scripts are significant for scholarship in general and certain museums in particular.

A single font for even the current Unicode character repertoire would be very large, and it's more practical to have fonts only for the scripts your library has in its collections. What is more likely to occur as you catalogue is not lack of a script, but lack of a particular character, e.g., if the title of a work on mathematics includes a symbol that isn't in the Mathematical Operators block. So occasionally you can't transcribe 100% of what is on the source of information.

But, you protest, I thought the Universal Character Set would have everything that I could possibly need! The response is no, for various reasons.

- The thing that you see on the source of information is an extremely rare character, so was simply missed;
- The thing that you see is known, and is being studied for possible addition;
- The thing that you see is known, but is not regarded as a character according to the Unicode design principles.

Two Unicode design principles are particularly significant in determining what should be encoded as a character: *Characters, not glyphs* and *Unification across languages*. In addition, the Unified Repertoire and Ordering of Han ideographs ("Unified Han"), developed by the Ideographic Rapporteur Group, has rules which determine uniqueness for ideographs.

Characters, not glyphs means that some high-level typographical aspects are not significant when it comes to determining the character repertoire. Examples of typographical aspects are:

- The *nashki* style of Arabic writing versus the *nastaliq* style;
- Different ways of writing an East Asian ideograph;
- Different ways of writing a Cyrillic letter in particular languages;
- Contractions, typographical digraphs, etc.

Unification across languages means that:

- The graphemes used to write a particular language (e.g., an alphabet) are not separately encoded;
- Different language-based ways of writing a letter or ideograph are not encoded as separate characters.

These design principles and rules determine what is to be uniquely encoded. And as a result, not everything that appears on a source of information is eligible to be directly encoded as a defined character. This limitation on what can be encoded directly as defined characters is not a failure of the Unicode Standard. It comes about because of a different and more sophisticated vision of what should be encoded in a character set.

The original approach to the representation of text in machine-readable form was to give a unique code to each discrete mark on paper, although there was unification for generally accepted cases (the lower case forms of Latin letters a and g, for example). Character sets for East Asian languages assigned individual codes to different ways of writing what is fundamentally the same ideograph. Library character sets generally exhibit this "encode what you see" approach too, except for the use of non-spacing marks to encode accented Latin letters, where a letter with a diacritical mark is encoded as two characters. (Critics would say the letter is "broken apart.")

The Unicode Standard introduced a layered approach to the representation of text. "The design for a character set encoding must provide precisely the set of code elements that allows programmers to design applications capable of implementing a variety of text processes in the desired languages."[9] One result is that the characters in encoded text do not necessarily correspond 1:1 with the elements of that text in eye-readable form.

The simplest type of text representation is *plain text* a pure sequence of character codes. Unicode data is plain text. But to render what is wanted exactly, it may be necessary to use higher level protocols, such as language identification or layout instructions, to produce *fancy text* or *rich text* . USMARC and UNIMARC also use only plain text, but their character sets may provide separate encodings for things that are unified in Unicode/ISO 10646.

So we need to consider these issues:

- How exact must we be in transcription?
- If we have to be ultra-exact, how can we achieve this when we use Unicode/10646?

Evaluation of exactitude of transcription

So this brings us to consider the issue of exactitude of transcription. How exact does transcription have to be? Why? What exceptions do we make (perhaps without conscious decision-making)? What "work-arounds" do we use when we don't have the necessary typographical facilities?

We need exactitude in transcription in order to represent the item being identified uniquely and so make it accessible. Notice, however, that we don't always transcribe the information from the item with 100% fidelity.

One reason for the lack of fidelity is that cataloguing rules or the interpretation of them by a cataloguing agency do not always require, and sometimes do not allow, specific data to be transcribed. Here's an example. The Hebrew language is normally written unvocalized, that is, without vowel points and other marks of pronunciation. But sometimes these pronunciation guides are printed on the source of information; for example, when the author or publisher wants a word to be pronounced in an uncommon way. The Library of Congress, in its guidelines for cataloguing Hebrew,[10] builds on Rule 1.0G, *Accents and other diacritical marks*, and interprets it (incorrectly, in my opinion) as forbidding the transcription of vocalization marks that appear on the source of information.

One exception to exactitude is necessitated by lack of typographical facilities, a problem recognized in Rule 1.0E. The solution that this rule allows is the description of an unavailable textual element. This introduces an issue for intersystem searching - should the interpolation be ignored in searching, or treated as a "wild card" that matches anything, or...? The user cannot be expected to know the exact description written by the cataloguer.

There are also unwritten rules for exceptions to exactitude. Except for antiquarian and other precious books, we routinely ignore font features, calligraphy, etc. when transcribing, without any attempt to note such features. This is based on practicality, since for most modern works, distinctions at a very detailed level aren't needed.

When typographical facilities for a whole script are lacking, there are various options. When the language of cataloguing uses Latin script, the chosen solution is often romanization: transliteration or transcription into a Latin script form of the original text. Wellisch[11] reported in 1976 that the LC romanization tables (now ALA/LC) were most widely used, followed by those of ISO. When the language of cataloguing is Russian or another language written in Cyrillic script, cyrillicization is sometimes done. But not all languages use an alphabet or syllabary, and other solutions are to translate the information into the local language, or maintain card catalogues by script.

Access is impeded by all these alternatives. Where a library uses romanization or cyrillicization, the searcher must know that fact, know which conversion scheme is used for a particular language, and be able to apply that scheme correctly to create a search argument. A searcher may not know about the library's practice and use a completely different scheme. For translations, the searcher's translation may not match that of the cataloger. Card catalogs, unless they have been published in book form, cannot be searched remotely.

Lack of coded characters?

These problems will be alleviated considerably through the introduction of Unicode/ISO 10646 into USMARC and UNIMARC. But the use of a greatly expanded script repertoire does not mean that everything may be transcribed exactly. I now want to look at situations where even Unicode/ISO 10646 won't bring about 100% fidelity.

Historically, a primary reason for exactitude in transcription was to provide a surrogate of the bibliographic entity with as much detail as possible. The detail was needed because we had no other way to present the item in a card or book catalogue.

Problems of exact transcription are usually pointed out for ideographs, but this is not exclusively the case. If you're cataloguing a sound recording, what do you do about the name symbol used by "the artist formerly known as Prince"?

One source of difficulty is mathematics, where 2-dimensional formulas must be forced into a 1-dimensional field. Sargent has described how to represent mathematical formulas using Unicode.

Problems with ideographs arise because either the ideograph is not yet encoded, or when variant forms of an ideograph are represented by a single coded value (as noted by Zhang & Zhen).[12] Unavailable ideographs include both truly unique ideographs (used for personal names) and those in common use in a particular environment but is not yet in Unified Han (e.g., some of the government-sanctioned ideographs used in Hong Kong, or ideographs occurring in geographic names). In this situation:

- The geta symbol can be substituted for the unavailable ideograph. The geta comes from Japanese typography and is a placeholder for an ideograph to be supplied later. The technique is used in USMARC records.
- Ideographic description characters are intended to help the user visualize the unavailable character. Version 3.0 of The Unicode Standard and the second edition of ISO/IEC 10646 include these characters.

When a particular typographic form has been unified with others, yet the cataloger wants to use only that particular form, these are possible solutions.

- Use a higher level protocol, e.g., SGML[13] mark-up, to insist that this character be presented in a particular writing style. (Since both USMARC and UNIMARC use plain text, this option is outside their current scope.)
- Present the ideographic data in the record using a font determined by the language and country codes in the record. For example, if the language code was chi and the code for the country of publication was cc, the font would be a simplified Chinese style. If the language code was jpn, the font should be one with typical kanji. (This option will only work where the coded information is unequivocal, and when the ideographs appearing on the work are consistent with the preferred form for the language of the work and place of publication.)
- The Unicode Technical Committee has been considering a proposal by which ideographic variants can be indicated in plain text. Perhaps this will provide a solution.

Preferred regional or language forms are not exclusive to ideographs. When the Urdu language is written in Arabic script, it is conventionally printed in the nastaliq style. The Arabic language is usually printed in the *nashki* style. (*Nashki* is the style of the font used in RLIN's implementation of Arabic script.) Since all of the information on the work will normally be in the same typographic style, this can be highlighted through a note, when the typographic style on the item is not the same as that of the system. This is a situation similar to the black letter and Fraktur typographic styles of European printing.

A general solution to the problem of inexact transcription in bibliographic records is to use hyperlinking. In a Web-based catalog, we can have a link to a picture (scanned image) of the actual source of information. The disadvantage of a scanned image is that it cannot be searched for a specific occurrence of a particular glyphic form, but this is an operation that is more likely to be applied to full text than to cataloging.

Conclusion

The editors of cataloguing rules should review the rules on transcription to determine whether changes are needed due to the new technical environment. The new technical environment includes not only use of Unicode/ISO 10646 but also the ability to search remote catalogues via Z39.50.

Those in charge of the various MARC formats have to work with cataloguers to determine whether it is necessary to re-evaluate the "plain text" of the current formats. It isn't just a case of declaring Unicode/ISO 10646 as an approved character set (as has been done for UNIMARC[14]) or specifying the necessary changes in detail (as is underway for both

USMARC[15] and UNIMARC). That is the first and essential step, but cataloguing requirements may call for something beyond the "plain text" of the Unicode Standard and ISO/IEC 10646. If this is a requirement, then the various MARC formats will need to specify a methodology to provide this.

The question that has to be answered is: Is cataloguing data "plain text" or does it need to be a little fancier?

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2 The Unicode Standard, Version 2.1 consists of:

- The Unicode Consortium, The Unicode Standard, Version 2.0, Addison-Wesley, Reading, MA, 1996. (ISBN 0-201-48345-9)
- The Unicode Standard, Version 2.1. (Unicode Technical Report # 8) Published on the Web at http://www.unicode.org/unicode/reports/tr8.html
  For a paper copy of Version 2.1, contact the Unicode Consortium.
  Version 2.0 can be ordered online from the Unicode Consortium (specify delivery method) at http://www.unicode.org/unicode/uni2book/u2ord.html or through the book trade.

Unicode is a trademark of Unicode, Inc. and may be registered in some jurisdictions.

3 International Organization for Standardization. Information Technology -- Universal Multiple-Octet Coded Character Set (UCS), Part 1: Architecture and Basic Multilingual Plane, Geneva, 1993. (ISO/IEC 10646-1:1993).

This International Standard is augmented by Technical Corrigendum 1:1996, Technical Corrigendum 2:1998, and nineteen Amendments (published between 1996 and 1999).

4 RLG East Asian Studies Community. http://www.rlg.org/eas/index.html

5 USMARC Specifications for Record Structure, Character Sets, and Exchange Media, prepared by Network Development and MARC Standards Office, 1994 ed., Cataloging Distribution Service, Library of Congress, Washington, D.C, 1994.

USMARC Format for Bibliographic Data, including Guidelines for Content Designation, prepared by Network Development and MARC Standards Office, 1994 ed., Cataloging Distribution Service, Library of Congress, Washington, D.C, 1994 -

USMARC Format for Authority Data, including Guidelines for Content Designation, prepared by Network Development and MARC Standards Office, 1993 ed., Cataloging Distribution Service, Library of Congress, Washington, D.C, 1993 -

For additional USMARC documentation see the Library of Congress' Web site.

6 UNIMARC Manual: Bibliographic Format, B. P. Holt and S. H. McCallum, eds., 2d ed., Saur, Munich, 1994.

UNIMARC/Authorities: Universal Format for Authorities, Saur, Munchen, 1991. (ISBN 3-598-10986-5)

7 Japanese Standards Association. Code of the Japanese Graphic Character Set for Information

Interchange. [English translation of JIS X 0208-1983] Tokyo, 1987. (JIS X 0208-1983)

8 American National Standards Institute, East Asian Character Code for Bibliographic Use, Transaction, New Brunswick, NJ, 1990. (ANSI Z39.64-1989).

9 The Unicode Standard, Version 2.0, p. 2-2.

10 Library of Congress. Descriptive Cataloging Division. Hebraica Cataloging: a guide to ALA/LC Romanization and Descriptive Cataloging, prepared by Paul Maher (Descriptive Cataloging Division). Cataloging Distribution Service, Library of Congress, Washington, D.C, 1987.

11 Wellisch, Hans H., "Script Conversion Practices in the World's Libraries," International Library Review 8:55-84 (1976).

12 Zhang, Foster J. and Zeng, Marcia Lei , Multiscript information processing on crossroads: demands for shifting from diverse character code sets to the Unicode Standard in library applications (Paper at 64th IFLA General Conference, 1998) http://www.ifla.org/IV/ifla64/058-86e.htm

13 International Organization for Standardization. Information processing -- Text and office systems -- Standard Generalized Markup Language (SGML), Geneva, 1986. (ISO 8879:1986)

This International Standard is augmented by Technical Corrigendum 1:1996 and Amendment 1:1988.

14 UNIMARC Manual: Bibliographic Format, 2d. ed., Update 2 (1998).

15 Unicode Identification and Encoding in USMARC Records, submitted by MARBI Unicode Encoding and Recognition Technical Issues Task Force, 1998. (MARBI Proposal No: 98-18) http://lcweb.loc.gov/marc/marbi/1998/98-18.html

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IFLANET
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How to Put Your Maps on the Internet

David Yehling Allen
Geosciences and Map Librarian
Melville Library
SUNY Stony Brook
E-mail: dyallen@notes.cc.sunysb.edu

Abstract

Many libraries are creating raster images of paper maps and making them available over the Internet. This presentation is intended to provide an overview of imaging technology for map librarians and administrators considering such projects. References in footnotes and a bibliography will enable those interested to explore technical questions in depth.

There are several approaches to digitizing and distributing raster images of maps on the Internet. Acceptable work for some purposes can be accomplished with very little expense or staff time. Producing high-quality images of large maps, however, involves considerable commitments of time and money. Available technologies for digitizing maps include scanning from film (such as Kodak Photo CD process), use of flatbed scanners, and high-end digital cameras. The advantages and disadvantages of these methods are discussed. Suggested guidelines for producing image files suitable for research are presented. High resolution images of large maps require very large data files, and methods of compressing and distributing these files are described. The importance of creating metadata that can be searched on the World Wide Web will also be stressed

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Paper

How to Put Your Maps on the Internet

This presentation is intended as a non-technical overview. My purpose is to encourage those of you who have not done so to make parts of your map collections available on the World Wide

Web. The written version of this paper is accompanied by footnotes and a list of Web sites for those who want to explore the technical issues in depth.(1) I would also be glad to discuss specific questions with you at any time during this conference, or answer them by e-mail after the conference.

I will focus primarily on creating images of historical maps, although the techniques I will be describing can also be used to digitize topographic maps, aerial photographs, and satellite images. So far almost all of the projects involving the digitization of antique maps have been done in North America and Western Europe. There is no reason why similar projects cannot be carried out elsewhere. It would truly be a wonderful contribution to both scholarly research and cultural understanding if high-resolution images of the world's cartographic treasures could be viewed by anyone with a connection to the Internet.

Historical maps must be digitized as raster images.(2) Raster images have become increasingly important in the world of digital mapping in the last few years. Ordinarily when you think of digital mapping, what comes to mind is geographic information systems (GIS), which are best known for their ability to manipulate vector images. Raster images, however, are appearing more and more frequently on the Internet, and most leading GIS software programs have also become quite good at working with raster as well as vector images.

There are several reasons why we are seeing more raster images. A major drawback of raster images has been their enormous file size, which made it almost impossible to work with them using ordinary computers, or to transmit them over the Internet. An uncompressed raster image of a medium-sized colored map can easily occupy several hundred megabytes. A number of developments in the last few years have made working with files this size practicable. These include the increasing power of reasonably priced personal computers, the availability of inexpensive mass storage, the development of new file compression techniques, and the invention of new ways to transmit large files over the Internet.

It is possible to get started putting maps on the Internet with a very small investment in training or money. All you really need is access to a server, and an ordinary PC equipped with a small amount of additional software and hardware. If you don't have much experience with computers, it is probably best to start out small. The drawback of this low-cost approach is that you will have to settle for digitizing very small maps, or else for producing low-resolution images. A small map of--say, 20 x 30 cm.--can be scanned using an ordinary commercial scanner, compressed using JPEG (a public domain program), and served up on the Web for all to see.(3) Larger maps can be photographed on 35 mm. slides, and digitized at a reasonable cost using a process such as Kodak Photo CD.(4) Images of ordinary sized maps produced from slides will not, however, have adequate resolution to capture all of the details on the map.

Producing research quality images of medium-sized or large maps is much more difficult and expensive. It is nonetheless within reach of most large libraries, such as national libraries and many museum and university libraries. So far most of the work of this type has been done in the United States, with the Library of Congress Geography and Map Division leading the way. These libraries have been the pioneers, and in the remainder of this paper I will outline what needs to be done to produce comparable images.(5)

There is an emerging consensus that maps need to be digitized at a minimum of about 300 dpi in 24 bit color if all the important details are to be captured. (The requirements for black and white maps are somewhat different.) An uncompressed image file of even a relatively small map (say 60 by 90 cm.) Will occupy several hundred megabytes. In order to make such a map available on the Internet, a sequence of steps has to be followed: the map has to be digitized, the uncompressed files need to be stored, the files need to be edited and compressed, the compressed files need to be placed on a server, and metadata needs to be created to make the maps known to the world.

The most difficult part of this process is digitizing the map. Here you have essentially three options: digitizing from film, using a scanner, or using a digital camera. Digitizing from film produces the least satisfactory results, but it is also the easiest and least expensive method for those that have small numbers of maps to digitize. The procedure involves taking 4 x 5" or even 8 x 10" photographs and sending the negatives or transparencies to a service bureau to scan them. The drawbacks in working with a film intermediary are that there are unavoidable losses in resolution and color fidelity in comparison with other methods. Nonetheless, it is possible in this way to get reasonably good results for many purposes with a relatively small investment..

Scanners produce better results, but are limited by the size of the maps they can handle. There are a few scanners that can work with large maps. The Library of Congress is using an expensive flatbed scanner produced by the Tangent Imaging Systems for its Panoramic Map digitization project.(6) The Library of Congress obtained its scanner as a donation. Cost and some technical considerations make it doubtful whether many libraries will want to imitate the

Library of Congress in this respect, although they have obtained excellent results using this scanner. For those who prefer to work with scanners, sheet-feed scanners are a less expensive option, although they are not suitable for rare or fragile materials.(7).

In my opinion, high-end digital cameras are presently the best option for those contemplating creating large numbers of research quality map images. A device like the Phase I Power Phase FX digital camera back for 4 x 5" view cameras can create images up to 10,500 x 12,600 pixels in 24 bit color. At this resolution one can digitize maps up to 35 x 42 inches at 300 dpi.(8) The total cost of a digital camera back and associated equipment is somewhat lower than that of a Tangent scanner. Digital cameras also reportedly have better color fidelity than scanners, and can work with three dimensional objects, such as bound atlases. They can be used with a variety of types of art as well as maps.

Once you have created digital images of your maps, the other problems are relatively easy to solve. The uncompressed images can be stored on CDs. Before compressing the images, you will probably want to crop and edit them using a program like Adobe Photoshop. The resulting images can be distributed on CDs or DVDs. If you want to put your maps up on the Internet, you can create low resolution copies and compress them using JPEG. If you want to put up high quality images on the Internet, you will have to use a specialized program like MrSID.(9) This program, which is used by the Library of Congress, uses special compression techniques to obtain a higher level of compression with good image quality than can be obtained by using JPEG. It also allows users to zoom in on images. Because MrSID never transmits more of an image than can be actually viewed on a computer screen, it makes it possible to view large digital files without transmitting more than a small portion of them at one time over the Internet.

I would like to conclude with a word about metadata. It is not enough just to put up images of your maps on the Internet. You also need to provide some bibliographic information, and you need to enable people to find them on the Internet. Most of us have been rather casual about furnishing this information , and have made do with providing a minimal amount of bibliographic data (author, title, date of publication of the original map) along with the images. If collections of digital images reflect a specific geographic area, this approach works tolerably well, and the maps can be located by using tools such as Odden's bookmarks.(10) But this is not a satisfactory solution in the long run. We need a single database of all the digital maps in the world, which could be searched by author, title, keyword, and other parameters. Map librarians are only now starting to grapple with this problem, and information about these ongoing efforts can be found on the Web.(11) At least for historical maps, I expect that we will want to adopt an approach similar to the OCLC CORC project, which involves the creation of a Web searchable database combining standard MARC cataloging records with "Dublin Core" brief cataloging.(12)

NOTES:

1. For a more technically oriented overview of the subject of this paper see David Yehling Allen, "Creating and Distributing High Resolution Cartographic Images," RLG DigiNews, Vol. 2, No. 4 (August 15, 1998), 1-6 http://www.rlg.org/preserv/diginews/diginews2-4.html. This article contains links to many of the most important sites concerned with imaging cartographic materials.

Additional information can be found in Issue No. 12 (1997) of Meridian (the Journal of the Map and Geography Round Table, American Library Association). This entire issue is devoted to digital imaging of maps; footnotes to the articles in that issue provide access to most of the relevant literature.

2. Raster images are formed from a grid of rectangular "pixels." Vector images are created from mathematically defined lines and curves. Vector maps created by GIS programs can also be put on the Internet using programs such as ESRI's ArcView Internet Map Server.

3. One of the most prominent sites that has put up large numbers of scanned images of small maps is the Perry-Castañeda Library Map Collection at the University of Texas at Austin http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html. An ingenious example of what can be done using very low tech equipment is the Historic USGS Maps of New England collection at the Diamond Library of the University of New Hampshire http://docs.unh.edu/nhtopos/nhtopos.htm. These map images were scanned in sections by a researcher using a laptop computer and a handheld scanner. Although there are many interesting technical problems with the images (such as moiré effect), they are nonetheless usable for many research purposes.

4. On Photo CD see David Yehling Allen, "Digital Imaging for the Rest of Us: Kodak Photo CD and Kodak Pro Photo CD," Meridian No. 12 (1997), 15-18.

5. The URL for the Library of Congress Geography and Map Division is: http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html.

6. The flatbed scanner made by Tangent Imaging Systems (a division of Scangraphics Corporation) can scan maps up to 24 x 36" in size. Information is available at http://www.colorscan.com.

7. The National Archives of the United States used a color roller scanner made by Anatech Corporation for digitizing its Historical Map and Chart Collection. See: http://chartmaker.ncd.noaa.gov/ocs/text/MAP-COLL.HTM

8. Information on the Phase I PowerPhase FX can be obtained at: http://www.phaseone.com. See also, Peter B. Hirtle and Carol De Natale, "Selecting a Digital Camera: the Cornell Museum Online Project," RLG DigiNews, Vol. 2, No. 6 (Dec. 15, 1998)http://www.rlg.org/prserv/diginews2-6.html#technical1

9. MrSID is created by a company called LizardTech http://www.lizardtech.com. See also Steven Puglia, "Fractal and Wavelet Compression," RLG DigiNews, Vol 2, No. 3 (June 15, 1998)http://www.rlg.org/preserv/diginews/diginews23.html#technical2

10. The URL for Odden's Bookmarks is: http://kartoserver.frw.ruu.nl/HTML/staff/oddens/oddens.html.

11. For information on metadata, see the American Library Association, Map and Geography Round Table, "Metadata Primer for Map Librarians" http://www.sunysb.edu/libmap/metadata.htm. For a more technical introduction to metadata from an international perspective see Jan Smits, "The Creation and Integration of Metadata in Spatial Data Collections,"prepared for the 63rd IFLA Conference, Copenhagen, Denmark (18

August, 1997)http://magic.lib.uconn.edu/ifla/meta-smits.htm.

12. For the Dublin Core see: <http://Purl.oclc.org/dc/. For the CORC Project see: http://www.oclc.org/oclc/research/projects/corc/index.htm.

How to Put Your Maps on the Internet: Sources of Information

General Information on Digital Imaging

1. Besser and Trent, "Introduction to Imaging" <http://www.ahip.getty.edu/intro_imaging>. (Good on basics).

2. David Yehling Allen, "Creating and Distributing High Resolution Cartographic Images"<http://www.rlg.org/preserv/diginews2-4.html >

(Comprehensive introduction with links to many sites)

Sites with Digital Images of Maps

1. Perry-Casteñada Map Library at the University of Texas at Austin <http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html>

(Many small maps scanned with desktop scanner)

2. Historic USGS maps of New England <http://docs.unh.edu/nhtopos/nhtopos.htm>

(Maps scanned in sections with hand-held scanner.)

3. Library of Congress, Geography and Map Division <http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>

Photo-CD, Scanners, and Digital Cameras

1.Anne R. Kenney and Oya Y. Rieger, "Using Kodak Photo CD Technology for Preservation and Access: A Guide for Librarians, Archivists and Curators" <http://www.library.cornell.edu/preservation/kodak/cover.htm>

2. Tangent scanners: <http://www.colorscan.com>

3. Phase I digital cameras: <http://www.phaseone.com>

4. Peter B. Hirtle and Carol de Natale, "Selecting a Digital Camera: the Cornell Museum Online Project," RLG DigiNews, Vol. 2 , No. 6 (Dec. 15, 1998) <http://www.rlg.org/preserv/diginews/diginews2-6.html#technical1>

Software for Compressing and Distributing Images

1. MrSID: <http://www.lizardtech.com>

2. Steven Puglia, "Fractal and Wavelet Compression," RLG DigiNews, Vol. 2, No. 3 (June 15, 1998) <http://www.rlg.org/preserv/diginews/diginews23.html#technical2>

Metadata

1. Odden's Bookmarks: <http://kartoserver.frw.ruu.nl/HTML/staff/oddens/oddens.html>

2. American Library Association, Map and Geography Round Table, "Metadata Primer for Map Librarians": <http://www.sunysb.edu/libmap/metadata.htm>

3. Dublin Core homepage: <http://Purl.oclc.org/dc/>

4. CORC Project: <http://www.oclc.org/oclc/research/projects/corc/>.

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Library-University Partnerships in Distance Learning

Carolyn Argentati
North Carolina State University Libraries
Raleigh, North Carolina, U.S.

Abstract

As we approach the year 2000, dramatic changes in technology, communications, and access to information resources are opening new opportunities for lifelong learning in virtually all academic disciplines and professional fields. Currently the demand for distance education and lifelong learning is increasing more quickly than are most universities' physical facilities to accommodate additional students. The North Carolina State University Libraries' experiences in developing distance education services offer an example of how to meet the challenge of providing comprehensive, customized information and instructional support for both on- and off-campus learners.

Paper

Historical Background

One of the founding principles of North Carolina State University (NC State) is the belief that education should be offered to learners beyond the walls and boundaries of the campus. Long recognized as a leader in science, engineering, and technology, NC State has a rich history in lifelong and distance learning that dates back to the early 1900s, when it was known as the North Carolina State College of Agriculture and Mechanic Arts. The Department of Agricultural Extension was established in 1909 to "bridge the gap between the College and the rural citizens" of the state. (1) By the mid-1920s, the university was offering correspondence courses and off-campus credit courses all across the state. Substantial course selections were offered in a wide range of disciplines. NC State was the only college in the world that offered correspondence courses in textiles. Like correspondence courses, off-campus credit courses have been offered by the university for over seven decades.

By the 1970s, televised instruction using videocassette technology played a major role in the delivery of continuing education to the employees of North Carolina businesses and industries, especially those in textiles and engineering. The College of Engineering established a program called Video-Based Engineering Education (VBEE) that attracted high enrollment, and this program later expanded its delivery mechanisms to include satellite transmission and Internet-based interactive video.

In the late 1980s, the College of Humanities and Social Sciences began offering courses via cable television. Building on the success of this program, in 1990 the university established the Office of Instructional Telecommunications (OIT). OIT collaborated with faculty across the university to develop and offer courses in a wide range of subjects and a variety of delivery formats.

However, most distance education courses offered prior to 1998 were funded and administered separately from the main, on-campus curriculum. Few degree programs were available in their entirety to off-campus students. There were separate processes for student services and minimal structures in place to enable or encourage the involvement of librarians and library resources with distance students and faculty. In this regard, NC State was not unique. A 1995 needs assessment survey of distance learners by the University of Minnesota Libraries revealed that

> Both students and faculty tend to *avoid* circumstances that require the use of library resources. The most disturbing findings of the study show that most distance learners planned for limited access to library resources and services (63%); most faculty expect their students will have less access to library resources than if they were taking an on-campus course (76%); [and] some faculty forego specific course assignments because of a perceived lack of access to library resources (20%)....
>
> Received were written comments from distance learners, including these:
>
> "One of the reasons I chose this course was because it did not require the use of a library."... (2)

Yet this situation was about to change. In that same year, 1995, a task force report entitled, "Reaching the Last Mile: Distance Education at North Carolina State University" asserted that

> many distance education practitioners are riding the wave of new information technologies that are transforming the ways knowledge is collected, stored, assimilated, processed and, most significantly for higher education, the manners in which knowledge is exchanged and distributed worldwide. For the first time in its history, distance education is in the *forefront* of educational innovation. (3)

This report recommended that "it would be constructive for the library to designate a liaison for distance education who would become familiar with the special circumstances and problems of off-campus students and who could develop systems in support of these students."(4) Today, this vision is coming true in libraries and institutions across the U.S., and the NCSU Libraries is ready to emerge as a leader among them.

Distance Learning Enters the Mainstream

Developments in technology over the past five to six years, notably the Internet and World Wide Web, have expanded the range of opportunities for universities to reach distance learners and to offer increasingly interactive learning experiences. At the same time, it is widely observed that demand from the lifelong learning "market" for education and information is growing dramatically. (5) The global Information Age economy and its competitive work environment, along with demographic factors, are driving these trends, and higher education must respond. Institutions will need to demonstrate that the distance education experiences that they provide match the competencies needed in the workplace, and students' critical thinking and information skills will be among the most critical attributes. (6)

At NC State, change has occurred in stages and has fostered new relationships and partnerships among faculty, administrators, librarians, technical staff, and students. From 1994-96, the "Student-Directed Information-Rich Undergraduate Education Project" explored how instructors and librarians could "set the stage" for learning experiences using networked information resources to stimulate student interest and classroom-based group activities facilitated by technology. In the summer of 1997, an initiative known as "Project 25" provided funding for a group of 25 "early adopter" faculty members to delve into Web-based course development and delivery. One goal of the project was to discover some of the benefits and challenges of using the Web as a primary medium for teaching and learning. Another goal was to have 25 "online courses" ready to deliver by Fall 1997. Project 25 provided an impetus for organizing campus-wide support for educational technology activities. A Learning Technologies Service (LTS) was established, with a staff comprised of computing specialists and librarians, offering expertise in instructional design, programming, graphics, and the integration of information into instruction. The Libraries provided space for the LTS within the Learning and Research Center for the Digital Age (LRCDA), a state-of-the-art collection of faculty support endeavors located on the second floor of the main library.

A recent report by the Computer Science and Telecommunications Board of the National Research Council and others describes the process of *Being Fluent with Information Technology*, which is seen as more encompassing than information or computer "literacy". Developing fluency is a lifelong learning process that requires people to develop a deep understanding of technology for interacting with information, communicating, and problem solving, and to continually build upon that knowledge. (7) Project 25 provided a unique opportunity for all of the participants involved to examine, test, and develop their fluency, as librarians and computing specialists collaborated to develop workshops enabling faculty members and graduate student assistants to build new technical skills and to become aware of the wealth of information resources available to be integrated with their courses. In addition, a Scholarly Communication Librarian who had recently joined the LRCDA provided workshops and consulting on copyright and intellectual property issues as they apply to online and distance education. Another element of the LRCDA is the Faculty Center for Teaching Learning, which coordinated workshops on "Linking Technology with Pedagogy."

As Hannelore Rader observed at the IFLA General Conference in 1998, "there is pressure on faculty to increase their productivity and to change instructional strategies. Such demands for major revamping of academe will be difficult and will also take time. It can be accomplished if instructional teams are utilized... to include representatives from the faculty, technology, librarians, and pedagogy." (8) Rader goes on to suggest that "librarians are in a unique position to become partners with faculty in curriculum reform and achieving resource-based learning for students," and "to be successful, librarians need to be alert, creative, and informed about what is happening on their university campus."(9) What is happening is that the university curriculum is being transformed to incorporate a wealth of options for "flexible-access" and "time- and location- independent" learning.

In late 1998, after the success of Project 25 and other similar initiatives, NC State and the 15 other state universities received a substantial legislative appropriation for "degree-related courses provided away from the campus sites of the constituent institutions." (10) The legislature also stated that distance education courses should be equivalent in quality to those offered on campus. These funds and resources are bringing about the integration of distance learning into the mainstream instructional strategy of the university. Full degree programs in disciplines of unique strength are being planned and developed to meet the needs of off-campus students, and student support services are being enhanced as well.

As noted recently by librarians at Johns Hopkins University, "All of these policy and planning issues may have a direct impact on the ability of universities and colleges to cope coherently with the deployment of distance education.... Clearly, libraries must promote and be part of rigorous planning and development efforts." (11) At NC State, library services and resources are viewed as an integral part of the overall instructional strategy, and librarians have served on many key campus planning committees charged with envisioning the future of distance learning in light of enrollment projections, student services requirements, and faculty development and support.

Library Services for Distance Learning

While universities at large have been extending their capabilities to offer flexible, interactive instruction to new and diverse communities of learners, libraries have been building a strong foundation of resources, technologies, and services to support and add value to that instruction. Librarians have much to contribute to lifelong learning in today's electronic environment. For instance, many of the initiatives developed by the NCSU Libraries in the past several years that have direct applicability to full-fledged distance education services:

- creation of the Digital Library Initiatives Department, a unit focusing on research and development of electronic tools and resources;
- development of a Web-accessible, self-paced tutorial, Library Online Basic Instruction (LOBO), for teaching research skills to incoming undergraduates;
- implementation of an electronic reserve system;
- addition of a Librarian for Spatial and Numeric Data Services to offer support for Geographic Information Systems (GIS) and other data-intensive applications;
- design of a user-customized Web "portal," MyLibrary@NC State;
- 24-hour reference assistance, in person, by telephone, or via electronic mail;
- expansion of the online database collection and availability of full-text electronic books and journals in all subject areas; and
- access to networked resources from off-campus locations through a user authentication system.

In addition, the Libraries contributed significantly to the planning and implementation of the NCLIVE (North Carolina LIbraries for Virtual Education) system in which university, community college, and public libraries across North Carolina serve as gateways to a shared collection of online information resources, including encyclopedias, indexes, and full-text sources. See the Libraries' Web site for further details on any of these initiatives. (12)

The principle of equity of services for local and distant students is prominent in the requirements of legislative, accrediting, and review agencies, as well as in the professional library literature. Fortunately, services that meet and anticipate the needs of on-campus students are likely to be useful to distance learners, and those developed specifically to be time- and location- independent will also benefit on-campus students. Many librarians and educators believe that the distinctions between "regular" and distance students will diminish over time. For the immediate future, however, in order to provide focused leadership for determining user needs and shaping responsive policies and procedures, the NCSU Libraries has established several staff positions dedicated to developing comprehensive services for distance learners. These services will evolve in concert with other major library functions, with the ultimate goal of "integration into the mainstream" consonant with the university vision. The positions include the Director of Distance Education Services, a reference librarian with liaison and outreach responsibilities, a collections/resource specialist, and an information technology specialist.

Another fundamental principle guiding the Libraries' efforts is the recognition that technology or even content *per se* cannot and should not be substituted entirely for human interaction in the teaching, learning, and information seeking processes. As we make available increasingly vast and complex electronic collections, we must convey to both faculty and students that seeking person-to-person guidance remains an option, and that librarians are available to respond promptly, perhaps even in real time. Fortunately, distance learners are becoming accustomed to communicating with their instructors via electronic mail and other technologies. They should be aware that contact with a librarian, too, is possible through the means most convenient for them, whether via telephone, fax, electronic mail, videoconference, real-time chat, cooperative agreement with local libraries, or periodic travel by the librarian to geographically dispersed sites when possible. Promotional materials and online forms and interfaces that present distance education services should include not just a Web address but as many alternative means for making contact as the library is able to provide.

Numerous examples exist of individual library Web sites listing specific support services for distance learners, and these sites allow librarians to consider the approaches and successes of other institutions in formulating their plans and policies. One particularly useful compilation of both literature and library links is a page entitled, "Library Support for Distance Learning," by Bernie Sloan. (13) A review of the current landscape indicates that library services for distance learning can be organized into four major categories:

- Instructional Services: training for both students and faculty on educational technologies, basic and subject-specific research skills, database searching techniques, etc. Self-paced guides and tutorials, both in paper format and online.
- Faculty Communication and Liaison: ongoing communication and marketing; distance education liaison can connect faculty with subject specialists to foster the integration of library information into course materials; librarians can seek more in-depth partnerships for certain courses. Faculty awareness and involvement are critical, since faculty are a channel of communication to students.
- Access to Information Resources: ensuring that the needs of distance learners are met in the selection of resources and modes of access; providing rapid delivery of both print and electronic materials on demand; use of electronic reserve.
- Reference and Consultation Services: maintaining a variety of communication modes and extended "office hours"; exploring new technologies for interactivity; seeking cooperative agreements with library partners located near the students.

The NCSU Libraries has developed a Web site and suite of services for lifelong and distance learners that incorporates all of these activities and is flexible to allow for ongoing evolution. (14) Off-campus learning programs and flexible-access courses will continue to expand and become integrated into the regular instructional practice of the university, serving a diverse student population with complex needs for knowledge and skills, unique constraints of workplace and personal circumstances, and varying fluency with and access to technology. In this dynamic milieu, the NCSU Libraries is committed to providing a full range of high-quality, user-oriented information resources and services that support all learning styles and instructional models.

Conclusion

The most effective and sustainable distance learning initiatives are guided by a vision that combines rapid adoption of innovative technologies with sound pedagogical principles. The NCSU Libraries provides an example of how to become a partner and leader in university support for distance and lifelong learners, seeking to enhance the learning experience and to facilitate interaction among students, instructors, librarians, course content, and information resources. Librarians can seize current and emerging opportunities to design creative distance learning services, not only to share knowledge but to spark enlightenment.

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MALAYSIAN SERIALS: ISSUES AND PROBLEMS

Che Norma Bahri
Librarian
Universiti Sains Malaysia

Abstract

Analyses the issues and problems while looking at the trends and developments of serials publishing in Malaysia. Collection development, bibliographic control and accessibility of Malaysian serials; Description and evaluation of Malaysian serial publications in traditional and electronic formats

Paper

Introduction

As Malaysia moves forward into the new millenium, its information resources are constantly being increased, slowly but surely in both the traditional and new electronic formats. These information resources are being circulated wider and further with Malaysian scholarly journals and newspapers being made available in many library collections around the world, particularly where Malay/Southeast Asian studies programmes are offered by institutions of higher learning.

The World Wide Web holds a variety of information resources from Malaysia. Electronic serial publications include online versions of most daily newspapers in the national (Malay), vernacular and English languages. Most if not all of the eleven universities in the nation make available some of their scholarly journals in their homepages. But electronic publishing is relatively new in this part of the world and changes from print-based publishing remain intermittent. Although the volume of traditional book/serial publication for local and external consumption remains relatively small, but the future will see more full-text publications available online.

Background

The country and people

Malaysia, which lies in the heart of Southeast Asia, consists of a peninsular region referred to as West Malaysia while East Malaysia is made up of the states of Sabah and Sarawak in the island of Borneo. The population of twenty million is made up of Malays, Chinese, Indians and the indigenous peoples of Sabah and Sarawak. Malaysia's rate of literacy is among the highest in the region (>85% adults above 15 are literate) but surveys have indicated that Malaysians have a very low reading interest.

The term Malaysian serials used in this paper refers to serials (almanacs, annuals and yearbooks, bulletins and newsletters, directories and gazettes, indexes and abstracts, journals and periodicals, law and statutes, monographic series, newspapers, patents and standards, proceedings and transactions) published in Malaysia in all the main languages spoken in the country; Bahasa Melayu (Malay), English, Chinese, and Tamil.

History of serials publishing in Malaysia

There is a dearth in the literature about the history and development of Malaysian serials publishing and collections. The Malaysian publishing industry on the whole is not an established one. Long considered a 'private concern', the industry was only recently injected with a RM (Ringgit Malaysia) 20 million publication fund by the government to gear the industry towards achieving the National Book Policy formulated in 1985 which among others emphasise the role of books (in Bahasa Melayu) as tools for intellectual, cultural and social development of the nation [1].

The earliest serial began publication in Pulau Pinang in 1806, also marking the beginning of publishing in the country. It was a weekly newspaper entitled The Government Gazette and published by A. B. Bone. Later between 1821-1822, The Malay Magazine/Bustan Arifin was published in Melaka [2]. The pre-Independence years saw Singapore as the centre for publishing in both Malay and English for markets in the (British) colonised regions of Southeast Asia. After Independence in 1959 the Dewan Bahasa dan Pustaka (DBP), a quasi-government body, was set up with the main objective of developing the national (Malay) language and literature. Since then the DBP has been playing its role through the publishing of numerous books and serials [3].

The scholarly publishing arms or presses of universities were usually in place with the set up of the universities (Universiti Malaya in 1962, Universiti Sains Malaysia in 1969, followed by nine others). Responsibilities included the publication of academic writings of acceptable standards in the form of books, monographs and periodicals and especially in the national language. In 1996 Universiti Kebangsaan Press was publishing 14 journals (Akademika, Sains Malaysiana, etc.) covering subjects offered by the university [4].

The early 90's saw a proliferation of newspapers and other periodicals. Mochtar Lubis attributed this to the healthy economic growth and high literacy rate. From the Survey Research Malaysia Media Index 1992, he reported 17 newspaper titles in West Malaysia, 9 in Sarawak and 7 in Sabah. Of the 17 titles, 7 were in Chinese, 4 in English, 3 in Malay (Roman) and 1 Malay Jawi and 2 Tamil. Popular periodicals were mainly of the women and home, and entertainment genres [5].

The most recent published study on Malaysian serials appeared in the Malaysian Journal of Library and Information Science. Zainab Awang Ngah looked at the coverage of Malaysian scholarly journals by some 23 international indexes and made an assessment of their visibility and characteristics [6].

Categories and formats

Publishers of Malaysian serials include universities and research institutions, government departments, corporations, professional bodies, commercial and industrial enterprises and the commercial press. Subjects cover almost all areas of human interest albeit rather inadequately. While most publications remain in the traditional print format, microform is preferred for archival backruns and CD-ROM (compact disc-read only memory) for multimedia effects and large storage data banks. As for online formats, Malaysian resources are making inroads in (World Wide) Web publishing.

Academic publications

As with the rest of the world, Malaysian universities too require their academic staff and research officers to carry out research and publish their findings. It is estimated that 400-500 academic books, 80 journals, 300 working papers and 15,000 theses and academic exercises are produced and distributed in Malaysia annually [7]. But publications that may be used as reference sources in specific fields are still inadequate and academic librarians lament the fact that scholarly publications are often delayed in their frequency cycle. Journals of professional associations on the other hand are more reliable. Among these titles are Malaysian Management Review by the Malaysian Institute of Management, Malaysian Accountant by the Malaysian Association of Certified Public Accountant and Malaysian Journal of Animal Science by the Malaysian Society of Animal Production. Other publishers of this category of serials include the national research institutes such as the Palm Oil Research Institute, Standards and Research Institute, Forest Research Institute and Rubber Research Institute.

Government publications

The Government printers Percetakan Nasional (PN) have been prolific and regular in publishing the various government documents (gazettes, law and statutes among others) and it's numerous departments' reports. Other semi official publications like staff bulletins/newsletters are published by the various departments. These exhibit more irregular publication patterns and usually offered to libraries gratis. The PN became a corporate body in 1987. Universiti Sains Malaysia (USM) Library in Pulau Pinang, which was one of the academic libraries with national depository status, received all publications by the PN up till this date. But with the Deposit of Library Materials Act 1986 USM Library lost this status and became one of the National Library's external depository centres instead. Most of the government publications now have to be bought out of the library budget and there grew gaps in the collection due to difficulties in obtaining some titles. But other academic libraries in the capital Kuala Lumpur have not faced similar problems. The DBP does not publish government documents but in playing its role of developing the national language and literature has published many serial titles which appear in nearly all 200 bigger libraries in the country and some overseas. Among the titles are Dewan Budaya, Dewan Ekonomi, Dewan Kosmik, Dewan Masyarakat, Dewan Sastera, Dewan Siswa and Jurnal Dewan Bahasa.

Commercial publications

Many new serial publications published commercially have emerged since the economic boom of the early 1990's. In 1994 alone there were 4,173 new serial titles (in all categories) deposited with the National Library [8]. Prominent publishing houses or media groups include the Utusan Melayu, and New Straits Times Group including Berita Publishing which contribute to much of the popular titles in the market. The commercial components of Malaysian serials published for profit include current events and newsmagazines, entertainment, fashion, women and home, sports and health periodicals. Others fall into the categories of children, humour, supernatural/horror, and religion. A magazine entitled Men's Review which appeared in 1994 was reviewed as "a cheeky entry into Malaysia's conservative publishing scene; (with) controversial issues tackled; ...(its) content seen as radical for a Malaysian audience; ... a reflection of a more tolerant Malaysian society" [9]. Other glossy magazines followed to cater for the more effluent sector of the population.

Electronic resources

Electronic resources are now a part of the Malaysian information landscape. Some materials have appeared on CD-ROM, but more have appeared on the Internet. Malaysian serial publications on CD-ROM include Utusan Almanac, Telekom Malaysia Annual Report. The National Library has coordinated a project to create a union list of CD-ROMs available in the collections of various libraries in Malaysia. The list is available at its homepage. The National Library has also published the archival files of the National Bibliography of Malaysia on compact discs and also Indexes on CD-ROM comprising the Index to Periodicals, Index to Newspapers and Index to Conference proceedings.

Usage of the Internet by Malaysians has increased tremendously since it was first introduced. In 1996, more than 200,000 people are using the Internet, mostly looking for information on the Web. Information on the Web is increasing at a remarkable rate and Malaysian input has also increased as more and more computers are connected to the Internet. All Malaysian universities and their libraries are now on the Internet. The National library and most if not all the state libraries are too. The Jaringan Ilmu (Knowledge Network) set up in 1996 enabled online networking to foster closer cooperation between 14 state libraries and 31 government department libraries. The World Wide Web is also being exploited as a way of providing better access to Malaysian print materials. Inevitably the homepages of universities try to offer some of their publications online. University Presses include their publications in their web sites. USM has published its Perantara journal and PRN Bulletin in its web pages. The Dewan Bahasa dan Pustaka also exhibit portions of their serial publications online.

Newspapers available online include The New Straits Times, Berita Harian, The Star, Utusan Malaysia, Sin Chew Jit Poh, Nanyang Siang Pau, Kwong Wah Yit Poh, Overseas Chinese Daily, Dinamani Tamil Daily, Malaysia Daily News, Borneo Mail, Daily Express, Sarawak Tribune and Tamil Nesan. Since newspaper publishers are more often than not reluctant to undermine the sale of their paper products, usually only portions or short summaries of its content are available on the Web. Some may maintain electronic archival files. For the present, Web newspapers provide a way to gain quick and timely information on current events; but for in-depth research full electronic versions are needed.

The Malaysian government is also visible on the Internet with many sectors of government presented online providing various kinds of information. Several initiatives have arisen to meet the challenge of organising Malaysian Internet contents. The WWW Virtual Library Malaysia constitutes a principal gateway to Malaysian electronic information. Most of the academic libraries have created subject directories to provide links to other resources including Malaysian. A search engine called CARI provides a search facility to trace Malaysian related resources.

Collection development

Selection of Malaysian serials

The main selection sources for serials librarians are publishers notices/pamphlets, and the daily newspapers. The Malaysian National Bibliography issues usually are not received early enough to help in the selection of current periodicals. Other sources include acquisitions lists of other libraries, although fewer lists are being produced in the light of OPACs being accessible via the Internet. Yet other inadequate sources are catalogues of publishers and sample copies of journals. Generally the 400 publishers in Malaysia exhibit poor marketing efforts and there are no comprehensive sources that aid selection of Malaysian periodical titles.

Libraries also subscribe direct to serial publishers although some titles are obtained through university cooperatives, a subscription agent or newspaper vendors.

The policy statement on Malaysian serials acquisition by most academic libraries centre on academic/scholarly publications, but accept others as gift/exchange. But follow-ups are only vigorously pursued for the latter. Subscriptions are based on request from academic/professional staff and limited by budget constraints.

Although there are no published price index for Malaysian serials, using cost statistics of some 80 academic journals subscribed by USM Library during the last five years, the price has been rather stable with no marked increase in their cost. General interest and popular magazines, and the newspapers saw a price increase during the last year following the economic slowdown.

Cooperative serials collection projects

Most academic and major public libraries carry Malaysiana or local history special collections in their effort to make these available to their users. The conference of university libraries and the National Library or PERPUN (Persidangan Perpustakaan Universiti dan Perpustakaan Negara Malaysia) have carried out various projects to improve library services in Malaysia. Among these was the Union List of Serials in Malaysia last published on microfiche in 1988. The effort was coordinated by Universiti Sains Malaysia Library but discontinued with the end of the Malaysian MARC project and libraries adopting their different choices of integrated library systems. Universiti Malaya had recently undertaken to identify duplicate titles carried by these libraries and recommended that where 3 or more copies of a title were being subscribed to, then libraries concerned were encouraged to consider a cancellation so that another title may be substituted. But when access versus availability is considered especially of core journals, then the latter is favoured.

A cooperative microfilming project (SCOM) has the National Library acting as secretariat responsible to coordinate microfilming activities among libraries and relevant institutions in Malaysia to avoid duplication. Members are all academic libraries, the National Archives, Sabah State Archives, Dewan Bahasa dan Pustaka, Sarawak Museum and Sarawak Information Resource Centre. The National Library undertakes to microfilm 4 newspaper titles (Utusan/Mingguan Malaysia, Harian Metro, The Malay/Sunday Mail and Tamil Nesan), and the Universiti Sains Malaysia Library microfilms the New Straits Times, Nanyang Siang Pau, The Star, and Kwong Wah Yit Poh. The other libraries in the committee handle other titles.

Bibliographic control

Only estimate figures of Malaysian serial publications may be arrived at. In 1996 under the Deposit of Library Materials Act 1986 (Act 331) the National Library received 42,710 copies of serials, 117,459 copies of newspapers, 530 copies of conference papers. New serial titles number 332. In the same year, the National Library as a national centre for ISSN, recorded 284 numbers given to newly published serial titles [10]. In 1999 the Universiti Sains Malaysia Library subscribes to 84 Malaysian serial titles and receives 1,400 titles under its gifts/exchange programme, of which 609 titles are irregular or non-annuals. 389 titles had been deleted because of non-receipt. These mostly included in-house publications from the commercial and industrial sector. From these figures we may make an estimate that a total of at least 1,800 Malaysian serial titles are being published.

The National Library has been publishing paper-based indexes to periodicals, newspapers, and conference proceedings since 1973/74. Its digital cumulation Indexes on CD-ROM (1996) covers the Malaysian Periodicals Index 1984-June 1991, Newspaper Index 1988-June 1991, and Index to Malaysian Conferences 1988-June 1994. The Malaysian Periodicals Index covered a total of 278 journals. These were selected Malaysian periodicals deemed academic, intellectual and educational that were deposited under the provisions of the Preservation of Books Act 1966 and subsequently under the Deposit of Library Materials Act 1986. The newspaper index only covered 4 newspapers - the New Straits Times, Star, Utusan Malaysia and Berita Harian.

Problems in handling Malaysian serials usually arise with delayed publication, change of title and lack of bibliographical tools to aid the description of serials, especially the publication date of inaugural issue. With delayed publications, follow-ups and invoicing become a hassle for serials librarians. One example of a very delayed publication is tthe Malaysian Forester with a last published date of 1991. The management of serials in most integrated library systems (including the Liber-Media used by the Universiti Sains Malaysia Library) are far from satisfactoryand sometimes manual recording are still resorted to for some serial items. Bibliographic control must be adequate because it is deemed crucial to enable bibliographic access and subsequently physical access of any print entity.

Access to Malaysian serials

Bibliographic access to serials are usually found in print or electronic indexes and abstracts. Physical access of serial publications are more often than not in libraries, whether academic, public or special. The library network in Malaysia consists of 1 National, 11 university, 135 college, 13 central (public) and 391 special libraries [11].

Within this network, there needs to be more cooperative efforts to ensure that the Malaysian published heritage in its entirety is available for the reference of future generations. Records of collections in the form of catalogues, bibliographies, checklists, or indexes should be made available to aid resource acquisitions and sharing.

Malaysiana collections abroad reside in the (US) Ohio University Centre for Malaysian Publications, the Malaysian Resource Centre (for Malay literature, language, history, politics, culture, sociology and anthropology) at The Royal Institute of Linguistics and Anthropology (KITLV) Leiden, among others. The Library of Congress cooperative acquisition programme regional office for Southeast Asia is in Jakarta although 9 Malaysian serial titles (Al Islam, Dakwah, Dewan Masyarakat, Dewan Sastera, Dwewan Siswa, Mastika, Utusan Pelajar, Wanita, Watan) in their preservation microfilming project is at the India Office.

The Australian National University in cooperation with KITLV has a web site of their Southeast Asian Serials Database, which indexes major academic and current affairs journals published in the region. Originally covering 38 Indonesian language publications, the database now has a total of 95, including Malaysian titles [12]. Another relevant web database available through library subscription is the Bibliography of Asian Studies Online by the Association for Asian Studies [13].

Conclusion

As the new millenium imminently approaches, serials publishing in Malaysia do not show signs of very significant change from the traditional print-based format to online full-text complements. But change is inevitable and the whole infrastructure of the publishing industry involving the National Book Development Council, writers, editors, publishers, printers, libraries and information centres will have to strive together to forge ahead in developing and strengthening the print-based sector while innovating in web-based publishing for the future.

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Mexican art and architecture databases: needs, achievements, problems

Elsa Barberena
Universidad Nacional Autonoma de Mexico
Facultad de Filosofia y Letras
Mexico D.F.,Mexico
elsa@servidor.unam.mx

Abstract

Mexico has played an important role in art and Architecture since the prehispanic, colonial, modern and contemporary periods, and has contributed not only to spread mexican culture but to enrich the art world. The core of the artistic and architectural research is the work itself, painting, sculpture, monument, followed by critical studies and finally reinforced by the bibliographical tools, such as indexes, abstracts, encyclopedias, dictionaries, manuals, etc.

At the international level , it has been detected a lack of diffusion of mexican art and architecture in indexes and abstracts. The reasons could be, among others: lack of continuity in their publications, the use of the spanish language, lack of interest in mexican art and architecture, and sporadic financial resources.

Nevertheless, even though conditions are not the best, the database development in these disciplines has achieved several goals, among them: the index of the magazine "artes de mexico" in cd-rom, the database "pepenar" (a union catalog of latin american art and architecture periodicals), the databases "latinoarte", "mexicoarte", "inbart", "artex", "bexart", and recently the "cultural information system" of the mexican cultural ministry, besides the inclusion of approximately 2,000 mexican contemporary artists in the "union list of artists names" and the participation in the "international directory of art libraries".

The problems are centered on the standardization of the information, and in the compatibility of the computer program, together with the lack of a continuous support of the interested

organizations. People who elaborate databases are certain of the cultural richness of their countries, and they commit themselves to spread it in spite of the dificulties involved.

Paper

ANTECEDENTS

In 1984, The Scuola Normale Superiore in Pisa and the Getty Foundation organized the 'Second International Conference on Automatic Processing of Art History Data and Documents'. Two databases about Latin American art were included in the Memoirs; 1)AISALAC (An analysis of information about Latin American contemporary art) which will be transformed into LATINOARTE; 2) MEXICOARTE. (1)

The Aesthetics Research Institute of the Mexican National University (UNAM), the Fine Arts Institute (INBA) and the National Council of Science and Technology (CONACYT) appeared as associated institutions supported by the Mexican Library Association and the Scientific and Humanistic Information Center of UNAM.

In 1986, I was invited by the Information Services Division of CONACYT, upon a request of the Artistic Education and Research Department of INBA, to perform a diagnosis about the artistic information and documentation in five of its research centers.

Among the recommendations which followed the diagnosis were: a) broader dissemination of the research publications; b) a need to relate the museums exhibits with the documentation; c) to look for the possibility of an automated information program compatible with the one used in the MEXICOARTE database, whose creation and continuity have been my responsibility since 1984. The result was the elaboration of the INBART database.

In 1988, the Art Section of the Mexican Library Association and the Scientific and Humanistic Information Center of UNAM together with CONACYT distributed a circular letter to the people interested in the characteristics of the MEXICOARTE database.

The circular contained registry data of the different types of documents: books, periodical articles, exhibit catalogs, photographs. It includes the following disciplines: design, sculpture, engraving, painting, architecture covering the prehispanic, colonial, modern and contemporary periods.

From a total of 8,000 records codified , only 2,000 records were included in the database, using the Unesco format Common Communication Format (CCF) 1984 version.

The records contained the following information: record number, type of document, language, source, author, title, periodical title, edition, year, place of publication, publisher, physical description, ISBN or ISSN, classification number, notes, abstract, descriptors and others.

In 1989, I mentioned that in spite of the fact that the professional magazine is the perfect vehicle to spread the artistic movements, and that it is essential for research, the indexes published are not enough. Of a total of 227 Latin American periodical titles, only 79 incomplete titles were indexed. (2)

At my intervention at the Art Libraries Society of North America, I spoke about the database MEXICOARTE as an example of a national information service (3).

MEXICOARTE and LATINOARTE are included in the directory "DIRECTORIO DE BASES DE DATOS DE AMERICA LATINA Y EL CARIBE (DIBALC)" (4)) which contains databases about Latin American art and architecture, nevertheless this directory is oriented more on humanities and not specialized on these disciplines.

Example:

BOLCULT, elaborated by the Cuban National Library 'José Marti', includes 2,700 records related to the literature, the culture and the art of Cuba.

Among the databases related solely to art are:

BEXART. The Aesthetics Research Institute at UNAM is responsible of this database that gives bibliographic information about artists, exhibits and art critics. It contains 8,200 records of exhibit catalogs.

INBART. The INBA Art and Documentation Department initiates this bibliographic database about Mexican art, dance, music and theater. It began with 1,271 records which are included in the CD-ROM of the Universidad de Colima. Now the National Center for the Arts has created the database

ARTEX with 12,000 records. Besides this Center has a table of contents service which includes the periodicals received at the Arts Library; the bulletin is called ALARTE.

For the 1994 IFLA meeting in Cuba, I prepared a document called "LATINOARTE: information about Latin American art". The objective was to disseminate the plural, incredible, incalculable richness of Latin American art by means of a database, whose foundation was my Ph D dissertation (5).

This database will contain documentary information available in 62 information units, in and outside the 22 Latin America countries; for it's 17 indexes were used, of which only two were elaborated in Latin America, one Mexican and the other one Cuban ("México en la cultura" and the one prepared at the José Marti Library).

NEEDS

I firmly believe in the artistic richness of my country and I make myself responsible to disseminate it through the support of the documentary information of a database. To this commitment I have dedicated by efforts since 1980 in my research and in my teaching.

I have initiated my research with my Ph D dissertation, on which I shape the need to spread Latin American art for which, I believe, there is indifference, lack of recognition, lack of interest, lack of appreciation, incomprehension and disregard. Nevertheless, Mexican art can be defined as a large number of artistic expressions within a unity with an adequate identity.

The definition of Latin American art is of contrast, of indigenous and european elements, of censorship, of freedom of expression, as the social movements of the Mexican muralism, the constructivist movement in Argentina and Uruguay, the Chilean surrealism, the indigenous inspiration of Peru and Bolivia, and the African element in Cuba.

There are not enough publications on Latin American art; the periodicals do not have a long run and their circulation is scarce; the periodical articles are not included in international indexes; the national indexes are few and they do not have a joint character; they are individual efforts which analyze the content of some magazines. Examples: *Anales del Instituto de Investigaciones Estéticas, Artes de México, Cuadernos de bellas artes, México en la cultura, La Cultura en México, la Revista de la Universidad de México.*

Of the 239 Mexican art and architecture periodicals included in seven indexes, seven directories, two union catalogs and a dictionary , only 16 titles have been included in more than three bibliographical tools; these are *Artes de México* with 12 quotations, *Anales del Instituto de Investigaciones Estéticas* with 10 quotations, and *Revista de la Universidad de México* with four quotations.(6)

There have been several artists who have given importance to the information in the artistic documentation. Francisco Toledo, Mexican painter, learned about the Mexican photographer, Manuel Alvarez Bravo, through books. Pedro de Oraa, A Cuban painter, in his intervention at the '1st Colloquy on Cuban painting', which took place in la Habana on December 1984, stated that the gifted or cultivated artist has to go beyond the technical experience in order to obtain an integral information which provides knowledge. He even said "formation is information" (7).

De Oraa observed that this need of a written communication is more frequent in young artists than in older generations, who believe that the work of art can be explained by itself, and not as a result of the intellect that interprets the real world.

On the other hand de Oraa recognizes that the publisher's panorama is poor.

To give news about Cuban art is non-existent. The need of information of the contemporary Cuban painter has been held up because the immediate communication sources such as the magazine, the review, the article, the brief essay are few.

The art magazine is a required complement to know and recognize the value of the work of art; and if , as the art critic Juan Acha points out,(8) the contemporary artistic product is more a work of the intellect than of the senses, it requires for its full appreciation written explanations and discussions. It would be better if there is access to these discussions through databases.

The art automated international indexes include very few or not at all Latin American periodical titles; nevertheless, they include information about Latin American art.

The need for this type of information can be seen in a request about the Mexican painter Remedios Varo. HAPI (9) in 1986 included two articles and five references to illustrations of her work. *The Handbook of Latin American Art*(10) includes only one article of this prominent artist. In the *Indice de la 'Cultura en México'* there is only one article (11).

ACHIEVEMENTS

In 1994, the Mexican Library Association (AMBAC) Executive Board invited me to present the database LATINOARTE in its 25th annual conference (12). In the document, I included the methodology, the selection policy, the flow chart, the classification, the documentary analysis, the codification, in addition to the indexes used for the elaboration of the database.

Although in this occasion I did not specify the achievements and problems encountered but only the need, the achievements reached by MEXICOARTE and LATINOARTE would be read through.

Among the achievements of LATINOARTE were: 1.- The compilation, classification and selection of 4,195 articles, 1,290 books, 1,124 exhibit catalogs. A total of 15,459 records from 1905 through 1984 available in 62 information units not only in Mexico but outside mainly at the "Benson Latin American Collection" of the University of Texas in Austin, and at the "José Marti" Library in La Habana. 2.- The use of seven indexes elaborated in the United States of America, one in Cuba and seven in Mexico. Although the number of databases in Mexico and in the USA is even, the number of titles indexed is not, nor are the dates covered. While the North American indexes cover from 1907 up to the present, the Mexican indexes initiate in 1935 with no continuity.

Of the 15,454 only 2,000 records were included in the CD-ROM of the Colima University under the title "Bibliografía Latinoamericana y de El Caribe", vol.2.

In relation to MEXICOARTE, 2,000, records were incorporate from the 8,000 codified records, using the Micro CDS/ISIS version 2 of the Unesco program, and the announcement on the CD-ROM of Colima University "Bibliografía mexicana" that the database was available.

The Unesco program is friendly; it allows several kinds of access; it serves as a bibliographical tool and for inventory purposes; it is compatible with other systems used in libraries, information and documentation center, museums; it allows the art critics and historians to reduce the routine work; it could be considered as their memory; it anticipated a Mexican art network.

Another achievement is the collaboration of the art history students who actually work with a commercial program called PROCITE Windows version, which is easy for them to handle. Up to now it has 1,700 records about Mexican art with the possibility of internet access.

PROBLEMS

In 1995, I published an article (13) in which I included the words of the Venezuelan architect Carlos Raúl Villanueva about the incredible deficiency of communication, the need of cultural exchange and above all the lack of information which has been preponderant in Latin American countries.

To this situation, I will add the following:

- The Unesco program is known in Latin America, but not in other countries. Besides the Windows version has been recently produced. The first versions are not easy to use and they require library students fo fully manipulate it.
- There is no art thesaurus in Spanish, this is the reason why a controlled terminology authority vocabulary was elaborated; the list is in alphabetical order and it includes references, geographical and people names. *The Art and Architecture Thesaurus* is in the process of being translated into Spanish by the Catholic University of Chile. Nevertheless a non faceted thesaurus would be a great help for the database.
- There is not enough acquisition of Latin American art periodicals from the libraries.
- Similar characteristics in magazine publishing: few titles, reduced availability for each title, lack of continuity of most of them which hinder that which is more inconvenient in an information system, the elaboration of indexes that analyze their contents.
- Inclusion of the artistic work in humanities and social sciences databases.
- Lack of human infrastructure that limits the efforts invested.
- A need to meet the necessary conditions not only of the artistic production, but also the dissemination of stipulations of this work by means of documentation and databases.
- Deficient financial resources because there is no continuity; they usually are given by steps .

CONCLUSION

There is a mixture of achievements and problems. The results encourage continuity with the challenge to spread Latin American art at an international level; by looking at the problems we realize that is necessary to redouble efforts and look for alternatives.

NOTES

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Network access to visual information: a study of costs and uses

Howard Besser
Associate Professor
UCLA School of Education & Information
http://www.sims.berkeley.edu/~howard/

Abstract

This paper summarizes a subset of the findings of a study of digital image distribution which focused on the Museum Educational Site Licensing Project (MESL) -- the first large-scale multi-institutional project to explore digital delivery of art images and accompanying text/metadata from disparate sources. This Mellon Foundation sponsored study evaluated the costs, infrastructure, and efforts involved in implementing the MESL project, as well as user reaction to functionality. The study also examined costs of running analog slide libraries and compared these to costs and functionality associated with digital image distirbution.

The paper will briefly discuss the cost-center models used to examine the distribution of digital and analog images, including: creating digital images and metadata, mounting and distributing digital images, maintaining a distribution house, running a slide library, and an analysis of hybrid image libraries. It will present a comparison of user interfaces and search engines from the MESL universities. It will also report on the results of focus groups discussing faculty adoption of digital images for classroom use

Paper

The Museum Educational Site Licensing Project

The Museum Educational Site Licensing Project (MESL) was a major demonstration project designed to identify and foreground the problems of licensing and delivery of images and accompanying text from content providers to groups of content users. The MESL project served as a laboratory for developing and testing the legal, administrative and technical mechanisms needed to enable the educational use of museum collections through routine delivery of high-quality museum images and information to universities.

For a two-year period beginning mid-1995, 7 repositories (the Library of Congress, the National Gallery of Art, the National Museum of American Art, the Harvard University Art Museums, the Houston Museum of Fine Arts, the George Eastman House, and the Fowler Museum of Cultural History) supplied a total of almost 10,000 images and accompanying text records to 7 universities (the Universities of Illinois, Maryland, Virginia, and Michigan, as well as Columbia, Cornell, and American Universities). Each university received an identical set of images and text, but each chose to deliver these to their users within their own unique customized delivery system.

Over the course of the MESL project, the participants explored standards and mechanisms for exchanging images and data between institutions, mounting and delivering this information to university users, developing tools for incorporating images and data into the instructional process, and developing parameters for licensing of this type of content.

This ambitious project built on ten years of progress in distribution of images and metadata that represented works of art and other cultural heritage objects (Besser 1997b). More extensive discussion of this project has been assembled into two monographs published by the Getty Information Institute (Stephenson & McClung 1998). The technical issues that this project tackled have been discussed elsewhere (Besser & Stephenson 1996), as have issues around how implementation decisions can significantly impact user retrieval of exactly the same underlying data (Besser 1997a).

The Mellon-sponsored Study

With generous support from the Andrew W. Mellon Foundation, researchers from UC Berkeley undertook a 22-month study to examine "The Costs of Digital Image Distribution for Educational Purposes" by examining the MESL Project. The focus of this study was to identify, define, and explore the primary cost centers in the digital network distribution of images and text through the MESL Project. In addition, the study analyzed the costs of running conventional analog slide libraries, and examined the difficulties facing faculty trying to teach with digital images.

The full text of this study is available both in print form (Besser & Yamashita 1998) and on the WorldWide Web (http://sunsite.berkeley.edu/Imaging/Databases/1998mellon). The full report contains discussions of:

- Cost-center models for examining the distribution of digital and analog images
- Cost study of creating digital images and metadata
- Cost study of mounting and distributing digital images
- Cost study of maintaining a distribution house
- Average costs of running a slide library
- Slide library circulation study
- Report on the results of the Focus Groups regarding faculty adoption of digital images
- Comparison and analysis of the MESL experience versus slide libraries

Major Findings

Because of space limitations, only a small number of findings can be summarized here. Please see the full report (Besser & Yamashita 1998) for a more complete list of findings.

Findings: Costs

The study compared the costs of running a university slide library with the costs incurred during the MESL project (Besser 1999). Though these two entities are not quite equivalent, they do replicate many of the same functions. Because no one is likely to repeat the MESL design in much the same way, the study tried to isolate and compare costs that are likely to persist in other models. And because technological development is rapidly altering many types of costs, the study sought to focus on the relationship of costs between different models (rather than the precise costs in any given model).

Slide library costs appear to be mainly in the areas of cataloging, acquisition, data entry, and filing. Although most of these costs disappear in the MESL model, new costs arise, mainly in the conversion and error-checking processes, as well as the very substantial (and expensive) ongoing process of maintaining collection management (text) records and clearing rights.

Key cost differences between analog and digital center around acquiring the image and putting it into service. Analog images are acquired individually or in small batches, and each must be individually cataloged. The MESL images were acquired in two very large groups, and came complete with cataloging information. The MESL images cost nothing to acquire, while the analog slides cost an average of $3.25 each (and the analog acquisition process took almost five minutes per slide). In a production-level digital distribution system, the cost of for universities to license digital images will certainly cost something more than the $0 that they cost during MESL.

Although an initial reading of MESL per-image costs is more than double that of an analog slide library, when one removes the museum's cost of clearing rights and creating collection management records (a process museums may need to do anyway), the per-image time devoted to MESL drops to about half the time of acquiring an analog slide and putting it into distribution. This would suggest that, if all the other problems were overcome, a digital distribution model might support a modest cashflow back to the museum to help defray the cost of rights clearance and developing collection management records. But if this cashflow comes in the form of a licensing fee, one must be cautious in figuring an annual fee that is essentially replacing a one-time cost.

But while per-image digital distribution costs may be lower (1), fixed overhead costs for MESL were substantially higher than for analog slide libraries. (And the figures gathered do not take into consideration essential infrastructure elements such as network installation and classroom projectors.) Though some of the costs for security and creating functionality are start-up costs, changing technology and evolving user needs will likely result in substantial ongoing costs in these areas. Running a digital project requires a much more complex installation than running a slide library. Digital delivery systems need ongoing technical support and much more sophisticated user training than do analog slide libraries (2).

In examining university use of digital images, it is important not to ignore the great value of museum information. We believe that perhaps the most important thing that the emerging digital image consortia can provide to universities is the rich set of information about their objects.

Digital image distribution does not currently appear to be cost effective for universities when compared with existing analog distribution schemes. While the per-image cost to universities appears viable, the overhead and infrastructure needed to support digital image distribution is significantly higher than that needed to support an analog system. But as costs diminish and as other university activities begin to share the infrastructure costs, these types of schemes are likely to become more viable.

Key per-image savings to universities from digital image distribution consortia are likely to come from the receipt of museum collection management information. Though there are still some serious questions whether this information can substitute effectively for what faculty currently use in analog slide collections, this particular cost center holds the potential of offering a great deal of cost savings. We offer an analogy of effect of computerization on library cataloging. With the advent of automation (and copy cataloging), most of the cost of cataloging was not entirely eliminated, but shifted from the local site to an external centralized spot. Because an individual book was not repeatedly cataloged at different sites as before, this greatly reduced the overall total costs among all members of the system. But the actually cost of cataloging a book was not reduced; the cost savings came because the same book was not repeatedly cataloged by each site. It's also interesting to note that most sites continued to have a cataloging cost for each book-the cost of finding the centralized copy cataloging and, if necessary, adopting it to local needs. So with the advent of copy cataloging, the cost of original cataloging shifted to a central site, leaving a greatly reduced cost of copy cataloging at each individual site. Of course this process only worked for items that were held by multiple sites (and the total savings to the system was greatest for items held by a wide number of sites).

We do not believe that the emerging digital image distribution consortia can financially sustain themselves from the university market alone. Likely scenarios for subsidizing this activity include: museum contributions because they view this activity as part of their mission; leveraging the cost of a university distribution system by using the same system to deliver individual images to the museum's traditional high-paying analog image customers (advertising agencies and pre-press operations); and encouraging the production of added-value products which incorporate the images and metadata, and managing the sales of these to K-12 schools and individual consumers.

Even though there may be similarities between digital images and previous forms of image surrogates, it is important to note that there is a fundamental difference: digital images are available remotely. Previous transitions to new media have not altered the need for physical space to house a collection and a set of personnel to staff that space. Yet, if there were a complete conversion to a fully digital world, there would be no need for physical staffing of a circulation facility since there would be no items to "check out", nor would there be a need for a large physical space to house this type of surrogate. However, in a digital environment, physical space does not completely disappear; its use simply gets "reassigned" (in the form of online storage costs, server space, and workstation labs for accessing the material). A digital environment would still require staff for user training and technical support (critically important in a digital environment, but likely to be handled centrally for an entire university campus). Staff might also be needed for image selection and collection management, or these functions may be ceded to a consortium that provides digital images to most universities in North America (3).

The allure of high technology and the desire to appear "technologically savvy" can drive administrators to pressure departments to move more quickly into the digital realm. Such mandates are justifiable given that space and labor are expensive commodities on college campuses. However, rapid moves to fully automate thus eliminating older technologies will probably not result in any cost savings-only a relatively expensive short-term "conversion" charge. Our observations suggest that the base cost of maintaining the functionality of the system will remain, and probably increase (although the increase will be masked by larger "campus-wide" technology initiatives). What is needed is a rational transition to the new technologies. Such a transition will require the support of the central campus administration. The acquisition of new digital image collections will severely impact local department (and college) budgets. The cost to convert legacy data and custom and campus specific images into new formats will be enormous. The local development will require technological sophistication so these data can be used in conjunction with purchased digital formats. Most importantly, these moves will need to be done over time and in conjunction with existing facilities.

University administrators considering digital image distribution schemes need to be aware of a number of critical issues. One overwhelming important issue is the perishability of information in digital form (Lyman and Besser 1998). Three key questions that administrators need to address are: What might be lost if digital distribution schemes replace analog slide libraries? Will target groups use digitally-distributed images? And what entity within the university will contract for digital distribution rights?

Findings: Faculty Attitudes

One must understand the various obstacles to teaching with digital images before such image use is widely adopted within the instructional process. We conducted a study of faculty who teach classes in the visual arts using digital images. We wanted early adopters of this technology to tell us what problems they had faced and to speculate about which impediments needed to be overcome in order for their colleagues to begin using digital images.

We discovered that, from the perspective of the faculty interviewed, current university infrastructures were woefully inadequate for using digital images in the classroom. The issues that dominated both focus group sessions were technical support and training; acquisition and development of digital tools (software and hardware); time commitment to learn and develop the new technology; and some form of academic (if unrecompensed) recognition for their efforts from the universities. One participant characterized the dilemma of starting to use digital images as a "vortex of need". The complexity of the aggregate components (equipment, training, support, and more) was the overwhelming barrier for most faculty. Participants perceived digital image technology as a significant means of reaching a broader audience and there was a general consensus that new technologies stimulate and encourage new ways of thinking. Likely barriers to widespread acceptance were:

> **Image Quality:** Participants universally asserted that image quality was critically important, and that the digital images they were currently using were inadequate. However, when asked to elaborate (What kinds of image quality do you need for what types of purposes? Is there a baseline of image quality that would get significant buy-in from your colleagues?), most participants agreed that for many purposes, the quality of digital images was no worse than slides.
>
> **Technical Support and Training:** The relationship between technical support staff and faculty was an issue in both focus groups. Another obstacle to implementation was the lack of adequate resources for technical support and training, which were often project-driven (and therefore temporary) rather than actively integrated within a given program
>
> **Tools (software and hardware):** Participants voiced a need for a variety of tools with which to manage, manipulate, and display images and descriptive data. They offered examples of both commercially developed "generic" tools such as PhotoShop and locally developed "custom" tools. The communications gulf between those who created the tools (programmers and technical staff) and those who used them (faculty, students, and visual resources staff) was listed as an impediment. Participants discussed the need for computer technicians with subject expertise.
>
> **Time and Recognition:** Both groups were concerned with the value placed on their work by their universities and with the enormous time commitment required to develop digital projects. Institutions rarely offered faculty release time or credit toward tenure for work with digital image technology. This was perceived as a formidable barrier to non-tenured teachers.
>
> **Metadata:** In discussing the need for metadata to accompany images, participants stated the importance of being able to customize for their students both the interpretive data (commentary) and descriptive data (attribution, dates, provenance) that accompanies an image. Because art historians were eager to contribute their scholarship to an image database as long as they received credit for their comments, this issue was closely tied to that of recognition by the university. Participants speculated that the descriptive data

about images should flow in both directions between the providers of the data (museum curators) and the universities (art historians).

Resources and Collaboration: Several participants had good experiences in forging alliances with colleagues from other departments to share resources. This was an interesting finding because it proved contrary to faculty's tendencies to favor autonomy and solo endeavors over collaborative projects.

Conclusion

The study discovered that, as a whole, the digital distribution environment appears to be good for individual usage, and provides access from multiple locations. But digital image distribution in its existing form is problematic for group viewing situations, such as in the classroom. Electronic classrooms, computing and network infrastructure, technical and instructional support, and image quality issues need to be addressed before digital distribution to the classroom becomes viable.

The interface and the ability to query and manipulate the database is critical for future use. Additional tools for examining, organizing and saving retrieved sets are also necessary. The MESL model of localized control over distribution discouraged development of expensive retrieval systems. A more centralized model would be able to spread the development costs over a wide body of sites, and likely lead to better retrieval tools. But local customization of such a system may still be desirable, and this poses an interesting research issue in system design.

The different metadata vocabulary and general language used by different institutions made the creation of an integrated and consistent database problematic at best. It is glaringly evident that a project like this needs guidelines and standards at many levels (from field delimiters to controlled vocabulary).

The lack of comprehensive content made the database extremely problematic for classroom purposes. For a digital image publication scheme to be successful, it must be able to provide a critical core of important images. But the contents of a "critical core" are constantly shifting due to new approaches to disciplinary understanding.

Because faculty content needs can be robust and shifting, a digital image distribution scheme will almost certainly also need to give faculty the option of integrating locally produced material. Future systems must be both extensible and easy to supplement.

Footnotes:

1. MESL University deployment is an overhead cost, not a per-image distribution cost. This type of deployment involves creating a set of tools that are needed, and that total costs within that cost center do not change if more images are added to the system.

2. Even though no costs for slide library training and outreach were reported, costs in this area would be extremely small when compared to the cost of training and outreach for a digital distribution system.

3. Currently planned consortia are not really international due to differing intellectual property laws.

Citations

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Meeting Number: 80
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Section on bibliography Review of activities 1998-1999

Françoise Bourdon
Secretary/Treasurer of the Section on bibliography
Bibliothèque nationale de France
Paris, France

Paper

Scope of the Section on bibliography

The Section on Bibliography is primarily concerned with the content, arrangement, production, dissemination and preservation of bibliographic information, especially (but not exclusively) where these pertain to national bibliographic services. It is also concerned with the promotion of the importance of the discipline of bibliography to library professionals in all types of library (not just national libraries), to publishers, distributors and retailers and also to end-users. Whilst taking full account of technological possibilities, the Section is aware that such developments are not yet available in some areas of the world, and it will ensure that its solutions are not necessarily dependent on particular technologies. The Section is closely associated, where appropriate, not only with the other Sections within the Division of Bibliographic Control and with the UBCIM Programme, but also with the Sections on Information Technology and of National Libraries.

(Medium Term Programme, 1998-2001)

Membership of the Section and of the Standing Committee

105 associations and institutions were members of the Section on 1st August 1998.

Resulting from the Spring 1999 nominations, the members of the new Standing Committee for the period 1999-2001 are : 16 full members, 4 corresponding members and 1 honorary advisor.

5 full members for the period 1995-1999 will complete their term during the Bangkok conference in August 1999.

Full members of the Standing Committee are from 15 different countries : Czech Republic, Denmark, Finland, France, Germany, Iran, Italy, Norway, Portugal, Russia, South Africa, Spain, Sri Lanka, Sweden, United States of America

Officers and Information Coordinator:

Chair :
Werner STEPHAN
Universitaetsbibliothek Stuttgart
Post fach 104941
DE-70043 Stuttgart
Germany
Tel. : +49(0)711 121-2222
Fax : +49(0)711 121-3502
e-mail : werner.stephan@ub.uni-stuttgart.de

Secretary / Treasurer
Françoise BOURDON
Bibliothèque nationale de France
quai François Mauriac
75706 Paris Cedex 13
France
Tel : (33) 1-53-79-59-05
Fax : (33) 1-53-79-50-45
e-mail : francoise.bourdon@bnf.fr

Information Coordinator
Kirsten WANECK
Dansk BiblioteksCenter A/S
Tempovej 7-11
DK 2750 Ballerup
Denmark
Tel : +45 44 86 77 77
Fax : +45 44 86 78 91
e-mail : kw@dbc.dk

Meetings where the Section was represented

Some Standing Committee members have been involved in various activities during the last months :

ICNBS, November 1998

Officers and several Standing Committee members attended the International Conference on National Bibliographic Services held in Copenhagen on 27-28 November 1998 under the aegis of the Division of Bibliographic Control and the UBCIM Programme, at the Royal Library of Denmark invitation. A report of this conference will be presented by Mona Madsen (Royal School of Librarianship, Copenhagen and member of the Section on cataloguing) during the open forum of the Section on bibliography during the IFLA Bangkok conference (cf. infra). In the framework of this conference, Françoise Bourdon chaired a workshop on the theme : can national bibliographic agencies afford to record everything that is published ?

Coordinating Board extra-meeting, April 1999

Werner Stephan (Chair) and Françoise Bourdon (Secretary) attended an extra-meeting of the Coordinating Board of the Division of Bibliographic Control in Paris on 15-16 April 1999. During this session, current work of the three sections of the Division was reviewed, the professional programme of Bangkok was completed (open forums, workshops, etc.) and the new reading rooms for researchers within the Bibliothèque nationale de France which hosted the meeting were visited.

International and national cataloguing rules, Moscow, April 1999

Some members of the Standing Committee attended the international conference on the theme "International and national cataloguing rules : current situation and future trends" held in Moscow on 20-24 April 1999 under the aegis of the Division of Bibliographic Control and the UBCIM Programme, at the Russian State Library invitation. Eeva Murtomaa (Helsinki University Library, Finland) and Françoise Bourdon presented papers. In the framework of a workshop devoted to the international authority control and chaired by Françoise Bourdon, Bohdana Stoklasova (National Library of the Czech Republic) advised the attendance on her experience in the management of authority files.

Projects in which the Section was involved

Minimal Level of Authority Records (MLAR)

Some Standing Committee members were involved in the Working Group MLAR created under the auspices of the UBCIM Programme and which completed its final report in December 1998 (cf. infra). A new working group on authority control was created in April 1999 during the extra-meeting of the Coordinating Board of the Division of Bibliographic Control to carry on the study of an international standard authority data number (ISADN) and to examine the functional requirements of authority records. This new group will work under the aegis of the Division and of the UBCIM Programme and will be chaired by Françoise Bourdon. A kick-off meeting will take place during the Bangkok Conference.

Guidelines for OPAC displays

The Section was involved, through Françoise Bourdon and Eeva Murtomaa, in this working group "Guidelines for OPAC displays" created under the aegis of the Section on cataloguing. Comments on the draft prepared by a consultant were sent in due time (April 1999). An evaluation meeting is planned during the annual conference in Bangkok.

Metadata

The Section was involved through Eeva Murtomaa in the working group on metadata created in August 1998 by the Section on cataloguing. The aim is to study when and how bibliographies use metadata, what level of metadata is required, what directions for use can be defined to help authors of electronic documents to prepare these metadata.

Publications

Division Brochure

Section officers were involved in the preparation of a brochure presenting the activities of the Division, of its 3 sections and of the UBCIM Programme. Translations into the IFLA working languages were made with the help of Standing Committee members and Werner Stephan was the coordinator of the brochure printing. Items are available from IFLA Headquarters and from the Division and Section officers.

Newsletter

The "Newsletter" of the Section on bibliography was circulated to all section members in March 1999 and another issue is expected at the beginning of the Summer. A vote of thanks must be passed to Werner Stephan and to the university library in Stuttgart for taking over this publication.

MLAR Final Report

The working group on the Minimal Level Authority Records (see above "Projects") within which 2 standing committee members were active (Eeva Murtomaa and Françoise Bourdon), completed its final report in December 1998. This report contains more than 70 examples of authority records gathered and presented by Françoise Bourdon. The electronic version of the report is available on IFLANET (http://www.ifla.org/VI/3/p1996-2/mlar.htm) and the printed version from the IFLA UBCIM Programme (iflaubcim@dbf.ddb.de). Examples are not in machine-readable form and can be found only in the printed report.

Annual report 1997-1998

The progress report of the Section for 1997-1998 was published in French in International Cataloguing and Bibliographic Control, vol.27, n°4, October/December 1998.

Conference Programmes - Amsterdam Conference (August 1998)

During the open forum of the Section on bibliography (with simultaneus interpretation, more than 60 participants) the 4 following papers were presented :

Bibliographic control in the Netherlands by Kees Van Den Berg, Royal Library, The Hague, Netherlands

Available on IFLANET :

- in English : www.ifla.org/IV/ifla64/021-141e.htm (original version)
- in French : www.ifla.org/IV/ifla64/021-141f.htm
- in German : www.ifla.org/IV/ifla64/021-141g.htm

Remote access electronic serials and the National Library of Norway by Anne M.H. Langballe, University of Oslo, Oslo, Norway

Abstract : according to the Norwegian Legal Deposit Act (1989) electronic documents are subjects to legal deposit at the request of the National Library, Rana Division (NBR) in each case. A plan for the handling of deposited electronic material was published in 1995. According to the plan, NBR keeps an inventory of Internet serials with access to the web sites of the serials. From 1994 the University of Oslo Library catalogues the Internet serials, also with access to the web sites, for the Norwegian national bibliography database Norper.

As of November 1997 Norper included the descriptions of 299 different Internet serials. These were searched at their web sites in November and December. 74 were not found at the original or a new site. Of the 225 serials found, 53 were probably ceased, as they had no numbers or news dated 1997 (and in some cases 1996).

Bibliographic control of remote access electronic documents must include checking by library personnel as well as by search robots. Legal deposit cannot be based on access to the publishers' servers.

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- in English : www.ifla.org/IV/ifla64/024-141e.htm (original version)
- in French : www.ifla.org/IV/ifla64/024-141f.htm
- in German : www.ifla.org/IV/ifla64/024-141g.htm

Statistische Auswertung Nationalbibliographischer Daten (= Feasibility of exploiting bibliometric data in European national bibliographic databases), by Ute Schwens, Die Deutsche Bibliothek, Frankfurt am Main, Germany, par Ute Schwens, Die Deutsche Bibliothek, Frankfurt am Main, Allemagne

Available on IFLANET :

- in English : www.ifla.org/IV/ifla64/022-141e.htm
- in French : www.ifla.org/IV/ifla64/022-141f.htm
- in German : www.ifla.org/IV/ifla64/022-141g.htm (original version)

Presentation on International Bibliography of Bibliographies in Library and Information Science and Related Fields volume 2. 1979-1990 , par Maria Witt, Médiathèque de La Villette, Cité des Sciences et de l'industrie, Paris, France

Abstract : the new work "International Bibliography of Bibliographies in Library and Information Science and Related Fields" volume 2. 1979-1990, published by K. G. Saur, is a follow-up to the previous work in the same field, by the same author, which covered the period 1945-1978 and was published by Ossolineum in 1985 (1). It lists ten thousand titles organized according to a topic classification scheme. It includes all areas of information science and related fields: archiving, history of the press, etc. The bibliography contains, for the most part, titles which appeared between 1979 and 1990. As for the reviews, they cover a much longer period: those which appeared after 1990 are included under the relevant titles.

Available on IFLANET :

- in English : www.ifla.org/IV/ifla64/023-141e.htm
- in French : www.ifla.org/IV/ifla64/023-141f.htm (original version)
- en espagnol : www.ifla.org/IV/ifla64/023-141s.htm

A book review will be published in English in International Cataloguing and Bibliographic Control, vol.28, n°2, April-June 1999.

Conference Programmes - Bangkok Conference (August 1999)

In addition to a joint workshop with the Section on national libraries on the theme "Electronic publications and national bibliographies", the open forum of the Section is supposed to welcome the following papers :

ICNBS 1998 New Recommendations for the National Bibliography, by Mona Madsen, Royal School of Librarianship, Copenhagen, Denmark

Available on IFLANET in English : www.ifla.org/IV/papers/015-123e.htm

Translation into other IFLA working languages are in progress.

National bibliography in Australia: moving into the next millennium, by Peter Haddad, National Library of Australia, Canberra, Australia

Available on IFLANET in English : www.ifla.org/IV/papers/016-123e.htm

Translation into other IFLA working languages are in progress.

The bibliographic situation in Thailand, by Chirudee Pungtrakul, Bangkok, Thailand

10 juin 1999

Latest Revision: *June 23, 1999*

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 100-155(WS)-E
Division Number: IV
Professional Group: Cataloguing: Workshop
Joint Meeting with: -
Meeting Number: 155
Simultaneous Interpretation: *No*

UNIMARC : what solutions for multilingual / multiscript cataloguing ?

Elisabeth Freyre & Françoise Bourdon
Bibliothèque nationale de France
Paris, France

Paper

The following themes will be approached during the meeting :

1. Problematic

Generally ISBDs recommend a given national bibliographic agency to use only one cataloguing language and/or one cataloguing script.

But some countries have several official languages and/or official scripts : in this case what language and/or what script must be chosen by the national bibliographic agency ?

National cataloguing rules offer different solutions. Sometimes it is necessary to manage in the same time catalogues in different languages and/or in different scripts.

Or now it is possible (easy ?) to re-use records from different bibliographic pools each of them having their own language and/or their own script, or to re-use records from a same one bibliographic pool containing records in different languages and/or in different scripts.

Have we to stick to one catalogue = one language = one script ?

Is it possible to manage within a same one catalogue records in different languages and/or in different scripts ?

2. What are the existing means to solve problems ?

Standardization and technology have evolved :

- elaboration of ISO standards devoted to transcription and to transliteration : they are mentioned in ISBDs, they aim at being reversible (see also other initiatives : ALA/LC romanization tables, etc.)
- evolution of data processing techniques which have made possible the evolution of character encoding (on 32 bits now) and the elaboration of UNICODE (became ISO 10646).

Consequence : today standards and technology make possible to manage

- a record in one language being written in different scripts
- a record in different languages being written in the same one script
- a record in different languages being written in different scripts

Management of records in different languages and/or different scripts is made possible by the technique.

How UNIMARC contribute to manage such records ?

3.UNIMARC and cataloguing in different languages and/or different scripts

Parallel fields or parallel records ?

Is it better to create parallel fields for different languages/scripts or to create parallel records for each language/script and to link them ?

Coded data fields

Good point :

- coded data fields exist, allow to sort records, and more, data can be decoded in the language and script wanted by the end-user of the records (to display in OPAC for example) : language codes, script codes, $7, $8 ...

Possible amendments :

- it could be necessary to precise definition and use of "language code" and "script code" in UNIMARC / Authorities and in UNIMARC Manual Bibliographic Format : do they concern the authority heading including qualifiers in an authority record ? title proper in a bibliographic record ? notes in both authority and bibliographic records ?
- it could be useful to define alphabetic values of coded data in non-latin characters ? This concerns Language and Country Codes (managed by ISO), Type of record, Type of document (managed by IFLA for UNIMARC), ... This problem seems to be common to all formats.
- it could be necessary to create a code to define the language corresponding with the cataloguing script when we use UNICODE : we could either create a code for cataloguing language, or allow the use of $7 in all fields where it appears useful.

Link fields

Links between authority file and bibliographic file :

How to manage links between authority records and bibliographic records within the same one catalogue when it exists, for the same entity and/or for the same document, parallel fields or parallel records in different languages and/or different scripts ?

Links within an authority file or within a bibliographic file :

How to manage links within a same catalogue between parallel authority records and between parallel bibliographic records ?< p> How to take advantage of these links to facilitate the search in the OPAC ?

Latest Revision: *July 13, 1999*

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 005-118-E
Division Number: VII
Professional Group: Editors of Library Journals
Joint Meeting with: -
Meeting Number: 118
Simultaneous Interpretation: *No*

Library and information science journals in the Asian context

G. E. Gorman
Editor, Asian Libraries
School of Communications and Information Management
Victoria University of Wellington, Wellington, New Zealand
&
Eileen Breen
MCB University Press

Abstract

LIS journals fulfil a role as communicators of scholarship and research. To do this effectively they must contain papers that meet international standards, but not necessarily at the expense of possibly unique local considerations. This presentation reviews the purposes and standards of LIS journals and then looks specifically at the evaluation process for an anglophone journal in which most of the contributors and readers are from Asia.

Paper

PART 1: THE EDITOR'S PERSPECTIVE

Introduction

People engage in scholarship and research for a variety of reasons - they may enjoy the detective work it involves, they may be interested in ideas, they may be seeking tenure or promotion. Not often, though, do they undertake these activities for the pure pleasure of writing and being published. Many competent researchers feel quite diffident about their written communication skills, and as a journal editor I am inclined to accept their diffidence as well founded.

We who edit journals live with this reality - that many of our contributors are not skilled communicators. And when we work with an anglophone LIS journal whose contributor base uses English as a second or third language, then the problem is compounded.

Purpose of Scholarly Writing

In what follows we review why individuals write for our journals, what they expect in the process, what we as editors ought to be achieving - all in the context of an LIS journal based in the UK but aimed at Asia-Pacific information professionals.

Scholarly or research writing has a number of aims, which may be one of the reasons that contributors find the writing process difficult to sustain. 'Ordinary' writing, say of a piece of fiction, is done to entertain and to tell a story; scholars and researchers, on the other hand, write principally to inform and educate. Such writing, if done well, achieves a number of aims:

- it permits the writer to present new ideas or knowledge to colleagues
- it convinces other scholars/researchers that it is scholarship/research worth consideration in terms of its methodology, analysis and outcomes
- it enables the writer to make sense of what he has discovered, and to place it in the context of a wider body of knowledge.

Achieving these aims comes only with practice, and for the most part it is only the more experienced writer who can juggle them competently. For the individual new to scholarly writing, the process tends to be done from a personal perspective and has an author-oriented approach. The scholar/researcher may understand very clearly what an investigation has found and may feel it is all too obvious to warrant explanation in full. Accordingly, the writing may contain a number of unstated assumptions or may reflect the writer's own thought processes - the reader, in other words, is not a prime consideration. Consequently, the text may neither read well nor follow a recognised organisational style. With experience comes the recognition that writing needs to be reader-oriented in order to achieve clarity and to have an impact.

Writing with a successful reader orientation seems to embody certain key characteristics. In fact across the spectrum of social and human sciences there appear to be three standard conventions that experienced writers follow to ensure wide acceptance of their scholarship (and in Asia these conventions often are overlooked):

- prose should be impersonal and avoid ad hominem arguments
- text should be straightforward and conventional in terms of structure, vocabulary and organisation
- the writing should follow a commonly accepted, logical framework such as introduction, methodology, results, discussion, conclusions.

Impersonal, conventional and logically organised writing may not be exciting, and it may be difficult to achieve, yet it is the best way to communicate effectively, especially for an audience unfamiliar with the subtler nuances of English.

Aside from this matter of fitting the writing to the purpose of scholarly communication it is important that scholars and researchers recognise and take advantage of emerging in the presentation of articles. Two groups of such trends are discussed in the following section.

Stylistic Trends in Scholarly Articles

Titles and Abstracts

For purposes of information retrieval certain parts of articles have gained greater importance in recent years, yet most often require revision in papers submitted by writers in Asia. Here we refer to titles and abstracts.

In terms of retrieval the most useful component of a journal article is its title. In library science literature the title has become very specific and detailed, using focused rather than generic terms. Such titles are far more informative and content-focused than in the past as a means of indicating article content unambiguously.

Almost as important are abstracts, which allow for the fuller description of an article's content than the title; but for some reason very few writers are able to present a good abstract. The norm for writers in Asia is to provide no abstract at all, even when a journal such Asian Libraries requires this as part of the original submission. At the other extreme are those American journals in which the abstract is a mini-discourse, telling us far more than we need to know. In our experience all but the most complex papers can be adequately treated in an abstract of approximately100 words, rarely more.

Discussion and Presentation

Within the body of a scholarly article subtle changes are occurring in three respects - the introduction, the methodological discussion, graphs and tables.

The introductory part of an article should be more than a basic introduction to the topic. In effect it should offer a clear road map of where the paper is going, how it is getting there, and what it will show once one arrives. In this it is a step up the ladder from the abstract, offering more detail and in particular guidance on what one can expect in the ensuing discussion. In many journals the introductory discussions in papers are much improved in recent years, due one suspects to gentle editorial imposition. In my view an introduction needs to be treated as a serious matter, and not just as a 'warming-up' exercise for the writer. If the introduction is well crafted, a reader will be drawn in and will feel more comfortable with the discussion that follows.

There is some tendency in the social sciences for methodology to be treated with less importance than in the past, a trend which is not recommended in LIS. Because we utilise such a range of methods in our discipline, from mathematical formulae to case studies to anthropological ethnographies, the methodology section remains a key to a paper's validity and reliability and therefore cannot be devalued.

Another emerging trend is for increasingly sophisticated graphic and tabular displays, often as a substitute for text. A table is intended to present very precise detail on the results of research; a graph or similar device is intended to express relationships between variables or to display trends in specific factors. However, neither table nor graph should be displayed without full discussion of content and meaning. That is, tabular and graphic data are not a substitute for analysis, but rather complementary means of presentation. Just because computer software allows us to present vivid displays does not mean that we can allow the machine to do our analytical or narrative work for us. Many times referees reject papers that look impressive but contain little meaningful discussion. Analysis, critical engagement with ideas, clear development of arguments - these cannot be replaced by any visual display.

Editors and Referees

One role of a scholarly or professional journal in LIS is to indicate the acceptability of a piece of work by publishing it. This means that a particular paper has been accepted by the professional or scholarly community that the journal represents. For this acceptance to occur all submissions must be evaluated and approved - in other words, there must be some form of quality control. (As an aside, it is this norm of quality control that seems most to incense cybernauts and Internet junkies, who maintain that the great benefit of the Net is its total democracy, allowing anyone anywhere to 'publish' anything. But some of us do not want to waste valuable time reading sub-standard work; rather, we rely on MCB and other publishers to do the evaluative work for us, to publish work with a recognised imprimatur.)

The emphasis on quality control in an era of burgeoning journal literature and greater specialisation has led to increased reliance on peer review in the West. But this appears not to be the norm in Asian LIS journals. With respect, until a system of peer review is in place and operating rigorously and objectively, no journal can enjoy international standing.

The Editor

Quality control is exercised on behalf of the scholarly community by journal editors and editorial boards (or peer reviewers or referees). The editor is the principal gatekeeper, the one who makes an initial decision about an article, who accepts or rejects. Sometimes the editor alone makes the final decision, but increasingly the editor then confirms his judgment by sending an article that has passed his initial test to one or more referees who may be more expert in the specific topic of the submission. Such refereeing must be 'blind'; that is, the referee must not know the identity of the author or the author's institutional affiliation - another feature that some journals overlook, making their refereeing process somewhat suspect in terms of bias.

The Referee

What characterises a superior referee in a journal based in Asia? 'Based in Asia' is a key phrase, because there are cultural differences that need to be overcome if Asian journals are to meet international evaluative standards. There are four qualities that one should expect to see in a referee:

- competent researcher
- objective assessor
- comparative evaluator

A referee should be a competent researcher who is au fait with trends and developments in his field. This is easier said than achieved in many Asian countries. For example, how many researchers are there competent in English and with access to the latest LIS literature in Myanmar or Vietnam or Bangaldesh?

A referee should be able to make a fair and objective assessment of the methodology employed. This is also easier said than achieved because of the growing divide between quantitative and qualitative research, and the growing volume of the latter. Few Asian-based researchers or academics in LIS have the expertise to make fair judgments of ethnographic research, and one looks to the next generation of Asian LIS researchers to fill this void.

A referee should be able to determine whether a paper is going to give 'value for space' given the growing competition for space in most journals. In the case of Asian Libraries, for instance, the number of submissions has grown 300 per cent in 12 months, yet we are still able to publish only 24 substantive papers (refereed and professional) in a given year.

Referees in Asia, especially those not trained outside Asia, sometimes find it difficult to make these determinations for a host of reasons. In the first place, many have not been trained in the critical reading of published literature. In the second place, many take a less negative view of papers which do not meet the accepted canons of scholarly writing in the West - not a bad thing, incidentally, if this encourages us to take a culturally sensitive view of academic writing (without at the same time sacrificing standards of excellence). Third, Asian scholars are not much given to criticism that smacks of the personal, as this is likely to cause loss of face for the recipient - and may well result in 'payback' at some future date. This, frankly, is behind much of the diffidence one finds among Asian colleagues - but it is still refreshing to be in an atmosphere where criticism and negativity are not the order of the day, and in this regard we in the West have much to learn.

Criteria for Assessment

What editors and referees do in assessing submissions should be clearly delineated, with the parameters spelled out in no uncertain terms. This means that all of us must have a clear understanding of our assessment criteria.

There is in fact growing concern about suitable assessment criteria for writing by LIS scholars and professionals from different academic backgrounds and with different language skills. One school of thought says the criteria should be international and take no account of national or cultural differences. Another body of opinion suggests that there ought to be different criteria for different groups, for different types of research, for different nationalities. This latter approach frankly leads to confusion and a dilution of the effectiveness of the refereeing process - there are no recognised standards, but rather a series of unique sets of standards.

On the other hand it is markedly unfair to state that a person writing in a foreign language and in a mode for which he was not necessarily trained should be expected to meet the same level of standards as those writing in their native tongue and with the requisite training. It seems more appropriate to use common assessment criteria but perhaps to set the benchmark at a different level, and then gradually raise the level as the contributors become more expert through experience and education. In the latter regard it is worth noting that MCB is one journal publisher among many offering workshops and seminars at conferences such as this not only for editors but also for aspiring authors.

The matter of referee assessment has been discussed by journal editors for a long time, and there has been some interesting research in this area. Lindsey, for example, asked social science referees what they felt were important criteria in submissions and found that 12 criteria mattered, although some with relatively low mean scores. (Lindsey 1978) These criteria are listed in Table 1 in descending order of mean score; it should be recognised that these criteria were suggested by referees of journals in developed Western countries, and they are not necessarily relevant or appropriate for other regions.

Table 1. Importance of Assessment Criteria (Lindsey)

Criterion	Mean score
Value of the findings for advancing the field	5.8
Acceptability of the research design	5.6
Theoretical relevance of the work	5.4
Level of scholarship demonstrated	5.4
Presence of creative ideas	5.2
New empirical evidence	5.0
Sophistication of methodology and analysis	4.3
Relevance of the article to the journal's focus	4.3
Display of ethical sensitivity	4.1
Value of findings for everyday life	2.9
Entertainment value	1.5
Background and reputation of the author	1.3

In our experience these criteria are too extensive for a journal in Asia: some items are not relevant, others are simply unimportant. If we take relevance of a submission to the journal's focus as a given, then there are six criteria that might be viewed as essential in determining the suitability of a submission for publication in an anglophone Asian LIS journal. These are listed in descending order of importance in Table 2.

Table 2. Key Criteria for Assessing Submissions to Asian LIS Journals

- Advancement of knowledge
- New information or data
- Theoretical soundness
- Level of scholarship
- Acceptable research design
- Appropriate methodology and analysis

Why are these the key criteria, and why in this particular order? When we are dealing with regions or countries about which little is known elsewhere, advancement of our knowledge is the key criterion, followed closely by the presence of new data - one more apparent in scholarly writing, the other more evident in research-based writing. Consider, in anglophone countries, how much or how little we know about the information professions in China, Sri Lanka, Bangladesh, Vietnam, Thailand, Japan, Korea - the list is depressingly long. For this reason an anglophone Asian journal has a particular mission to publish new knowledge, new information.

Theoretical soundness and level of scholarship are also placed well up the scale, for writing internationally must be scholarly and well-grounded in theory. In submissions by authors based in Asia, theory and level of scholarship are sometimes difficult to ascertain, but our writers must be encouraged to follow high standards in both respects. Research design, methodology and data analysis are the final criteria, and it is here that many Asian authors seem to be gaining ground most quickly, as they become more aware of research standards and conventions in the West. But for others these criteria remain elusive, and again we editors, referees and publishers have an educational role to perform in teaching writers these skills.

These six points are important because they enable us to answer three questions which are put to the referees in every instance:

- Is the submission a significant contribution in terms of the knowledge or information conveyed?
- Is the submission an original contribution?
- Is the submission sound in terms of methodology, findings and structure?

If we can answer all or most of these in the affirmative, then we have a paper that may warrant publication. Once we have achieved acceptable international standards in these areas we might turn our attention to the much less significant criteria of ethical sensitivity, creativity, author background, etc. But for now these additional criteria are simply not relevant.

Refereed Articles and Professional Papers

Unfortunately, a certain amount of writing by Asian experts simply does not make the grade if we accept the above as reasonable conventions. This may seem a harsh statement, but it is based on some years of personal experience as an editor, as a writer and as a resident of the Asia-Pacific region.

At present there is a tendency for submissions to Asian Libraries to exhibit weaknesses in two major respects: (1) theoretical constructs and research design, (2) structure and writing style. Most worrying are papers falling within the first group. Theory and methodology seem to be sources of weakness in many of the social sciences (Daft 1995), and there is not much that an editor can do to change this, except make constructive suggestions for improvements. A paper submitted to Asian Libraries that is inadequate in terms of either its theoretical base or research design (but not both) may well be published as a professional paper if it contributes to our knowledge of the topic, institution or discipline.

One solution has been to adopt a system of differentiating between submissions of varying characteristics. A poor article is still a poor article and will be rejected as such - as the quality of writing improves in the region, so standards will be raised. In two years with Asian Libraries I have seen this occur, with the result that increasing numbers of papers are being rejected outright. But it is also possible to recognise that a paper submitted as a research article may not make the grade but still be worthwhile in terms of its information content. Therefore, we have introduced two types of papers in Asian Libraries: refereed articles (which are published with a tag indicating that they are in fact refereed), which are principally research based scholarly pieces, and professional papers, which are largely of informational value and describe developments, situations, activities in a place, region or professional sector. In this way we are able to publish valuable information, often from countries about which little is known in the anglophone professional world (e.g. Vietnam, China, Indonesia).

Much less problematic from an editorial standpoint are weaknesses in terms of structure or writing style. As an editor whose first language is English but whose journal is focused on a region where at best English is a second language, we are acutely aware of the unfairness of rejecting an otherwise good paper because of its writing style, grammar, etc. In fact if a paper has worthy content, it seems appropriate to advise the author in considerable detail on how to rewrite the text in standard English, or on some occasions to provide editorial assistance in rewriting. With regard to structure, one's role as editor often involves restructuring a piece so that it reads logically and clearly. One would not do this for an author whose first language was English, of course, and some may object to the double standard. However, I would expect the same courtesy from my Thai or Chinese or Vietnamese colleagues were I able to compose a paper in any of their languages.

The Editor's Conclusion

Scholars and researchers in many Asian countries are seeking publication in the West for a variety of reasons, and one certainly applauds their bravery in approaching journals in Britain, Europe, the USA, Australia and Canada in increasing numbers. Editors are in a privileged position - not only do we make friendships in all corners of the globe, but we are allowed to see work evolve and develop, and to see 'our' writers mature with the experience of having their work assessed. Part of this privilege requires that we be sensitive to the extraordinary difficulties under which many of our contributors work, and that we do what we can to help these individuals improve as scholars and researchers. This does not mean that we apply editorial standards unbendingly but rather that we use the standards sensitively and as a means of training when required.

PART 2. THE PUBLISHER'S PERSPECTIVE

Introduction

We have heard how the editor and editorial team of one LIS journal deal with the difficulties inherent in acting as quality controllers for a publication which is published in the West, but draws its readers and authors from Asia. We have heard how they seek to reconcile the conflicting pressures to meet international standards while being sensitive to local considerations.

Publishers too can play a part. One UK-based serials publisher, MCB University Press, has a number of initiatives which aim to help researchers, lecturers, practitioners and consultants in their quest to get published:

- the Literati Club
- PeerNet

- consortia workshops.

The Literati Club

Literati Club is the MCB University Press network of authors, editors and editorial board members. Among the services it offers are:

- advice on how to get published
- a regular column by Dr Robert Brown of the University of Queensland, who also consults on the skills researchers need to write good articles
- new faces - a venture for first-time authors.

All of these services are available on the Club's Web site at

PeerNet

This is an electronic service which is an alternative to the traditional peer review process. It is currently being piloted on a handful of journals and seeks to introduce democracy and speed to what has traditionally been an elitist and slow process. It is available to editors, authors and conference organisers worldwide.

Benefits for editors are:

- broadens the pool of reviewers available, and conducts the reviewer selections
- provides speedy, structured reviews.

Benefits for authors are:

- shorter time between submission and publication
- structured, informed feedback achieved via the reviewer evaluation
- anonymity of the author and reviewer guaranteed
- promotes meritocracy in the review process

Full details are available at http://www.peer-net.com

Consortia workshops

MCB University Press, like other publishers, has forged agreements with library consortia worldwide. The benefits of electronics are being harnessed to stabilise both the spending of libraries and their own revenue. As part of the service, MCB is conducting workshops for authors 'to overcome the barriers to publication' and to provide resources that will assist them.

Workshops have been conducted this far in South Africa (200 people), Mexico (140) and North America (10), with others planned for Canada, Israel, the Netherlands and North America.

The Publisher's Conclusion

The following points are offered for consideration by editors who are setting up or managing the quality control process of an LIS journal. First, there are several levels of review to choose for your journal:

- editor only
- editor plus second opinion from members of EAB as deemed necessary
- editor plus 1-2 reviewers
- double-blind.

Decide with your publisher which is most appropriate for your particular subject focus and readership.

Second, there are a number of possible criteria for assessing submissions:

- originality
- academic rigour (e.g. sound methodology and appropriate links to the literature)
- practical relevance
- worthwhile conclusions which add to the body of knowledge.

Possible criteria for assessing the accessibility of submissions to the readership:

- clarity of writing
- appropriate use of figures or tables to support the text
- referencing which indicates a grounding in the body of knowledge
- use of notes where appropriate to inform the text.

Again, decide with your publisher what mix of the above is appropriate for your particular subject focus and readership.

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IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 022-132-E
Division Number: III
Professional Group: Libraries Serving Disadvantaged Persons
Joint Meeting with: -
Meeting Number: 132
Simultaneous Interpretation: *No*

Information Services to the Disadvantaged Person :A Challenge for Information Professionals in Thailand

Sujin Butdisuwan
Department of Library and Information Science
Faculty of Humanities and Social Sciences
Mahasarakham University
Mahasarakham, Thailand

Abstract

This paper considers the provision of library and information services to disadvantaged persons in Thailand and focuses on the need to provide appropriate staff training both formally and informally, to library staff working with these groups. The results of a number of specific projects are used as illustrative examples.

Paper

An overview of Disadvantaged Persons in Thailand

Human resources are the most valuable resources and vital elements in the development of a country. They are the resources that can be developed, and education must be utilized as the most important process in building people's knowledge, fundamental experiences, capabilities, high morals and ethics, preparedness to fight for self and community, and the ability to pursue a profession or trade. It can be therefore said that education stimulates the growth in wisdom, spiritual development, physical ability, and social awareness.

It is said that all human beings are born equal and all have rights to education, equal opportunities and participation in society. But in the real world, there are some groups of people that do not have these rights due to their physical, mental, and social conditions. These people include the elderly, the physically handicapped, prisoners, the poor and the like. All of these are labelled "Disadvantaged"

The term "disadvantaged", as in the ERIC database, has been defined as individuals or groups who have low status in a particular society for reasons of race, sex, ethnicity, economics, language, geographic location, environment, education, and disability. The definition is well illustrated by HRH. Princess Sirindhorn who is actively working with the disadvantaged in Thailand. According to the Princess, the disadvantaged include the hearing impaired, the deaf, people in the remote rural areas, low income families, slum dwellers in urban areas, the elderly and prisoners. She remarked that these groups of people were disadvantaged to have good quality of life like ordinary people especially in nutrition, personal hygiene, education and career opportunities.

Thailand, like other developing countries, has inevitably faced the problem of the disadvantaged. A study shows that about 400,000 Thai children aged 6-11 have no opportunities to go to school or complete elementary education and have to drop out. About 1.6 million can not go to the secondary schools and a number of disabled groups represents about .5 per cent of the whole population.

Education for the Disadvantaged

When talking about the disadvantaged, most of us would think of the disabled or handicapped persons. Thailand has been aware of this group since the outbreak of the polio virus in 1960. There were a lot of disabled children then and the first school for special education was also established at that time. Disabled people have been the hidden resource in Thai society for a long time. In 1982, the United Nations proclaimed the year 1982 the International Year of the Disabled. The disabled society in Thailand was set up at that time. Ten years later in 1992, the Disability Act took effect in Thailand.

One of the Thai government policies is to extend educational opportunities to the disadvantaged, especially disabled people. The Ministry of Education also has the policy of providing suitable and appropriate education for handicapped groups. However, in terms of education, there are various organizations involved. Some are governmental sectors, some are private, and some are non-profit organizations. The governmental organizations include The Ministry of Education in which The Division of Special Education is responsible for special needs students; The Department of General Education focuses on the deaf, the blind, and integrated education; The Department of Non-Formal Education emphasized the needs of people living in remote areas, and those who are out of formal education systems including the prisoners. The Ministry of Labour and Social Welfare by the Department of Skill Development and the Department of Public Welfare focus on skill development and rehabilitation of the disabled persons. The Ministry of University Affairs, by the library schools and the university libraries, provides community information services and some outreach programmes to rural communities. Reading materials, information kits, and information relevant to the people' s living conditions in each community are provided.

Private and non-profit organizations include banks, religious groups, foundations and associations. Examples of these groups are the Council of Social Welfare of Thailand, The Association of the Blind of Thailand, The Christian Foundation for the Blind in Thailand, Foundation for the Deaf of Thailand, the Redemptorist Vocational School, etc. All of these provide education and professional training.

The Redemptorist Vocational School for the Disabled in Pattaya is an educational institution so important in relieving the government's burden. Additionally the school plays an important role in teaching the handicapped; who are experiencing hardships in living and are missing opportunities to acquire a proper education; resulting in them remaining ignorant and being unable to engage in gainful employment; to learn useful skills. Handicapped people, who have been able to study at the school since its establishment, have been fortunate in that they are now able to develop their potential for their own benefit and that of the society.

The Rehabilitation of the Disabled Act

For many years, the disabled have been fighting for accessibility in society. The first ray of hope was when the Rehabilitation of the Disabled Act was passed in 1991 requiring both the public and private sectors to provide access to the disabled. Under the Act, a private enterprise with more than 200 employees must either hire at least one disabled person or contribute to the Disabled Rehabilitation Fund.

Another ray of hope shone in 1997 when the new constitution was promulgated. Article 55 states: The disabled or handicapped shall have the right to receive public services and other aids from the state, as provided by law.

Information resources for the Disadvantaged

Most disadvantaged groups have their own information resources. The blind have "a library for the blind" and the deaf at the deaf school have "their own library". However, some other groups especially the poor and those living in rural areas hardly have their own. They have nowhere to go due to their low social status and their geographical settlement. Although the Non-formal Education Department is responsible for these groups by setting up a public library it can only be reached by a small number of people. So they may turn to the community leaders such as the headmasters, the monks, and local school teachers for information.

Information needs of the disadvantaged

Disadvantaged persons, like ordinary people, also want to have information that responds to their interests and their daily lives such as information about careers, health and hygiene, inspiration, social welfare, and current situation. Information about know-how is highly needed. However, they find that information media is not appropriate and relevant to them. Some find that they do not have adequate education and information to make a living.

Education and training for information professionals serving the Disadvantaged

Serving the disadvantaged is not someone's task but it is everyone's. Information professionals are no exception. So to be better prepared they should either have formal or informal education/training or both.

Formal training

Formal training is generally seen as courses taken at library schools. However, after looking through the Thai library school syllabuses, it was found that only a few schools put emphasis on disadvantaged groups. The Department of Library Science at Chulalongkorn University, for instance, offers a course entitled "Library Services for Disadvantaged Groups" in an undergraduate programme while the Department of Library and Information Science at Mahasarakham University offers a course entitled " Information Services for the Disadvantaged" in a graduate programme.

These courses provide principles and methodology in providing information services for the disadvantaged groups including the elderly, prisoners, the physically handicapped, and other disadvantaged groups. It is observed that these courses are elective, which means that if students do not select these courses, they may have problems working with these groups.

I met one librarian who worked at the deaf school. I asked him how he coped with the deaf patrons. He said that he had to learn how to communicate with the deaf as well as related issues such as psychology when he started his career, which was very stressful to him. He urged that if there was a course in the library science curriculum that he could have taken about the disadvantaged, he would have had a better understanding and be better prepared for such circumstances.

It is, therefore, recommended that the library schools take the example given as a model to develop more courses concerning information management and services for the disadvantaged groups in their formal training programme.

Informal education/training : a case of Mahasarakham University

Mahasarakham province is located in the heart of Isan or the north-eastern region of Thailand. According to studies, the quality of education in this region is the lowest of the country. The capital per head is very low, and the illiteracy rate is also high.

Isan has an area of approximately 168,857 square kilometres. Its population is about 17 million. The majority of the population earns its living by farming. Unfortunately the soil in this region is not fertilized and the rainfall is insufficient for farming.

One of Mahasarakham University missions is providing services to the community where the disadvantaged are. To fulfil the mission, the Department of Library and Information Science along with the Academic Resource Center has launched a project called "Information Services to Rural Communities. This project was started in 1981 as " A Summer Reading Programme for Children". The main purpose was to provide reading materials and to stimulate the reading habit among children living around the university campus.

The project has gradually developed and been extended to a wider range of participants particularly children and adults in the rural areas who are disadvantaged in that they do not have access to information resources such as public libraries. The only place that they may have access to is "the village reading center" in which reading materials are provided but the condition of this reading centre is not good and a number of centres is insufficient when compared with the population served. In addition, they have no opportunities to have higher education other than compulsory education. Some of them have not even finished primary education. So these are some of the reasons why the project has been carried on.

Up to now, the project is still being undertaken and served as a model for informal training of information professionals. Besides lectures and librarians participating in the project, students have also been involved. Students who run activities are either library science majors or minors. During each field trip, about 20-30 students travel to the designated communities. Local pupils and villagers are invited to participate in day long activities.

The urgency of the need to provide education and information services to rural communities necessitates an identification and development not only of a design framework for providing the services, but more importantly, a design framework for training of personnel as well. So in 1987, UNESCO provided technical and financial assistance to Mahasarakham University to implement the project. The main purpose of the contribution was to develop a model for training of personnel to promote competencies in continuing education and reading habits among children and adults in rural communities through library services.

The target groups of the project were library science students, teacher trainees, and community leaders. It was expected that the first group, after completion of their study from the university, would serve as a model to run information services to rural communities. The second group, teacher trainees, could implement methodology and techniques gained in their school environment, and the last group, community leaders, could gain confidence in providing information to their followers.

The project was conducted in two phases: initial training and implementation .

Initial training:

The objectives of this stage were;

1. to prepare effective personnel for promoting education and reading in rural areas
2. to identify effective models to promote reading habits among children and adults in rural areas
3. to prepare trainees to provide information relevant to rural living.

Upon completion of the training, it was expected that;

1. participants improved their understanding of their roles and functions as well as their contribution to the project
2. all participants gained knowledge on the nature of rural communities in north-eastern Thailand
3. participants increased their ability to conduct activities to promote continuing education among children and adults.

The procedures included lectures and discussions, small group discussions, demonstrations, and practical exercises.

Implementation:

Following the initial training workshop, pre-trained personnel, project committee and resource persons worked together to utilize the knowledge and skills acquired from the workshop. Target areas were selected, and trips to the sites of activities were made. At the sites, pre-trained personnel worked in group on specific subjects under the advisers' consultation and supervision. After the implementation, an evaluation was made.

Besides the example given above, informal training like this can be seen from most of library schools in Thailand. Depending on their settlement, they may focus on certain disadvantaged groups. Students are also key personnel who run all activities under a supervision and consultation of their advisers.

Informal training is also seen in the form of seminars and workshops. One interesting example is the seminar on Information Services to the Handicapped/Disabled organized by Rajabhat Institute Ban Somdej Chaophraya during January 8-9, 1996. Objectives of the seminar were;

1. to enable the librarians, the information specialists, the teachers, and the educators to better serve and educate handicapped clients
2. to formulate specific selection criteria that will enable the individuals to identify appropriate materials for handicapped users
3. to determine which services and education should be provided for this clientele
4. to inform the participants as to the wealth of information resources available.

This seminar was highly successful since it increased awareness among information professionals in Thailand.

A challenge and trends

Recently, the 7th Far East and South Pacific (Fespic) Games for the Disabled, held in January 1999, were a real eye-opener for the public in Thailand. They presented a golden opportunity for the Disabled to highlight both their ability to perform and their problems in society. In addition to this, the new Constitution, which focus on human resources development, equal opportunities and equities, has been approved. Also, the Cabinet has approved the proposal to make this year the Year of Education for the Disabled and set up a committee to develop education for them. The government has planned to provide 12 years of education to all disabled people by the year 2002. The government is acting on the requirement of Articles 43 and 335 of the Constitution to provide services to the disabled and on Thailand's ratification of the UN Treaty on the Disabled.

The advancement of information technology is another challenge for Thai information professionals in providing information services for the disadvantaged. New devices are being developed for certain disadvantaged groups, especially for the blind, the deaf, and the physically handicapped. The blind can get access to the Internet. CAI using sign language on various subjects is being developed for the deaf or hearing impaired groups.

Due to these changes, teachers, educators, librarians, and information specialists are expected to educate and provide services to all individuals, regardless of their physical and/or mental condition. This population has been overlooked by professionals due in part to lack of training as to their special needs and abilities for too many years.

Conclusion

A new dimension which will encourage the disadvantaged to be more self-reliant and will provide them with more opportunities for self-development needs to be formulated. The question is who will do this task. The answer is not yet clearly answered. It is inevitable that information professionals should take this matter forward and ensure that it happens. But we should not work alone. Co-operation among professionals should be established nationally and internationally

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Library History revisited: Reasearch areas and methodology

Lis Byberg
Oslo College, Faculty of Journalism, Library and Information Science
Oslo, Norway

Paper

Library history revisited: research areas and methodology

The title I have given my paper, "Library history revisited", was not chosen by chance. I am rather confident that library history is the area where research in the LIS sector actually started in most countries. Bibliometric studies carried out by Vakkari and others certainly seem to indicate this. Today, however, other areas of the LIS sector would be more popular among researchers. So a "revisit" to the library history seems to be appropriate.

Let me start off with two quotations: The first is from a professor in modern history at the University of Oslo, Norway, Knut Kjeldstadli :

"History thrives on being a hybrid or a "bastard" subject. It is a crossbreed between the humanities and the social sciences, proving it's capacity just in crossing borders and combining freely different approaches and working methods. " (Kjeldstadli 1992:6)[1]

The second quotation is from the English library historian Alistar Black, who gives his short and to the point definition of library history:

"Rather than being founded on abstract kowledge, (library history) is by definition a subject that deals with the activities of an institution" (Black 1994:7).

Research areas

Black's definition could be a good starting point in trying to outline the possible research areas for a library historian. Let us first take a closer look at what kind of **institution** Black is referring to. I guess we can agree that the institution we are talking about is a library, whether it be a public library, a university library, a school library or the library of an oil company. If we go back in time we would have to include libraries in monasteries, private libraries and we also would find it natural to include the many reading societies and circulation libraries, where you had to pay a fee for each book you wanted to borrow. In short, we would like to have a rather broad approach to the term "library", though at the same time not broader than it makes us feel comfortable about the institution being a library, or at least what we could regard as a "forefather" of the library as we know it today.

Black also focuses on **the activities** in his definition. Again we would need a broad approach in order to catch all the different areas that might be of interest for our research as library historians. Let me list some of them:

- Services to children in public libraries, when did it start, what kind of activities did the library offer, what kind of books?
- Mobile libraries, in rural areas, in metropolitan areas
- Cataloguing rules and practices at different times
- Classification ditto
- The development of bibliographies
- The organisation models used in libraries
- The use of different practical routines, such as how long could you keep a book, how much would you have to pay if you were late in returning the book?
- What kind of litterature were offered to the users?
- Who were the users of the library, by social classes, gender, and different age-groups?
- How available was the library? Where was it located? Did you have to pay anything to use it?
- When was it open? What impact has the development of different new medias had on libraries?

Obviously this list would need to be extended. What I would like to stress is the following: The research areas for a historian is almost unlimited if he or she want to study the activities of a library.

A look at the papers presented by the Round Table of Library History at the IFLA conferences will confirm this. Let me quote just a few of the titles from the last years:

- "The public library and reading by the masses: historical perspectives on the USA and Britain 1850-1900" by Paul Sturges.
- "Homosexuality and United States libraries: land of the free, but not home to the gay" by James V. Carmichael.
- "La primera Biblioteca publica Portugesa (1775-1795)" by Manuela Domingas.
- "Expectations and a worthy, respectable position in society: means and aims of library work within the early labour movement in Sweden" by Magnus Torstensson.
- "The destruction of Chinese books in the Peking Siege of 1900" by Donald Davis and Huanwen Cheng.

These are just a few random examples, to show you the variety of topics presented. The titles on the list, however, also emphasize two more aspects of library history that I would like to focus on.

Library history tends to have a national approach, as some of the titles of the papers will confirm, or it might be limited to one region or maybe even to just one library. This is not unique for library history, it is a caracteristic of much historical research, and underlines that history tends to deal with the specific, more than with the general. We find, however, also excamples of comparative studies in library history, as the list will show. More comparative studies would be welcome! But the geographical limitations in research approaches to library history are not the only ones. Often researchers will tend to consentrate their work to a certain period in time, like I do myself.

Having just finished a project on reading societies for Norwegians peasants in the late 18th century, a collegue urged me to og on to the 19th century to see what happened to the reading societies then. "Did they develop furter towards the public libraries of today?" The question is interesting enough, but I decided to stick to my period. The reasons for this are many, one important one being that in your research you are always left with so many new questions relating to your sources. I had in my last study discovered that some of the peasants had interesting book collections at home. So I was curious to learn how they got information about the books. Through newspapers? Booklists from publishers or bookshops? I have decided to focus my study on the book lists, to see what kind of books they present and how. Who were the book lists meant for: the scolar, the growing middleclass who wanted books for entertainment, or the peasants who wanted religious books, as well as books on how to develop the small farm or on how to raise your children. I guess you will find that this "sticking to your period" is what most, though not all, historians tend to do.

The other aspect I would like to focus on is that relating the library history to the development of the society as such makes it far more interesting, in fact, I would say that it is essential. The social and economic structure of the society at a given time and place, the level of learning, the level of literacy, the technical development of medias, the status of gender, of age etc., are all aspects relevant to the history of libraries. The library and the library's services may be seen as a result of these factors, but might we not also consider the impact of the library on society? A library history only dealing with the library as such, not relating it to outside factors, might possibly be of interest for internal use, within the library community. This kind of history might, however, easily just confirm our traditional views on the development of libraries. If on the other hand, we choose to relate to other research fields, and maybe use their theories on our own empirical data, the result could be a library history that challenges us, and it might at the same time enable us to establish a fruitful dialogue with the larger researh community.

Research methods

Professor Kjeldstadli, as quoted earlier, point to history as a subject that crosses boarders and combine different approaches and working methods. Many historians would agree on that, though not everyone. In this short paper I will not go further into that discussion, and I will concentrate on presenting the research method most specific for the field of history, as the methods used in library history will be the same as those used in historical research in other areas, and the problems you will face will mostly be of the same nature.

This April I attended The British - Nordic Conference on Library and Information Studies in Borås, Sweden. The conference focused on research. For a couple of days I was listening to interesting and stimulating papers, where research results and research methods were presented. The conference comfirmed my impression that surveys might be the most frequently used research method used in LIS today, and it is often supplementes with later in depth interviews or focusgroup discussions. Library history's research methods are normally rather different - for obvious reasons. As a library historian you will deal with the past, most likely the persons involved will be unavailable to answer any questions you might have.

Historians mainly rely on written material, handwritten or printed, more or less intact. Studying these sources will be a major part of your research work. Possibly you will have to start by transcribing the material. I can from my own experience, in trying to dechipher reports from late 18th century, handwritten in the Gothic alphabeth, or German hand as you say in English, assure you that this is very facinating, though also time-consuming. Handwriting is often impossible to read today. This was no different in earlier days and a different alphabeth doesn't make it any easier. The fact that you can read what is written, will however only be one of the first steps in your research. Surely you will have to analyse your sources, trying to be fair to the people who wrote the information down in earlier times, being very much aware that you do not know what their pattern of thought were. You will also have to be careful about the possible changes in the meaning of the words, the changes may not be total, but often the nuances will have changed.

One problem that you will stumble on to, sooner or later, is that the sources you want to look at, the sources you need to confirm other findings, they simply do not excist. Sometimes they never did, you will have to accept that. When you know that once it did exsist, but that it now is missing, you will probably find it just as irritating as I do.

What kind of sources you would be working with, will of course depend on the theme and on the period you want to study. The libraries themselves often have good archives with interesting material. In addition you will find material that might be useful to you in the different public archives, in the local newspapers, in governmental studies and proposals from the period that are of interest to you. In many countries more and more of the interesting resources are being made available through databases. I have myself had the possibility to work with different local demographical registers in digitilized form, and thus been able to trace members of the reading societies in late 18th century, by the use of my own home computer.

Common for all research areas is that you need to start with a search for literature on what has already been said on the subject you are interested in, nationally and internationally. As library history tends to be very national oriented and also published in the national language only, this means that much of the research in library history, going on around the world, will not be available for us, due to language problems. This is a great disadvantadge to our field of research, because it hampers the possibility of making use of the works of many collegues .

Conclusion

The challenge as an historian, lies in trying to create or maybe recreate the past. Your aim is to give a picture of what happened. You will have to interpret the written sources, being very much aware of how much these interpretations will be influenced by who you are, your opinions, your level of knowledge, and the time in which you live. You can only do your best, and you will have to live with the fact that you will never fully capture the truth. That is why it is so important that library history should be rewritten again and again. New historians might go through some of the same sources that you have used, they will also study your work, they might confirm your findings or reject them. The result will anyhow add still more nuances and facettes to our commen knowledge of the history of our libraries.

Library history might very well be where research in the LIS sector really started. The first research in the area were often carried out by retiring librarians, writing down the story of their former workingplace, the library. A lot of what we know about our libraries in the older times is the result of this kind of work. There is of course the problem that this form of library history might be a bit too "nearsighted". If you are writing down the story of your own library, you might be tempted to focus on the positive sides of the institution and the people who work or used to work there. You might also easily take a lot of things for granted, and there is always the possibility that you might be less critical, less inquisitive than an "outsider", writing the story of the same institution would be. Even with these possible limitations in some of the earlier studies in library history, I would like to stress that these works still are important contributions to our common knowledge of libraries. If the sources are listed, unfortunately this is not allways done, then these studies are important sources themselves for researchers of today and also for future researchers.

Historians says that history needs to be rewritten again and again. This certainly also applies to library history. So even though library history is a well established research area, so established in fact that we might think that everything already has been done, and though the need for what seems to be more useful and practical applicable research might be more obvious in todays struggle for money and more effective use og limited resources, let me finish by insisting that library history is a field well worth revisting, or visiting for the first time.

Note:

1. My translation. LB

Suggested reading:

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FAIFE Workshop

Alex Byrne
Chair, FAIFE Committee
Australia

Paper

At the end of this century, we reflect on the tremendous developments we have seen. We think of the great women and men who have achieved so much: of Marie Curie and Albert Einstein, of Gandhi and Mandela, of Yuri Gagarin and Amy Johnson, of Nansen and Tensing Norgay, and many more. We think of the great technical innovations and the political and economic gains, of which the establishment of the United Nations and the process of decolonisation must rank most highly.

All of these achievements, and many others, were based on information. It is the mastery of information transmission and use which has fuelled this century.

A century ago, in 1899, a war began in southern Africa which gave us a foretaste of what was to come this century. It had many prophetic characteristics but here we are concerned with those relating to information. For the first time, we had a media conditioned war with graphic, detailed and extremely rapid reporting via mass market newspapers, portable photography, the telegraph and the newly invented moving pictures (first seen four years before in 1895). More than 20,000 people died in the British concentration camps, which were modeled on those first employed in 1895 by the Americans in Cuba, and which foreshadowed the horrors seen under Nazism and elsewhere, including notably in this region, Cambodia under the dictator Pol Pot. General Roberts and Field Marshall Kitchener realised they had to control the flow of information and imposed censorship. The Boers produced masses of atrocity propaganda to sway public opinion. The British produced propaganda films about the Boers. In a nutshell, what we have seen this century, right up to this last year of the century.

What has this to do with libraries, librarians and library associations?

Well, we are in the information business, of course. We gather, organise and deliver the information the peoples of the world need for their health, wealth and pleasure. It was a library that preserved and transmitted the monk Gregor Mendel's paper on the inherited transmission of plant characteristics, which was a foundation for the science of genetics which appears likely to transform the next century. It is the international network of libraries, databases, etc which enables doctors across the world to seek to understand and deal with AIDS, muscular dystrophy and Alzheimer's. We deliver highly technical information but also the resources which educate and entertain the children of the world. The flow of information is our business.

Through IFLA's Sections, Divisions, Round Tables and Core Programmes we have attempted obtain information access for all. Programmes such as Universal Availability of Publications (UAP) have many proud achievements which have helped all gain access to published information. Effective acquisition, cataloguing, interlending, etc are all essential and we take professional pride in continually raising our standards of service.

Nevertheless, we have come to see that while initiatives to improve such services are essential, there is another dimension which the international library community needs to address. It is the dimension of principle. We must stand for the principle that every individual and all the peoples of the world have the right to access the information needed to live and prosper and the inseparable right to express their ideas and opinions. This intellectual freedom encompasses the essential principles of freedom of thought, freedom of inquiry and freedom of expression. Its spirit is caught in Article 19 of the Universal Declaration of Human Rights:

> *Everyone has the right to freedom of expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

In this context, we should appropriately capitalise it as "Intellectual Freedom", 'IF' not 'if', a definite statement, not a conditional. Intellectual Freedom provides a principled basis for our professional practice as librarians, as we develop collections (physical or digital), provide access and delivery services, and offer support and information. It is no less important in guiding the administration of our libraries, in the policies and procedures we invoke, in our interaction with staff members and clients.

An Australian example

To focus our consideration, I will tell a brief story from my recent professional experience. I am responsible for a university library in Australia, a liberal democratic nation in which libraries seldom experience any difficulties.

We were consequently shocked to hear of the Mapplethorpe case which arose in Britain last year. A student at the University of Central England, in Birmingham, took photographs of illustrations in a book on the eminent photographer Mapplethorpe. She dropped the film off for developing at a pharmacy. The shopkeeper decided the photographs were obscene, informed the police, who demanded the book from the University and subsequently laid an information with the Office of Criminal Prosecutions. We thought it could not happen in Australia. Could it?

While an Australian university library has not been similarly raided, the first few months of 1999 have seen a new impetus to censorship in Australia. Some Federal parliamentarians called for the banning of the new film version of *Lolita*, already restricted to adults by the Office of Film and Literature Classification. There were public demands for the Victoria Police to close down David Hare's play on Oscar Wilde, *The Judas Kiss*, while it was showing in Melbourne and the New South Wales Police to close an exhibition of photographs in Sydney. They followed such recent controversies as the exhibition of Serrano's *Piss Christ* (which outraged clerics), the *Rabelais* student newspaper article on shoplifting (which has been classified RC - Refused Classification), and Ian David's *Blue Murder* (a television account of police corruption in NSW which has yet to be broadcast in that state). Is this just the healthy tension of a democracy seeking balance or are we seeing a deliberate move to censorship?

Those examples probably just reflect the concerns of a few conservatives. But, unfortunately, one ultra conservative member of Parliament, Senator Brian Harradine, used his position to get our Federal Government to introduce Internet censorship. The ***Broadcasting Services Amendment (Online Services) Act 1999*** introduces a censorship regime which will place the onus on the delivery channel, including Internet service providers and content providers. In pandering to ultra conservative elements in the Senate, the Minister and his Government have placed Australia's democracy at risk. They propose to erect barriers at our intellectual frontiers, filtering what Australians may see.

The Internet undoubtedly provides access to much that many of us may find offensive, but the crude 'nanny' systems and the obtuse tools of the censor interpose a protective authority which presumes to override our judgement of what we may view, read and say. Tendentious media comments feed such concerns, implying that our community is populated by impressionable innocents who will do terrible acts under the malign influence of the Internet - as in the suggestion that Internet use by the perpetrators may explain April's horrifying Columbine school massacre in the USA. However, millions of children play computer games like *Doom*, listen to Marilyn Manson, watch *South Park* and other violent television and film, and access the Internet "without breaking the law, much less committing murder"[1]. The availability of guns in the USA might better explain such events than the effects of violence on the media. Marilyn Manson himself noted sadly that:

> *This tragedy was a product of ignorance, hatred and an access to guns. I hope the media's irresponsible fingerpointing doesn't create more discrimination against kids who look different.*[2]

The proposed tools have been demonstrated to be ineffective:

> *Packet level blocking is too indiscriminate, and its use would create unintended 'holes' all over the emerging global digital infrastructure...*
>
> *Application level blocking is technically possible, but it can easily be circumvented by users in more ways than can packet level blocking. Mandating its use may result in black lists becoming 'hot property', with the result that the black-listed sites may actually become more popular than if they were not black listed at all.*
>
> *... Content blocking implemented purely by technological means will be ineffective, and neither of the above approaches should be mandated. Any technology-based solution can be worked around - purely as a result of the sheer pace of technology change on the Internet.*[3]

The Australian Library and Information Association joined the campaign against the legislation but it was passed despite its technical and moral inadequacies. We must now fight for its repeal.

Such laws strike at our right to know, our rights to freely access information and to openly express our views. They strike at the heart of librarianship, subverting the responsibility of libraries and information services to provide clients with the information they need, and to present all views without bias and in a balanced manner.

The IFLA statement

The IFLA Statement, approved by the Executive Board on 25 March 1999, begins, of course, by locating intellectual freedom as a fundamental human right which was articulated fifty years ago in the United Nations Universal Declaration of Human Rights, which most nations have ratified. This fundamental right has two aspects, the *right to know* and *freedom of expression*, both of which the library and information profession must promote and defend.

In libraries, the defence of intellectual freedom is expressed through the unabashed provision of all the resources needed by our clients. But it needs to go further, as active support for freedom of expression. Our libraries should resound with many contending views, including the unacceptable, and indeed that which we might find hateful. In developing our collections, physical and virtual, we must keep this principle to the fore, actively making available controversial and contentious materials. These might, for example, include the works and Internet sites of the Holocaust deniers, as well as the many scholarly and personal testimonies of the Holocaust. In science, they might include the polemical works of 'creation science' as well as taxonomic studies. In making such materials available, even those that we may find repugnant or just nonsensical, we are not endorsing their arguments, but upholding the essential principle of intellectual freedom. We are endeavouring to "make available the widest variety of materials, reflecting the plurality and diversity of society" and to "ensure that the selection and availability of library materials and services is governed by professional considerations and not by political, moral and religious views".

In promoting the principle's dual aspects of the right to know and freedom of expression, we need to recognize the privacy of library clients, to ensure that their interests do not become the subject of speculation or gossip. It is not for us to feed the controversies or to hold our clients up to questioning or ridicule. Our role is to ensure that our clients can access the information required to pursue their interests and to ensure that the diversity of views and opinion are accessible. From the perspective of professional ethics, we need to ensure that we place the client's interests first. This extends further, to ensuring that all clients have access to the information they need.

In noting that "Libraries provide essential support for lifelong learning, independent decision-making and cultural development for both individuals and groups", the IFLA Statement has particular relevance for libraries. It reminds us that we are not only supporting immediate needs, but also the broader intellectual growth of our clients. It challenges us to feed that growth by providing rich intellectual soil in our libraries.

These challenges lie within our normal professional practice and sit comfortably within the responsibilities of our libraries. But the IFLA Statement goes further, enjoining us to note that "Libraries contribute to the development and maintenance of intellectual freedom and help to safeguard basic democratic values and universal civil rights" and that "Libraries shall acquire, organize and disseminate freely and oppose any form of censorship". Those points urge us to resist censorship beyond our own libraries, in the national interest. In the current climate, they encourage us, not only to ensure intellectual freedom in our own libraries, but also to speak out against attempts to limit intellectual freedom in the wider community, as in the initiatives to censor Internet access.

All of us who work in libraries should join the fight to preserve intellectual freedom. The IFLA Statement is a good place to start. Let's display it in our libraries, promote it to our clients and communities, stand up for the rights both to access information and to express our views, and oppose censorship, on the Internet and elsewhere.

The role of library associations

Library associations have a particular importance in furthering this work as they encourage, support and defend libraries and librarians to take a stand on principle. Library associations have the resources to print and distribute publicity materials, to lobby governments and to prepare and give evidence to inquiries. They can provide a focus for activity and a name under which arguments can be presented. They can develop alliances with other organisations, including libraries, but extending out to other professional, technical and human rights bodies.

The long standing and excellent work of the Office for Intellectual Freedom of the American Library Association is the outstanding example of the role which library associations can play. Their work is demonstrated in their reports, newsletter, publicity materials and books. But it is most vitally shown in the courage they give individual librarians to stand on principle. The Office's work has demonstrated that attempts to ban books and other media are commonplace in the 'Land of the Free'. For example, among the books censored in public and school libraries in the USA in 1996 were Mark Twain's *Huckleberry Finn*, Herman Melville's *Moby Dick*, Alex Comfort's *The Joy of Sex*, John Grisham's *The Client*, Toni Morrison's *Beloved*, AM Homes's *Jack* and Kevin O'Malley's *Froggy Went A-Courtin'*. The most common reason was "conflicts with the values of the community", which is an excuse for narrow mindedness and a threat to minority views.[4]

Some people in this room may not wish to read some of these books. Some may feel that they conflict with their religious or social beliefs. Some may even find them offensive. But that is not the point: "Everyone has the right to freedom of expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers." It is not our place to judge the interests of our readers but rather to locate and make available information without fear or favour.

This is easy to say for those of us who live in a country in which we can express our views without fear of retribution. It is much more difficult to say when one's organisation, job, family or life can be threatened. It takes great courage to stand up to such threats. Few of us have the courage of Aung San Suu Kyi to stand alone against tyranny. But together we can make a stand. Our library associations can provide the shared support to help us make a stand. Through solidarity they can help us take the hard decisions, adopt the unpopular positions. Through international networking with other associations and with IFLA's FAIFE Committee and Office, they can marshal resources which enable us to counter restrictions on the rights to know and to say.

Just as in other professions, we have an ethical responsibility. Our responsibility is to do good for society by facilitating the free flow of ideas. We don't endorse them, we make them available so that our communities and each individual in them can live in an enlightened world. Our library associations articulate that ethical dimension, help us understand it and help project it to the wider communities. Many a librarian has felt stronger and been treated with more respect by being able to refer to a library association's code of ethics, statement on freedom to read or similar document.

Some might argue that the Universal Declaration of Human Rights, and Article 19 in particular, is a Western, Judeo-Christian, construct which is of little relevance to communities with other beliefs, other ideologies. For example, the Prime Minister of Malaysia, Dr Mahathir Mohamad, in his visionary pursuit of the potential of information technology and the Internet to enrich the lives of Malaysians, has noted that:

> *Before we adopt the Internet culture as the standard culture for the world, we should know the possible contents of that culture, and how to deal with them or influence them in a practical way. The Information Age should result in a world civilisation greater than any civilisation we have known in the past. But ... [in] the face of the information onslaught, we should adopt a proactive approach to counter-balance Western dominance of cyber space. Being digital, IT literate and technologically advanced does not mean that our Asian values are irrelevant. If anything, they will be even more relevant for our men and women as they search for their own niche and identities in a borderless environment.*[5]

The concept of a consistent set of 'Asian values' is a doubtful proposition when we consider the diversity of 'Asian' cultures across Buddhist Myanmar, Hindu Bali, Islamic Brunei and secular Singapore in Southeast Asia alone. However, while the existence of 'Asian values' might be questioned, it must be recognised that the apparent dominion of the current 'American age' does not mean that American values are universal, let alone eternal. Western societies place extremely high value on individual autonomy while other societies place greater stress on community and social cohesion. Dr Mahathir may be quite correct in suggesting that "our Asian values ... will be even more relevant for our men and women as they search for their own niche and identities in a borderless environment" but that does not justify the suppression of individual liberty, the abrogation of human rights.

The human rights expressed in the Universal Declaration are fundamental. They provide a foundation for individual liberty. Their expression may differ from country to country, society to society. In some, they may be more brashly, more stridently, displayed; in others, they will be more subtly expressed within a community bound by strong religious or cultural ties. Nevertheless they are universal in asserting the right of the individual to be respected and to be able to choose how to live his or her life.

For libraries, this means that we must be able to provide all people with access to the information they want because access to and transmission of information are essential cornerstones of human rights. For library associations, it means that we must band together and work with the IFLA FAIFE Committee and Office to support our members and colleagues as they pursue the ideal of free access to information and freedom of expression.

Endnotes:

1. C Stewart 'Satan or scapegoat' The Weekend Australian 24-25 April 1999 pp 19 and 24

2. 'Worth quoting' The Australian 30 April 1999

3. P McCrea, B Smart and M Andrews "Blocking content on the Internet: a technical perspective' CSIRO Mathematical and Information Sciences June 1998 http://www.tdce.com.au/~terry/reports/blocking/ .

4. Robert P Doyle (1997), Books Challenged or Banned 1997, Chicago, American Library Association. Also available at http://www.ala.org/bbooks .

5. Mahathir Mohamad (1998), Excepts from the speeches of Mahathir Mohamad on the Multimedia Super Corridor, Subang, Malaysia, Pelanduk Publications, p86-87.

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Inclusion of Information Covering Electronic Resources in National Bibliographies: Results of a Survey Conducted May-June 1998

John D. Byrum
Library of Congress, Washington DC, USA

With the Assistance of ***Patricia Myers-Hayer***

Abstract

The author reports on the results of a survey he conducted in Spring 1998 to ascertain the extent to which National Bibliographic Agencies (NBAs) were providing coverage of the relatively newly emerging publications in electronic formats, both hand-held and remote access . A large number of institutions, totaling 61 and representing agencies in 59 countries, replied to the questionnaire. NBAs representing 34 countries indicated current coverage of at least one type of electronic resources; many of these include entries for two or more categories., In most cases, national bibliographies including electronic resources began to do so in the mid- late 1980's, in some cases expanding coverage to include remote access and interactive multimedia in the mid-1990s. Those which acquire electronic resources generally depend on Legal Deposit legislation, which is in state of flux in many jurisdictions as laws are being updated to expand coverage. Of those already providing coverage for electronic materials in their national bibliographies, 28 reported that they will expand coverage of electronic materials in the future, and of those which currently do not provide coverage for any electronic materials, 22 are planning to initiate some kind of activity in this area in the near future. Entries are formulated according to national cataloguing codes, AACR2, ISBD(ER) and other standards. Because of the proliferation of electronic documents on the World Wide Web and through the Internet, the Survey included a series of questions intended to focus on materials available through remote access. These are discussed, and research projects and reports related to electronic materials which respondents noted are identified. The paper concludes by recommending that a follow-up investigation be undertaken within the next five years in order to enable the profession to up-date its understanding of how national

bibliographies are furthering their efforts to fulfill their responsibility to record these materials within their national heritage.

Paper

INTRODUCTION

In early summer 1998, questionnaires were sent to the membership of the Conference of Directors of National Libraries (CDNL) to solicit information regarding inclusion of information for electronic resources in national bibliographies. The purpose of this Survey was three-fold:

(1) To establish the extent to which coverage was now being provided for this recent and increasingly important material and the extent to which greater attention to electronic resources was intended for the near future.

(2) To ascertain the nature of the cataloguing conventions -- rules, standards, and local practices -- being followed in representing entries for electronic materials in cases where National Bibliographic Agencies (NBAs) are providing coverage.

(3) To determine how NBAs are dealing, in particular, with remote access electronic resources, such as materials available on the INTERNET and to ascertain what solutions they have instituted to meet the unique problems of such entities.

A large number of institutions, totaling 61 and representing agencies in 59 countries, replied to the questionnaire, providing input from National Bibliographic Agencies from Albania, Angola, Armenia, Australia, Austria, Botswana, Brazil, Canada, Chile, Croatia, Czech Republic, Denmark (1), Estonia, Finland, France, Gambia, Germany, Great Britain, Guatemala, Hungary, Iceland, Israel, Italy, Japan, Korea, Latvia, Liechtenstein, Macedonia, Madagascar and Malawi, Maldives, Malta, Mexico, Mongolia, Namibia, Netherlands, New Zealand, Nigeria, Norway, New Guinea, Peru, Philippines, Poland, Portugal, Romania, Russia (2), Scotland, Singapore, Slovak Republic, Slovenia, South Africa, [University of] South Pacific, Spain, Sweden, Switzerland, Tanzania, Tunisia, United States, Venezuela, and Wales. As a result, participation is world-wide in nature, although regions are not represented equally: 2 replies from North America; 6 from Central and Latin America; 20 from Western Europe; 13 from Eastern Europe; 2 from the Middle East; 9 from Sub-Saharan Africa; 9 from Asia and Indian/Pacific Ocean countries.

COVERAGE

In revealing coverage for electronic resources, the Survey provided respondents with a broad definition for the medium:

> Electronic resources are those materials encoded for manipulation by a computer, basically comprising "**data**" and/or "**programs**". "**Data**" includes text (e.g. books, journal, articles, both issued electronically and electronically digitized), numeric data, representational data, while "**programs**" include database programs, desktop publishing programs, word processor programs, systems programs, other electronic application programs, etc. For the purpose of the Survey, electronic resources were divided by format into the following categories: Electronic resources on optical discs, including CD Roms, Photo Cds, et; Electronic resources on disk(ette)s; Electronic resources on magnetic tape; and Remote electronic resources, such as those on the Internet and/or World Wide Web, and online services. In addition, Interactive Multimedia, which combines media

residing in one more physical carriers, was included as a category.

Within this scope of this definition, NBAs representing 34 countries indicated current coverage of at least one type of electronic resources; many of these include entries for two or more categories.

Below is given more detailed information regarding the extent to which the different kinds of electronic materials are now being included in national bibliographies:

Table 1

Category of Electronic Material	No. of NBAs reporting coverage
Material on optical discs	29
Material on disk(ette)s	30
Material on magnetic tape	09
Remote resources	17
Interactive Multimedia	21

Regarding each category of material, respondents were asked to report the date at which coverage began and approximate number of bibliographic entries for the latest issue of your national bibliography. The information in Table 2 reflects replies overall, giving a general impression, with replies falling outside the "norm" not included:

Table 2

Category of Electronic Material	Coverage began	No. of entries (latest issue)
Material on optical discs	Late 1980s	300
Material on disk(ette)s	Late 1980s	100
Material on magnetic tape	1980s	100 or less
Remote resources	Mid-1990s	100-200
Interactive Multimedia	Mid-1990s	100-300

Thus, it appears that those national bibliographies including electronic resources began to do so in the mid- late 1980's, in some cases expanding coverage to include remote access and interactive multimedia in the mid-1990s. In the usual case, the quantity of titles included in the latest issue is still modest.

Electronic material can take on a variety of manifestations in terms of kind of publications they manifest. The Survey revealed that national bibliographies providing coverage produce entries which fully reflect the gamut of possibilities:

Table 3

Kind of publication represented	Number of NBAs reporting coverage
Serials (e.g. journals)	27
Texts (e.g. books)	32
Directories & databases	27
Bulletin Boards & discussion lists	2
Digital reproductions	10
Online services	6
Web sites	5
Programs (e.g.,word processors, games, desktop publishing)	16

Respondents were asked to indicate the source(s) by which they acquire the electronic material they cover in their national bibliographies. Their replies revealed a mixture of acquisitions strategies, including purchases (19 NBAs), gift/exchanges (20 NBAs), but most importantly, legal deposit (28). Regarding the latter, it was clear from replies that, where updated to cover electronic resources, legal deposit requirements have been changed only recently, and in several nations such changes are still in draft. In some cases, legal deposit may not treat hand-held resources and remote access publications similarly, with the former more likely subject to deposit; this is also true regarding some jurisdictions where proposals to expand legal deposit laws are under consideration. As a result, instances were reported where the electronic versions might be subject to deposit arrangements more of a voluntary than legal nature and were negotiated on a case-by-case basis with publishers. Also reported were arrangements that involved returning material to publishers after bibliographic entries are prepared. In one report, the author observed: "...remote electronic resources are not to be the subject of legal deposit [under the proposal to review the current law] and should be acquired selectively by contract." One respondent observed that while the national bibliographic agency did not download and archive the electronic resources which it describes, it did provide links to their Web addresses and observed that "this can not probably be called 'legal deposit'."

Of those already providing coverage for electronic materials in their national bibliographies, 28 reported that they will expand coverage of electronic materials in the future. Expansion could occur as a result of including a greater number of items for categories of resources already covered, initiating coverage for categories not currently within scope, or both. One category mentioned frequently in this regard was remote access material relating to the nation, while more than one reporting NBA cited digital videodiscs (DVDs) as another likely candidate. Most respondents expecting to increase coverage stipulated increased coverage of more traditional formats, however. In several cases, anticipated changes in legal deposit requirements were cited as governing the nature and size of increased representation of these materials in national bibliographies. Most anticipating an opportunity to increase coverage of electronic material indicated that such expansion would occur very soon -- in several cases in 2000 or before.

Of those NBAs replying to the Survey which currently do not provide coverage for any electronic materials, 22 are planning to initiate some kind of activity in this area in the near future. (Within this group, however, some indicate that they encounter electronic materials issued as accompanying material for printed publications; when this happens these NBAs provide for the electronic component within the bibliographic entry for the host document.) Some respondents reported that not only did their legal deposit requirements not cover electronic resources, but that few electronic publications within the scope of their bibliographies were being produced at this time. A large number of respondents from national bibliographic agencies in developing nations were among those which do not yet cover electronic materials but plan to do so soon, although surprisingly there were also some prominent Western European countries still in the "planning for coverage" phase. In many instances, those anticipating expansion of national bibliographies to include electronic resources directly link it to revision of requirements to extend legal deposit to add one or more types of electronic material.

POLICIES FOR BIBLIOGRAPHIC DESCRIPTION

The respondents providing coverage for one or more types of electronic materials were asked a series of questions intended to establish the cataloguing practices and policies used for the bibliographic descriptions to appear in their national bibliographies. Most reported that their staff follow the national cataloguing rules, with 24 indicating that their descriptive policies are based on the *Anglo-American Cataloguing Rules, Second Edition*, either the English text, a translation of it, or an adaptation. Also used are the *CONSER Cataloging Manual: Module 31*, which covers descriptive cataloguing of remote access computer files, and in some cases Cataloging Internet Resources by Nancy B. Olson (ed.). *UNESCO Guidelines for Bibliographic Description* was cited by one respondent. In some cases, respondents indicated that they employ national cataloguing codes in conjunction with one or more of the standards mentioned above.

Respondents from Australia, Austria, Denmark, Estonia, France, Germany, Korea, Peru, Singapore, Slovak, Sweden, Switzerland and Tunisia reported that their national cataloguing rules have been revised to incorporate more up-to-date provisions covering electronic materials, such as those presented in the recently issued *International Standard Bibliographic for Electronic Resources (ISBD(ER))* (3) . In Armenia, Canada, Czechoslovakia, Finland, Hungry, Mexico, the Netherlands, New Zealand, Norway, Russia, Scotland, South Africa, and the U. S. projects to revise national rules were reported as having begun; in most instances, these too will base changes on the provisions of *ISBD(ER)*. Revision of *AACR2* was initiated with the appointment in early 1998 of a task force by the American Library Association's Committee on Cataloging: Description and Access to recommend amendments to incorporate features of *(ER)*, but the rule revision process is labor intensive and publication of approved revisions is not likely until 2000 or later. In other cases, staff at the NBAs are using *ISBD(ER)* in conjunction with existing national rules or *AACR2*. In all but a few cases, respondents felt that the cataloguing rules used in-house provided adequate guidance for preparation of bibliographic entries for electronic materials.

Bibliographic descriptions for electronic resources may be shorter, fuller, or about the same as those for other materials, depending on the rules and policies followed by the NBA. When asked for information regarding their practices, one of the respondents indicated that their staff were producing briefer records for these materials, while nine reported that their entries were more extensive due to the technical features of the medium which they include in descriptions for them. The vast majority, however, felt that bibliographic entries for electronic resources were more or less the same as those for other publications, noting that the level of cataloguing is the same regardless of the physical format.

Given the intangible nature of electronic publications, where the content is usually not accessible without machine manipulation, the Survey sought to learn the sources of information used by staff at NBAs for the entries they devised. Table 4 reveals the response to this inquiry, with most replies indicating use of more than one approach to obtain the necessary information.

Table 4

Source(s) of information used for descriptive entries	Number of NBAs reporting
From information within the material itself	31
Through examination of material on the Internet	12
From information supplied by publishers	25
From Dublin Core metadata supplied by the creator	5

As with most other kinds of non-book publications, users of national bibliographies often expect to be alerted to the nature of the format when encountering entries for electronic materials. Such notification can be handled in a variety of ways -- by including within the bibliographic description the General Material Designation and/or Specific Material Designation or by giving the information in a note; in the case of the machine-readable version of the national bibliography, this information can also be conveyed by giving a code or tag in the fixed field portion of appropriate records. When asked to indicate the techniques their national bibliographies employed to alert users to electronic materials, respondents revealed multiple approaches in most cases, as indicated in Table 5.

Table 5

Identification technique used	No. of respondents reporting use
Giving General Material Designation	25
Giving Special Material Designation	26
Giving information in notes	20
Giving code or tag	21

REMOTE ACCESS ELECTRONIC RESOURCES

Because of the proliferation of electronic documents on the World Wide Web and through the Internet, a recent development which introduced many new bibliographic and other related problems, the Survey included a series of questions intended to focus on materials available through remote access. As Table 1 above indicates, 17 national bibliographic agencies report coverage of such materials; however, only 14 of these supplied information with regard to these specific questions. As for future coverage of remote access electronic resources in particular, nearly 20 NBAs indicated decisions to do so or are seriously exploring the possibility. Not surprising, where provided, coverage is usually limited to resources originating in or related to the geographic/linguistic or other coverage of the bibliography.

First, respondents were asked to advise as to whether their national bibliographies provide separate entries for remote access resources which are the same or similar to material in another format, e.g. as a printed publication. Fourteen reporting NBAs replied to this question in the affirmative and seven in the negative, thereby establishing a preference for separate bibliographic entries for various manifestations of the publication. In two cases, respondents indicated that a Universal Resource Locator (URL) is added as a note to the bibliographic entries for printed publications in lieu of separate bibliographic entries, while in two other cases, respondents indicated that a separate entry is originated but the entry for the other version is amended to include the appropriate URL to link it to the electronic version (4).

Next, respondents were queried as to whether their cataloguing staff encountered particular difficulty in ascertaining any of the data elements to be included in descriptions for remote access works. Several replied in the affirmative, citing especially (1) determination of the chief source of information to be used for the description; (2) "imprint" information, such as place and date of "publication"; (3) dealing with differences which affect the appearance of the publication depending on particular format (e.g. PDF, HTML); (4) discovery of the title proper, giving a variety of titles to choose from among in the case of many remote access publications; (5) identification of editions, given their dynamic nature of remote material; (5) lack of numbering for remote versions of serials, which often may be more in the nature of a data base; (6) closely related to this, the frequent difficulty of determining when a serial publication started or if/when it ceased. For the most part, the "fluidity" of remote access materials explains many of the difficulties cataloguers encounter when describing them.

In particular, information regarding the URLs for electronic publications was considered subject to change and therefore more likely to be unreliable in terms of a data element within the bibliographic record. Nevertheless, all respondents reported that such information is routinely given in the case of remote access material. (In some cases where the national bibliography is available in machine-readable form, mention was made of "hot links" by which users might access the material directly from the URL in the bibliographic record.) But, because of the highly labor intensive nature of catalogue maintenance work, only a few respondents indicated a policy regularly to monitor the reliability of URL information, although a few cited the possibility of utilizing programmatic approaches to the task which are now under development. Others reported that they might update this data element if necessary when encountered or when the issue was brought to attention by way of "error reports" from publishers, the public or staff.

RESEARCH PROJECTS AND INVESTIGATIONS

The Survey concluded by inviting respondents to indicate research in which staff of the NBA might be engaged as related to bibliographic control and access to electronic resources and to provide citations to any resulting publications. This request elicited a substantial amount of information about several projects undertaken or in development on the topic, but especially as related to remote access material. In some cases, respondents cited URLs to provide links to Web sites and electronic publications where the visitor may discover important information on the topic covered by the Survey.

- http://lcweb.loc.gov/rr/business/beonline/beohome.html (Project BEOnline, Library of Congress, USA).
- http://www.nla.gov.au/nla/staffpaper (Research on archiving and long-term access, Australia.
- http://hosted.ukoln.ac.uk/biblink (BIBLINK Project, European Union).
- http://www.dbi-berlin.de/projekte/projekte.htm (Metadata initiatives, Germany).
- http://purl.dk/rapport/html.uk/ (Project INDOREG, Denmark).
- http://orcdev.oclc.org:6990; http://www.oclc.org/oclc/man/9256cat/toc.htm (Intercat Project, OCLC, USA and related documentation).
- http://lcweb.loc.gov/catdir/cpso/elec_res.html (ER Cataloging Guidelines, Library of Congress, USA).
- http://kulturarw3.kb.se/ (Project to collect all Swedish Web pages).
- http://www.svesok.kb.se/ (Swedish cataloguing and search service project).

Respondents also provided citations to information available in print produced by members of their staff regarding their approaches to providing access to electronic resources and other related topics:

- Bulletin d'informations de l'Association des bibliothécaires français, no. 163, 2e trim. 1994; p.88; Bulletin des bibliothèques de France, 1995, no. 3, pp. 34-38.
- "Handling Electronic Publications: Practices and Projects. Presentation at the 6th National BAD Conference, Averio, 7 May 1998" by Marco de Niet (National Library of the Netherlands) [unpublised ?].
- "Deposit for Dutch Electronic Publications: Research and Practice in The Netherlands" by Trudi C. Noordermeer (National Library of the Netherlands). In: Research and Advanced Technology for Digital Libraries (Springer Lecture Notes in Computer Science 1334) (1998?).

- "En Undersøkelse av Norske Tidesskrifter på Internet" by Anne M. Langballe (National Library of Norway) (to be published in Bok og Bibliotek 1998, no. 3).
- "Remote Access Electronic Serials and the National Library of Norway" by Anne M. Langballe (Paper presented at the 64th IFLA Conference, Amsterdam, 1998).
- "Elektronnye izdaniia" by A. B. Antopulskii and K. V. Vigurskii. (Scientific Research and Development Centre "Informregistr", Moscow) In: Informatisinnye resursy Rossii (1998, no. 1).
- "La Biblioteca electrónica en España"by Carmen Caro (National Library of Spain). In: LIBER (at press).
- "Publicaciones Electrónicas y Depósito Legal" by Mclero Garcia [and others] (National Library of Spain). In: Xornadas de Arquivos, Bibliotecas e Museos de Galicia. A Coruña, 1997; p. 325-336.
- "La Digitalización de Materiales Bibliotecarios en la Biblioteca Nacional" by Francisca Hernández and Xavier Agenjo. In: Boleetin de ANABAD, v.45, no. 3 (1995).
- "Los Recursos Electronicos" by Ma. Lusia Martínez-Conde. In: Los Materiales Especiales en la Biblioteca. Gajón: Trea, 1998.

CONCLUSION

In conclusion, the author would like to express great appreciation to the more than 60 respondents to his Survey for the time and thought they invested in their replies. The information , he believes, provides a clear picture of the situation at the close of the 1990s and clear evidence that throughout the world national bibliographic agencies are responding to the challenges posed by the advent of electronic resources, both hand-held and remote access. It is clear, however, that many are preparing their policies and procedures and that other circumstances now in progress, such as changes to legal deposit requirements, will considerably alter the findings of this Survey in the near term. Therefore, the author recommends that a follow-up investigation be undertaken within the next five years in order to enable the profession to up-date its understanding of how national bibliographies are furthering their efforts to fulfill their responsibility to record these materials within their national heritage.

Endnotes:

1. From Denmark, replies were received from both the Royal Library and the Danish Library Center.

2. From Russia, replies were received from both the Scientific Research and Development Centre "Informregistr",Moscow and the National Library of Russia, Saint Petersburg.

3. Munchen: K. G. Saur, 1997 (UBCIM publications; N. S. vol. 17)

4. Regarding archiving policy, one respondent indicated that the practice is not to "collect" any electronic resources where in-print versions provide an alternative form.

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ISO 639-1 and ISO 639-2: International Standards for Language Codes. ISO 15924: International Standard for names of scripts

John D. Byrum
Library of Congress
Washington DC, USA

Abstract

The author describes two international standards for the representation of the names of languages. The first (ISO-639-[1]) published in 1988 provides two-letter codes for 136 languages and was produced primarily to meet the terminological needs. The second (ISO 639-2) appeared in late 1998 and includes three-letter codes for 460 languages. This list addresses terminological needs but also for bibliographic applications. For this reason, 639-2 is covered in detail. Its features are explained, and principles and policies used for development of this code list are presented. Additionally, the author describes the governance mechanism established to maintain ISO 639-[1] and ISO 638-2. Also presented is a brief summary regarding a project in progress to provide codes for names of scripts and when completed to result in publication of ISO 15924. The paper concludes that " the emergence of an international standard for language codes and of the developing international standard for script codes is a major contribution to Universal Bibliographic Control as these code lists enable of important information regarding the nature of publications represented by records to be communicated and shared unambiguously, efficiently, and internationally."

Paper

The International Organization for Standardization (ISO) has long been interested in codes for the representation of names of languages. Work on a project to prepare a standard for two-letter codes (hereafter sometimes referred to as "alpha-2" codes) began several decades ago, although the publication of ISO 639 (hereafter referred to as ISO 639-1) did not occur until 1988[1]. In that year, work began on the production of a standard for three-letter codes (hereafter sometimes referred to as "alpha-3" codes), but it required another decade of work for the publication of ISO 639-2: *Codes for the Representation of Names of Languages: Alpha-3 Codes*[2] . Meanwhile, an effort was initiated in the mid-1990's on the revision of ISO 639-1; that project has yet to produce a Draft International Standard (DIS).

ISO's Technical Committee 37 (Terminology)/ Subcommittee 3 (Layout of Vocabularies) was responsible for ISO 639-1. As a result, this code list was devised primarily for use in terminology, lexicography and linguistics. ISO 639-1 lists 136 codes for as many language names. The alpha-2 code set was devised for practical use for most of the major languages of the world that are most frequently represented in the total body of the world's literature. Additional language codes are created when it becomes apparent that a significant body of literature in a particular language exists. The individual codes are based on the original name of the language if in Latin spelling or converted to the Latin script, except in a few cases where the appropriate national standardization organizations requested codes based on the English form of the language names. For example, the code for Japanese in ISO 639-1 is "ja".

According to the introduction for the alpha-2 language code standard, the terminological and linguistic usages most likely for such codes are: (1) to indicate the language used, for example, at heads of documents or in bibliographies and (2) to indicate the language to which a term belongs, for example, in documents on terminology, vocabularies, dictionaries, or in multilingual alphabetically ordered list of words. This standard does not directly mention bibliographic applications for language codes.

ISO 639-2 was the result of a joint undertaking in which TC37/SC 2 invited participation of representatives from ISO's Technical Committee 46 (Information and Documentation) Subcommittee 4 (Computer Applications in Information and Documentation). Consequently, this standard not only intends to provide for the linguistic applications mentioned above, but in the context of a much larger pool of language names; but ISO 639-2 also recognizes the usages for language codes for use by libraries, information services, and publishers to indicate language in the exchange of information, especially in computerized systems.

In the Introduction to ISO 639-2, the particular usages have been substantially broadened. In addition to recognizing the usages for terminological and linguistic purposes cited in ISO 639-1, the alpha-3 list notes that language codes provided for communication of bibliographic information. Such usages include indication of the languages in which documents are or have been written or recorded -- for example in UNIMARC Format, Field 101 to designate the Language of the item -- and indication of the languages in which document-handling records (order records, bibliographic records, and the like) have been created -- for example in the UNIMARC Format, Field 100 Language of cataloguing; positions 22-24.

From the viewpoint of the topic of this Workshop -- Universal Bibliographic Control in the Multilingual Environment -- ISO 639-2 with its bibliographic emphasis and greater pool of language codes is much more likely to meet the needs of those who create and consume descriptions of documents of all types than is ISO 639-1. For that reason the remainder of this presentation will focus on the alpha-3 code list.

ISO 639-2 represents all languages contained in ISO 639-1 and in addition many other languages as well as several language groups and some codes for special purposes. Currently, the languages listed in ISO 639-1 are a subset of the languages listed in ISO 639-2; every language code in the two-letter code set has a corresponding language code in the alpha-3 list, but of course vice versa. There are more than 460 codes contained in ISO 639-2. (Languages designed exclusively for machine use, such as computer programming languages, are not included in either code list.)

The Joint Working Group (JWG) which created ISO 639-2 decided early in the project to make the codes in ISO 639-2 consistent with those in ISO 639-1 to the extent that it was practical to do so. However, in the development of the standard there was considerable difficulty over the choice of codes, since the bibliographic community had a well established list (based on the MARC 21[3] language code list) that was not always compatible with ISO 639-1. As a necessary compromise between the terminology community and the bibliographic community (which has used its codes for many years in hundreds of millions of bibliographic records), the JWG agreed to standardize two sets of codes, one for bibliographic applications (ISO 639-2/B) and one for terminology applications (ISO 639-2/T). The two sets are different in 23 language codes.

Code set B provides for bibliographic applications which largely require unique recognition of individual languages and language groups and do not depend necessarily on language names, as they are not necessarily intended to be an abbreviation for the language. Given the extensive use of the existing MARC 21 language codes in bibliographic records, the approach represented by that MARC list was largely adopted for Code set B. Thus, for the bibliographic list, the JWG established the following criteria for selecting the form of a language code - usually (but not invariably) in this order:

- preference of the countries using the language
- established usage of codes in national and international bibliographic databases, and
- the vernacular or English form of the language.

Since ISO 639-2 intends to provide for terminological needs as well, code set T was based on:

- the vernacular form of the language, or
- preference of the countries using the language.

Despite differences in criteria for Code set B and Code set T, to reiterate, there are only 23 language codes among the more than 460 included which are not identical in the two sets. In addition, the JWG agreed that future development of language codes should be based whenever possible on the vernacular form of the language, unless another language code is requested by the country or countries using the language. Narrowing the differences between Code sets B and T consumed a great part of the 10 years that went into production of ISO 639-2 and at many points it proved necessary to remind the JWG that the purpose of standardized lists of language codes is not to standardize the name of the language represented by the codes but to standardize the symbols. It is important to recognize that the representatives of the bibliographic community on the JWG made many concessions on behalf of compromise to bring the project to a successful conclusion. As a result, some 25 MARC 21 language codes will need to be changed, 33 new language codes will be added, and one will be made obsolete. The impact of so many changes on large bibliographic databases is a cause for concern, even though the codes to be changed represent languages which might be considered relatively minor depending on the contents of one's library collection. However, for the future, it is expected that the MARC list and ISO 639-2 will remain compatible.

Given the co-existence of the two alpha-3 code sets, whichever one is selected must be used in its entirety, and the choice of the set used must be made clear by exchanging partners prior to information interchange. There is no option available to use one or a few codes from one of the sets while using codes from the other sets. The JWG also agreed to include a policy statement to the effect that codes may only be changed for compelling reasons and after a change is made, any previous codes can not be reused for at least five years. Another principle which applies specifically to the Bibliographic set is that codes in ISO 639-2/B will not be changed in order to reduce database maintenance work should the name of a language change, as happened, for example, when Gallegan changed to Galician and Langue d'oc changed to Occitan.

There are some special features incorporated within ISO 639-2 which are not present in the alpha-2 code list. One of these is provision of "collective language codes" which are used in cases where the body of literature is relatively sparse. To be considered for its own language code, a body of literature equaling at least 50 unique titles must be held by a single institution or 50 held by five agencies among them; the total may include titles in any format, however, not just those which have been published as printed works. The particular languages included in each collective code are not specified in ISO 639-2 as they are in the MARC 21 list, as a result of a decision by the Joint Working Group. Another special feature of the alpha-3 list is inclusion of a code (mul) to be used in records for works which include parts that are in multiple languages and a code (und) to be used in cases where it is necessary to provide a language code but the name of the language is not known to the person creating the record.

A single language code is normally provided for a language even though the language is written in more than one script - for example, in the case of Sindhi, which is written in Arabic, Gurmukhi, and Devangari scripts, or Somali, written in Arabic and Roman scripts. As the single exception, separate codes are provided for Croatian and Serbian, although most experts feel that this is a situation where the same language is employed but by some users in the Roman alphabet and by others in Cyrillic.

Usually, all dialects of a language are represented by the code for the language but in a few cases, mostly as a result of historical circumstances rather than principle, codes are present for dialects - for example, in the case of Awadhi which is a dialect of Hindi. ISO 639-2 recognizes that in some cases agencies will want to provide codes for dialects which are not present in the standard; thus, the codes qaa through qtx have been reserved for local use. Another case where local codes might be wanted would be to provide codes for those ancient languages which in ISO 639-2 do not have their own codes. But the standard warns that records with codes assigned from those reserved for local use should not be exchanged internationally, as the local codes will differ from institution to institution.

Maintaining an international standard, of course, is an essential activity to enable confidence that it addresses changing circumstances and requirements. In the case of ISO 639, two Registration Authorities have been appointed. The Registration Authority for the alpha-2 list is Infoterm, which is located in Vienna, Austria, while that for the alpha-3 list is the Library of Congress in Washington, D.C., USA. Both Registration Authorities are responsible for receiving and evaluating proposals for new or changed language codes. As already mentioned, requests for additional codes not now represented among the individual languages included in ISO 639-2 must be supported by evidence of 50 titles. When a request for a new code has been rejected, the code requested may be reserved for use of the applicant and other possible users. In every case, the Registration Authorities recommend actions to a Joint Advisory Committee (JAC) which oversees the standard as a whole. The JAC has equal representation from TC 37 and 46 constituents, and the chair rotates every two years between Infoterm and the Library of Congress. In making decisions, the JAC must be unanimous in passing proposals on the first vote; if that is not possible then a second vote is required and at least five positive votes are needed for a proposal to pass. The equality of representation and the stringent requirement for consensus will help to ensure that the future development of ISO 639-1 is well considered.

The Joint Advisory Committee is expected to meet in October 1999 to discuss technical issues which arose during the comment periods when 639-2 advanced to Draft International Standard status. A more general issue which needs to be discussed is the future relationship between the alpha-3 language codes and those included in the alpha-2 list comprising ISO 639-1 which is now undergoing independent revision.

Another ISO project of relevance to the theme of this workshop is the effort currently in progress by TC46/SC2 (Conversion of written languages) to produce a code list for the representation of names of scripts.[4] These codes like the language code described above are intended for use in terminology, lexicography, and linguistics as well as for any application requiring the expression of scripts in coded form, including of course machine manipulation for bibliographic purposes. This proposed standard offers not one but three codes for each script name included: (1) a two-letter code and (2) a three-letter code usually created from the original script name in the language commonly used for it, transliterated or transcribed into Latin letters, as well as (3) a numeric version designed "to provide some measure of mnemonicity to the codes used." For the numeric codes ranges of numbers have been designated to cover the nature of the script: for example 000-099 are for hieroglyphic and cuneiform scripts, 100-199 for right-to-left scripts, 200-299 for left-to right scripts and so on. The numbers 700-899 are unassigned while 900-999 are reserved "for private use, aliases for multiple scripts and special codes." The alphabetic script codes are described from ISO 639-1 and ISO 639-2, with no particular preference given to either Terminological or Bibliographic alternatives present in the latter standard. Included in the current draft are codes for about 95-100 scripts and aliases. Once adopted as an international standard, ISO 15924 will be maintained by a Registration Authority yet to be designated.

In conclusion, the emergence of an international standard for language codes and of the developing international standard for script codes is a major contribution to Universal Bibliographic Control as these code lists enable important information regarding the nature of publications represented by records to be communicated and shared unambiguously, efficiently, and internationally.

Endnotes:

1. ISO 639: Code for the Representation of Names of Languages. 1st Edition. Geneva: International Standardization Organization, 1988. 17 p.

2. ISO 639-2: Codes for the Representation of Names of Languages: Alpha-3. 1st Edition. Geneva: International Standardization Organization, 1998. 66 p.

3. MARC 21 is the name of the recently harmonized USMARC and CAN/MARC formats, published in 1999.

4. CD for ISO 15:924: Code for the Representation of Names of Scripts. Committee draft, dated July 9, 1998. 18 p.

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MUSEUM LIBRARIES NETWORKS: A STORY WITH FUTURE

Luis CASTRILLO AGUILERA
Museo del Prado - Servicio de Informática

Rosario LÓPEZ DE PRADO
Museo Arqueológico Nacional - Biblioteca

Abstract

The world of museums is changing. For some time now, museums have left being simple exhibitors of antiques to become centres of research and means of publishing culture. Naturally, museum staffs have being the most shaken by the changed, although not the only ones. The situation has drawn new expectations for researches, academics, technicians, and, of course, librarians. These ones faced the change while having to cope with the management of increasing documentary mass and a demand for the most accurate information. The traditional problems related to selection, supplies acquirement, quick obsolescence of information, space limitations and scarce resources have not disappeared but increased.

The introduction of the last technologies in the museums dramatically alters the situation and presents new solutions for old problems. The present documentary technologies and those for communications, not only give answers to the questions that museums have being seeking for ages: in fact, it seems they have been designed for this purpose. Motion images, restoration without touching the pieces, handling of three-dimensional objects, remote access to database, virtual visits, fragile specimens moving, multilingual guides, text, imagine and sound management, in others words, virtual reality of a museum with no bounds whatsoever is already possible.

Although everything can be done, not all is equally simple. The use of techniques different from the traditional ones brings forth the need for considering some other matters. The professionals of information become now media communication ones, originating a scope of

work that crosses over the library area to go outside; the concept of being the owners of the information vanishes and the patrimonial concept of culture is over. Society demands the change, but what does it happen when the library is tightened by its integration in a hierarchical structure which does not show any sensitiveness for the changes?

Paper

COMMUNICATING FOR SHARING

It is clear enough that museum libraries are not an exception within the world of libraries. None of them can, on their own, face so many needs brought forth, neither can they elude the demand to integrate not only new records but new types of information as well. Often having scarce resources, being pressed by reality and limited by their conditions, libraries must choose either to a radical renovation or disappearing, if they are unable to adapt to an adequate extent.

Experience and common sense have taught that the most effective solution for this type of problems are in working together. Communicating for sharing seems to be the magic recipe to find the resources that *a priori* cannot be reached by most libraries; being also the only way for those having added difficulties.

Museum libraries stand in advantage position for setting up co-operative networks. Most of them are of medium or small size, very specialised, with well sharp functions, often complementary holdings, and sharing similar problems and needs, generally, with identical administrative situation and so on. Quite often they are located in the same town, since museum is more urban than rural organism, and their resources are quite similar. Most of the museum libraries are specialised in Humanities and therefore their holdings have rather similar characteristics, and the terminology and headings are identical. In fact many of these libraries already carry out informal collaborations among themselves, such as interlibrary exchanges and loans; frequently they look for mutual support when need to solve problems connected with the documentary process.

However, these libraries have to face difficult, when not adverse, circumstances at setting up co-operative networks. Although organically integrated in museums they depend administratively on an institutional labyrinth, they lack in technical personnel, have scarce resources, inherited malfunctioning habits that have been maintained for decades, and do not have enough autonomy. Nevertheless, the worst problems are those derived from the museums lack of standard methods and the patrimonial sense still surviving in most of them.

In spite of these difficulties, or just because of them, the museum libraries ought to consider the need to be included into co-operative networks. If they do not want to disappear owed to inanition or else to become mere appendixes of the museum with no other function than that of being simple books stores, they have to change. In a competitive society, where the key word is "profit", to maintain a string of small libraries to serve exclusively to a small group of professionals is not certainly a good inversion. To keep a library is nothing cheap: their usefulness will be soon questionable.

Communications technology offers the possibility of setting networks up without big technical or economic troubles. But, to achieve a proper co-operative system it is necessary that it works with sufficient agility; that every participant library, together with its staff -which may not always have the same level of qualifications and disposal- be equally integrated; that it has a highly qualified professional team, able to conduct and control how it runs; that it has the adequate basic equipment. And, naturally, that support and collaboration from the museums will be assured.

Alternative technologies for setting networks up can be evaluated (with regards to an easy study) in INTERNET2 vs. INTERNET, and INTERNET vs. INTRANET. Museum libraries networks will be able to use one of the two "internets" at work nowadays: the well known Internet, and Internet2, product of the effort carried out by universities and public organisms in order to recover an investigative network. Election will be based on the disposal of each one of these networks within the territory, more than on the involved libraries desire.

On the other hand, the choice INTERNET vs. INTRANET brings forth the development pattern required for our system. Based on INTERNET, the pattern is open, every community of cybernauts being able to have access to the network and its services. Likewise, one INTRANET based on Internet, giving only access to the users of the library network, means a more closed pattern, having professional advantages with regard to privacy.

Finally: shared resources, specialisation, accurate services, major diffusion, easier access to information, more profit, co-operative work and a common policy for holdings acquirement obviously lead to libraries networks. The question is how to carry it out.

ITEMS FOR DISCUSSION

1. ***Museum libraries duties.*** Which are the specific functions of museum libraries? Spreading or searching? Could be both simultaneous functions? How the holdings technical treatment would be influenced by this measure? And how the library facilities? Can researches and the general public coexist in the same area?

2. ***Characteristics of library museums networks.*** Which should be the primary points in the network structure? Would it be advisable setting them up by specialities, joining those libraries of different administrative condition (i.e. departmental libraries, research centres within private institutions)? Could it be more workable to gather libraries according to their bureaucratic or hierarchic characteristics? And in this case, what happens when the museum libraries belong to private organisms or foundations?

3. ***Definition of the network.*** Which type of network is the most suitable for this group of libraries? Should we choose advanced technological alternatives requiring an effort to update the existing structures, or else we shall try to make the investments of the last decade redeemable? Should we be in favour of an open model "facing the public" or of a close one for professional use? Is there the possibility of intermediate patterns? Can the search engines be shared (one sear engine -many databases) or specific (one search engine-one database)? Only one merged database or up date current databases in order to get one unique access interface.

4. ***The role of the libraries integrated in network.*** Which is the role to be played by the libraries that integrate in network? Specialisation will be required although it might lead to fragmentation? If choice for specialisation is made, should this be thematic or would be advisable to develop a functional specialisation as well? Should one of the libraries be granted the leadership or the participation of all of them would be better, even if they are not equally qualified?

5. ***Corporate image.*** Which should be the external image of the network? Will be better having a corporate image or the addition of individuals ones? In the first case, thematic specialisation might be ruined; in the second, the goals of the firm may be distorted. The corporate presence of one network of museum libraries, might it be judged like a menace to the presence of museums in themselves?

6. ***Standards.*** Libraries integrated in a network have to be very careful with regards to every feature related to standardisation. What will happen if they interfere in the norms of the museums? Museums are not so advanced in what refers to standards as libraries are. Should the libraries give up the results attained so far in favour of a better integration in their own

museums? Is it better to defend the library own standards even is risking getting in trouble with the museums to which it belongs? What happens, for instance, when facing the problems derived from the use of different terminological systems? How these conflicts should be approached?

DISCUSSION TECHNIQUE

In order to discuss these items, the use of the Philips 6:6 technique is suggested: groups of six people discuss the issues for six minutes. It is possible to focus on one item, on a part of it, or on many. It is also possible -and even advisable- that the same matter is debated by more than one group; to compare the different results achieved will be highly interesting.

After six minutes of discussion, the results are displayed and they are talked about in common. Once they are assayed, a conclusion summary is drawn on which the final document will be based upon.

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Structural and multilingual approaches to subject access on the web

Lois Mai Chan
School of Library and Information Science, University of Kentucky
Lexington, Kentucky, USA

Xia Lin
College of Information Science and Technology, Drexel University,
Philadelphia, Pennsylvania, USA

Marcia Zeng
School of Library and Information Science, Kent State University
Kent, Ohio, USA

Paper

Introduction

Among the many challenges in discovering and mining useful resources on the World Wide Web are the sheer volume of what is available and language barriers. Mechanisms that can organize web resources for more efficient and effective retrieval are urgently needed, and there is an equally obvious and pressing need for programs that can accommodate multiple languages. In this presentation, which is in three parts, we will discuss some of the efforts currently being made on both fronts.

Part I: Structural Approaches to Organizing Web Resources (Lois Mai Chan)

Many subject categorizing schemes have been developed to organize and manage web resources. They are known by various names such as subject guides, web guides, subject categories, subject directories, subject hierarchies, and so on. What many of these systems have in common is that they manifest the traditional classification principles of hierarchical structure, domain partition, subordination of the specific to the general, and array of related subjects. A survey of the hierarchical structures now functioning as web organizers shows considerable variation in complexity and sophistication, in subject scope and depth of coverage, and in the number of items they cover. They also vary in the classificational patterns on which they are based. In some cases attempts have been made to adapt existing schemes such as DDC, LCC, and UDC to the web environment. Diane Vizine-Goetz, in her research, has shown how, with appropriate improvements, such schemes may be used to enhance web subject retrieval (Vizine-Goetz). Systems that use hierarchical structure to organize web resources include:

1. subject guides devised by popular web search services such as ***Yahoo!***, ***Lycos***, ***InfoSeek***, ***Excite***, etc;
2. schemes devised by individual libraries to facilitate access to the web resources they have selected and included in their local systems; and,
3. Web organizers and directories based on existing schemes, for instance, OCLC's Netfirst based on DDC, CyberStacks and Scout Report Signpost based on LCC.

Using hierarchical or classification-based formats to organize web resources could have important advantages, among which are improved subject browsing facilities, potential multi-lingual access and improved interoperability with other services (Koch and Day). A hierarchical structure can be thought of as a conceptual map - perhaps of the entire universe of knowledge or perhaps of a particular domain therein. Such a map sorts informational content into related groups (and their subgroups) and thus allows searchers to confine their approaches to defined areas where similar material is concentrated.

Knowledge viewed through an organized structure is easier to perceive and to comprehend once perceived. In subject access, a hierarchical structural presents a logical path to the desired objects. Above all, it improves precision by first defining and narrowing the domain for searching. This advantage is evident even in hierarchical structures that offer only a broad level of categorization. The reason for the benefit may be that hierarchy, even at a broad level, exemplifies two functions of traditional classification: collocation (inclusion) and partition (exclusion). While collocation is predicated on inclusion, which is a fundamental property of classification; partition captures another fundamental property, exclusion. It is how well a hierarchical structure fulfills these two functions that determines its potential helpfulness in a search environment. Inclusion collocates objects and ideas that are alike. But, in a vast information domain, it is just as important to exclude information not wanted as to include what is being sought. Exclusion can be accomplished by dividing a large amount of information into smaller parts as a means of isolating the part that is most likely to be relevant (Chan 1995). The larger the information domain, the more important it is to find an effective and efficient way to define narrower domains for searching. One of the major causes of false hits in retrieval is homographs, that is, words that look the same but have different meanings. The advantage of searching within a specific domain is that terms are often ambiguous across several disciplines but seldom have multiple meanings within a particular discipline or subject domain.

There are advantages of using classification in the web environment where different conditions from those of the print environment prevail. In traditional systems, subject data (including classification numbers and indexing terms) are typically **attached to** their sources, either on documents themselves (call numbers on spines) or in surrogates (cataloging records or other metadata records such as the Dublin Core). In contrast, in the web environment, subject data often **are separate from**, or **reside outside** the resources themselves. Instead, such information can be stored in directories or other types of web interfaces that link subject data to the resources but do not affect them otherwise; individual links are made from the subject provisions in the web organizer to the resources through the urls. The advantage of "linking-to" rather than "storing-with" is flexibility. With a linked system, if a classification or other subject organization scheme is revised, it is only the links that may have to be changed:

the web pages and sites are not affected in any way. Re-classification is not a problem. Furthermore, the scope and the depth of any given system can be easily adjusted on the basis of literary warrant, whether the warrant be popular, consumer-oriented, or academic/scientific. For example, common categories found in popular subject guides include automobiles, entertainment, family, sport, and travel, while the most commonly found categories in academic web guides are humanities, social sciences, science, technology, and law. Furthermore, the web guides can also be easily adapted to local or regional needs, or modified for the needs of a specific clientele.

The use of hierarchical or classificatory structure on the Web is still relatively new. As web resources continue to grow, one may expect corresponding growth and refinement in ways to organize them. Now, it is perhaps not too early to consider some of the functional requirements of web organizers. The desirable characteristics may be summarized as follows; a scheme designed for organizing web resources should be: (a) intuitive, logical, and easy to use, with hierarchies and cross-references clearly displayed and with current and expressive captions; (b) flexible, adjustable, and expandable, to reflect rapidly changing and diverse environments; (c) useful in a wide range of settings, and applicable over a wide range of the number of sites to which it applies; and, (d) relatively easy to maintain and to revise.

The first question is whether to adapt a current classification scheme or whether to begin afresh. It is apparent from the current situation that those who design and build web organizers lean toward devices that are based on their own understanding of the needs and search habits of their users. What is at issue here is the difference between two methods for categorizing subject content. Familiar classification schemes, typically represent a top-down approach, starting with the whole universe or an entire discipline of knowledge, determining major classes on theoretical grounds, and subdividing them hierarchically into increasingly specific levels. This approach has generally been used whether the resulting scheme is custom-tailored for specialists or designed with a diverse population in mind. The alternative approach is a bottom-up operation that begins with specific terms or items (web pages in this context) which are then grouped and organized, first into a microcosm, finally, as coverage becomes fuller, into a macrocosm. In the web environment, where most subject guides have also been designed with the general public in mind, many recent efforts to categorize web resources seem to take the latter, bottom-up, approach.

The question of which approach is likely to prove more effective in the web environment does not have a definite answer. Either approach leads to a system that embodies domain partition, general/specific delineation, and array of related topics - features that are considered important for effective retrieval from a very large resource collection. What seems most likely is that time will show that top-down systems are especially suitable for highly structured established fields; bottom-up systems, on the other hand, may be particularly well suited to the mass of varied and fluctuating material that makes up so much of the Web. It seems likely, also, that the bottom-up approach works especially well for personalized or customized web organizers, several of which have emerged in recent months. An example is Northernlight's "Custom Search Folders," a device which categorizes the results of particular searches into broad categories.

The second part of this presentation consists of a report on a research project on developing a personalized knowledge organization and access mechanism.

Part II: Knowledge Class (Xia Lin and Lois Mai Chan)

Purpose, Objectives, and Specifications of Knowledge Class

The purpose of this research project is to create and test a device called "Knowledge Class," designed for customizing knowledge organization and access, to supplement and complement existing devices for Web users. In a widely cited paper published in *Scientific American* (March 1997), Clifford Lynch suggests: "Combining the skills of the librarian and the computer scientist may help organize the anarchy of the Internet." In our project, we have been exploring the possibility of combining existing methods of knowledge organization with advanced Web technology to create an easy-to-use framework for individual Web users. Preliminary results have been reported in recent literature (Lin and Chan 1997). In this presentation, we will briefly summarize the major characteristics and report on the latest progress.

Knowledge Class contains two basic components: an organizing framework and an interface for access to and retrieval of web resources. The organizing framework is a classified mini-thesaurus, consisting of a hierarchically structured collection of terms on a specific topic or discipline of interest or concern to an individual user. The interface serves as an interactive mechanism between the user and the terms in the organized framework as well as between the user and web resources. Through this device, the user can initiate searches by selecting the display terms or by using pre-stored search strategies, which often contain synonyms and can also connect to sites previously discovered by clicking on links with pre-stored urls.

In Knowledge Class, we try to recapture some of the advantages of traditional methods for efficient and effective information storage and retrieval and apply them to the web environment. Specifically, three aspects are considered:

1. classification principles for organizing information and displaying subject relationships;
2. controlled vocabulary features, particularly the control of synonyms and homographs for the purpose of improving recall and precision; and,
3. search strategies formulated and pre-stored for the purpose of optimizing search results and current awareness.

We set out to design Knowledge Class in such a way that it:

- organizes concepts and terms on a specific subject or topic into a logical structure showing subject relationships;
- facilitates browsing of subject terms and their relationships;
- stores useful search terms and strategies so they are available for future use;
- allows the addition of synonyms for better recall and qualifiers to resolve ambiguities or distinguish among homographs;
- initiates searches using pre-stored terms and strategies in a chosen search engine; and,
- stores urls of specific sites for future use

In other words, we hope to take information service one step further, beyond what has been available so far. In online retrieval, a great deal of emphasis has been put on retrieval results, and rightly so. But, after retrieval, there is also the need for organizing related information and "storing" it in a sense for future use and re-use. This can be done by providing the means for re-visiting the sites and, equally important, for retracing the steps used to find the resources in the first place.

Improving both subject browsing and precision of retrieval are our two main goals. In the first stage of our work [Lin and Chan 1997], we introduced the mini-thesaurus-like device. We emphasized that: (1) a knowledge structure can be built on principles of classification and bibliographical organization; (2) the knowledge structure could be seamlessly integrated with search engines for access to web resources; and, (3) an easy-to-use graphical interface could be constructed to support user interactions not only with the organizing structure but with the relevant resources discovered and retrieved through search engines.

System Design for Knowledge Class

An advantage of conducting research on the Web is that prototype systems can be designed and tested incrementally in the real environment. We started with simple HTML coding to experiment with the idea of Knowledge Class as we initially envisioned it. During implementation and testing, we continuously revised the functions and added new features to it. As we learned more and understood more about its performance, we began to implement it in more sophisticated and robust system languages such as JavaScript and Java. It is this learning-by-doing process that has helped the evolution of Knowledge Class.

Design Principles

From the very beginning, we set up several goals for the design of Knowledge Class. The project started with a search for a device or a system that would provide an optimal balance between automatic and manual indexing in building the organizing frame. Our first design principle was to maximize the benefits of both manual and automatic indexing. Secondly, we wanted to design an easy-to-use interface for Knowledge Class. The system should be usable and useful to a broad range of users. Librarians and information specialists may want to create knowledge classes for their clients. End-users may want to use Knowledge Class to replace simple bookmarking functions of browsers. School teachers may use knowledge classes to cover topics they teach and students may use them to explore class topics and to expand their knowledge by adding more search terms to the knowledge classes and linking them to web resources. We want all these users to be able to use the system with a minimal learning curve. Thirdly, we want users to be free from having to learn detailed syntax of query construction, to be free from memorizing each search engine's homepage, and to be free from having to construct complex search strategies. While Knowledge Class provides a mini-thesaurus for users, what makes it really useful is its connection to the search engines. The system should do as much work behind the scene as possible. It should connect to search engines directly, add synonyms automatically to search queries, and provide different search strategies for different terms. Most of all, the system should make all these transparent to users so that they can focus on semantics and the content of the topics when they use Knowledge Class.

Iterative Design Process

The design of Knowledge Class went through three stages. Firstly, a basic frame was designed in HTML to include four windows. The first window displays all the branches in a knowledge class. The second window is for individual branches in an expandable/contractible tree structure; only one branch is shown at a time. The third window is the main window for displaying search results. The fourth window is for displaying and switching search engines. The four windows are on one html page and can be easily loaded onto web browsers.

In the second stage, we worked with a group of library science students at the University of Kentucky. Each student developed a knowledge class using the basic framework we provided. During this stage, we found that different search strategies needed to be developed for different types of searches. For example, some of the terms need to be searched as individual words; others would be much better searched as a phrase, and still others need to be searched with additional contextual terms taken from higher levels in the hierarchy of the knowledge class. Through many trials and tests, a coding system was developed to facilitate assignment of a specific search strategy to each term. An entry in a knowledge class typically looks like:

--, mutual funds, mutual-funds Investment-trusts Unit-trusts, http://www.brill.com, 1

There are five parts in this entry, each separated by a comma. The first, the number of dashes indicates the hierarchical level of this term. The second is the display term (what will be shown on the tree structure). The third is the search terms; it can include many terms that are synonymous or related to the display term. The fourth is a direct link; if it is present, a "link" icon is displayed to allow the user to click on it to go directly to the page. The final number in the entry is the coded search strategy. The complete list of coded search strategies is discussed in Lin and Chan (1997).

In the third stage, we further improved the design by implementing a Java version of Knowledge Class. In this version, window structures were redesigned to make it easier to switch from one branch to another without reloading the entire page. Taking advantage of Java's graphical power, we placed in one succinct frame what used to be scattered in three separated windows: all branches in a knowledge class, tree-structures for each branch, and search engines of Knowledge Class. With the saved screen space we were able to add another level to the display - a list of all the knowledge classes we have created thus far. Another major improvement in this version is the separation of programming files and data files. In the early versions, JavaScript and mini-thesaurus entries had to be included on the same html page, making it difficult for the user to modify or change the mini-thesaurus without a good understanding of JavaScript. With Java, the programming part is completely compiled and separated from mini-thesaurus data. The user can create, add or modify any content and structure in the data file without any knowledge of the programs.

Multilingual Support

While we were designing the data structure, we found another benefit in separating display terms from search terms. Our original consideration was to make the connection to search engines more flexible and make query construction easier. We found that this feature became especially useful in developing multilingual knowledge classes.

While constructing a knowledge class on Wales, one of our students developed a bilingual classified mini-thesaurus with terms in both English and Welsh. For pages displaying Welsh terms, she wanted the searches to be conducted in both languages. With the separation of display terms and search terms, this is easy to implement - she simply included both English and Welsh terms in the knowledge class, and the search engines would then search webpages in both languages. Our testing indicated that this is a very effective approach to providing multilingual support. An example of a multi-lingual knowledge class is Complementary & Alternative Medicine (CAM), shows the part for Chinese Medicine in Chinese. We developed this branch in both English and Chinese (GB), and provided links to switch from one to the other. In the Chinese version, each search term includes both English and Chinese equivalents. Thus, for search engines that accept Chinese GB coding, search results will include both English and Chinese pages. We found this knowledge class to be particularly helpful for researchers who have limited knowledge of a particular language but wish to access materials in that language. For example, American researchers in traditional Chinese Medicine typically know some Chinese, but they may not feel comfortable enough to browse or enter search queries in Chinese. Using this knowledge class, they can browse in the English version and then switch to the Chinese version for retrieval, or they can click on the English terms and still be able to retrieve relevance resources in Chinese. This feature makes multilingual access to web resources both possible and efficient.

Knowledge Class is an ongoing project, which we plan to continue to improve, making it a useful tool for subject access to web resources. We believe that, for effective retrieval, web resources need to be organized in terms of "information units," not by individual physical pages. It is analogous to cataloging in libraries: for the sake of manageability and efficiency we catalogue at monograph or journal levels, not at the individual chapter or article level. We are building Knowledge Class to become such information units. In the future, a "mega" search engine will only need to index at the level of these "information units." With this device, users will first find relevant information units and then gain access to individual web pages.

Plans for the near future include:

1. We hope to enlist more people to create knowledge classes on a wide variety of topics. We will provide free software to encourage cooperation. We particularly hope to involve more information professionals, and to have librarians, information specialists, library school students and faculty members participate in their creation. When more people are involved, an advisory committee could be formed to guide and review the process and to ensure the quality of knowledge classes in the collection.

2. We plan to develop written guidelines for both information professionals and end-users who are interested in using knowledge classes. For information professionals, the emphasis will be on how to apply the principles and techniques of classification and information retrieval to the creation of knowledge classes and how to adapt different search strategies for different entries. For end-users, the emphasis will be on how to modify an existing knowledge class to suit their personal purposes.

3. We plan to further improve the software. Currently, the data must be edited in a text-editing program and users cannot change the search strategies online. In the next version, the user will be provided with tools to add terms to the entries in the hierarchical structure, to add synonyms to the list of search terms, and to change search strategies, etc. An authoring tool will also be developed so that the complete knowledge class can be developed and tested in a graphical environment.

Part III: Multilingual Approach to Subject Access (Marcia Lei Zeng)

The phenomenon of multiple languages used in representing data on the Web calls for ways to solve the problem of users having to deal with languages both known and unknown to them. In the past, most search engines were geared toward indexing pages in Western European languages. Almost all the search interfaces were in English and often highlighted news or other events of interest to a U.S. audience. As Internet connections become all-pervasive and intranets invade the corporate network, the scope of available data increases radically. Since 1998, the World Wide Web search engines havebeen involved in a competition of globalization and localization. Multilingual processing has emerged as a key issue in the evolution of search engine technologies.

Multilingual-oriented Services of Major Search Engines

To serve multi-lingual and multi-cultural populations all over the world, major search engines, such as ***AltaVista***, ***Excite***, ***HotBot***, ***InfoSeek***, and ***Yahoo!*** , have developed new services functioning as regional search guides, summarized below:

Domain Filtering. Usually each country has its own top-level domain on the Internet, e.g., .uk for the United Kingdom. The easiest way to create a regional guide with regional content is to filter by domain. Results are usually taken from the main listings but filtered by domain. Typical services are ***Global Excite*** (including Australia, Chinese, France, Germany, Italy, Japan, Netherlands, Sweden, and U.K.), ***InfoSeek International*** (covering Brazil, Denmark, Germany, Spain, France, Italy, Japan, Mexico, Netherlands, Sweden, and United Kingdom), and ***Lycos in***: (covering Germany, UK, France, Netherlands, Italy, Switzerland, Belgium, Sweden, Spain, Japan, and Korea.)

Domain Detection. In this case, the search engine detects the country a visitor comes from and presents a custom front page that is usually tailored with some specific information.

Mirror Sites. Mirror sites are the search engine sites physically located outside the United States. They may be more responsive, since they are isolated from the heavy U.S. traffic and the problems of crossing oceans and long distances.

Language Specific Search. Some services transcend national boundaries and instead are aimed at those speaking a common language. ***AltaVista*** and ***Northern Light*** both offer such services as searching the documents in particular languages. This is different from domain filtering (searches are limited within a country domain code, such as .uk) because it is completely content based. ***AltaVista*** stores information from pages in different languages in one index, regardless of character sets in which it is written.

Multilingual search. ***AltaVista*** also offers multilingual search through its "One World" technology that especially appeals to those speaking Asian languages. Basically, ***AltaVista*** translates whatever page it finds into Unicode, which can store characters for all languages. The searcher can request translation of a search query, or a whole webpage, from or into the language he would like to search or read.

Regional Interfaces. Creating a regional interface can be as simple as presenting the same search engine's look-and-feel in the appropriate language for a particular country. There are various ways to provide this service. In the case of subject directories, users sometimes can see a complete translated page from English, with no change of contents or order of categories. In other cases, users may see a bilingual display of the directory, for example, a subject directory in both English and Japanese. To display a text-based Japanese directory would require a local character code set be loaded in a client site machine. In order to avoid such a requirement, some directories provide an image/graphic-based display. Regional interfaces may also have different content focuses and displays.

Localized Subject Directories. Instead of having a set of regional interfaces which might be the products of transliterated or translated versions of a global or US version subject directory, localized subject directories provide tailored versions which reflect local interests. This is achieved by using local languages for the whole directory, defining and naming categories based on local convention, presenting categories according to local interests and including categories which assemble local focuses. ***World Yahoo!*** offers 19 versions of its directory, covering the Americas, Pacific Rim, and Europe.

Web Subject Directories in a Multilingual Environment

At the introduction of this paper, Professor Chan listed major issues to be considered in devising a useful Web organizer. They are: scope of subject matter and depth of hierarchy, defining and naming categories, logical structure, clearly defined facets, citation order, cross classification, alphabetical index, terminology of captions, and notation. Among the well-known search engines and web subject directories, ***Yahoo!*** has been the leader of web organizers, and has successfully applied classification structure in its entire service. About one year ago, other major search engines also adopted subject directory methodology using their "folk classification" structure. An analysis of these services based on the issues that Professor Chan outlined revealed various approaches used by these services. This section of the paper will discuss some characteristics related to the multilingual services of a few search engines. Most examples are from ***World Yahoo!*** subject directories and were retrieved on February 12, 1999. In fact, many of the phenomena found in the following discussion also exist in other search engines' services, such as ***Northern Light***'s subject directory and ***InfoSeek***'s primary categories.

1. Alphabetical arrangement of categories

World Yahoo! offers nearly 20 versions of its unique directory for various countries and regions all over the world. The directory divides all web resources into 14 main categories and has virtually included all subject matter. Some names/captions and coverage of the main directories in non-English versions (e.g., ***Yahoo!*** France) may differ from the global version, (also known as the US version.) Because no notation is used in the ***Yahoo!*** classification, alphabetical order becomes the natural and only arrangement of all categories and their sub-categories. No systematic system/schedule or logical order of the categories is applied. A complete browsing process is always needed when locating a particular topic on ***Yahoo!***. This unavoidably causes an inconsistency of orders in non-English versions of ***Yahoo!*** directories. In other words, although all regional directories may have the same 14 major categories, the Spanish, French, Italian, and German versions would have different orders for the categories, according to their own alphabets. For non-Roman language, such as Chinese, there seemed to have different arrangement systems: not alphabetical, nor systematic.

2. Implementation of Literary Warrant Principle

Web subject directories basically follow the principle of literary warrant. The depth of hierarchies in a web directory depends on the amount of web source information in a particular area. ***Yahoo!***, may divide sub-categories into three hierarchical levels (e.g., *Arts:Design Arts:Color Theory*) or nine levels (e.g., *Business and Economy: Companies: Computers: Software: Internet: World Wide Web: HTML Editors: MS Windows: HTML Assistant*). The literary warrant principle also leads to the decisions regarding the inclusion and exclusion of subordinates within a subject area. When using the regional directories of ***Yahoo!***, a user has the choice of limiting the results only from a selected region. For example, when using the ***Yahoo! UK&Ireland*** regional directory, one can request that a search be limited within UK only. It is very common, at this point, to see different depth of hierarchies and different number of subordinate categories in the final results, because they are decided by the practical situation of websites at that region. (You may check displays under the "religions: Faiths and Practices" in the various Yahoo regional directories.) Subject areas relating to culture, society, political and legal systems, business, health, etc. represent the most dynamic treatment guided by literary warrant principle.

3. Flexibility in reflecting local interests

While trying to keep a unique and standardized classification structure, web subject directories have also shown many possible ways to reflect local interests. First, particular main categories may be presented in a significant position when needed. Usually, all main categories are displayed according to the alphabetical order instead of a logical order. However, during the World Cup period, ***Yahoo! France*** unsurprisingly moved the SPORT category to the forefront, showing World Cup in a very significant location. Second, subordinates displayed under each main category vary from country to country and from time to time. (Please note the differences in displaying subordinates of *Arts & Humanities* in the ***Yahoo!*** regional directories.) For example, under a main category *Arts and Humanities*, regional directories prioritized subordinates to be displayed in significant places. These subordinates were chosen from dozens in the classification. The choices vary at different regional services. It is important to note that the subordinates listed under the main categories may not be the immediate subordinates of them. (Please check examples of "fashion", "literature", and photography" in ***Yahoo!*** regional directories.) The priority given to these "grandchildren"-level subordinators reflects an emphasis of local interests and indicates the flexibility that hierarchical levels and "belonging" relationships can be broken down when a subject/topic is more important than its logical position in a classification structure. Another interesting phenomenon to be noticed is the treatment of names/captions of a category. (Please check the subordinates displayed under *Business and Economy* in various ***Yahoo!*** regional directories.) It would also be very interesting to observe how names/captions are treated. In the formal presentation of the category *Business & Economy*, *"Employment"* instead of *"Jobs"* and *"Finance and Investment"* instead of *"Finance"* or *"Investing"* are used. An examination of the directory yields more similar examples. This means that the list of selected subordinates shown in the main page does not follow a restricted rule to display them according to their "official" name or captions.

Third, in the Web subject directories, there are many cross-classification treatments. For example, *"Taxes"* is listed under 93 categories when searched in all ***Yahoo!***, 122 categories when searched in *Canada only* sites, five in *UK only*, two in *Australia only*, one in *Singapore only*, and Zero in *HongKong only*. Whether *"Taxes"* is an important local interest can be determined from its listing under the main categories. In the above example, *"Taxes"* is given a significant place under the Business & Economy of the ***Yahoo! UK&Ireland*** directory. It is also listed under the Government category in USA-oriented ***Yahoo!*** directory, together with Military, Politics, and Law, which indicates the importance of this issue among current US government activities.

4. Limitations of language-dependent search features

With the exception of ***Yahoo!***, which accepts submissions by webpage creators and which has its staff to evaluate the descriptions of websites manually, most search engines employ a language-dependent automatic treatment of websites to rank or cluster resources based on meta tags (such as subject terms, keywords, abstracts tags in the element), page titles and word frequencies. The limitation of such automatic weighting and clustering approaches in a non-English environment is obvious. Non-English webpages may supply metadata and title in English, but the search and display based on these elements will result in non-English documents being mixed with English documents. In most cases, without installing the character code sets, a web browser will not enable reading, say, East Asian characters. Therefore, such a display of mixed languages only wastes a user's time since no content of those links could be read or understood.

Furthermore, many search engines use word frequency as a major parameter in the automatic identifying and classifying of webpage content. ***AltaVista***'s "Refine" feature uses automatic clustering theory based on word co-occurrence. By analyzing words that co-occur with the searched words in a document, documents are automatically clustered. The results are displayed through a list showing terms grouped according to co-occurrence count, or as a map showing terms and their relationships. A user can further refine a search strategy by including or excluding particular groups of words so that a higher precision of search can be achieved. However, this feature is limited to documents in English and a few Western languages; e.g. for Chinese, although ***AltaVista*** allows language-specific search, it only applies to form basic simple queries, not to the next 'refine' step.

Northern Light provides a feature known as "Custom Search Folders" for refining search strategies. The service claims that its folders are not pre-set, one-size-fits-all, like other Web directories. Rather, every time a search performed on ***Northern Light***, it creates a series of Custom Search Folders based on the individual search. A user can select the subjects, types, sources, and languages he wants to explore. Based on the number of documents in each folder and their relevance to a query, the search engine determines and suggests which Custom Search Folders will be most helpful to a user. Nevertheless, only five Western languages are served at present.

Conclusion

The road towards a fully functional cross-lingual subject access is both optimistic and sophisticated. Many other technical issues as well as social and cultural issues also need to be addressed; these include character encoding support, user interface linguistic translation, support of culture-specific data formats (date, currency, etc.), user interface graphical modification (color, images), foreign products support (e.g. databases), and operating system compatibility. In summary, there has been an increasing need for effective mechanisms to organize web resources for exploration, discovery, and retrieval. Multilingual approach to subject access, as demonstrated by major Web search engines and subject directories, has explored various ways of implementing hierarchical or classificatory structure. These new services also have progressed further beyond the traditional classification's conventions. Having the advantage of storing a classification outside the resources or their surrogates, these web-based services can be very flexible in arranging and displaying categories and their relationships, and reflecting local interests in a subject directory. The principle of literary warrant is fully functional in the practices of Web subject directories. There are still many limits when the subject classification structure and automatic clustering methodologies are used in multilingual processing. How to ensure globalization and localization in a cross-language and cross-culture environment at the same time? The question remains unanswered by the available technologies and theories.

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Delivering and Promoting Library Services in Rural Thailand

Aree Cheunwattana
Faculty of Humanities, Srinakharinwirot University
Bangkok, Thailand

Abstract

The paper reports the author's case study findings which reveal diverse patterns of library and information services in the rural communities in Thailand. These patterns include: rural public libraries, learning centers, and village reading centers, under the public library system; a bookmobile service, part of a university library extension program; and a combined library, within the school library system. The level of services of these patterns are discussed in relationship to the information policies, information infrastructure, and information needs and use. A number of recommendations are proposed to improve and promote the existing services.

Paper

Introduction

This paper is based on the author's dissertation, *Information for rural development: A multiple-case study of library and information services to the rural communities in Thailand* (Cheunwattana, 1998). Based on the widely accepted conceptualization of "information for development," the case study has examined the present status of library and information services in five selected rural communities in Thailand. The central focus of the examination has been on the level of services in relationship to the information policies, information infrastructure (resources, services, and systems), and information needs and use. Three cases represent the public library system, another represents a university library extension program's mobile service, and the last represents a combined school-community library. Four months of fieldwork allowed site visits: to examine documents, achival records, and library collections;

to conduct many individual focus group and interviews, as well as to schedule numerous observations. A qualitative cross-case analysis produced a rich array of themes and categories, which provides an understanding of each individual case and of patterns emerged across the cases. This paper will address the problems that call for changes in the provision of library and information services to rural communities. It will discuss findings from the analysis which reveal diverse service delivery patterns . And, finally, a number of recommendations are proposed to improve and promote the existing services.

Problems

A developing country in Southeast Asia, Thailand presently has a very large rural population of approximately 43 million (71% of the total population of 60 million) (Economist Intelligence Unit (EIU), 1997, p. 23). As a consequence of past development strategies, which mainly focused on general economic growth and national security, Thailand has made overall progress, but nevertheless faces serious problems. The present context is characterized by an unequal distribution of benefits from economic growth, rural-urban disparities, poverty, inadequate public services, deterioration of environment, and depletion of natural resources (e.g., EIU, 1997; Phongpaichit & Baker, 1995; Minamiguchi, 1995; Ahuja, Bidani, Ferreira, & Walton, 1997).

Although a recent report shows that the poverty rate in Thailand has been rapidly declining over the years, it has become increasingly concentrated in rural areas, particularly among agricultural workers and uneducated dwellers. Between 1975 and 1992, the proportion of the poor living in rural areas has increased from 89% to 94%, while poverty in urban areas has declined from 10% to 1% (Ahuja, Bidani, Ferreira, & Walton, 1997).

As is the case with other basic public services, access to library and information services in rural areas is quite limited. According to the statistics obtained during the fieldwork in 1997, there were 767 public libraries, 1,018 learning centers, and 35,541 village reading centers under the Department of Non-Formal Education within the Ministry of Education. Each library receives an annual budget of US$2,000-2,500. Almost 30,000 villages throughout Thailand are still left without libraries or reading centers. Under the school library system, although an average annual book budget of US$120 is allocated to every primary school, many rural schools do not have libraries. If they do, with such a meager budget and the rising prices of books, their libraries are typically poorly filled. Despite the fact that approximately 10 library extension programs from different universities have been providing additional services, the overall library services for rural Thais are still inadequate.

In spite of the universal nine-year basic education and the impressive overall literacy statistics in Thailand (93% in 1996), a survey by Thailand's Department of Community Development reports that the number of Thai illiterate children is over 800,000 (More than 800,000.., 1995). These figures result from the low quality of rural schools, high drop-out rate, slim chances for secondary education, and a relapse into illiteracy. The figures also suggest an even higher number of illiterate adults.

Statistics show a low production of printed materials. The number of books published each year is approximately 10,000 titles (Bhakdibutr, 1995; Wattananusit, 1996). There were 35 newspapers with 2,700,000 circulation; and 280 periodical titles with 1,850,000 circulation. These figures also reflect a low cumsumption of print, i.e., 46 copies of newspapers and 32 copies of periodicals per 1,000 inhabitants (UNESCO, 1997). On the other hand, the use of other media is much higher. For example, there were 320 televisions and 189 radios per 1,000 inhabitants (International Telecommunication Union, 1995; UNESCO). A recent survey on the *Role of Rural Women in Ecological System Conservation* reports that 89% of female leaders across the country received only a primary education, that 54% never received any information through newspapers, and 71% never read magazines. About 94% of these leaders received information from television, 76% from interactions with people, 73% from village radio stations, 55% from radio, and 46% from promotional materials (Chakkraponse, 1996).

These problems call for changes in the provision of library and information services. Libraries, as major providers of information, have a crucial role in the process of rural development by providing appropriate information for the majority who reside in rural areas. However, the library community in Thailand has not yet fulfilled that role.

Patterns of library service delivery

Since the study was aimed to explore the diverse service delivery patterns, five case studies were selected from the existing structures of library and information services to rural communities in Thailand: three from the public library system (which extend its services to the village level through its learning centers and village reading centers), one from the university library extension programs, and one from the school system. Selection of cases were based on the purposes of the study, geographical differences, and working hypotheses. Before the discussion of findings, the three systems are briefly introduced as follows.

The public library system is within the Department of Non-Formal Education, in the Ministry of Education. While the public library is under the District Non-Formal Education Center, it is also under the Center for the Promotion of Informal Education within the same Department Such a structure makes implementation of the policies at the local level ineffective because the library and the non-formal education center compete with each other for scarce resources.

Within the Ministry of University Affairs, the Department of Library Science of a university in the northeast provides the bookmobile service to rural children. This is one example of 10 *university library extension programs*, which currently provide more or less the same services to different rural communities.

Within *the formal school system*, under the Office of the National Primary Education Commission, this particular school has adopted the pattern of a combined school and community library. The concept of a combined library was introduced by UNESCO in 1992. Presently, there are at least five schools which follow this pattern.

From the analysis, five patterns of services delivery under three systems were found currently providing library services to the rural communities under study. Under the public library system, *rural public libraries* are located in the district town centers and function mainly to support non-formal education. *Learning centers* and *village reading centers* serve to extend services to communities at the grassroots level. While learning centers have demonstrated their potential as an effective pattern of delivering services to rural populations; village reading centers, despite their long existence, appear to be in a state of decline. All service patterns under the public library system reflect a large number of constraints in terms of organizational structure, funding, and human resources. Despite good leadership and commitment to the community of both administrators and staff, certain factors have contributed to the ineffectiveness and slow development of public library service in rural areas. These include: a low level of authority of public libaries; a lack of good planning and management; a lack of adequate budgets and of professionally trained personnel; and not enough appropriate library resources.

The *bookmobile project*, part of a university library extension program, was found to be a very successful service delivery pattern in rural areas The *combined school and community library*, within the school library system exemplifies another appropriate pattern. These two case studies, which exemplify two different but appropriate service patterns, the bookmobile and the combined library, share essential components for effective and sustainable services--i.e., adequate funding, good planning and management, good leadership, commitment to the community, availability of and access to information, provision of user education, and the diffusion of successful patterns. Two other components--adequate support from parent organizations; and recognition by administrators and staff at all levels of the importance and value of libraries and information-- were found only in the bookmobile case study.

While the study found appropriate policy directives exist, the level of success in implementing those policies seems to depend on a combination of various factors. In addition to favorable factors relating to organizational structure and resources, serious consideration of local concerns and structures contribute to successful implementation. For example, in public library cases, most policies have not been successfully implemented due to an organizational framework which deemphasizes library activities in favor of educational activities, an administrative structure which is highly bureaucratic, and a lack of resources. Nonetheless, success could be seen when policy directives are conducive to local involvement (such as mobilization of local resources, and institutional cooperation), and when the implementation of policies take into consideration local concerns and structures as exemplified by some learning centers and village reading centers.

The success of the bookmobile service and the combined library also highly rely on effective implementation of two policies: mobilization of local resources and cooperation between institutions. Despite adequate resources, services are found ineffective when there is a low level of community participation and involvement. It should also be noted that the success of these two projects have been influenced by outside intervention--university faculty members in the bookmobile project, and the royal patronage in the combined library.

The policy regarding the application of information technology has received a high priority by the current public library administration. Different types of information technology have been used to deliver education and library services (e.g, village news broadcasting stations, slides, video, television, satellite communication, and computers). However, due to the the enthusiasm and exclusive attention toward computer technology, public libraries have yet to exploit the capacity of low-cost and simple technology. Current use of microcomputers has not been carefully planned and implemented. Although library automation lends a modern look to one of the libraries under study, it is not an integrated system and lacks networking capacity. It is not part of the public library automation system, which is still being developed. Thus, this project will create problems of standardization, compatibility, as well as of system integration and networking.

The bookmobile service and the combined library are mostly book-based; however, microcomputers have been appropriately used--to manage the growing collection of children's books in the first, and to complement learning and teaching through Computer-Aided Instruction programs in the latter.

Administrators assigned to plan and supervise public libraries are usually educators and not trained in library and information science. Despite their commitment and enthusiasm, they lack a professional understanding of planning and management of library systems and services. They equate "literacy promotion" to "library promotion," and thus concentrate efforts and resources on non-formal education activities. Librarians and other library staff feel that they are not appropriately assigned to work according to their professional training. With low status, dim career prospects, and low morale, they feel overwhelmed by too many responsibilities. However, they work with a commitment to the communities and express their needs for more training programs that will help update their knowledge and skills.

On the contrary, the bookmobile service and the combined library are managed by professionally trained librarians and staff. Teacher-librarians and project workers are highly satisfied and enthusiastic with their jobs despite their low professional status and lack of career advancement.

The analysis identifies the information needs in five rural communities in such areas as agriculture, occupations, employment, land rights, citizenship, education, health, local politics, current news and events, and recreation. From the information providers' perspective, however, there are many kinds of information that rural populations are not aware of, such as health education, drug prevention, sex education, parenting information, and environmental conservation. The overall use patterns in five rural communities show that most users are literate or newly literate groups, and that children are many of the most active users.

Both public library administrators and staff realize that services and resources are still inadequate. However, use and circulation statistics as well as observations indicate low use and low demand for library services. This, according to public library service providers, is caused by the lack of information awareness and lack of good reading habits of the rural population. But, from the community perspective, low use and no use are caused by inadequate access to libraries services, unavailability of appropriate reading materials, preference of other media, particularly television, and lack of time because people are struggling for their economic survival.

Based on the findings, a number of recommendations are proposed to improve and promote the existing services. The most important ones include: the organizational restructuring of the public library system, institutional cooperation, and community empowerment.

The organizational restructuring will enable the public library system to operate independently with its own administrative structures, budgets, and staff in order to provide better services. However, if the system has to stay the same, it is necessary to have more integration of goals and roles of education and public library services to provide services that contribute to rural development, such as literacy programs and information programs for functional and recreational purposes. More appropriate books and materials should be provided for learning centers and village reading centers.

In a resource-constrained situation, institutional cooperation seems to be an effective strategy that helps the libraries expand and improve its services in a cost-effective ways. For example, the bookmobile project has cooperated with foreign agencies, and this enables the project to receive substantial funding to carry on the project for over 15 years. The project also cooperates with the formal education system to provide their services to rural students and teachers or even to extend services to remote areas.

One question raised by this study is how to maintain community enthusiasm, interest, and involvement in the library projects. Community empowerment is therefore recommended. This strategy includes: leadership training on topics such as participative planning and decision making as well as collective actions; active mobilization of community participation in library activities; and creating a support system for local initiatives and actions.

In addition to the above discussion, other useful recommendations include the reformulation of the national information policies that focus more on social needs, organizational capacity building through education and training, provision of appropriate information, application of appropriate information technology, designing innovative approaches in library and information service delivery, raising awareness of the important role of library and information services in the process of rural development, and systematic evaluation of rural library and information services.

Conclusion

Ekasadi Daengdej, the Chairman of the Library Foundation, a non-governmental organization, commented,

...If children don't read, it is because they don't have a chance to experience the joy of reading. And this often happens because they [simply] have nothing to read. How can they develop a reading habit then? (Daengdej as cited in Tansubhapol, 1997, p. 1)

Such comment also holds true for adults. Libraries are expected to provide the best resources and services in any circumstances. If people lack the habit of reading, it is our responsibility to develop, maintain and promote it through our services. The value of information will be appreciated if libraries can make people understand what they can do with information. As such, only striving to provide services may not be enough, librarians need to feel inspired and to put imagination to work so as to reach further. And this certainly involves a shift in attitudes toward a people-oriented spirit.

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For those who wish to contact the author, please write to

Aree Cheunwattana,
The Department of Library Science,
Faculty of Humanities, Srinakharinwirot University,
Sukhumvit 23, Bangkok 10110, Thailand.

E-mail: areech@psm.swu.ac.th

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Standards for bibliographic control in Thailand

Siriporn Chiruppapa
Library Information Centre
National Library of Thailand
Bangkok, Thailand

Abstract

Bibliographic control must be going on in parallel with bibliographic standards as the unification of format among libraries incorporated. National Library as national agency of the country plays a great role in modification, formulation and initiation of many standards by its own capability and in collaboration with other networking libraries. This paper is intended to brief those standards initiated by the National Library and some others such as standardized forms for headings, standard bibliographic description, standardized subject headings, standard for classification schemes, standardized format, software application, International Standard Book number, International Standard Serial number and Cataloguing-in-publication etc. It is asserted that bibliographic control and bibliographic standards are there-here in Thailand with active initiation and practice.

Paper

Introduction

The concept of a "standard" in the field of library and information science is interpreted as codes of cataloguing rules, classification schemes and various other documents contained recommendations for good library practice, all of which are subject to varying interpretation. Otherwise for another professionals, standards are extremely precise technical specifications for communication between software and machines in an automated information processing environment.

In Thailand, the libraries and information centers have fully realized the importance of bibliographic standards. National Library and University Libraries have played the role in bringing all libraries together to use the bibliographic standards in accordance with Thai scripts. However, they have been applied and followed the international standards.

To the field of bibliographic standards, there belong not only the rules but also authority files based on them : personal names, corporate names, subject headings, classification schemes, software and standardization form and format etc.

Standardized Forms for Headings

Name of persons, corporate names are the principal authority control. They have been revised and updated in order to suit the need of major bibliograhic databases.

National authority control in Thailand began strengthening by the growth of shared cataloguing and catalogue data bases distribution services.

The National Library of Thailand accepts the responsibility for establishing the authoritative form of authors' name and authoritative lists of the authors both personal and corporate.

In 1994, National Library as the THAI NATIS Secretariate established a Sub-Committee for Coordination of National Standards for Bibliographic Control under the Thai National Information Systems (THAI NATIS).

The Committee had considered the Rules of Entry Name of Persons as follows :

1. Name of persons :- general names, name of the Kings and Queens, Royal Family, Nobility, names of army ranks, and name of monks.
2. Rules for the transliteration of Thai names into Roman characters in accordance with the rules of *Romanization Guide for Thai Script of the Royal Institute (1968) and Notification of the Royal Institute Concerning the Transcription of Thai Characters into Roman (1954).*
3. Rules for the transcription of foreign names into Thai characters in accordance with the *Rules of Transcription of various Langnages of the Royal Institute*, it includes 10 Languages : English, French, German, Italian, Spanish, Russian, Japanese, Arabic, Malay and Hindi language.

These standards have been used in most of the libraries and is supposed to be launched in the form of book in the end of the year 1999.

The Rules of Information and Documentation Transliteration of Thai of the Royal Institute has been already submitted to Technical Committee ISO/TC 46/SC 2, to be approved as the International Standard ISO 11940-1 in June, 1998.

Furthermore, the Working Group on Cataloguing and Classification under the Sub-Committee of Academic Library Development has been working for created and expanded corporate names.

The National Library has been working for created and expanded uniform titles concern the Tripitaka and Thai literature.

Standard Bibliographic Description

The library catalog is a bibliographic control device providing a record of materials. *Anglo-American Cataloguing Rules, 2nd edition* (AACR II) is modified as a guide to cataloguing different kinds of materials, i.e, books, pamphlets, printed sheets, cartographic materials, manuscripts, music, sound recordings, motion pictures, videorecordings, graphic materials, computer files, three-dimensional artifacts, microforms and serials.

National Library, leading government and private university libraries and major special libraries maintain the AACR II as the basis of their works up to now, along with Thai scripts. Some of the rules offer flexible modification to their need. Most of libraries have translated AACR II into Thai language, and also the lecturers in the Faculty of Library and Information Sciences of the Universities have been translated AACR II into Thai as their manuals and as the texts for the students.

ISBD covers only description, not headings which gives an access to the collections. Some libraries use ISBD.

As the National Library has a large collections of manuscripts in Thailand, the standard format of registration for ancient scripts and languages is to be treated with special modification and formulated rules for making lists, catalog and index cards.

The standard format consists of the following items :

- Uniform title
- author.
- title.
- phuk (volume number), letter, language trace of writing, pages, line-number, ages, length, width, thick, donor and the history of manuscripts.

This standard is adopted by the monastic libraries throughout the country.

Standardized Subject Headings

Access to documents is not only meant to provide formal bibliographic description but also to utilized that for subject access. Having a standard system have been highly appreciated and recognized in both monolingual and multilingual bibliographic control.

The library of Congress Subject Headings is being used by the National Library and university libraries. Some libraries which consider LCSH unsuitable or impractical may use standard lists like Medical Subject Headings, Sear List Subject Headings and other thesauri.

Working Group on Cataloging and Classification of the Sub-Committee of Academic Library Development has worked out for the creation of *Subject Headings for Thai Books*, and consequently 1st edition was published in 1985, 2nd edition was published in 1989 and the 3rd edition was published in 1995. This manual is popularly used in academic libraries and several libraries throughout the country.

"Thai Medical Subject Headings" was published in 1982 by the Central Library, Mahidol University. This manual was translated from the *Medical Subject Headings* (MeSH) of the National Library of Medicine, U.S.A, providing Thai Subject Headings and English equivalent terms. The 2nd edition was published in 1990.

Geographical names which concern all of the capitals and countries in the world, 76 provinces as well as all districts in Thailand, the manual of *The Royal Institute* has been generally applied.

There are more than 30 Committee were established by the Royal Institute of which

Sub-Committee are responsible for the creation of dictionaries and terminologies in specific fields. So these terms could be selected for the subject headings, or sometime the subject specialists would be consulted.

Most libraries and information centres have also created and expanded their own subjects headings lists for their use. Special libraries prefer to use thesauri which might be more suitable for their special collections.

The National Library is preparing Islamic Subject Headings, for which specialists in Islamism have been consulted. After completion, this work will be launched in the end of August, 1999.

Standard for Classification Schemes

Though Library of Congress Classification Scheme (LC) and Dewey Decimal Classification Scheme (DDC) are widely used in Thai libraries, yet both of them provide not sufficient notations for local subjects such as Buddhism, Islamism, geogaphy, history, language, literature, culture and folklore. So modification of both schemes to suit local variation is to be formulated.

The followings are examples :

University libraries rendered LC classification scheme into Thai vertion, while Library and Information Centre, National Institute of Development Administration (NIDA) added more classification numbers to social science and Thailandia.

National Library created and expanded DDC scheme for every aspects of Thailandia including Thai Buddhism and Hinduism.

Besides, the National Library created and published the manuals which concern the part of classification as follows :

- Classification of Book on Buddhism.
- Thai Author table of the National Library of Thailand, 4th ed. is published in 1999.

This manual is popularly practiced by other libraries in the country. Furthermore, Sukhothai Thammathirat Open University has formulated the rules for classification of educational media for instruction, which are of a large collections of texts and audiovisual materials in this University.

National Library of Medicine Classification has been created and used for their own library and other medical libraries in the country.

Standardized Format

Many Standardized Formats have been developed for encoding data in machine-readable form. Those standards are such like MARC (Machine Readable Cataloguing) formats having played an overwhelming contribution in library automation and data exchange.

US MARC Format for Bibliographic Data is designed to be a carrier for bibliographic information about printed and manuscript textual materials, serials, computer files, maps, music, visual materials, and mixed materials.

US MARC services are widespread and the format has been used by such efficient, big producers as the National Library, university libraries, Informational Technology Department, Bank of Thailand and other major special libraries as a basis for their bibliographic services.

ISO 3297 concerns Documentation - International Standard Serial Numbering (ISSN) used in ISSN procedure. The ISSN is applicable to the entire population of serials, wheter past, present or to be published in the foreseeable future. The purpose of this International Standard is to define and promote the use of a standard code (ISSN) for the unique identification of serial publications.

Software application in libraries and information centers.

Libraries and information centers in Thailand have introduced automated computer system since twenty years ago. At earlier, most of them used Micro CDS/ISIS with some of them developed their own application software using data base management software i.e. dBASE. At present, most libraries have acquired library management software package such as DYNIX, HORIZON, INNOPAC, VTLS, etc. The National Library of Thailand has adopted DYNIX, which was the first enable Thai characters capabilities of library management software package. As of July 1999, there are 12 DYNIX, 7 HORIZON, 15 INNOPAC, 6 VTLS installation in Thailand. At the meanwhile, university libraries have also adopted INNOPAC. There are about 400 libraries and information centers using various versions and platforms of CDS/ISIS such as Micro CDS/ISIS, WINISIS and WEBSIS, etc.

The National Library of Thailand also use Micro CDS/ISIS and associated program, developed by ISSN International Center in Paris, called OSIRIS to manage Southeast Asia Regional ISSN database. Besides, the Clearing House for PGI documents and publications in Asia and the Pacific Oceania area has been created PGI documents and publications database by using CDS/ISIS since 1988. Detailed bibliographic information, abstracts and descriptors (using Unesco Thesaurus - A structured list of descriptors for indexing and retrieving literature in the field of education, science, social science, culture and communication) are given for each entry in this database.

As the National Library is reponsible for assigning ISBN for books published in Thailand since 1977, detailed bibliographic information of books assigned ISBN have been recorded and input into computer since 1989 (B.E. 2532). CDS/ISIS has been used to process monthly list of New Books assigned ISBN or the forthcoming books on ACER PC. The list has been distributed as acquisitions guide throughout the country.

Another library to be mentioned here is the library, Faculty of Medicine Chulalongkorn University Library that succeeds in using Micro CDS/ISIS to manage library databases. Centre of Academic Resources, Chulalongkorn University is the representative of Unesco to distribute the CDS/ISIS to the users.

National Library and Bibliographic Control

Bibliographic control is a means both to acquire and to locate bibliographic materials for libraries, especially national library of any country with the purposes of their collection and for national, regional and international cooperations. To this regard National Library of Thailand has incorporate the following projects :

1. International Standard Book Number (ISBN)

Since 1977, the National Lirary of Thailand has been responsible for assigning ISBN to books published in Thailand. Detailed bibliographic information on books assigned their ISBN have been recorded and computerized since 1989. The software program CDS/ISIS has been used to process the Monthly List of new books assigned their ISBN. The Monthly List has been distributed as acquisition guide for libraries throughout the country.

2. International Standard Serial Number (ISSN)

The International Serials Data System Regional Centre for Southeast Asia (ISDS-SEA) was established in 1976. It is a cooperative project for the creation and maintenance of the regional data base containing essential information for the identification of serials of the participating countries, i.e. Indonesia, Malaysia, the Philippines, Singapore and Thailand. It works in collaboration with the ISDS International Centre in Paris and other centres worldwide. The National Library of Thailand acts as the ISDS-SEA Regional Centre and National Centre for Thailand, and also controls and assigns the International Standard Serial Number (ISSN) for serials published in Thailand. It also issues the ISSN-SEA Bulletin.

3. Cataloguing in Publication (CIP)

The cataloguing-in-publication service has been provided for publishers to the coming printed materials. The number of materials required for pre-publication cataloguing by publishers are increased year by year.

Bibliographic Networks

The standards of bibliographic control as mentioned above have been agreed upon by various bibliographic networks as the followings :

National Library

There are 3 libraries in Bangkok and 17 branches in the Provinces having adopted the same bibliographic standards.

THAI NATIS

The National Library was assigned to act as THAI NATIS Secretariat. THAI NATIS network includes 6 information centers : Agriculture, Economics, Humanities, Medical Science, Science and Technology and Social Science.

Public Libraries

Public libraries in Thailand belong to the Non-Formal Education Department, under the Ministry of Education, with exception of public libraries in Bangkok which are operated by the Bangkok Metropolitan Administration.

At present, there are 12 Bangkok Metropolitan Administration public libraries.

Public libraries organized by Department of Non-Formal Education are as follows :

Provincial Public Libraries are situated in the Amphoe Muang (central district) of each province. There are 76 provincial public libraries.

67 District Public Libraries are being constructed to mark the 36th birthday of Princess Mahachakri Sirindhon who has been taking active part in rural development.

Academic Libraries

Provincial University Library Network (PULINET) has been established in 1986, comprising of 18 academic libraries

Thai Academic Library Network (THAILINET(M)

THAILINET (M) is a project for the development of national university library network in Bangkok Metropolitan. THAILINET (M) comprises of 12 academic libraries.

Library cooperations under the Ministry of Education

The libraries of Rajabhat Institutes have created a computer networks to serve 36 major Teacher's Colleges throughout the country.

The libraries of Rajamangala Institutes of Technology have created a computer networks to serve 35 major Technology's Colleges throughout the country.

Library cooperations between private institutions

Cooperation among libraries of private institutions started in 1985 as the Libraries of Private Academic Institutions Group, formerly known as the Association of Private Academic Institution of Thailand and then was changed the name into the "Sub-committee for the Development of Private Academic Institution Libraries". At present, the Sub-committee comprises of directors and head librarians from 26 private institutions.

Conclusion

In the age of globalization, information technology plays a great role in communication. Library as one means of communication between thaught-embodied materials and users ; and between or among various libraries to incorporate their cooperation both for collection and service, bibliographic control and standards have to be emphasized. Without bibliographic standards a library or information centre is nothing but a closed stack room. It is obviously that every country tries to initiate and take part in bibliographic control and standard.

Taking Thailand into consideration, many big libraries or a group of them have launched many projects to adopt, modify and formulate bibliographic standards for practice. National Library of Thailand plays a great role in this regard. Many projects and programmes have been initiated and worked out for more practicable standardized formats as outlined above. However, to carry on the task with efficiency, cooperation among libraries at national, regional and international levels is highly appraised.

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Global information infrastructure and the question of African content

Justin Chisenga
Department of Information and Communication Studies
University of Namibia

Abstract

The paper looks at the question of African information and cultural content on the global information infrastructure (GII) and indicates how the continent can make a meaningful contribution to the development of African local content on GII. It presents a general picture regarding the development and access to the Internet on the continent and indicates that the basic infrastructure for Africa to contribute to the development of global information exists on the continent. It further examines the various ways and methods through which information with a strong African cultural content can be made available on the global information infrastructure. Major problems and constraints hindering the development and use of the Internet on the continent are highlighted, and activities that are required to be implemented in order to ensure that a meaningful contribution to the global information content is done in Africa are discussed. The paper concludes by indicating that unless conscious steps are taken to contribute to global information, millions of people on the African continent will never access information with their own content and, even in the electronic age, will forever remain consumers of electronic information and cultural products produced outside the continent.

Paper

We have the opportunity to add our unique touch to the new Net culture
(Khaldoon Tabaza, *Star*, Jordan; January 16, 1997)*

GLOBAL INFORMATION INFRASTRUCTURE

The world is slowly witnessing the development of the global information infrastructure (GII), *a seamless web of communication networks, computers, databases and consumer electronics that will put vast amounts of information at user's finger tips* (United States. Information Infrastructure Task Force 1994). Through the global information infrastructure, users around the world will be able to access libraries, databases, educational institutions, hospitals, government departments, and private organisations located anywhere in the world. The Internet, a global network of computers and networks is being seen as the front runner to GII, and is providing an opportunity and infrastructure for publishing and distributing all types of information in various formats in the shortest possible time and at the lowest cost. With millions of people around the world accessing the Internet and still a large number trying to do so, providing information content on the Internet has become a major business, economic, cultural and even political activity. Both large and small business institutions are marketing their products through the Internet. Cultural institutions such as music and film industries, national libraries, archives and museums are also establishing their presence on the Net. Political parties and governments around the world are also using the Internet to communicate their policies, programmes and ideologies.

The Question of Content

In spite of the wide spread of the Internet infrastructure and its use, it is generally felt that there is a dominance of the English language and the content that targets the needs of users in the United States and United Kingdom. As a result of this dominance a number of governments around the world are calling upon their citizens to produced local content in their languages and publish on the Internet, thus making a contribution to the development of local content on the global information infrastructure.

Calls, although not so loud, for publishing local content on the Internet are also being heard on the African continent. The number of African Internet Web sites is growing and almost all countries have local or internationally hosted Web servers (Jensen 1998). Although this is the case, the degree of comprehensiveness of the local content on these Web servers vary greatly. Generally, there are very few well established local content developers on the continent. In addition, most governments have no deliberate or conscious policies to enhance the African content on the Internet. Recently, the United Nations Economic Commission for Africa (UNECA) indicated that surveys have shown that Africa generates only 0.4% of global content, and if South Africa's contribution is excluded, the figure is a mere 0.02% (UNECA 1999. This sad situation should be a matter of major concern to the people of Africa, and especially information professionals on the continent.

AFRICA - ACCESS TO GLOBAL INFORMATION

Establishment of full Internet access on the continent has moved at a very fast rate since 1995. Mike Jensen (1998) painted the following situation regarding Internet development in Africa as at the end of 1998:

- only three countries (Eritrea, Somalia and Libya) had no local Internet access;
- there were almost 400 Internet Service Providers (ISPs) on the continent of which around 100 were located in the Republic South Africa;
- the total number of computers connected to the Internet, excluding South Africa, was almost 10000, as opposed to around 290 in 1995;
- although generally Internet access is concentrated in capital cities, the number of countries setting up Points of Presence (POPs) in some other major towns is growing. Angola, Benin, Botswana, Egypt, Ghana, Kenya, Morocco, Namibia, Tanzania, Tunisia, Zambia and Zimbabwe had established POPs outside the capital cities, while South Africa had about 70 POP locations around the country;
- use of 128kps links had become increasingly common and some countries had established 256kps;

- around 1,000,000 Internet users, of which about 850,000 - 900,000 are located in South Africa;
- French speaking countries had a far higher profile on the Web and greater institutional connectivity than Anglophone and Lusophone countries, due to the assistance provided by institutions such as the Canadian and French governments which are concerned with the dominance of English on the Internet.

Who has Access to the Internet?

In general, academic and research institutions appear to be in the forefront in establishing and using the Internet. Universities in many countries are providing Internet access to their faculties and research staff members while some have even started providing facilities to students. The industrial and commercial sectors are also using the Internet and setting up Web sites. Electronic banking and commerce through the Internet is also slowly becoming a reality on the continent with banking institutions in South Africa leading the way. Governments, although some of them initially appeared to have been opposed to the free flow of information on the Internet, have also started establishing their presence on the Web. A large number of international and non-governmental organisations operating in Africa have Internet access. Internet access from homes is also slowly taking shape.

Taking the above situation into account, although the number of people accessing the Internet is generally low compared to the total population of the continent, it can be said that the basic infrastructure and environment to contribute to global information and culture exist on the Africa continent.

CONTRIBUTING TO GLOBAL INFORMATION

The Internet presents a rare opportunity to the people and institutions in Africa to contribute to the development of the content of the global information infrastructure. The benefits of contributing to global information are many and include the following which were identified by the United Nations Economic Commission for Africa - UNECA (1996, 40). It will:

- make African people producers of indigenous information and knowledge and not simply passive consumers of imported information;
- [enable Africa] export information and knowledge and to participate pro-actively in the development of the global information infrastructure;
- provide African researchers and scientists with access to information on Africa generated from within the continent;
- enable African researchers and scientists to collaborate on equal footing with their peers around the world irrespective of distance;
- promote African cultural heritage, including the modern cultural sector of its rich and growing film and music industries

Contributing to the information and cultural content of the global information can be done in many ways, and the following are some of the ways through which this could be achieved. Some of these activities or projects are already being implemented consciously or unconsciously, although generally on a very small and sometimes uncoordinated scale:

- Local information content on Web sites
- Creating Subject Based Information Gateways
- Creating electronic databases
- Digitalisation of documents and artefacts
- Indigenous language orientation

Local Information Content on Web Sites

Access to the Internet on the content is slowly being followed with the setting up of Web sites and this is being done by academic and research institutions, libraries, museums, archives, national governments, financial institutions, international organisations, non-governmental organisations (NGOs), large and small business institutions, news agencies and media organisations, and even individuals. The best strategy for contributing to global information is for all these institutions and individuals to make a deliberate decision and provide a large amount of information with local content on their Web sites.

Libraries, Museums and Archives

Libraries, archives and museums are basically information and cultural institutions. They acquire, process, store and disseminate information in various formats. Some of the information being processed is unique in content and of very high cultural value, and in some cases, very limited in distribution. For example, most university and research libraries in Africa have for years collected copies of research reports, papers thesis and dissertations produced by students and members of staff. Most copies of these documents can only be found in these institutions. Archives in Africa have over the years collected unique current and historical records, while museums have in their collections rare art-facts and many other objects of great cultural value. If these collections could be made available in electronic format and accessed over the global information infrastructure, it will go a long way in contributing to the development and growth of Africa's information and cultural content on the Internet.

Unfortunately, most Web sites of these institutions do not contain much in terms of original local information, except for the brochure type of information (Chisenga 1998). In contrast, there is quite a lot of links to full-text information resources produced and stored on Web servers located in other countries outside Africa. It very easy for people from Africa to access information materials from the Library of Congress and other major libraries around the world than materials in a local university or national library, through the Web sites of libraries, archives and museums based in Africa.

Non-Governmental Organisations

Both local and international non-governmental organisations operating in Africa produce quite a lot of information materials with a large local content for public consumption. These organisations conduct research and work on projects whose end result is basically information. In addition, most of these NGOs have the capacity to establish Internet connection and set up local Web servers on which they could publish their information products.

Universities and Research Institutions

Africa has a large number of universities and specialised research institutions like the Institute for Southern Africa Studies (ISAS) of the National University of Lesotho; Institute of Ethiopian Studies (Ethiopia), Kenya Medical Research Institute, Institut Fondamental d'Afrique Cheikh Anta Diop (Senegal), Human Science Research Council (South Africa), Tanzania Commission for Science and Technology, National Council for Scientific Research (Zambia), Nigerian Institute of Social and Economic Research and many more. Members of staff of these institutions conduct research and participate in many projects within their communities, countries or regions, and therefore these institutions have the capacity to produce and publish information with a large African content on the Internet.

African universities and many other research oriented institutions should encourage their academic and research staff to publish their works on the Internet. In addition, they should also publish on their local Web server much of what they are currently producing i.e. annual reports, technical papers, consultancies reports, feasibility study reports, research reports from their specialised research units.

African Governments

African governments have already started setting up Internet Web sites and they should also take into consideration the question of providing adequate local content on their sites. Not only should they provide information targeting potential foreign investors, but also provided information for the consumption of the few Internet users in their countries. The U.S White House Web Site is a source of huge amount of information. Audio and video files, speeches and briefings by the Presidents, policy papers, etc. There is nothing preventing African governments from providing the same level of information services on their Web sites.

News and Media Agencies

Most news agencies in developing countries were established to counter the work of the major international news agencies and media such as the Agence France Presse (AFP), Reuters, Associated Press (AP) and United Press International (UPI), with the aim of trying to balance the flow of news and the seemingly negative reporting by the international media. National television and radio networks are established to serve the local populations. These institutions have put in place the infrastructure to collect news and information from around the country and disseminate such information to both local and international audiences. Using the Internet infrastructure, they can reach millions of people around the world and thus afford the people around the world a rare opportunity to access a wide variety of original and first hand news stories from the African continent.

Therefore, efforts being made by the South Africa Broadcasting Corporation (SABC), the Media Institute of Southern Africa (MISA), Pan African News Agency (PANA), Africa Online and a host of local newspaper publishers to distribute their news stories through the Internet must be commended. These institutions have set up Web sites on which news stories coming from Africa can be found. Online newspapers from Africa are providing an opportunity to a large number of Africans living abroad and other people interested in news from Africa to be up-to-date with events on the continent.

Individuals

Web sites being created by individuals in Africa are also slowly coming up. These sites could also be used as a means of providing information with local content. For example, Africa artists could exhibit some of their works over the Internet; great African musicians like Luck Dube (South Africa), Yousour N'dour (Senegal), Salif Keita (Mali), Baba Maal (Senegal), Khalid (Algeria), Astere Aweke (Ethiopia), Kofi Olomide (Democratic Republic of Congo), Angelique Kidjo (Benin), Papa Wemba (Democratic Republic of Congo), and many more could provide access to their Web sites where their fans could get information about their music, lyrics, and even sample audio files of their music; lecturers and researchers could provide their works on their home pages; and even Sangomas or traditional healers could also market some of their products on the Web sites.

Subject-Based Information Gateways

Subject-based information gateways (SBIGs) or virtual libraries, have emerged as one form of organising Internet information resources and ensuring that researchers, teaching staff and other serious Internet users have access to information which has gone through some form of quality control. Information gateways have been set up in a number of disciplines and the following are just, but a few of the gateways available on the Internet:

Social Sciences Information Gateway (SOSIG)
    http://www.sosig.ac.uk
Engineering Electronic Library (EELS)
    http://www.lub.lu.se/eel/
Dutch Electronic Subject Services (DutchEES)
    http://www.konbib.nl/dutchess
INFOMINE World Wide Web virtual library

http://lib-www.ucr.edu
Edinburgh Engineering Virtual Library (EELV)
http://www.eevl.ac.uk

Information professionals in Africa should consider setting up subject-based information gateways of information resources produced on the continent. These could be in subject areas such as human rights, rural development, governance and democracy, agriculture and the environment, education, etc. Contributions to these gateways could be done by information professionals on the continent located in different countries. Establishing African based and managed information gateways could be one way of marketing the information produced on the continent to the rest of the world.

Electronic Bibliographic Databases

Most libraries and documentation centres in Africa have established local electronic databases. Many of them are using UNESCO's CDS/ISIS software and most of the databases created are bibliographic records of materials termed as 'special collections'. These are materials that relate to the their countries' or parent institutions' available in the collection. If these databases are made accessible and searchable over the Internet, it will go along way in identifying and knowing what information materials are available on the continent and where they are located.

For most CDS/ISIS users who have access to the Internet, a number of Web-based Interface programs for accessing CDS/ISIS based databases are have been developed and made available from the ISIS Users Forum Web sites at: http://www.bib.wau.nl/isis/. These can be down loaded from the site and implemented on the local machines. Unfortunately, Africa with quite a large number of CDS/ISIS users, only the National Archives of Namibia has its CDS/ISIS based databases accessible over the Internet at http://witbooi.natarch.mec.gov.na. Efforts to train information professions in publishing CDS/ISIS databases on the Web are slowly emerging and in June 1999 UNECA organised training workshop in Addis Ababa, Ethiopia, for a number of information professionals from around Africa at which skills in publishing CDS/ISIS databases on the Web were taught. It is hoped that participants at the UNECA workshop will soon be publishing their databases on the Web.

Digitalisation of Documents, Artefacts, etc.

Digitalisation of existing documents, manuscripts, artefacts, and making them accessible over the information superhighway is one major way of contribution to the cultural content of global information. Throughout the world, major digitalisation projects are being implemented. National libraries, museums and archives, with the support of national governments and sometimes private institutions, are spending millions of dollars on creating digital archives. Digitalisation of unique national libraries, museum and archival collections and materials will make these institutions become accessible to all parts of the world.

Unfortunately, efforts towards digitalisation of information materials on the continent are either non-existent or very negligent. Lack of funds, appropriate equipment and skills could be the major hindering factors to digitalisation of documents on the continent.

Indigenous Language Orientation

Africa is a continent of thousands of indigenous languages. While all foreign languages such as English, Portuguese and French, spoken on the continent, have institutions and governments fighting to ensure that they are well represented on the Internet, there seem to be no effort in advancing African indigenous languages on the Internet. Arguably, in terms of cost effectiveness, it may not be feasible to create Internet contents in all of the African languages. However, established African languages like Kiswahili (spoken in the East Africa) and Amharic (Ethiopia), spoken by millions of people, should have a presence on the information superhighway. Governments that have indigenous national languages (i.e. Sesotho in Lesotho, Setwana in Botswana) should also ensure that materials being produced in those languages also find way on the Internet. This is the only way African Internet users will find materials in their languages in cyberspace.

PROBLEMS AND CONSTRAINTS

While discussing the methods and strategies through which Africa can contribute to global information, it is important to take note and acknowledge the various problems and constraints to electronic information sharing and networking still facing the continent. Above all, Africa's capacity to contribute to global information will largely depend on how well these problems are solved. Jensen (1997, 13-15, 41) discussed in detail the following constraints:

- low level of computerisation in most countries
- scarcity of computers
- lack of proper guidelines on the use of computer facilities
- limited training and lack of skilled manpower
- lack of mechanisms to improve collaboration in areas of electronic networking
- vandalism of network infrastructure (i.e copper telephone lines)
- high import duties on computer and communication equipment
- high price of Internet services in some countries
- lack of Internet bandwidth

It should be noted that the degree of the severity of the above problems differ from country to country. However, if the continent is to contribute effectively to global information, the above problems have to be attended to and a number of strategies and initiatives have to be adopted by both governments and information professionals. The political will of African leaders to establish a viable global information infrastructure on the continent is required and is already taking shape with the adoption of the African Information Society Initiative (AISI) document in May 1996 (UNECA 1996).

WHAT SHOULD BE DONE?

An enabling environment must be established across the continent, and the implementation of the following is considered to be very vital:

- African Information Society Initiative
- National Web servers
- Training of library and information professionals
- Training of technical experts
- Conscious government policies and efforts to contribute to global information
- Effective copyright laws and regulations

Africa Information Society Initiative

African governments and leaders have recognised the role information and communication technologies (ICT), if properly harnessed, can play in the development of the continent. They have also realised the various opportunities presented by ICTs in overcoming the priority challenges which hinder the continent's development in the following areas: job creation, health, education and research, culture, trade and commerce, tourism, food security, gender and development, man-made crises and natural disasters. As a result of this realisation and conviction, in 1996 they adopted the African Information Society Initiative (AISI) document prepared by the United Nations Economic Commission for Africa (UNECA) in which they agreed to establish an African Information Society. Among the recommendations made, the Initiative calls upon national governments to implement the following three which are very relevant to the subject of this paper (UNECA 1996):

- develop and use software and data that addresses the variety of languages used in African countries and oral traditions;
- encourage the development of value added information services including electronic publishing and networking facilities;
- support initiatives which build local content.

Implementation of the recommendations of the AISI document is the surest way through which the continent can contribute to global information.

Training of Library and Information Professionals

Library and information professionals on the continent are in a well placed position to make a strong contribution to the development of the global information infrastructure, by ensuring that much of what already exist in print format finds it way on the information superhighway. However, there seem to be a general lack of adequate skills that would enable them work in electronic information environments. Skills in the following subject areas are required:

- web page design, hypertext markup language (HTML) and the emerging extensible markup language (XML)
- use of electronic networks
- use of metadata
- evaluation of Web-based information sources
- setting up and maintaining subject-based information gateways
- management of electronic documents and collections
- digitalisation of documents

Skills in the above areas are very important if information professionals in Africa are to make a major contribution to global information.

Training of Technical Experts

There are very few technical experts to install and maintain electronic networks and computer equipment on the continent, and generally they are overloaded with work and cannot meet the needs and demands of Internet users. Therefore, dependency on foreign experts from outside the continent is still high and this is in spite of the many years of political independence most African countries have enjoyed. A deliberate policy should be adopted to ensure that establishment of electronic networks goes hand in hand with the training of people to manage and maintain the networks.

The Internet Society (ISOC) is contributing a lot to Africa in the development of technical expertise. Since 1993, ISOC has been organising training workshops for participants from developing countries at which a large number of individuals from Africa have attended. Training has been in host-based internetworking technology, backbone internetworking technology, network navigation services and national network management. Some of the exiting Internet Web servers and Web sites on the continent have been set up by people who have gone through ISOC's workshops. However, local initiatives are required from within Africa to train the required manpower.

Deliberate Government Policies

Governments and information professionals on the continent should adopt deliberate policies aimed at creating local content. Just as there are national libraries, archives and museums, African governments should also encourage and support the setting up of national Web servers at which local information could be published. They should provide support and funds for the digitalization of some of the materials in national libraries, archives and museums.

Copyright Laws and Regulations

The question of intellectual property in the digital information environment should also be addressed on the continent. Electronic publishing and production of various works of art and culture can only be very successful if content producers are assured that their works, even in cyberspace, will be protected by appropriate and effective copyright laws. Unfortunately, the situation regarding protection of intellectual property on the continent is not that good. The major reason is that in some countries, copyright laws are old and out of date and do not protect works produced in electronic formats. In other countries, laws protect only materials produced by certain sectors of the industry i.e. music or published books; and in others, the laws are almost non-existent. It should also be noted that some countries on the continent have not endorsed the many international copyright and intellectual property conventions.

In order to encourage the production of electronic information on the continent, African governments should enact and enforce appropriate copyright laws. Information professionals must take an active part in the establishment of effective copyright laws and also ensure that the new laws are not too restrictive.

CONCLUSION

The global information infrastructure is a global phenomenon with no borders. There are no restrictions on how much should be contributed to its growth in terms of the information content. Therefore, the onus is upon both African political leaders and information professionals to make a valuable contribution to the growth of the global information infrastructure. Political leaders should create a conducive environment by providing the required information communication technology infrastructure, while information professionals should use their information processing and management skills to ensure that information with a large African content is made available on the global information infrastructure.

For years, Africa has been a major market and consumer of information and cultural products from developed countries. Unless, deliberate steps are taken to contribute to global information, the continent's millions of inhabitants will never access their own content, and will forever, even in the electronic age, remain consumers of electronic information and cultural products produced from outside the continent. Fortunate enough, it is not too late. Africa still has the opportunity to add its unique touch to the new Net culture.

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To create an atmosphere of « Books for the readers, Readers among the books » On the new building of the Zhejiang Provincial Library

Cheng Xiaolan
&
Lin Zuzao
Zhejiang Provincial Library
Hangzhou, China

Abstract

This paper introduces the situation about Zheijiang Provincial Library as a large comprehensive Public Library at the provincial level, especially the features of the new building opening to the public since the end of 1998, and also describes the advantages of computer integrated system to serve the readers.

Paper

Zhejiang Provincial Library is located in the city of Hangzhou, a paradise on earth city and the capital of Zhejiang Province. Due to its long history, rich collection, modern equipment and beautiful environment Zhejiang Provincial Library is an ideal place for obtaining knowledge and information. The mission of this library is to serve the readers, and the whole society, and to play an important role in China's modernization.

The Zhejiang Provincial Library was founded in 1900. It was not a private property as other libraries at that time, but was established by the Hangzhou city government to serve the public. In 1903, the Bibliotheca Major of Hangzhou was extended as Bibliotheca Major of Zhejiang merged with the Zhejiang Official Book Bureau (a provincial publishing house) and was renamed as Zhejiang Provincial Library. It was the first library established at provincial level in China. Now, this library has one main library and three branch libraries. The present new main library is located at Shuguang Road, Hangzhou city and was opened to public by the end of 1998. The Daxue Road Branch Library in Hangzhou was opened in 1931 and is for the Zhejiang Provincial local material collections now. The Gushang Road Branch Library was established in 1912 at Gushang Island in West Lake in Hangzhou, and is for rare books and ancient materials now. The Jiaye Branch Library was built in 1924, which is located in Nanxun Township (about 120 km northwest from Hangzhou), is for rare books and woodprinting blocks (about 130.000 pieces).

At the present, the Zhejiang Provincial Library has a total collection of about 4 million volumes of books, including 835.000 volumes of ancient books and more than 300.000 volumes of foreign language books. The most valuable collection of the library is the Complete set of the Si Ku Quan Shu (about 36.000 volumes of rare books), which was compiled during the reign of Qianlong Emperor (1736-1794 AD) in Qing Dynasty (1644-1911 AD).

The Floor planning and the Structure of the new library

The new central library building is situated on the south of Shuguang Road. It is close to the beautiful West Lake and is surrounded by the districts of the government administration, education, culture, sports, scientific research, historical site and beautiful scenic spot in the city of Hangzhou. To follow the regulations of Hangzhou's Urban Planning Bureau, and to match this area's scenic view, the library has the structure of a sunken courtyard, presenting a multilevel space formed by the underground area, ground area and the slope of Baoshi Hill which rises as the back ground of the building. The whole building is in perfect harmony with its all sides surrounding environment.

The new building of the Zhejiang Provincial Library covers an area of 4.19 hectares with a total floor space of about 33.000 square meters. It countains many reading areas with altogether 1.670 seats, a 700 square meters exhibition hall, and a 516-seats lecture hall. The future collection of the library is estimated to reach 4.5 millions volumes of books.

The floor planning of this new building is three rectangles forming a triangle. The east and southeast part is for the reading area. The west part includes the lecture hall, exhibition hall, multimedia service and academic information exchanges areas. The south part holds closed stacks, technical service and administration area, and the central part is for the entrance hall, catalogue, on-line searching and circulation areas. Most of the building is of 2-3 floors and part of it has 4 floors. The building increases its height gradually from the north to the south, following the the ascent of the Baoshi Hill.

The foundation of the building uses reinforced concrete and the original natural stone base. The design of the whole building structure adopts the so-called « three-unity » module, that is same level of floor, same distance between columns and the same floor loading. The construction of the new library building also follows the principles of utility, flexibility, efficiency, economy, safety and artistic view and the whole building also leaves space for the future development of the library.

The overall arrangements of the various departments of the library such as reference, electronic publication reading area, open stacks for reading and circulation, closed stacks, catalogue, multimedia service, microfilms, academic exchanges and administration is in accordance with the function of the different departments. The distribution of these departments in the library building also considers the flexibility and compensation of their respective functions.

As a modern, comprehensive and large-scale public institute, the Zhejiang Provincial Library provides its users with a comfortable environment that combines science, knowledge and arts and services, which that meet the requirement of the crossing new century. The library building is bright and well ventilated, and the artistic decoration in which provides a relaxed, quiet and natural atmosphere.

When the readers enter into the library lobby, everyone can enjoy the natural light from a long strip of « light beet » (2M X 73.8M) over head.This natural light comes directly into the lobby, from which the reader can walk into different parts of the library. The building is divided into several large rooms (around 600 m2) used for the various functions of the library, especially in the reading area, and there is almost no barrier between these rooms. Some of the rooms are separated only by glass walls. Readers can see clearly what is in the next room, and they can freely walk into other rooms. In this way, we can creating an atmosphere of « Books for readers and readers among the books ».

Implementation of the PDS (Premises Distribution System) in order to create a good condition for library modernization.

Through hard investigation and long term research (5 years ago), we decided to use the PDS in order to create a good condition for library modernization. We made the whole system into six subsystems. That is, outlet subsystem, equipment subsystem (mainly in the computer center area), vertical (backbone) subsystem, management subsystem, horizontal subsystem and working area subsystem. In order to build the information highway for our readers and the librarian, we use the cable of V non-maskable pair and fiber-optic and set 734 points for terminals. All these points distribute in different parts in this new library building, but emphasized on : computer network center, catalogue center and circulation counter, electronic publication reading center, multi-media center, technical service department, fire-fighting and security management, and office automation system. One thing we should point out that every column in the reading area and technical service area, we set one information point in order to be used for the future.

The new building is equipped with modern library automation system with software INNOPAC which integrates the public and technical services of the library through about more workstations in the whole building. The network server of the library enables our readers both in and out of the premises to access the digitized resources on the web, including bibliographic database of library collections, daily news and some other retrieval information. The electronic computer management system is of advanced level, high reliability, unrestrictivness, safety and extensibility. This system has the online catalogue as its center, combining acquisition, cataloguing and circulation all into one unity. It satisfies the needs of both the readers and the librarians at the same time. Il shows the great advantage of the modern equipment and facilities, and it offers readers various functions of cultural and education service.

Combining the traditional and modern service for our readers.

Zhejiang Provincial Library aims at the creation of a modern library which uses the modern equipment, computer service and intelligent management. The library serves its readers in different aspects . The automatic circulation system offers easy access to the readers. In most of the reading rooms, the readers can obtain search books on the open shelves or read at the desk at leisure. Most of the books are available to the public, and the open stacks give the readers an impression, and create an atmosphere of « books for the readers, readers among the books ». The readers can really feel they are in the ocean of books. Reference librarians always try to fulfill the needs of the readers who encounter difficulties when searching information. The Information and Reference Center also helps readers retrieve information when the readers cannot come to the library personally. The library also conducts various activities to help the readers gain further understanding of books and the society. The Multi-media service Department offers the reader a colorful presentation of the world. The electronic publication reading room provides the readers fast access to various information. Interlibrary Loan system is linked to other important libraries in the country. All these library resources and facilities serve the needs of the readers and send knowledge and information to people everywhere.

The Zhejiang Provincial Library pays special attention to the needs of disabled people who come to use the library. The are passageways, toilets and reading seats specially designed for the disabled reader, and they are all marked with attracted signs.

The library has central air-conditioning. A special air-conditioning system is installed in rare book storage area, microfilm room, computer center, multi-media service center, etc. The whole building is equipped with fire and disaster prevention systems. There is also a theft detection system. To protect against leaking and moisture, the book storage area, rare book storage, microfilm room and computer rooms are all protected by double walls and insulating layers. The outside walls also have an additional layer on insulating material to provide further protection.

The new building of the Zhejiang Provincial Library is the largest project of cultural construction in Zhejiang Province. The library initiates open service 365 days a year. It has attracted many visitors from home and abroad. The new library receives an average of nearly 3.000 readers a day and over 5.000 readers a day on weekends since it opened to the public. It will continue to serve the public and to meet the information needs of a new age and give intellectual support to Zhejiang Provinces' development.

About the authors

M. Lin Zuzao, research librarian, has been workink in Zhejiang Provincial Library since 1971. He his a Standing Committee member of RARE section in IFLA and Standing Committee member of the Society for Zhejiang Provincial Library Science, etc. He has an abundance of published papers on library buildings and equipment. He also was in charge of the new building of the Zhejiang Provincial Library of more than 33.600m2 with modernization of library services and PDS of cabling system for computer networking.

Ms. Cheng Xiaolan, associate professor, BA, library science, Wuhan University of China, now is deputy director of Zhejiang Provincial Library, vice chairman of Zhejiang Provincial Society for Library Science, member of China Association of library science, the chief editor of « Library Science Research and Work » in Zhejiang Provincial Library and the Society. She has published more than 40 papers in home and abroad on library science, library management, library networking. She was also in charge on the Library automated system with INNOPAC in the new building of the provincial library.

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Government Information and Information about Governments in Southeast Asia: a new era? An overview

Ch'ng Kim See[1]
ISEAS Library
Institute of Southeast Asian Studies (ISEAS)
Singapore

Paper

Introduction

The most recent published literature on Southeast Asian government information and official publications (GIOPs) can be found in Guide to official publications of foreign countries, second revised edition,1997 and Information sources in official publications,1997. Coverage in these two titles has been mainly on printed sources, with little or no mention of electronic sources, which will also be discussed in this paper.

General Overview

The political, economic and social developments in Southeast Asia are so diverse amongst all the ten countries[2] that they span the spectrum of underdeveloped (least less developed, less developed), developing and developed status as defined in the United Nations (UN) official standard of "Human Development Index" (HDI). And it follows that, more or less, the "state of the art" of their respective GIOPs reflects that of the UN HDI.

At one end are the latest entrants to ASEAN, beginning, in this order, with Myanmar, Cambodia, and Laos; followed by Vietnam and Brunei. At the other end are the founding members of ASEAN, Indonesia, the Philippines, Thailand, Malaysia and Singapore, in this order, as assessed according to their relative GIOP "development", accessibility, availability and transparency.

The New ASEAN Four

Myanmar

It appears that, despite its membership into ASEAN, the GIOP record of Myanmar has not departed much from that before its entry; on the contrary, since its entry into ASEAN, there have been inexplicable delays in the issuance of some important titles such as the annual Review of social and economic conditions[3] normally available in April. There appears to be an accelerating trend in reverse in Myanmar to withhold or suppress government information since the 60s[4]. The Burmese Gazette used to be in English and Burmese, but only the Burmese has been issued since 1985. There is even less information released since 1996 when U Than Shwe was appointed Chairman of the reconstructed State Peace and Development Council (SPDC) which replaced the SLORC (State Law and Order Revolutionary Council). Annual statistics are two to three years late and monthly statistics several months late.

Cambodia and Laos

In the case of Cambodia and Laos, the latter since before its entry into ASEAN, has been progressively improving its record of GIOPs, especially on statistics having been made aware of ASEAN requirements for regular disclosure of basic social and economic indications. As for Cambodia, the situation has taken a setback from what little improvement had been gained in the interim years since the UN-supervised general elections of May 1993, due to the recent political crisis. But with the return of UN, Funding and NGO bodies assisting in its infrastructural development and capacity building, the compilation of basic statistics and analyses, and issuance of GIOPs should go back on track.

Vietnam

Apart from basic economic data and indicators, the Vietnamese have been publishing and releasing more than ever before, especially in English and on economic data; but the political ones are as usual rare and less forthcoming, given its socialist structure of government. All the Ministries and Departments issue their own information except for vital statistics and economic data which are centrally controlled through the Central Statistical Office. Almost all information published in Vietnam can be deemed GIOPs, except for innocuous light titles in the arts through "private" presses.

The ASEAN Six

Unlike the above-mentioned newer members of ASEAN, all six countries have legal provisions for the deposit of government GIOPs at their respective National Libraries and/or National Archives. Nevertheless, almost all have been hampered by the lack of monitoring facilities and manpower to effectively collect all GIOPs, let alone develop proper and timely bibliographic controls. Many government committees, especially interagency ones which may also include NGOs (Non-government organizations and the private sector or individuals) set up to work on specific issues, for instance, produce limited numbers of reports which escape the net, and it would be difficult to locate the issuing authority for copies. This aside, the dearth of GIOPs in Brunei remains unchanged. In all these countries, there is no central government "bookshop" or exclusive bibliographic control mechanism that facilitate easy and speedy access to GIOPs as one can find in the U.S. or the U.K. There is no comprehensive national policy on their archiving for preservation and conservation.

Indonesia

As Indonesia is in a state of flux, and in the throes of a dramatic social, political and economic upheaval, the somewhat scattered initiatives of various official sectors to document, publish and release more government information in conventional and electronic formats, have been held back or slowed down considerably. Notwithstanding, symptomatic with the national mood and popular demand for more openness in the democratic process, since the last year or so, there have been selective public sector releases and publications of significant official information not seen before. One of the most important releases has been The Final Report of the Joint Fact-finding Team (TGPF) on the May 13-15, 1998 Riots[5], in October 1998. Along with that has been an upsurge of instances of speeches and pronouncements emanating from office holders, from the President, his spokesperson, cabinet ministers, the military chief to other government personnel. These have been issued mostly through the mass media, especially the printed press.

There is certainly a growing sense of openness in regard to GIOPs during this transitional period. And certain government departments continue to be active in providing vital information, especially in regard to the processes of democratization such as on electoral issues. During this interim period, availability of more GIOPs is constantly challenged by a sudden floodgate of a freer press and media. Whether this situation will be reversed after the imminent general and presidential elections is a moot question.

The Philippines and Thailand

In both countries, in recent years considered to have adopted political democracies more akin to those of western models than those practised by Malaysia and Singapore, and where civil society is taking what appears to be deep and irreversible roots, there have been relatively higher proliferation of GIOPs. The much freer and independent press and media sector vigilantly monitors and calls for more transparency in government practice and accountability, resulting in more and easier access to GIOPs. The more open and competitive quasi government sector, including the many tertiary institutions, contribute to the increasing volume of GIOPs. By far, the Philippines has been more prolific than any other of the ASEAN countries.

Malaysia and Singapore

Although by normal standards, basic and vital indicators are current and easily available, and government policies and non-controversial socio-economic, including scientific and technical data and information, are documented and accessible, governed by legislative remnants[6] of their colonial past, and perhaps coloured by similar histories of communist insurgencies and racial unrests[7], certain GIOP access and availability especially in areas perceived as politically sensitive, are still off limits. The lack of press freedom and freedom of speech have not been helpful to instigate more of such GIOPs.

Interestingly however, in a bitter fight recently with opponents within the ruling party, the Malaysian Prime Minister released a flood of what would have been deemed "official secrets", name lists of indigenous Malays privileged with share allocations and other government contracts and business handouts. And in the current "aberration" of political discontent, with the younger electorates not prepared to accept the status quo and shunning most of the government-controlled mainstream media, turning instead to NGO (Non-government organizations), opposition party newsletters and the Internet, there is some evidence of more GIOPs in otherwise taboo areas being released. The most evident of all was the publication of the Royal Commission report of police assault of the sacked Deputy Prime Minister. Singapore, for quite different reasons, recently announced a host of measures to "loosen" up the banking sector, amongst a plethora of steps to create a more open and competitive economy; and one beneficiary is transparency in strategic sectors, which would correspondingly include more releases of GIOPs. Nevertheless, where deemed a sensitive area, certain data would not be available, such as the breakdown of foreign immigrant labour by country.

Information Technology (IT) Applications in GIOPs

Cambodia, Laos, Myanmar, Vietnam

In the three newer ASEAN members and Indonesia, there has been little apparent evidence of any policy articulation on the way forward for releasing and producing more GIOPs in electronic formats in the wake of the next century, although there have been noticeable increases especially of economic and social data and information in such developing economies like Indonesia and Vietnam. The increase in quantity can be largely attributed to the requirements of funding agencies such as the World Bank, the UN Development Programme (UNDP), the International Monetary Fund (IMF) and Ford Foundation, and indeed ASEAN, for such data. Also, Vietnam, although a socialist country, is aware that economic development, especially in the business and industrial sector, is better served by making available more vital indicators and data.

There is no government web site, or any electronic retrieval/storage databases in Cambodia, Laos and Vietnam; Myanmar has recently mounted a web site on its government, and its Ministry of Foreign Affairs which have only basic information. In these countries, there is still a guarded approach to the publishing of GIOPs in electronic formats, simply that they would be overtly open to public scrutiny and potential "abuse", and the state would lose control of the situation. Of course, the problem of the lack of capacity due to the absence or shortage of skilled manpower and funding is a big underlying negative factor. However, there seems to be a more relaxed view[8] towards the provision of Internet and email access, except in Myanmar which does not allow individual accounts: a government appointed agency sieves through all messages and faxes only those regarded "harmless" (to the State) to the individual for a steep annual and per message fee.

Indonesia

Despite the absence of a central coordinating body or evidence of government-driven IT policy for the country, in Indonesia, especially in Jakarta, several ministries and government departments have mounted web sites but provide mainly information and their coordinates. The Statistics Department offers alternative formats of their monthly and other outputs in diskettes. The universities, quasi government agencies and some departments continue to provide information through their Web sites, some including citation announcements of their publications. However, by and large, they are informational and not interactive.

Brunei

As for Brunei, as with its other national programmes, it has been a low-key and gradual process; its only university has a web site and most of its government ministries and departments have web sites. But these are mainly informational with no interactive or on-line databases of text or citation records; there is no online facility, interactive or otherwise of any government databases, nor is there known to be any existing electronic databases.

In September 1998[9], the Brunei government launched its nation-wide broadband IT network RaGAM21 (Rangkaian Global Aliran Multimedia - Global Multimedia Network System). The US$30 million project which aims to connect Brunei community "electronically globally", has as one of its building blocks the BIIIG (Brunei Info-Communication Infrastructure Interacting Globally) telecommunication infrastructure. The ultimate goal of this all encompassing project is to enable Brunei "to prepare for the new age of global multimedia network and electronic commerce thereby boosting and securing Brunei's role and place in the competitive global economy in the 21st century" which would allow for Brunei to plug into global multimedia faceted e-commerce, trade, tourism. As the implementation of the concept is still in its nascent state, it would be interesting to observe how this national IT programme is translated into the enhancement of GIOPs considering the conservative nature of its government.[10]

The ASEAN Four

At the other end of the scale, four[11] of the five founding members of ASEAN are forging ahead with their GIOP "programmes", albeit at different levels, depth and speed, in policy articulation/orientation, development and implementation; in the main, embracing opportunities afforded by developments in information technology (IT), while releasing more information on paper and in electronic databases, and publishing more through their respective national printers, ministries, departments, and/or through commercial publishers.

In the lead up to the next century and new millennium, all four governments have clearly acknowledged that their countries' competitive edge will hinge upon an open economy underpinned by an information/knowledge-based society. They have identified information technology (IT) as a primary strategic tool that will drive the engine of economic growth. The implications are profound, in that information, especially government information, needs to be more and readily available, and the opportunity and right of user access will be enhanced.

The Philippines and Thailand

In the Philippines and Thailand, considered to have adopted political democracies more akin to those of Western models than those practised by Malaysia and Singapore, and where civil society is taking what it seems to be deep and irreversible roots, by a good measure, there have been relatively higher proliferation of GIOPs. There, their governments have started since the early 1990s[12] to incorporate information technology (IT) application into their routine intra-departmental communication link-up, as well as encouraging the development of IT products in the storage and dissemination of GIOPs not only for government but also for public consumption.

Both the Thai and Philippine governments have called their IT concept plans IT-2000 and NITP[13]-2000 (and later a more comprehensive policy formulation called IT21) respectively. Amongst its major three-prong programmes for a comprehensive IT application throughout Thailand[14], the concept strongly advocates government agencies at all levels to apply IT to their work, develop information networks and public databases for their own use, for businesses and the general public. Examples of government plans to initiate databases include statistical information, agriculture price information and extension services, education data, public health and patient records, laws and regulations, business registrations, international trades and markets, natural resources, energy, weather forecast, tourism, land, sea and air transportation, land ownership, etc.[15] The Thai government started to work on a systematic but low key approach to IT development in 1992, but it was only in May 1997 that it had approved a large budget for IT Projects for National Development[16].

Although there are as many web sites as there are core government institutions, the publication of GIOPs in electronic formats is still embryonic is some cases, and absent in most. Most of the web sites are informational, containing organizational coordinates, directories of staff, summaries of activities, and are not linked and non-interactive. The quasi government institutions have done better, such as tertiary institutions where there are two university networks THAILINET-M (Thai Academic Library Network) (started in 1993) and PULINET (Provincial University Libraries Network) (started in 1986) which have been developed to link the libraries' online catalogues (but only bibliographic) amongst other cooperative programmes. There are plans to merge the two online networks to form a national information network to provide at least 30 databases of bibliographic catalogues, full-text databases, digital libraries and electronic loan system.

In the Philippines, the two "themes" in its national strategic plan are anchored in "global competitiveness" and "people empowerment", which would establish "an informal but close cooperation between government, business and labour/NGOs; adopt achievable development targets; and maximize the use of information as "the great strategic resource of the 21st century that will enable the country to respond to threats and opportunities in the world marketplace"[17]. And amongst its NITP strategies are the "formulation and implementation of a

Government Information Management Plan" and the "establishment of a national information management communication network". Its October 1997 NITP for 21st century or IT21 agenda spelt out "specific time frames for establishing these goals", i.e., from the present to the 2010.[18] Over US$20 million have been invested in IT infrastructure development nationwide.

Philippine government ministries and departments are being linked within Ministries or inter departmentally. Over 100 have web sites. Most have information on their policies, staffing directory, coordinates, and publication lists. The Statistics Department which is one of the most prolific, provides useful information on them. Some public domain GIOP databases are being developed and available on web sites, such as the National Statistics QuickStats, the Economic Indicators Online (EIO), and the Commission of Elections voters' list.

Malaysia

Malaysia has been touting its Multimedia Super Corridor (MSC) plan since June 1997. At the heart of the concept plan is Cyberjaya, a Silicon Valley type of enclave of 750 square kilometres (15 by 50 km) carved out of plantation and jungle land, located in between the proposed new administrative capital Putrajaya and the new Kuala Lumpur International Airport (KLIA). The MSC development project has been single-mindedly and uncompromisingly pursued by the prime minister himself, in which he expounds the scenario of a paperless (electronic) government administration as a lead component project, amongst a list of IT applications.[19] The Prime Minister's Office will lead the Federal Government relocation to Putrajaya, rushed to completion, in June 1999.

Vowing to lead by example, the government pumped in US$1,055 million in its Seventh five-year development plan (1996-2000) into IT, and has spent more than US$9 million in training civil servants, installing IT equipment and networks to connect ministries and departments and providing and encouraging state and local governments to do likewise. The Civil Service Link (CSL) (later upgraded to CSL Gateway) project aims to develop a "paperless" electronic communication network in government, beginning with the Federal government. Central to this is the exhortation to all federal and state governments to adopt and embrace IT like never before into their daily work routines and in the provision of information. As a result, since 1996, there has been a proliferation of web sites ("277 homepages") set up by ministries and departments. Most of them are informational, less are interactive, and even less provide online access to databases whether bibliographic, statistical or textual. And many web sites have not been kept up to date, and have drawn public criticisms, and especially scathing attacks in the press condemning them as "cobwebs" (New Straits Times, 24 Jan 1999). Nonetheless, press releases from some ministries and speeches of some ministers (especially those of the prime minister), have been available from their web sites.

The universities and some statutory bodies have done better with more current information, such as Palmolis (Palm Oil Research Institute of Malaysia) and Sirimlink (Standards and Industrial Research Institute of Malaysia) now available on a fee-basis via their respective webs. Masticlink, is a public domain Malaysian Science and Technology collection of science and technology databases which available free if charge. By and large, aside from providing mainly informational web sites and online bibliographic catalogues and databases, most have not advanced substantially in GIOP provisions.

Singapore

Singapore's response to the IT hype in June 1996 is the Singapore One[20] project, subtitled A Network for Everyone, which was conceptualized as a master plan to transform the city-state into an "intelligent" city. As a ten-year IT development plan with a US$2 billion infrastructure budget, it is aimed at a comprehensive broadband network of all government and commercial offices, including 800,000 homes on the National Information Infrastructure (NII) backbone. As in the case of the other three IT-motivated countries, again, the thrust of the plan is underpinned by direct government sector involvement. By far, Singapore surpasses the rest, being the world's first nation-wide broadband network. And to underscore the strategic significance of this government-driven integrated IT network, a new ministry has been recently established as the Ministry of Communications and Information Technology (MCIT), indeed a demonstration of the government's determined political will and resolve to accelerate and forge ahead of the pack. All this IT development is kept on the fast track, despite the Asian currency crisis and the recession, to boost its global competitive edge.

Needless to say, all its ministries, departments and statutory bodies have well maintained and informative web sites. A good number are interactive and have impressive hyperlinks, and Intranets for effective civil service communication. Many government services, such as income tax submissions, application forms, etc., are online. Online public access databases, most available on the web, include the eGazette on Singapore Government gazettes, LawNet which contains Singapore law research, litigation and conveyancing, Singstats Datashop on Singapore official statistics, and Globalink which supplies a number of online trade databases, such as the Singapore trade connection on exports and imports. All these are fee-based, some with minimal fees on a cost-recovery basis.

A New Era for Southeast Asian GIOPs?

Decreasing availability of GIOPs as governments privatize and corporatize

In tandem with the recognition amongst the ASEAN Four that the new millennium will usher in the Information Age, there has been a growing pattern of down-sizing government and privatizing[21] basic public amenities such as road works, telecommunications, electricity, water supply and even education. This has removed the onus of such information and data collection and provision from the government (public) domain into that of the private sector or corporatized arm of government. This development will impact on the provision of and access to relevant information in a civil society, if the principle of proprietory information (so-called company secrets) in the context of private ownership is invoked. It would thus be useful to monitor the situation in these countries, and to consider the need for legislation to compel mandatory disclosures of certain core and basic data and information for the public good.

As one of many measures being taken to restructure the banking sector, identified as the mother that triggered off this current recession, the Singapore government is vigourously pursuing a more open system which would require more disclosures.[22]

Information rich versus information poor

Then, there arises the issue of affordability to basic data and information, which are now being charged, some on a cost-recovery basis, others for profit. It has become particularly fashionable, especially in Malaysia[23] for public institutions to charge exorbitantly even for public domain information and publications or their reproductions, particularly for electronic-based ones. The danger of widening gaps between the information-haves and have-nots is being revisited, and right at the doorstep of what should otherwise be public domain information and publication source.

And unless the availability and affordability of IT equipment and services is pervasive nation-wide, a further erosion of equitable access is inevitable. The danger of urban-rural divide is exacerbated. IT literacy and adequate IT training and education are serious issues which must be addressed by governments without further delay.

IT as the panacea of information and knowledge gaps and problems

Prevalent amongst government officials (and indeed in many other sectors as well) is the misconstrued notion that IT is an all-in-one solution (Child, 1997), forgetting that it is only an enabling tool, and neglecting the substantive informational inputs, their regular updates and appropriate maintenance of related software and hardware. In the enthusiasm to embrace IT, most governments in the region have climbed on the high horse, touted its importance, and maximized mass media publicity at the outset. Unfortunately, in some cases policy enunciation has become flawed in mere rhetoric: policy has not been translated into implementation, described as the "chasm between the mindsets of the implementers and policy-makers" (New Straits Times, 25 January, 1999). For instance, despite initial related training programmes of staff and provision of funding, it appears that many IT projects have been left to languish after the high profile start-up. This apparent malaise is evident in many Malaysian government web sites (New straits times press, 24 January, 1999), as well as in the absence or lack of conversion of paper to electronic formats of publications and databases of which IT formats are clearly superior options for updating, ease of use, better access and availability. Nevertheless, even with just announcements of publications, list of publications, speeches, events and the like in some web sites, these are an improvement over the absence of the Internet in the past.

Preservation and conservation

In the desire to digitize information and offer them electronically, there is a serious lapse in policies and procedures on their preservation and conservation. Conventional print and microform formats have withstood the test of time, but not IT storage formats, where standards are still being worked out or allowed to find their own levels in the marketplace in the software and hardware components. As is well known, every 10 to 18 months, IT machines, software and even networks become obsolete. And with the proliferation of web sites and an increasing number of online link-ups, conversion to CD-ROMs and the like, as well as diskette and server storage, there is a genuine case of concern that governments, especially library and informational professionals, must address this and related archival issues with some urgency. Many web sites and online databases carry short archival periods of electronic documents. In Malaysia, the National Library of Malaysia has recently formed a national committee to deal with this and other related issues, one of which is the inordinate updated versions of papers, articles and speeches mounted on the web giving rise to questions of which version(s) should be "saved", and how many in the process.

Legal deposit provisions have also to be considered and updated to include digital information, where even in existing legislations, few have explicitly included ministries and governments in compulsory requirements to deposit their publications with an appointed agency (usually with the National Library), and where the materials have not been defined to include digitized formats.

Depositions, Bibliographic control and Availability

Not all Legal Deposit Acts explicitly include ministries and government departments. This "silence" must be addressed. And although most of the countries with legal deposit provisions have entrusted a central body such as the National Library, to implement the Act, most GIOPs escape the net, due mostly to the ignorance or lack of support of such a requirement from the departments' staff. There is also the low priority accorded at the national library end (hence lack of staffing) which depends on automatic deposits from the commercial sectors instead of field staff to aggressively collect such materials: legal recourse of non-deposits is unrealistic given that the culprit is another government department. Bibliographic control also receives low priority, with issues as late as one to two years. Most titles have short print-runs and limited distribution. There is no central agency apart from the government printers (which sell only what they print, and most GIOPs are not done through them), like a GIOP bookshop selling all GIOPs.

Authenticity and Verification

The issue of authentic and legal versions of government documents in electronic formats, especially those obtained from the web and other online formats has still to be addressed; and they must be done soon, especially in the case of Malaysia and Singapore which are forging ahead to facilitate GIOP provisions electronically. The courts still regard only hard copies as the authoritative copies. Policies adopted would greatly assist library and information centres in their services and collection development and general public access.

Freedom of and access to information: a concomitant process of an open market economy

The wide gap in economic, social and political development between one group of countries in the region (all in the continent), and the other group (all except for one, are insular) is reflected also in the state of the art in their GIOPs, including their digitized forms. The case of the Philippines and Thailand where western-style democracy has evolved, accompanied by freedom[24] of and access to information, demonstrates that GIOPs will be more available and accessible. And even if the political sector is slow to "loosen up", the underlying imperatives of competitive open economic and free-market systems for accurate and speedy availability and access to vital statistics and information are bound to compel, pressurize or motivate governments to be more responsive to user and public GIOP demands, as has been surprisingly heeded by Vietnam. Even so, the globalization of every facet of societal activities, so hard-driven unmercifully by IT, will further enhance the availability of and access to GIOPs in the rest of the region.

National IT and information policy and implementation

As governments in the region are leapfrogging and jumping onto the IT "frenzy" bandwagon, it would do well for each one to take stock of existing policies and assess current situations vis a vis achievables, and for newer ones to ensure that there must be policies to define the framework, agenda and strategy that the country wants and can adopt. This aside, the provision of and access to GIOPs must be integrated into a holistic policy framework for IT and information; such as what GIOPs should continue to be issued in hardcopy, and what in soft copy in the context of their timeliness, time-sensitive nature and their archival value. So far, there has been an absence of national debate and discussion.

Conclusion

In the light of the globalization of human activity, underpinned by the unrelenting and pervasive force of IT, there is no doubt in the foreseeable future[25], that GIOPs in Southeast Asian countries will be more available and accessible. The push and pull factors of globalization, democratization, developments of open economies, and the inevitable and eventual development or maturation of civil society will result in more timely and better quality and substantive GIOPs in the region.

Indeed, depending on the existing state of development of each country, there are different degrees of "openness"and "transparency" in the type and depth of data, information and publications available in different formats and accessibility amongst the ten countries. More or less, this will be reflected by and dependent on the "progress" in the political processes such as in democratization, in the intrinsic values embodied in civil society, and in the embracing of an open market economy. While there is optimism that most countries will catch up in this regard, the inherent attendant problems and issues discussed above must be addressed and resolved.

In the imminent approach to the 21st century, and on the eve of the new millennium, the latest global Information Society Index[26] has placed Singapore in fourth place, Malaysia in 34th, Thailand 45th, the Philippines 46th and Indonesia in 54th place. In the lead up to the new millennium, how this is translated into a proliferation of more and better GIOPs in all formats, including IT-based, depend on the political, economic and social processes (and development) in each country.

FOOTNOTES:

1 Surname: Ch'ng [Email address: chngks@iseas.edu.sg].

2 The ten countries are Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam, all of which are members of ASEAN, the Association of Southeast Asian Nations formed in 1967, the latest entrants being Vietnam (1995), Laos and Myanmar in 1997, Myanmar (1998) and Cambodia (1999).

3 This is a requirement of ASEAN. Ironically it was always on time before it became a member of ASEAN.

4 There was more access to government information during the colonial period, than at present, when statistical information and publications were systematically collated and produced, and censuses were held and published regularly. The last general census held was 1983. See Statistics on the Burmese economy, the 19th and 20th centuries. Compiled by Teruko Saito and Lee Kin Kiong. Singapore, Institute of Southeast Asian Studies, Singapore, 1999.

5 There has never been an investigation team (comprising NGOs as well) of this nature and mandate, nor such a report ever made public during the 30-year Suharto rule.

6 The Official Secrets Act: in 1994, the Singapore government charged five persons, one of them a high level official in the central bank, for unauthorized and untimely release of the economic growth "flash estimate" of 4.6 per cent of the 1992 second quarter. The trial lasted 42 days and all of them were found guilty and fined - "to establish a principle: that any breach of the OSA would be acted upon". (Straits Times, 1 April, 1994).

7 The Sedition Act: in 1998, a parliamentary oppositionist was jailed for 18 months (thus losing his legislative seat) for publishing statutory rape allegations against a ruling party politician, who was then the chief minister of a state.

8 Interestingly, recently the long-time Malaysian Prime Minister, determined to push for international support for his pet IT projects, swiftly overruled his functionaries who had threatened to introduce censorship policy because of anti-government postings and messaging. And also recently the Singapore government made unreserved apologies to Internet users for unannounced "intrusions" by a local Internet provider with assistance from the Ministry of Home Affairs of Internet accounts to check for "viruses" .

9 Borneo Bulletin, 22 Sept, 1998

10 Brunei Darusalam is an absolute monarchy.

11 Malaysia, the Philippines, Singapore and Thailand.

12 Unfortunately, the Asian currency and economic crisis has dampened the speed somewhat.

13 National Information Technology Plan

14 Dubbed the IT master plan for Thailand, its three "pillars" are "better telecommunications and networking infrastructures, the need to improve intellectual skills of workers and good governance".

15 See Towards social equity & prosperity: Thailand IT policy into the 21st century. National Information Technology Committee (NITC) Secretariat, 1997; Getting ready for the new

millennium: what are the Thai Government's actions towards the year 2000, 1997 report; IT projects into the future, by Thwaweesak Koanantakool, 1998.

16 The allocation was for 4.2 billion bahts (US$335 million) (Over a three (?) year period.)

17 See The National Information Technology Plan (NITP) within the context of Philippines 2000.

18 See IT agenda action for the 21st century (1997). Manila, NITP

19 The MSC comprises seven flagship applications, viz., multimedia applications, electronic (paperless) government, multipurpose smart card, telemedicine, and smart schools.

20 It is a better articulated and focused plan than its precursor the 1992 IT2000 concept.

21 Ostensibly to reduce public spending and create competition, and in many cases, it is just a matter of changing hands, with little or no competition as it becomes a monopoly. Worse, it removes accountability from the public sphere when hitherto periodic reports would have to be made to the legislature. There is an absence of a regulatory body, as in certain western countries.

22 Be that as it may, ironically, under the Official Secrets Act , the government charged four officials, amongst whom was a high-ranking official of the Monetary Authority of Singapore (MAS), under the Act for disclosing, before the Minister did, the growth rate for the year.

23 This seems to be an over-enthusiastic response to the Malaysia Inc. concept in which many public sector activities are being perceived as potentials for corporatization and privatization, for which subsidies are reduced or withdrawn, and the agency is expected to earn its own revenue. The flavour of the month is education, and universities which are being targeted, are responding by increasing all their fees and prices of their products.

24 In both countries, there is unfettered press freedom, to the extent that some tabloids, especially in the Philippines have taken undue advantage and become irresponsible, causing the new President to take out libel suits against them recently.

25 Except for Mynamar

26 Bangkok Post, 28 April 1999. None of the other Southeast Asian countries made it to the ranking as this International Data Corp (IDC) "ISI report tracks data from 55 countries that collectively account for 97 per cent of the global GDP and 99 per cent of IT expenditures". It makes estimates and forecasts up to 2002 for "23 different variables spanning four infrastructure categories", which include "information rank", "computer rank" and "Internet rank".

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[See various government web sites.]

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Immigrant Children Mediators (ICM): Bridging the Literacy Gap in Immigrant Communities

Clara M. Chu
UCLA Dept. of Library and Information Science
Los Angeles, CA
USA
E-mail: cchu@ucla.edu

Abstract

Studies and observations of immigrants with limited dominant language literacy reveal their use of various literacy strategies to communicate with and function in the dominant society. One of these is the interpreter strategy whereby immigrants rely on their children to serve as cultural, linguistic, and informational mediators. Sociologist Betty Lee Sung refers to this undertaking of adult responsibilities by immigrant children as the reversal of parent-child roles. This paper examines the mediation activities and information needs of ICMs, and recommends strategies librarians can use to prepare ICMs to competently mediate for their family and friends by teaching them how to find relevant sources of information, to critically examine the sources of information available to them, and to consider mediation as a life skill.

Paper

1.0 INTRODUCTION

Children play a significant role in facilitating the literacy interactions of their immigrant parents, relatives, and friends. An example of a typical situation this paper addresses was described in an article on Gloria Molina, a County of Los Angeles Supervisor, after her father had a work injury:

> "She had to pay the bills and find out what we owed,Ó Diaz remembers. "She had to go in and talk to the doctors and translate for our mom. If the kids had problems at the school, she would call the school. She became the head of the household. She had to carry that load.Ó [1, p. 13]

In libraries serving immigrant communities, children can be observed with adults, interpreting for them and explaining things to them. These children who serve as immigrant children mediators (ICM) are called upon to perform adult responsibilities and carry out bilingual conversations, often requiring sophisticated vocabulary. Not only can the tasks be onerous, the role immigrant children mediators have is extremely influential within the family and sometimes extends into the community. In her study of Chinese immigrant children in New York City, Sung [2] observes this phenomenon and refers to it as the reversal of parent-child roles. She notes that

> Right after immigration, parents and children are at the same starting line. Neither speaks English, but within a few years the children will have attended school and become fairly proficient in English. At that point, the parents will turn increasingly to their children for help. Instead of the parents leading the way and instructing the child, the roles are reversed. [2, p. 183]

This paper examines the mediation activities and information needs of ICMs and recommends strategies librarians can use to prepare ICMs to competently mediate for their family and friends

by teaching them how to find relevant sources of information, to critically examine the sources of information available to them, and to consider mediation as a life skill.

2.0 LITERATURE REVIEW

Literacy studies of linguistic minorities and immigrant communities have identified strategies for coping and transitioning across socio-linguistic contexts (see for example Baynham, 1995 [3], Farr, 1994 [4], Hartley, 1994 [5], and Merrifield et al, 1997 [6]). Literacy strategies in immigrant communities include the use of an interpreter strategy in the form of formal and informal mediators; the use of the native language when there are linguistic similarities (e.g., English and Spanish); learning a limited set of literacy skills for routine activities, such as answering the telephone; use of ethnic services and media; and if necessary, avoiding contact with the larger community.

In Farr's study [4] on Mexican American families in Chicago, literacy, like other resources, was shared so those more proficient in literacy helped those less proficient, and was exchanged for other resources or favors. However, literacy was also perceived as "something apart, as something generally linked to formal schooling, as a technology to learn for use in their own lives." [4, p. 103] Thus, literacy was assigned a level of value. Similarly, in Hartley's [5] study of Pakistani Muslim women living in Brierfield, England literacy in English or Urdu, like other resources, was made available to family and community; children's English skills were respected, admired and employed when needed, and aspirations for their children were to be literate in both English and Urdu. Baynham's [3] a study of a Moroccan community living in the United Kingdom also identified literacy as a resource. More specifically, he found the community practicing an interpreter strategy that used formal and informal mediators of literacy. The use of formal mediators of literacy follows the practice in some countries of using a public scribe, who can be found in the marketplace and for a fee, will read, write, or type a document. Informal mediators include family members, neighbors, and friends.

In many immigrant communities literacy, like other resources, is made available to family and community but in some communities, there may be a limitation to the sharing of resources. The Hmong, is one such example. The use of traditional social networks has been transplanted by the Hmong to the United States. Their patrilineal clan system, made up of 20 clans, that organizes Hmong society continues to integrate the Hmong community and culture in Philadelphia [7]. This kinship relationship is so strong and embedded into the social order that a clan member will find assistance from a fellow clan member within or outside their local geographical community. However, in the United States this kinship system is not always recognized by social service institutions which expect the Hmong to assist each other, even across clan kinship. Some Hmong who have few family or clan ties may look outward into American society rather than seek assistance from a Hmong of another clan.

To learn about the use of an interpreter strategy in ethnolinguistic communities Cheryl Metoyer-Duran [8] has studied ethnolinguistic gatekeepers. They are defined as individuals who typically operate in two or more speech communities (one English), and who link these communities by providing information. Monolingual individuals who operate within the context of two cultures can also be considered ethnolinguistic gatekeepers. They are formal gatekeepers if their job is to assist linguistic minorities (e.g., social workers) and informal gatekeepers if such assistance is performed on a voluntary basis (e.g., community leaders). Metoyer-Duran's study found that ethnolinguistic gatekeepers knew how to access information and used a diversity of information technologies. Her study provides a model of the gatekeeping process and how information activities are incorporated by adults who bridge two or more ethnolinguistic communities.

3.0 GOAL AND METHODOLOGY

This paper reports on partial results of one study and preliminary results of a second study, both of which examine issues relating to ICM[1]. The first solicits the perspectives of immigrant children mediators, and the other from librarians and educators who wish to facilitate immigrant child mediation. The results presented are those related to the goal of this paper, in other words, the data provide a basic understanding of the role of ICMs along with strategies librarians might use to facilitate the mediation activities of immigrant children.

The first study examined the role of immigrant children as cultural, linguistic, and informational (CLI) mediators. Immigrant children were defined as American- or foreign-born children of immigrant parents. A cultural, linguistic, and informational (CLI) mediator was a bilingual or multilingual individual who links two or more ethnolinguistic communities by: (1) facilitating intercultural communication through the use of interpretation and the conveying of cultural cues, (2) providing cultural explanations, and (3) imparting information. This individual facilitates the cultural adaptation process, reconciling differences in culture, language, and knowledge between individuals in two or more ethnolinguistic communities. The objectives of this study were to understand which activities are involved, how central they are to immigrant children's lives, how immigrant children manage to deal with them, if there is any significance related to gender and birth order, whether poor English language skills of parents is a common characteristic of immigrant children who are mediators, the range of knowledge and information they handle, and whether libraries play a role in their information seeking behavior. Interviews were conducted with immigrant teenage children. Korean and Mexican Americans were chosen as subjects because these populations have had recent immigration and would be easily identifiable in schools or youth organizations. The sample was purposive with potential participants attending schools or youth organizations known by or recommended to me or who would volunteer after hearing about the research. A participant was defined as a Korean or Mexican American youth who met the criteria of immigrant child for this study; has performed as a CLI mediator; and volunteered to be interviewed. Interviews were held in English, Spanish, or Korean, depending on the preference of the participants. The interview guide consisted of four areas: personal background, mediation activities, information mediation, and cultural mediation. Post-interview questions identified the gender of the participant and noted their fluency in English. When the interview was not held in English, the self-reported fluency of the participant was recorded.

The second study is currently being conducted. The results of 33 librarians will be reported. They are participants of a larger study on the role of librarians and educators as facilitators of immigrant child mediation. The objectives of this study are (1) to share with librarians and educators who work with immigrant children that mediation is a critical activity in their lives, and (2) to explore with school and public librarians, and classroom teachers who work with immigrant students techniques that they apply in their respective work settings to assist these student in their mediation activities. The interview guide consists of two parts: facilitating ICM skills, and background of participant.

4.0 RESULTS

Seventy-seven immigrant children participated in the first study, of which 37 were Korean American (K) and 40 were Mexican American (M). They ranged in age from 9 to 29 years of age, with the average age being 18. One quarter of the participants (19/77) were male. The English fluency of three quarters of the participants was "goodÓ (32/77) or "excellentÓ (28/77). More than half of the participants were born in Korea or Mexico (48/77 = 62%); while 23% (18) were born in the United States and have lived outside the United States; 12% (9) were born and have only lived in the United States; and 3% (2) were born elsewhere.

4.1. MEDIATION ACTIVITIES

The immigrant children mediators were involved in a range of activities that require the use of two languages and performing literacy tasks on behalf of their parents, relatives, and friends in a diversity of environments. The mediation activities they performed include interpretation (oral use of languages) (95%), filling out forms (84%), physically taking parents/relatives/siblings to obtain services (71%), translation (written use of languages) (69%), getting information (69%),writing letters (66%), and obtaining services for parents (56%). Any difficulties experienced by the participants were associated with unfamiliarity with the topic and vocabulary in either language. The age when a participant first started to mediate ranged from age five to eighteen. They tended to assist their mothers more than their fathers.

4.2 INFORMATION MEDIATION

The types of information ICMs needed to obtain on behalf of their parents, relatives, and friends reflected the diversity of mediation activities they performed, ranging from information about education to doctors to banking. Information about schools was the only type of information more than half of the participants needed to locate, which was mainly obtained from the schools the participants attended. About half of the participants stated the need to locate information on medical services (35), home repairs (32), and recreation/entertainment/travel (37). The most frequently cited sources for information on (a) health services and issues were health care providers, telephone directory or book, and friends or relatives; (b) home repairs were the telephone book, and building manager/owner; and (c) recreation/entertainment/travel were the agency or business involved. Less than half of the participants indicated they needed to locate information about jobs, immigration, tax/government information, legal matters, business opportunities, banking, housing, car/car repairs, transportation, and emergency/safety matters.

ICMs did not impart all the information they obtained to their parents. Fifty-five percent indicated that they did not impart all the information stating that it was their decision to do so, that their parents did not need to know everything, and it was easier that way. However, a difference was observed between Korean Americans participants, of whom 70% did not impart all the information, 16% would depending on the situation, and 14% would impart all information word for word, and Mexican Americans, of whom 40% did not impart all the information, 33% would depending on the situation, and 28% would impart all information word for word. In general, the primary source of information most cited was individuals (friends, relatives) (26), followed by the phonebook (14), and then organization/person concerned (12). The second source of information most cited was individuals (15), followed by newspapers and printed materials (12), and then the phonebook (11). The third source of information was broadcast media (12), followed by the phonebook (11), and then individuals (8). The library was not cited as an information source by nearly all participants (72/77 = 94%), of which 26 indicated they had thought of using the library for their mediation tasks. The most cited reasons for not using the library were that the library was just for reading, studying, and homework (15); the library doesn't have the information needed for mediation activities (13); and never thought of using the library for mediation activities (9).

4.3. STRATEGIES FOR LIBRARIANS

In the second study librarians suggested a diversity of activities they could do in their job to better prepare immigrant children to handle mediation activities with more ease and confidence, whether they are doing it in the library or elsewhere. Librarians were asked to consider the activities involved in CLI mediation as life skills that all children eventually need to perform and can benefit from learning at a young age. Thus, whatever their suggestions, they would benefit not only ICMs but all children. The activities recommended by 33 librarians (25 public and 8 school librarians) are reported here. The public librarians worked with children or young adult services and their job titles ranged from administrators to librarians to outreach librarians. The school librarians worked in middle (Grades 6-8) or high school (Grades 9-12) libraries, or as administrators in the school district offices. The recommended activities, which I have grouped, include:

1. Services - Programs (e.g., teen advisory) and other services should be developed that address the information needs of immigrant children and adults. Some examples include use of native language in public service areas, increase personnel and hours to accommodate the work schedules of immigrant families, school visits for both children and adults, bibliographic instruction that goes beyond use of the library for reading and school assignments, including coverage of specific information resources frequently used by ICMs, such as the phone book, mass media, and individuals, and offering of English as a Second Language (ESL) classes.

2. Resources - Materials, in English or other languages, addressing the information needs of immigrant communities should be included in the collection. If they are not available, they should be created by the library or publishers should be informed of these needs.

3. Outreach/partnerships/marketing/promotion - Outreach to and participation in schools, community organizations, and businesses are needed to establish partnerships in order to address the information needs and goals of immigrants. Marketing to develop user-centered services is needed as well as promotion of these services in ethnic media sources, and community and business organizations. Promotion can be in the form of an advertisement, commercial, word-of-mouth, brochure, pathfinder, bookfair, or display.

4. Facility/Environment - The physical layout of the library and service-orientation of the staff will make the library welcoming and easier to use. For example, institute signage or labeling in native languages, compliment children on how well they are doing with their library searches, and encourage parents to learn English and to use the library so they can carry out their own tasks.

5. Advocacy - Leadership, commitment, and awareness of the information needs of ICM should exist at all levels of staffing and administration. Information on ICMs and their needs should be shared among all library employees so (1) that they can be more open to these non-traditional information needs of children and young adults, who are gathering information for others, or (2) that some traditional services can be adapted for other user groups, such as bilingual storytelling as a family activity for immigrants. An example of commitment from administration is an increase in funding to address ICM needs, and from library staff would be librarians willing to step in and assist with mediation so children can look up materials for their own purposes. An important area for advocacy would be to encourage and inform publishers of the need for materials for ICM.

6. Staff Development - Librarians need education and research on immigrant families and communities, and to acquire additional skills, such as a second language, in order to better communicate and serve immigrant communities.

5.0 CONCLUSION

Immigrant children mediators serve as important sources of information and interpretation for linguistic minorities who are then able to gain access to information only found in the dominant language and mainstream institutions, and to communicate with English monolingual speakers in order to acquire goods and services not available in ethnic communities. They are involved in various activities and need information at their finger tips and with a quick turn-around time. Three sources which were most often used were individuals, the phonebook, and the media. The use of these sources, and the advantages and limitations should be taught. The fact that ICMs don't cite libraries as a top source of information should be addressed. Libraries need to do a better job at imparting information about all areas of service beyond recreational reading and homework. These include information about youth development, such as teen health, dating, and career information, as well as information about areas linked to the needs of ICMs, such as education, health care, home repair, and recreation/entertainment/travel. An important aspect about ICMs that needs recognition is their influential role in deciding whether to impart all or selective information to their parents, relatives, or friends.

ICMs are a great asset to their parents and community but great expectations are imposed on them because of the circumstances in which they find themselves. They have to not only develop their own identities as young adults and enjoy their childhood but they also have to take on adult tasks at an early age, some as young as five, and to function within two different cultural milieus, that of their ethnic community and that of U.S. society.

This work has shown that we need to think more broadly in not only expanding services to immigrant children but to immigrant adults. By performing their own tasks they can not only become self-sufficient but fully engage in their distinctive roles of parents and children. As we adapt our library services, we provide information for all immigrants to empower themselves and allow them to engage in all aspects of their new country.

ENDNOTE

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The need for co-operation in creating and maintaining multilingual subject authority files

Genevieve Clavel-Merrin
Swiss National Library
Bern, Switzerland

Abstract

The tasks of creation, management and maintenance of multilingual subject authority files require significant resources, and are therefore best carried out in co-operation. Four national libraries in Europe (the Swiss National Library, la Bibliothèque de France, Die Deutsche Bibliothek, the British Library) have worked together on a feasibility study into linking existing subject authority files in three different languages to offer multilingual subject access to their files.

Paper

Introduction

At a workshop sponsored by the IFLA Section of Cataloguing, Istanbul, Turkey, August 24, 1995 entitled "Multi-script, multilingual, multi-character issues for the online environment", I outlined the discussions at the Swiss National Library[1] concerning a format for multilingual authorities and underlined the fact that the need to offer multilingual access to bibliographic databases affects both institutions in multilingual countries such as Switzerland and those in what might normally considered to be monolingual countries.

The reasons for this are well-known: many of our institutions, national or university, collect material in several languages and make their catalogues available over the Internet to users and scholars around the world. Searching these databases should be possible not only via interfaces in the appropriate languages but also ideally using the user's language to enter search topics (or names of authors, corporate bodies, countries etc.). Currently of course, the majority of subject searches in databases are only possible using the subject entries in the language of the country: in Bibliothèque nationale de France for example, each document, independently of the language in which it has been written, is indexed using a French-language subject heading language. Thus, in order to search by subject headings for documents written in English or German, held in the Bibliothèque nationale de France, the researcher from abroad has to master the French language. The same problems occur to a lesser extent when searching certain author names (especially for transliterated names), corporate bodies or uniform titles, but in this presentation we are going to concentrate on subject access.

As stated in 1995, in theory, the indexer should be able to analyse a document and assign headings in his/her native language, while the user should be able to search in his/her native language. The language of the document itself should have no influence on the language of the subject heading language used for indexing nor on the language used for searching. However, as indicated at the time, we had not chosen a subject heading language for a variety of reasons. The cost of creating and maintaining a multilingual list would have demanded far more resources than the SNL had available, even if we were to pool resources with other institutions in the country. Ideally, we wished to share a list with other libraries in Europe or elsewhere in the world, but such a list did not exist. In the longer term however, we said, only by working on an international level could such multilingual lists be created and maintained.

In the time since those considerations, such international co-operation has begun, and in this paper I want to explain why it was considered necessary by the partners, describe the work carried out so far, and explain the plans for the future.

CENL and CoBRA+

In 1997, The Conference of European National Librarians (CENL) asked CoBRA+ to consider the problem of multilingual subject access to bibliographic databases. The CENL is an independent association of chief executives of those national libraries which belong to member states of the Council of Europe. The conference currently consists of 39 members (1998). In 1998 it was decided to establish the CENL as a private foundation.[2] CoBRA+ (Computerised Bibliographic Record Actions) was a concerted action involving national libraries and other bibliographic agencies across Europe. It was funded by the European Commission from June 1996 until the beginning of January 1999, and it carried on the work initiated by the earlier CoBRA programme in the early 1990s. The programme involved a series of research projects and pilot studies aimed at fostering co-operation between national initiatives in the provision of bibliographic services[3]. Although EC funding has now expired, the partners of CoBRA+ have agreed that the CoBRA Forum should continue to meet and report to CENL.

CoBRA+ is led by a Forum, the members of which are drawn from eight national libraries:

- The British Library (BL), UK (Brian Lang, Chairman)
- Die Deutsche Bibliothek (DDB), Germany (Elisabeth Niggeman)
- Bibliothèque nationale de France (BnF), France (Alix Chevallier)
- Koninklijke Bibliotheek (KB), The Netherlands (Wim van Drimmelen and Johan Steenbakkers)
- Biblioteca Nacional dė Lisboa (BNP), Portugal (Fernanda Campos)
- Helsingin Yliopiston Kirjasto (HUL), Finland (Esko Hakli)
- Swiss National Library (SNL), Switzerland (Jean-Frederic Jauslin)
- ICCU, Italy (Giovanna Merola)
- Narodna in Univerzitetna Knijznica (NUK), Slovenia (Vilenka Jakac-Bizjak)(observer))

In 1997, a working group under the broad remit of CoBRA+ Task Group A was convened to discuss multilingual issues affecting national libraries. The group produced a concept which was presented to the CENL during its meeting in Warsaw on October 2 - 3, 1997. The CENL agreed that a pilot study on multilingual subject access in French, German and English should be carried out by the group until the beginning of 1999[4]. The information on the study is taken from the subject studies and final report produced by the group. (At the time of writing, these are not yet publicly available, but by August they should be posted on the Gabriel WWW site[5]).

Background to the approach adopted

The problems of creating multilingual thesauri have been widely discussed, though usually confined to a restricted subject field, and a standard exists (ISO 5964[6]) which proposes three approaches to their construction:

- the establishment of a new multilingual vocabulary, without direct reference to the terms or structures of an existing thesaurus;
- the translation of an existing monolingual thesaurus;
- the reconciliation and merging of existing thesauri in two or more working languages.

Looking at these approaches in the context of the study, the following points were taken into consideration:

- libraries covering the different linguistic areas concerned by the study (French, German, English) have already invested considerable time and effort in the creation and maintenance of subject headings languages, which have been used extensively to provide subject access to millions of documents. Creating a new vocabulary, multilingual or otherwise, would be unrealistic and uneconomical;
- the translation and maintenance of a subject heading language into one or more languages and its adoption by other institutions would also require those institutions to 'abandon' their past investments in their own subject heading language and impede access to those documents already indexed;
- it is therefore in the interests of libraries to co-operate in this field and to investigate ways to offer multilingual access to their collections without having to abandon or translate their own subject headings.

The pilot study

As a result, the group moved towards the third approach, in a feasibility study on how to offer multilingual subject access using three different subject heading languages (SHL): RAMEAU, SWD/RSWK and LCSH, by establishing links between the headings in each language. (A similar approach has also been adopted in two major terminology projects, the creation of equivalents between the Art and Architecture Thesaurus and other controlled vocabularies in the same field[7], and in the Unified Medical Language System (UMLS)[8]). It should be emphasised though that the approach adopted by the group does not correspond exactly to the guidelines in ISO 5964, but that the solutions proposed by the standard have been studied and used in part in the establishment of the group's linking methodology.

The aim of the study was to establish equivalents (or best matches) between RAMEAU, SWD/RSWK and LCSH in comparing both headings from selected subject areas and indexing of publications. Its four key elements were:

- to establish a methodology for the selection and linking of headings;
- to link headings and analyse the results in the selected subject areas of Sports and Theater;
- to see the practical applications of these linked headings by indexing 40 titles from the field of Theater using each SHL being studied and then comparing the results;
- to compare the indexing of titles in other subject fields outside the linking study itself

for which indexing was available in each of the SHLs (in all 21 titles were found).

It was clear from the start that the linking approach would have consequences for future co-operation, the most important being that should it be possible to establish equivalents among the majority of the headings, and that each partner uses these links, fully standardised subject access would only be guaranteed in the source language of the catalogue in question - and this access would be different for each institution.

In other words, each document in an institution would not be indexed three times using SWD/RWSK, RAMEAU and LCSH. Instead, an institution would index documents using its own SHL, e.g. for DDB this would be SWD/RSWK, then offer an access based on the other language equivalents from the remaining SHLs i.e. DDB would offer English language and French language access based on the headings found in LCSH and in RAMEAU. However, the juxtaposition of those headings in the other languages would not constitute indexing according to the rules of the other schemes.

While this approach does not correspond to an 'ideal' multilingual access as described in the introduction, at the same time it has the potential to be more than a simple 'lead-in' term and is certainly an improvement on the current situation, in which subject access to these databases is monolingual.

Subject heading languages

It is important to understand something of the nature of subject indexing and also something about the structure and contents of the three subject heading languages being studied in order to appreciate the problems faced when attempting to use them as a multilingual access tool, as well as to be able to judge the benefits of such an approach.

The three subject heading languages contain a list of **headings** (a controlled vocabulary of concepts which may be expressed in one or more words), a semantic structure (defined in the authority records for each heading) and a set of rules by which these headings may be combined in a **string** to describe the contents of a document (the syntax of the language).

e.g. Acteurs
Formation
France

are headings in RAMEAU, each with a record in the RAMEAU SHL, while

Acteurs - Formation - France

is a string, constructed according to the RAMEAU syntax rules, that could be assigned to a document: it has no authority record in the SHL.

The first tasks carried out by the group were situated at the level of the headings, and aimed to see to what extent links could be made among the three SHLs. Following the creation of multilingual lists of headings, the group then extended the study to take into account the use of these headings within indexing strings, and the consequences for access.

Methodology

The selection criteria for these two fields to be studied (Sports and Theater) were based on a pragmatic approach: Sports was considered to be a relatively uncomplicated field in the sense that it has no major cultural or national bias, while theatre was considered to be a wider and more complex semantic field, enabling the group to test the linking methodology defined and refined in the subject area of Sports. The final methodology (which could be applied to other fields too) was defined as follows:

- Comprehensive and consistent monolingual lists of headings are provided by the libraries responsible for the management of a SHL,
- in a suitable (homogeneity and size) subject field defined by some agreed main headings,
- from which all relevant headings are selected according to a hierarchical approach (NT) completed by an alphabetical one,
- and respecting precise definitions of scope limits (included / excluded types of headings).
- The three alphabetical lists of selected headings are ready to be compared,
- after a last consistency check (additions / removals).
- From these three lists, a trilingual list containing all the selected headings is established,
- first by comparing authority headings (terminological level) to find exact one-to-one equivalents,
- then by working at the authority records level by adding one-to-two equivalents using semantic methods (especially "upward" Used for references).
- However this kind of NT/BT equivalence is only applied if it is clearly indicated by an authority record.
- A further improvement is sought at the indexing strings level to find some heading-to-string equivalents.
- However, one-to-one linking is always preferable and therefore some new headings may have to be created in an SHL to correspond to an equivalent in another.

Summary of results for headings in Sports and Theater

- Comparison of terms in the area of Sports:
  - 86% of headings match across all three lists (trilingual equivalents)
  - 8% of headings match in two lists (bilingual equivalents)
  - 6% of headings remain monolingual
- Comparison of terms in the area of Theater:
  - 60% of headings match across all three lists (trilingual equivalents)
  - 18% of headings match in two lists (bilingual equivalents)
  - 22% of headings remain monolingual.

These initial results are very promising, especially given the following:

- it is clear that some headings are assigned more frequently than others e.g. the term 'théâtre' is assigned more often than 'Nô'. When the 50 most frequently used RAMEAU headings in the BN-OPALE catalogue from the field of Theater were identified, it was found that over 86% of these 50 headings matched across all three lists. It is therefore important in a future strategy to give priority to the identification and treatment of the most frequently used headings;
- each SHL has been constructed based on the concept of 'literary warrant' i.e. a heading is created only when it is needed to index a document received by the institution. Thus some perfectly valid heading(s) may be missing from a list simply because no documents on the topic(s) in question have yet been published in the country concerned or acquired by the institution. Each SHL is therefore representative of the culture of the country for which it has been developed, and there are headings that reflect those cultural differences (i.e. the topics studied in publications), that do not have an equivalent or a translation in another language, and are therefore not present in another subject heading language. e.g. "Kasperletheater" exists only in the SWD, and "Living newspaper" does not exist in RAMEAU. It is significant that one of the results of this study has been the enrichment of the different vocabularies through the comparison of their contents (see methodology). This enrichment will also help increase the rate of matches in the future;

However,

- the initial comparison was centred on one-to-one matches between headings. There were cases in which this kind of match was not possible i.e. the existence of multiple matches in one of the lists, or cases in which a heading in one list matched a heading + subdivision in another list. As indicated above in the explanation of the methodology applied, the group defined procedures to cover the questions of multiple matches, and also matches between a heading on one side and a string on the other e.g. Enfants acteurs = Child actors = Schauspieler + Kind (string composed of two authorities)

Since at present none of the partners systematically create strings in their authority lists (for reasons of list management and also general philosophy), if the heading / string matches are removed, the results are less encouraging. Either a solution must be found in a structure outside the different systems, or a lower level of equivalence must be accepted, along with the consequences for searching. It is important to consider linking possibilities not only at the theoretical level (headings) but also at the application level (strings) since the ultimate goal is not just to link headings, but to allow users to access documents, typically via subject strings. Indeed, given the nature of heading creation in each SHL (literary warrant) the headings cannot be divorced from their application in indexing. Throughout the work on linking headings in Sports and Theater, it was always possible, and sometimes necessary to refer back to real indexing in bibliographic records in order to check on the meaning of headings, to resolve terminological ambiguities and to confirm some equivalents.

Comparative analysis of titles indexed using LCSH, RAMEAU and SWD/RSWK

After the creation of links between headings, the consequences at the level of indexing strings were studied. Initially, it was planned to compare the subject indexing of about 500 recent publications with international imprints. However, given the difficulty of locating publications indexed in all three languages, the group modified the approach:

A comparative analysis was made of the indexing of those titles (in any field) in which original indexing was available in all three SHLs. In addition, a more focused comparison of titles in the subject area of Theater was carried out. This was conducted by asking each library to supply 10 examples of indexing from their current cataloguing in this area which the other libraries could then index using their own system.

There were some inherent difficulties in both approaches. In the first approach, since the group had only carried out a detailed selection and comparison of headings in the fields of Theater and Sports, there were no general multilingual lists available for the comparison. It was therefore necessary to start by attempting to create links 'across the board' for the titles found, without being able to apply the methodology defined in the other subject areas. As a result, some false links may have been made, and others not discovered.

The study did confirm the following points: although the SHLs being studied adhere to the same basic principles,[9] the number of headings and subdivisions which may be combined and the complexity of the strings which may result varies from language to language. The number of strings that may be applied to a document also varies according to the different rules applied. We may say in general that the level of co-ordination and application of rules are closer between RAMEAU and LCSH than between SWD/RSWK and the other two schemes, but not to the extent that they are interchangeable. In addition the number of strings applied to a document may also vary as a result of indexer subjectivity and rule interpretation. Finally, the indexing resulting from the application of the rules within different linguistic and cultural contexts can give rise to variations in the strings assigned to documents.

The group was aware of these different structures and syntaxes at the start of the study, hence the focus of the comparative study, which was to see if equivalents were possible at the SHL level, and then check if those links were reflected usefully in the comparative indexing of actual documents. It was estimated that the overlap in authorities used to index the documents under consideration varied from between 29% to 56%.

The second case was concerned only with titles taken from the field of Theater, and so should have presented fewer difficulties. However, the paucity of documents available in the field resulted in the selection of documents which, although in the field of Theater, were outside the scope of the study in several respects: the trilingual selection and comparison of headings was restricted to common nouns, and several of the documents selected required the attribution of personal names, time subdivisions and form subdivisions, none of which were available in a trilingual form. If we restrict the analysis to the 27 titles without these 'extraneous' elements, we see that in 23 titles there is at least one equivalence established at the authority level. Trilingual access through linked subject headings is however available in many cases

In general, the indexing comparisons showed that while there may be convergence in the headings used (i.e. at the authority level) there is considerably less overlap in the combination of those headings to create strings. This is in part a reflection of indexer subjectivity, but once again underlines the differences in approach defined in the rules and structures of the SHLs themselves. This is an important point for the application of a trilingual list in user searching, and will be studied further in the prototype phase.

Prototype

The feasibility study aimed at testing the intellectual links among SHLs, and did not plan to investigate the technical aspects surrounding linking and subsequent access to linked headings, or the indexed documents themselves. Nevertheless, management aspect were also discussed.

It was felt initially that if links were maintained in each system, the need for a further layer of management might be eliminated. However, if each partner were to maintain links within each SHL, there would be a duplication of effort, and probably complications in trying to agree each link with each partner. In addition, each extra partner introduced would increase the load of creating and maintaining links. Finally, problems were foreseen in the case of 'one to many' links among SHLs, and subsequent creation of new headings and their corresponding links.

The group saw greater advantages in the creation of an external system or 'metathesaurus' which would contain for each equivalent a record (perhaps using an international identifier), giving the identifier of the heading in the different authority files, and maintaining a link with these. (In the diagram below, Mt = metathesaurus record). A metathesaurus record would be created for each entry, whether it be monolingual (i.e. a heading without an equivalent in another language), bilingual (a heading with an equivalent in one other SHL), trilingual etc.:

Diagram is unavailable. Please contact author.

This metathesaurus would enable a flexible management structure: specialists in each institution could have the right to establish equivalents (and the resulting links) at the metathesaurus level, subject to review. The experience of both BnF and DDB in the co-operative management of RAMEAU and SWD in their own countries will be beneficial here.

Questions remain concerning the management of see-references and related headings. If they are to take place at a local level, they will remain monolingual, and this will have an impact on searching: the 'transparent' parallel approach will be restricted to preferred terms. If the authority structure is to be duplicated at the metathesaurus level, this has implications for duplicated work and future maintenance.

In addition, the impact of searching headings in the metathesaurus as opposed to searching through strings in the databases needs to be evaluated. It may be that only a Boolean search on headings in databases would be possible, but this needs to be tested in a prototype. It should be noted that none of the automated systems used by the partners currently supports multilingual subject indexing, multilingual thesaurus management or multilingual searching. If 'transparent' multilingual string searching is required, the following points will also need to be studied: presentation of headings in subject indexes (separate indexes, or inter-filed); record display (which headings should be displayed - one language or all); default languages; user interface (visible / invisible switch from one language to another). These questions are especially relevant to SNL since ideally the library wishes to offer users as transparent an approach as possible to multilingual searching.

Whichever data management option is adopted, questions of data format and exchange will need to be clarified. A UNIMARC authority structure for the metathesaurus could be envisaged, since it is currently the only authority structure known to the group to accommodate multilingual links[10]. Conversion programmes to and from UNIMARC from the partner authority formats would be necessary since each partner currently uses a different authority format: BnF uses INTERMARC, DDB uses MAB, BL uses UKMARC and SNL uses USMARC. A prototype will need to be tested from the point of view of multilingual searching by the user for bibliographic records within one or more systems, either starting from the metathesaurus and targeting one or more systems, or extending a search in one system through to another in another language via the metathesaurus.

Since users carry out subject searches not only with common nouns, but also with geographic and personal names, the treatment of these and their possible integration needs to be taken into consideration, in co-operation with other work in the same field (e.g. AUTHOR)[11].

In addition, indexer use of the metathesaurus should be investigated to see how it may be used as an aid to indexing, and as an aid to SHL enrichment.

A further point to be considered could be the use of a classification scheme as a mechanism to organise the linking structure.

It is clear from the initial tests that linking equivalents is a labour intensive area and that it will take time to cover all fields. It would be useful to identify the 'most-used' headings, which if linked would cover a high percentage of items, indexed, and work on such sets of headings. The structure of the RAMEAU list and the information system of the Bibliothèque nationale de France enable such information to be established. It would also be productive to study to what degree selection of headings in a field could be automated e.g. using the hierarchical relationships (narrower terms), or by using classification numbers already assigned to headings, according to each SHL classification scheme (for example DDC numbers in the LCSH file used at the BL).

The future

At their meeting of March 18th 1999, and during subsequent discussions at Leipzig on March 24th 1999, the directors of the BL, BnF, DDB and SNL agreed to support the creation of a prototype, according to the following timetable:

- April 1st - May 31st 1999: project description and timetable
- June 1st - June 20th 1999: discussion with partner libraries
- June 21st 1999 : validation by partner libraries (CoBRA+ Forum)
- July 1st - December 31st 1999: draw up detailed specifications CENL submits specifications to potential partners. Evaluate replies, and select prototype partner.
- January 1st - June 30th 2000: development and testing of prototype

The benefits of co-operation

Although the feasibility study raises many questions that can only be solved by taking the project a stage further i.e. the creation and testing of a prototype, the work carried out so far has shown the benefits of co-operation on several levels:

- the establishment and use of equivalents in other languages will facilitate access for the user;
- it will also have advantages for the indexer : the existence of indexing in another language for a document is an aid to indexing for all partners;
- the creation of links between headings in different languages will increase the ability to make use of work already carried out by a sister institution;
- furthermore, the comparison of the lists concerning Sports and Theater resulted in the creation of some headings missing in the lists, and has thus enabled each institution to enrich and improve its own vocabulary, which in turn enriches access for the user and the indexer;
- in the medium term, the comparison of the lists will improve and enrich each list, and encourage better convergence;
- although this study was confined to three SHLs, its potential goes well beyond the partner institutions. The three SHLs are applied not only in the partner libraries but are in extensive use in other libraries in France, Germany and Great Britain, as well as in many other English-speaking, French-speaking and German-speaking countries; linking the three SHLs could provide access to millions of documents. In addition, the methodology studied and the approach used was designed from the start with the goal to extend them to other subject heading languages if they proved valid in the restricted context being studied.

We hope that in 2000 one of the members of the working group will be able to report on the outcome of the second stage of this co-operative approach to the creation and maintenance of multilingual subject authority files.

This presentation draws on the results provided by the working group, to whom special thanks is given for their co-operation and efforts.

Endnotes:

1. Multilingual and multi-character set data in library systems and networks : experiences and perspectives from Switzerland and Finland by Riitta Lehtinen (Helsinki University Library, Automation Unit of Finnish Research Libraries) and Genevieve Clavel-Merrin (Swiss National Library). In: Multi-script, multilingual, multi-character issues for the online environment : proceedings of a Workshop sponsored by the IFLA Section of Cataloguing, Istanbul, Turkey, August 24, 1995 / ed. by John D. Byrum, Jr. and Olivia Madison. . - München : K.G. Saur, 1998. - 123 p. : Ill. ; 22 cm. IFLA publications 85. ISBN: 3598218141

2. For more information on CENL see: http://www.konbib.nl/gabriel/en/cenl-general.html

3. For more information on CoBRA+ see: http://www.bl.uk/information/cobra.html

4. Members of the pilot study group: Genevieve Clavel (SNL), Magda Heiner-Freiling (DDB),Martin Kunz (DDB) Patrice Landry (SNL), Andrew MacEwan (BL), Max Naudi (BnF), Pat Oddy (BL) (until April 1998), Angélique Saget (BnF), Ross Bourne (BL), CoBRA+ Secretary as rapporteur until April 1998, then Peter Dale (BL)

5. http://www.bl.uk/gabriel/

6. International Standards Organisation (ISO). Guidelines for the establishment and

development of multilingual thesauri. Geneva: ISO, 1985 (ISO 5964 1985-02-15)

7. See http://www.ahip.getty.edu/guidelines/index.html and links: International Terminology Working Group, sponsored by the Getty Institute. Guidelines for forming language equivalents: a model based on the Art & Architecture Thesaurus.

8. See http://www.nlm.nih.gov/research/umls/umlsmain.html and links

9. as was determined in the study 'Principles underlying subject heading languages (SHLs) / IFLA Section on classification and indexing, Working group on principles underlying subject heading languages. 2nd Final Draft, August 1998 (In press)..

10. A proposal to code other language headings in USMARC authority records was discussed by the MARBI group at the 1998 ALA meeting in Washington, but no decision was taken, and the topic does not seem to be a priority for the US.

11. See http://www.bl.uk/information/author.html for a summary and http://www.bl.uk/information/author.pdf for the final report.

Latest Revision: *July 28, 1999*

IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

AGENDA : Information Coordinator's Meeting

Monday, August 23, 1999
13:00 - 13:50

1. **Opening remarks** - *Sjoerd Koopman*
2. **IFLANET update** - *Gary Cleveland*
    2.1. Origins
    2.2. Personnel
    2.3. Services and resources
    2.4. Roles and responsibilities
    2.5. Procedures for submitting and updating information
    2.6. Mailing list policy
    2.7. IFLANET redesign
3. **Questions and open discussion** - *Gary Cleveland, Sjoerd Koopman*

Documents presented:

- Preparing Documents for Publication on IFLANET
- Creating IFLA Mailing Lists

Latest Revision: *August 19, 1999*

IFLANET

Search Contacts

International Federation of Library Associations and Institutions

About IFLA

IN THIS DOCUMENT:

Preparing Documents for Publication on IFLANET

By Gary Cleveland
IFLANET Administration
Version 3.0 - August, 1999

1. Supported electronic file types

IFLANET can accept documents in the following formats **only**:

- WordPerfect (do not convert to ASCII text)
- MS-Word (do not convert to ASCII text)
- PostScript and Encapsulated PostScript
- Adobe Acrobat PDF files

IFLANET cannot accept files in desktop publishing formats (i.e., PageMaker, Ventura) or in other proprietary formats. Information Coordinators wishing to supply database information to IFLANET are requested to contact IFLANET Administration directly.

If graphics are embedded in a document, they should be made available as separate files. File formats should be GIF, JPEG or TIFF. Proprietary graphics formats such as Corel or Microsoft cannot be converted by IFLANET Administration.

If materials are to be compressed for transfer, please use common compression formats (PKZip or WINZip are preferred).

2. Required administrative metadata

To help identify materials sent for publication on IFLANET, all texts should include the following administrative metadata:

- author(s)/organization name(s)
- Information Coordinator's name
- IFLA Unit or other affiliation
- descriptive document title
- email address
- mailing address/phone number

3. HTML (Hypertext Markup Language) Support

A significant policy change since the last edition of the *IFLA Officer's Handbook* is that IFLANET Administration no longer encourages IFLA units to do their own HTML mark up. In practice, it is very difficult to maintain consistency across IFLANET when many individuals engage in HTML coding independently. It takes more time to modify documents received in HTML format, than to mark them up locally in their entirety. It has become established (and the preferred) practice at IFLANET to receive materials as word-processed documents which are subsequently marked up by IFLANET personnel. Information Coordinators are asked not to send HTML documents.

4. Supplying information about document structure and placement

To facilitate HTML mark up and placement of documents on IFLANET, Information Coordinators and other contributors must provide information about their documents' structures and proper location. While standard templates are used on IFLANET, information about a document's structure is required to construct it appropriately (a simple way of providing structure information is to send a paper version, if available, along with the electronic text).

Please provide the following information about document structure and placement:

1. Indicate what the document is, and where it should go on IFLANET. Please provide the specific URL of the page from which the new page should be linked.
2. Indicate where graphics, if any, should be placed in the document.
3. Indicate what the linkages are among components in multi-component documents.
4. Indicate what the linking text is on the "parent" page from which the new document links (that is, the string of words that should be active as the link).

4.1 Modifying existing documents

When modifying existing documents, please be very specific as to what page, and where on that page, you want changes to be made. IFLANET Administration deals with hundreds of requests per year to modify the many thousand of pages on IFLANET. Thus, it is imperative TO BE SPECIFIC. In addition to the information outline in Section 4, please include the following information when making changes:

1. Include the URL of the page you want modified. Please include the filename as it exists on IFLANET.
2. Indicate clearly what paragraphs are to be changed or replaced.
3. Indicate clearly what links are to be added, or removed (include the URL).
4. Please supply linking text.

For large documents that are being updated, such as address lists, please send **only the changes to the document** and not the entire document once again. Re-marking up an entire document for a small number of changes is highly inefficient. Send changes only and specify where they are in the document.

Note:
Please provide URLs and filenames when referencing documents and pages on IFLANET. This is the most efficient way of identifying pertinent pages out of the thousands that are maintained by IFLANET Administration.

5. File Naming Conventions

File have both names and extensions. The file names are the first eight letters (according to the DOS standard) and the extensions are the three letters following the dot. Standard extensions are used to denote the file type and application used to create the file. To aid in managing files, authors are asked to adhere to the following conventions:

Text files:	filename.txt
WordPerfect files:	filename.wp5
MS Word files:	filename.doc
Rich Text Files	filename.rtf
PDF files	filename.pdf
PostScript files	filename.ps
Encapsulated PostScript files	filename.eps
JPEG files	filename.jpg
GIF files	filename.gif
TIFF files	filename.tif

6. Databases

Database projects, which can be resource intensive, will be dealt with on a case-by-case basis. Please contact IFLANET Administration directly to discuss the possibility of creating databases of materials.

Note:
Updating databases remotely by non-National Library of Canada (NLC) personnel is prohibited by NLC's security policy.

7. Non-electronic submissions

Information Coordinators should submit their documents in electronic format where possible. In cases where this is not possible (e.g., lost files, non-Roman characters), paper documents will be scanned and converted to PDF for delivery through IFLANET. Please ensure that paper versions are of high quality or they will not be able to be scanned well enough for inclusion on IFLANET.

Note:
IFLANET personnel will not re-key or OCR paper documents.

8. Sending files to IFLANET Administration

The following methods are acceptable for sending files to IFLANET Administration.

8.1 Electronic Mail Attachments

IFLANET can receive electronic mail attachments from mail systems that support the Internet MIME (Multimedia Internet Mail Extensions) standard. **This is the preferred method of receiving materials**. Simply attach the document to a notification message and send it to: IFLANET@ifla.org.

8.2 File Transfer Protocol (FTP)

Users can send files via FTP to IFLANET. For security reasons, the login and password must be obtained directly from IFLANET Administration. Users are requested to send an email message to IFLANET Administration when files have been transferred.

8.3 3.5" Diskette

Electronic files can be sent to IFLANET on 3.5" diskettes using the IFLANET postal address. Diskettes should be clearly labeled as to their contents **and should be formatted for MS-DOS-based PC's**. An index file describing the contents of the diskette should also be included.

9. Response times and important dates

The response time of getting materials onto IFLANET is generally 24 to 48 hours of receipt in the IFLANET mailbox. This turnaround time applies during the "low season," which is from September to April of each year. In the "high season," from May to August, as the Conference approaches, the response time can lengthen to seven to ten days because of the sheer volumes involved. If you have numerous changes to make, please take these response times into account. Please do not leave all modifications and additions to your materials until just before the Conference.

Information Coordinators and other contributors are advised that the final date for submitting changes for inclusion on the *IFLANET Unplugged* CDROM is May 30th of each year. This is the cut off date for getting additions, deletions, or modifications to information on the CDROM. Materials received after this date will be available on the online site, but will not be reflected on the CDROM.

Latest Revision: *August 25, 1999*

IN THIS DOCUMENT:

Creating IFLA Mailing Lists

IFLANET Administration
Version 2.0 - August, 1999

Under most circumstances, IFLANET can provide IFLA members with LISTSERV mailing lists on topics related to the mandate of IFLA. Due to the potential for significant technical resource requirements posed by mailing lists, proposals for lists will have to be addressed on a case-by-case basis in consultation with the Information Technology Services branch of the National Library of Canada. The appropriateness of proposed topics will be evaluated by IFLA HQ.

1. Starting an IFLA mailing list

In general, small and closed lists pose few problems and have only marginal resource requirements.

Proposals for new lists should provide the following information:

1. The short title (i.e., list name) of the proposed list, no more than 8 characters, (e.g., DIGLIB). When choosing a list title, avoid using the following reserved characters: ! @ # % & * ( ) / .
2. A descriptive, long title of the list, up to 70 characters (e.g., Digital Libraries Research Mailing List)
3. One or more individuals who will be responsible as list owner (see below for responsibilities of the list owner)
4. The email addresses of list owners
5. A short paragraph describing the purpose of the list (the scope note). This note will be used in the welcome message that will be automatically sent to each subscriber.
6. A statement whether the list is open to the public or closed
7. A statement whether the list is moderated or unmoderated.

Please send the proposal to IFLANET@ifla.org.

2. Responsibilities of List Owners

List owners are responsible for the list, and each list must have a list owner. List owners are typically someone from the community of users served by the list. **The new list owner is expected to develop familiarity with the LISTSERV software** and is expected to deal with the routine technical considerations of list ownership and email management.

List ownership confers certain responsibilities on individuals. These are:

- to respond to subscriber requests for information
- to maintain the integrity and accuracy of the mailing list
- to subscribe, unsubscribe, and change the options for users as required
- to deal with the email errors resulting from failures in transmission, inaccurate mailing

list information, or other sources of mail interruption.

Mailing list owners are expected to become self-sufficient. Management of mailing lists is strictly that of the list owner once the initial set-up occurs. List owners are also responsible for providing information beyond LISTSERV default information to subscribers, such as questions about the list itself.

A quick start manual for list owners is available at: http://www.lsoft.com/manuals/qs/qs.html. The full LISTSERV list owner's manual can be found at: http://www.lsoft.com/manuals/owner/owner.html.

3. Responsibilities of IFLANET Administration

IFLANET Administration will:

- provide guidance and documentation for setting up lists on the LISTSERV
- provide a limited amount of continuing technical support.
- will not act as list owners or moderators for any new lists

Lists that are unused, dormant or poorly maintained, may be removed from the LISTSERV in consultation with the list owner and IFLANET Administration.

4. Migration of existing lists to the IFLANET server

If a list is to be started with a pre-existing list of subscribers, the list must be supplied in the following format:

email@address firstname lastname

Examples:

joe.smith@library.ca Joe Smith
j.baker@stage.us Janet Baker
dewey@public.library.uk Melvyl Dewey

Note:
There can be only one space between each of the email address, first name and last name. Failure to do otherwise can have an impact upon the conversion of the addresses to the LISTSERV.

5. Discussion list archives

In general, list archives will not be maintained. Requests for exemptions will be dealt with on a case-by-case basis.

Latest Revision: *August 25, 1999*

IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 128-161(WS)-E
Division Number: VI
Professional Group: Management of Library Associations: Workshop
Joint Meeting with: -
Meeting Number: 161
Simultaneous Interpretation: *No*

The Management and Development of Library Associations in Asia and Oceania Strategies for Success -- PIALA: A Case Study

Arlene Cohen
IFLA RTMLA Secretary
University of Guam

Paper

I would like to start off my presentation with a quotation by Cees Hamelink published in a recent issue of the FID Bulletin (1999, p. 79). Although about technology transfer, I think it applies to what works when one wants to start anything new in a developing area:

> "The history of development assistance is littered with failed initiatives to transfer technologies to developing countries. Stories abound of huge shipments of tractors or lorries or turbines or television transmitters arriving to transform the prospects of developing countries only to end up rusting and useless through want of spare parts or adequate training to operate and repair them. Such failures have almost always derived from a lack of any feelings of ownership or participation by the groups they have been designed to benefit. This can happen with atractor, it can happen with the more delicate and fast moving technology of the computer."

And it most definitely can and does happen to library associations -- particularly volunteer associations with little financial support.

So how do you successfully start and continue a library association?

A few years ago, I described my experiences with the Pacific Islands Association of Libraries and Archives (PIALA) in a paper I presented at the IFLA meeting in Beijing (Cohen, 1996). My comments today draw in part on my experiences with PIALA. For those who have not read the Beijing paper, I would first like to share a bit of the context in which PIALA developed in a part of the world called Micronesia.

Meaning tiny islands, Micronesia is composed of some 2,200 tiny volcanic and coral islands stretched across 4,500,000 square miles or 7.25 million square kilometers of the central and western Pacific Ocean, as shown on the map in Attachment 1. Covering an expanse of water almost as big as the mainland United states, the total landmass of all these tropical islands is less that 1,200 square miles or 1,900 square kilometers. Within this geographical context, in a region with the population estimated at no more that 300,000 people, PIALA was established in 1991.

Since then, our association has grown and developed, in spite of the challenges we face, which include difficulties communicating with each other over the vast distances, several different local languages and diverse cultures, libraries that are underfunded and poorly stocked, lack of strong government support for libraries and education, a very small pool of professionally trained librarians and a lack of educational opportunities, and most members receive minimal salaries. Consequently, we are a completely volunteer organization, charging small membership fees and conference registrations, lacking finances to underwrite many projects, and with most of our members lacking the expertise or spare time to go after grants.

So, where does one start to establish an association?

In my experience, an association begins when there are a few people that see a need, have the energy and time to contribute, and some previous involvement with associations. These few people become the mentors for others, setting examples and doing much of the work, BUT -- to succeed, others must feel a part of the group and see some benefit to themselves by being involved. They then, over time become the new mentors. If not, when the energetic mentors burn out or leave, the association will surly die!!

Generalizing from my experiences, you need 2-3 people at the beginning as the core. They see a need and share a vision, and be willing to spend time (at times thankless) to do the work. It helps if they have been in other organizations, although the nature of the organization really does not matter. These 2-3 people become the *Ad-hoc Committee* and you're on your way!

Give your unborn organization a name, which can always be changed, call a meeting of this unborn group and invite anyone you think might be interested. At your first meeting, one person runs the meeting and the other takes minutes. Minutes make something REAL. At that first meeting, establish that there is a need that can be reflected in the minutes and start the process of electing officers, writing the by-laws (or rules for the organization) and future plans. And, NEVER leave the first meeting without a date for the next. Now, distribute the minutes far and wide!

Put up notices, send out E-mail, and just spread the word anyway you can about your new group and the next meeting. If there is an event where many people will be attending like an educational conference, use that groups meeting as an opportunity to promote your new organization.

Now that you have started, how do you keep the association active and alive?? There are four essentials that must happen if any organization will stay alive -- **Communication**, **Publicity**, **Evaluation** and something I call **Letting Go!**

Communication

There must be open and active communication of all kinds -- verbal, written and formally published. These can be:

- Face to face meetings
- Conference phone calls

- Satellite meetings
- Published and distributed minutes
- Newsletters, journals and proceedings of meetings.

Unless people talk to each other, planning cannot happen, and if nothing is going on, the association will cease to exist.

Publicity

Publicize what your doing. It is not enough to just plan something -- you must actively let people know what is happening. Contact new members personally to see if they are coming and make them feel welcome. When people have good feelings about things, they will stick around.

Evaluation

Ask people to evaluate meetings, conferences and activities and use that feedback. If you ask people what they want and how they feel, they usually will be honest especially, if allowed to be anonymous if they wish. Make sure the evaluations are written, usually a form works best. And lastly, don't let people leave until you have the evaluation in your hands. How many of you in the audience remember to mail back an evaluation after an event? After our third PIALA conference, we looked at what people were interested in and found that they wanted really basic training workshops before or after each PIALA conference, something that had not occurred to any of the planners of the previous meetings. The following year, we held a very successful pre- conference workshop on organizing materials. Since then, our pre- and post-conference training sessions have become a highlight of our conferences.

Letting Go

Mentors must be willing to let others take leadership roles. For one of our early conferences, the "experienced" Program Committee planned a session where small groups were let by individuals from each type of library. In planning, we picked the most experienced, original mentors to lead each group. One of our "inexperienced" members, who had been to previous conferences asked, "Why don't you give us a chance to lead the small groups. How will we ever get experience?" In the Program Committee's need to "do it right" whatever we thought right was, we did not look beyond ourselves. So, we changed the program with new small group leaders, a few mistakes (or maybe just other ways of doing things) were made, and a few new people now became "experienced" and future mentors.

Even with these four factors in place, the most important element is, as expressed in the quotation at the beginning of my paper is a feeling of ownership. Each year, PIALA meets on a different island, giving the PIALA members on that island the opportunity to plan the conference. This commitment, with the enormous amount of time, energy and resources involved, stands as a testament to the developing sense of ownership of the association. As we move from island to island, traditions have developed that assure me PIALA will continue.

I would like to close by sharing something that I am just learning -- success is not always obvious or easy to observe. There have been many times when I was convinced that PIALA would surly die. A short while ago, I was writing to one of our original mentors about this paper and she wrote back something I would like to share. She said in her E-mail, "I honestly thought PIALA was working when I got the newsletter and looked at the board and saw emerging leaders and all with E-mail. Now, that is really something. Just last year, I thought it would take forever."

Thank you very much!

References

Cohen, A. (1996). "Library Associations in Underdeveloped Regions and their Impact on Library Development." Paper presented at the 62nd International Federation of Library Associations (IFLA) Management of Library Associations Workshop on How to Run a Library Association. Beijing, China, August 29, 1996.

Hamelink, Cees. (1998). "New Information and Communications Technologies: Social Development and Cultural Change." FID Bulletin vol. 48, no. 3/4.

Latest Revision: *August 5, 1999*

IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

IFLA 1999 BANGKOK
Conference Proceedings

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Effective Communication: An essential tool to cope with the challenge of Technological Change

Marga Coing
Leiterin der Bibliothek, Deutscher Bundestag
Germany

Abstract

For a library to function effectively it is essential that it fosters an open management style, which encourages communication of ideas and objectives both within the library itself, and hopefully by example, in other elements in the overall administration of which the library is a part. This paper describes the improvement in morale, efficiency and flexibility in the Bundestag library from such an approach, with specific reference to the author's experiences in commissioning and installing an automated library system within a very short period.

Paper

I. Introduction

Information-gathering organisations such as parliamentary libraries, play a key role in the decision-making processes of parliaments. For opposition parties in particular, which often have a much harder time gaining access to adequate information than the governing parties, the parliamentary library constitutes a crucially important information source on which to base challenges to the government's policies.

It follows that such libraries must perform effectively. The hypothesis on which this paper is based, is that the more effectively libraries manage information, the greater the influence they will also have on their clientele and upon their administrative environment. Information service providers work better if their function and value is fully recognised by their colleagues, so it is important to create and maintain appropriate conditions to encourage this - not just practical conditions, but also the intellectual and managerial environment in which they fulfil their functions.

2. Overview of the Bundestag library

The Bundestag library has around 100 employees; statistically 87.5 of them have full-time positions. The Chief Librarian oversees administration, and coordinates policies regarding all personnel matters with the Head of the Budget Department as well as with the relevant Head of Personnel. The library does not have its own IT Section.

The library, as an administrative unit, is part of the Subdirectorate for Documentation comprising four units other than the library, which together have around 65 employees, the majority of them in intermediate and upper intermediate clerical service. In terms of personnel, the library constitutes the largest unit by far. It does not conform to the administrative structure of other units. This applies to the way it works and also to personnel structures and management techniques. It should be noted, in particular, that library personnel do not have experience in administration, being better characterised as a team of specialists. However there are similarities with other units in the Subdirectorate for Documentation - all but one are involved with the acquisition of information. On the other hand, they are relatively small, so the introduction of new technologies and the coordination of certain workflows can take place with a great deal less disruption. It should also be taken into account that the other units work almost exclusively for the Bundestag administration. The Bundestag library, also provides information-related services outside the parliament. This follows automatically from the fact that a library with such a large and valuable collection should make its resources available to a larger circle of users.

This essential difference in focus has the potential to create difficulties in the relationship between the Chief Librarian and the Head of the Subdirectorate for Documentation. The Chief Librarian needs freedom to work differently to the other units but should be included in the general planning of parliamentary work. This pre-supposes a great deal of understanding and a manifest willingness on both sides to communicate.

The Subdirectorate for Documentation is part of the Directorate for Research Services. Research Services is subject to a high level of personnel fluctuation, in that young research assistants begin working for the parliament there and are later transferred internally to other areas, in contrast to the Documentation Subdirectorate, where in some cases the same people have worked for decades. I emphasise this here only because it illustrates to a certain extent the way the library is perceived by other areas of the administration.

3. Introduction of new communication structures in the library

3.1. Section Heads and Chief Librarian

Until 1990, the Bundestag library had a relatively authoritarian management style. The four different Sections, each about 25 employees, worked in comparative isolation. Responsibility for policies affecting the library as a whole was solely in the hands of the Chief Librarian, and was not discussed with the Section Heads.

An initial phase of modernisation took place from 1990 to 1995, beginning with a weekly briefing of the four Section Heads on all library matters by the Chief Librarian, to facilitate understanding of problems and to formulate the best possible strategy for resolving them. This involved two-way communication between the Chief Librarian and Section Heads - on policies formulated by the German Bundestag administration, and problems arising internally within various Sections. In 90% of the cases a consensus is reached that serves as a basis for joint action. However, after a period of adjustment this much broader basis for decision-making resulted in improved longer-term planning and a higher level of acceptance by library staff of these plans.

In turn, Section Heads provide regular briefings at their levels on the jointly formulated policies, implement solutions to the problems to be dealt with, supervise this process, and ensure that a result is attained. Consequently, when the outcomes are brought back to the management level and are discussed in detail, they can be given full approval with all participants completely aware of the processes involved.

3.2. Special Coordinators

It became quickly apparent that the Chief Librarian would not be able to manage every aspect of computer use, along with general oversight of the library. A new Data Processing Coordinator position was created, directly responsible to the Chief Librarian, to monitor and coordinate automated systems, and handle related technical questions and administrative procedures.

A senior Librarian position was also created within the Chief Librarian's office. The duties of this officer were to supervise staff training for computer system, especially new appointees; to provide technical support at the intermediate and upper intermediate service levels in connection with changes ordered by the Chief Librarian; and in particular, to liaise with the various levels of the intermediate and upper intermediate service. The fact that this staff member was able to speak with relative openness to colleagues at the same level played an important role in this context. It very quickly proved to be the case that through this liaison, these non-management officers also had direct access to the Chief Librarian. This made it possible for the Chief Librarian to intervene rapidly whenever there were signs of dissatisfaction, and to speak with the relevant Section heads in order to eliminate potential problems.

3.3 Working groups - a broader distribution of specialist knowledge and learning processes

A new management style came about to some degree as a result of a complete generational change of personnel within the Bundestag library. In the course of three years the library lost almost all of its management personnel in the higher, upper intermediate, and intermediate services, resulting in a younger generation accepting the challenge of managing the Library in a different way. While there was a desire to preserve as many time-tested traditions as possible in the new environment, in particular experience in dealing with parliamentary needs, 80% of the staff were well below 40 years of age, if not below 30. This predicated a high staff turnover through maternity and child-raising leave, which in Germany can be taken by both men and women. To be able to absorb these constant personnel losses library management needed to broaden as much as possible the operative base.

As a consequence, specialist knowledge could not be concentrated as it was in the past on a few persons in key positions of the various service levels, but rather needed to be distributed to as many people as possible in order to be able to keep pace with modern developments. Based on this situation, several working groups were formed at all levels, e.g. an internal working group on title entry and working groups dealing with special problems such as the entry and processing of audio-visual media, the conversion of old card catalogues, etc..

Various other working groups were formed by senior professional staff members of the library, including a discussion group in which the Chief Librarian directly briefs these groups about current problems in the library, and attempts to bring home demands being made by the parliamentary administration; and working groups on subject indexing and acquisitions.

In the course of time this loosening up of hierarchical structures led to people assuming a larger measure of personal responsibility in all areas of the library and to higher levels of identification with the jobs they were doing. They knew what goals were being worked towards and they were fully included in the process of achieving those goals.

4. Communication with structures external to the library

Concurrent with its own internal reorganisation the library analysed the organisational structures of other subdirectorates. There seemed no valid reason, for instance, why the Press Documentation unit was in the Subdirectorate for Parliamentary Information, while the library, the Parliamentary Archives and the Subject and Speakers' Index units were in the Subdirectorate for Documentation. The organisation of data processing is concentrated in a central directorate for the entire administration. This continues to have negative effects for certain areas such as the Subject and Speakers' Index and for the library, since the software used there differs greatly from the usual office communications software. The members of the Information Technology Centre Subdirectorate often lack experience in these specialised areas of information processing. As such, it could make a lot of sense to equip these information departments with their own data processing specialists and to separate them from the Information Technology Centre Subdirectorate, or to integrate corresponding specialists from these departments in the Information Technology Centre Subdirectorate to act as channels of communication.

4.1 Difficulties in external communication

It has become apparent that colleagues in different areas of administration within the Bundestag employ different modes of thinking, seemingly based on the different nature of the work they undertake. Some parliamentary administrators tend to react with short-term considerations, whereas for a library the size of that of the Bundestag there is a need to carry out longer-term projects in addition to providing short-term solutions. Long-term strategies need to be developed alongside rapid reactions; staff must be inspired with goals for the future; work processes need to be given long-term structures; and emergent new technologies have to be prepared for and introduced. This difference in philosophy can produce areas of conflict, particularly when long-term strategies are to be developed. The potential for friction and dispute requires constant effort on the part of the Chief Librarian to promote understanding for this different perspective, and to assert appropriate professional librarianship interests.

4.2 Difficulties due to discrete management styles and interference caused by political circumstances

The limits of an open, communicative management style become apparent very quickly in the communication process with the hierarchies above the library. Whether change is resisted because of rigid mind-sets, or because of its political implications and subsequent unrest in the respective units, is hard to gauge.

An increasing cause of difficulty is that, to a large extent, the library today can only fulfil its function as a provider of information with the help of state-of-the-art technologies. This means that the head of the directorate and the head of the subdirectorate to which the library is assigned, should be addressing these technology requirements. In fact there seems to be a determined reluctance to do this, so it is essential to promote the cause of the library among relevant departments and members of parliament serving on the appropriate commissions of the Council of Elders. Unfortunately the members of the Budget Committee are often not dependent on information from the library, and hence are not able to appreciate at a user level, the worth of this valuable institution.

4.3 Disruption due to elections and their parliamentary effects

Attempts to engender a unified approach to management becomes all the more difficult when political change brings concomitant alteration to the higher positions of the administrative hierarchy. In this case the head of the library has to recommence information campaigns with new appointees, with no certainty of a positive outcome.

The same applies with regard to cooperation with the commissions of the Council of Elders responsible for the affairs of the library. The Council of Elders Commission on Internal Affairs, is concerned with the opening hours of the library, personnel matters, or matter regarding equipment with software, while the Council of Elders Commission on Information and Communication has responsibility for matters concerning data processing. If, on the other hand, questions are involved that have to do with a new building, such as the one currently being built in Berlin, they have to be addressed to the Council of Elders Commission on Buildings. This fragmentation of authority and interests makes it difficult to gain acceptance for some of the library's objectives, and doesn't help to enhance cooperative action with department heads. Normally a department head has to deal with one commission. Since the Commission of the Council of Elders for Affairs of the Library, the Archive and Documentation fell victim to downsizing of the parliament administration after the 12th legislative term, the Chief Librarian is faced with having to deal with three commissions.

5. Outcomes from the new communicative management philosophy

The first phase of structural change in the library led to the planning of a number of major projects.

The principal project centred around automation of all library procedures. It was intended that the new system should provide a better evaluation of existing library resources for the user, faster information retrieval for members of parliament by reducing processing times, and a user interface facilitating information searches by users.

Other goals were:

Data contained in the old card catalogue was to be transferred to computer format, so that members of parliament would be able to search this resource electronically; a de-acidification process was to be carried out in order to preserve library resources of national value threatened by paper decay; the library's large collection of duplicates was to be dispersed; revival of the practice of publishing bibliographies on issues of current importance; members of parliament to have access to the library's hardcopy products as well as online products; reform of the thesaurus; plans for new buildings; plans for the move to Berlin.

Further crucial measures were imposed on the library in the context of personnel downsizing and budget cuts. They included: 50 % Reduction in the number of foreign periodical subscriptions; assessment of the Library's entire periodical intake to determine their value to the institution. This resulted in the cancellation of around 2,500 periodicals in the period 1991 to 1996, resulting in a net figure of less than 10,000 current titles. Most of these projects have been completed.

Completing projects such as these in the course of a few years is only possible if there is a consensus at all levels of administration on the importance of getting the job done. This presupposes that the objectives are known, that staff members have been informed, and that they have had a chance to internalise these goals to make them their own. This became very clear with the introduction of the new library software, an account of which follows, demonstrating that improved communication is a prerequisite for permanent learning with and from one another.

5.1 Introduction of new library software as an example of a "learning organisation"

On 1 January 1987 the Bundestag library introduced the use of computerised systems. This system was outdated in 1997. In 1998 an "off-the-shelf" system, called ADIS/BMS by a Berlin firm was implemented. Its enormous flexibility catered for nearly every specific aspect of a given library's operations. To optimise this feature it was extremely important to ensure cooperation between librarians and the supplier. In this context the ability of the persons involved to understand each other is crucially important. This was where the various library working-groups played an invaluable role, both gaining and imparting knowledge through open communication.

5.2 Communication in the workplace creates flexibility

In addition to careful preparatory work, a key factor for the success of such a project is flexibility. It was an advantage that the system specifications were formulated by library staff operating in numerous small working groups. So many staff from virtually every level of the library were involved in this process, that there was always someone available who understood problems arising and who could provide expert advice. However management of the project lay in the hands of just a few staff members.

5.3 Communication leads to quality management

The specification brief was characterised by a mixture of general requirements laid down by the library management and individual requirements. The Data Processing Coordinator and his assistant outlined general ideas which were further developed by different working groups until they reached the implementation stage. These could be described as quality assurance groups. The same working groups were also involved in the process of software selection. Because the library had very detailed requirements for the final product, we were able to ask very specific questions during presentations by the various companies, and to subject individual software products to precise assessment and field testing over a period of several weeks. Although very time-consuming, this approach proved to be very successful in the end, with the library purchasing the product that came closest to satisfying its requirements. Even in moments of major frustration, staff motivation was always very high and personal initiative always present. Many members of the staff were totally committed to ensuring a smooth transition to the new software, which is a desirable prerequisite to the success of a project of this kind.

5.4 Communication and outsourcing

Since the Bundestag library does not have any data processing resources of its own, it was clear from the outset that any new library system and the accompanying computer resources would have to be purchased. It was also necessary to choose a company to supervise installation. From the experience gained through this exercise it is safe to say that the appropriate contractor should also be chosen on the basis of having personnel who are able to speak the same language as library staff (in other words, having a good knowledge of library practice and procedures), in order to ensure smooth cooperation.

Taking into consideration the fact that in the course of introducing the system, nearly all work-flows were monitored and adjustments made to the new conditions of work, it is indeed remarkable that this enormous task was completed in only one year. Without the prior introduction of new work methods; without the innovative open management structures that existed in the library; without an enormous training effort; and without the high level of staff motivation, it would not have been possible to complete this process.

The introduction of the new software in the library confirmed the virtues of cooperative communication. The library proved that it is capable of responding with extraordinary flexibility to the introduction of new technologies. It is very important that this message is recognised by the administrative hierarchies in the Bundestag, so that this new and powerful instrument 'library' can be brought to bear, and its effects felt outside the library itself. In times of continuing technological challenge including especially new information technologies, the library must subject itself to a process of constant change in numerous small steps. It is, as it were, a unit engaged in permanent learning in an ongoing process of development - a fact that enables it to face up to, and deal with, new challenges. This learning process must always be kept in mind at the individual level, and must also be made an integral part of broader, overall strategies. These overall strategies must be as smoothly integrated in parliamentary structures as possible. It is only in this way that the potential of a library can be fully released and the benefits reaped.

6. Conclusion

In concluding let me summarise the theses I have put forward:

- Communication, involving all levels of the administrative hierarchy, is a basic prerequisite for libraries coping with constantly changing technological challenges. The Bundestag experience is that this can be best done internally by forming quality assurance groups and retaining these as permanent learning units, i.e. groups that learn constantly with one another and from one another.
- The importance of the communication process intensifies in circumstances where disturbances to work-flow are most likely to occur. These may include a clash of different work styles, a clash of interests, rivalries among specialists, or the negative inter-relationship between specialists and generalists. In all such situations there must be a degree of autonomy and a willingness not just to listen to the interests of the other side, but to learn, and to accept new ideas and practices. It is only by maintaining communication and flexibility that specialist libraries such as parliamentary libraries, can implement the process of renewal they have initiated.
- The benefits achieved through improved internal communication should be marketed to other administrators within the same hierarchy as the library, becoming a motivating factor for modernisation. It is vitally important that the environment for which the library's products are destined should undergo a parallel transformation. If the process of modernisation being undergone by a library collides with obsolete structures all around it, much of the effect of the modernisation of the library will be lost.
- The willingness to engage in meaningful communication presupposes use of **a common language,** and **a common understanding** of the tasks to be dealt with. Where a project necessitates outsourcing, there is a need to ensure that companies working with the library either already fulfil this requirement, or have the capability to learn what they will need to know, in order to fulfil this requirement. The task of the Chief Librarian in this context is to be aware of these factors ahead of time and to establish standards of conduct and general conditions in the workplace that will make it possible for library staff to assume an appropriate role in the requisite communication process.

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Promotion and role of partnership and exchanges between libraries of France and Africa

Francisco d'Almeida
"Culture et développement"
Grenoble, France

Abstract

As far as international relations are concerned, a significant process is now taking place in France. Indeed, the initiative consisting in cultural exchanges with the southern countries belonging to the French-speaking zone, along with the state that used to be for a long time it's main actor as well as artists, is now more and more falling to local authorities. Publishing and library being the privileged sphere of this form of cultural cooperation, public libraries are assisting to the development of their exchanges with extra-European countries.

In order to have a cleaner view of this reality, our association "Culture et développement" periodically makes inquiries. The last one was done in 1998 and it clearly shows that in the French libraries there is an opening movement directed towards the southern part of the French-speaking zone such as Western Africa, Central Africa, Maghreb and the South-East of Asia. But most of all, the African continent and more specifically Western Africa constitute the privileged zone of this partnership.

Paper

This growing interest is due to the necessity of taking the populations which have migrated into account and of making integration easier for them. In different cities - among which Paris and Roubais - various realisations show an increasing tendency because libraries are wishing to include the populations in their public.

This opening towards Africa can also be explained by the necessity to confront experiences with Southern libraries as well as the necessity to think about the social function of libraries. In Southern countries, the role of libraries as a means of information and a means for a social promotion is becoming obvious, especially in urban areas. Considering the economical and social contest, in France, this is a very serious issue thus, offering to French librarians and French speaking African librarians, a common foundation for reflexion.

The ensuing cooperation are numerous. A lot of them are ephemeral but there is an increasing range of long lasting type of actions consisting in giving books, building libraries, creating or co-publishing books.

Our inquiry shows that there are different forms of involvement of French libraries into exchanges. The most wide-spread one deals with the animation work done in Africa within the scope of national and cultural events such as "Enfantillage", "Lire en Fête" or during local cultural events.

Another form of comittment concerns the training of the driving force behind those libraries. Finally, another form of partnership which gets more and more widespread concerns the gift of new books or secondhand ones, initiated by the libraries themselves or by request of North/South solidarity associations.

The development of those types of cooperation and more specifically the gift of books generates a profuse activity which needs to be channeled and structured. This is the reason why we have organised a survey so as to know better about its reality and its difficulties.

The observation of this allows us to make the difference between the gifts of new books chosen in concert with those who receive them and the gifts of weeded books coming from libraries. In between both forms of gift, there is a formula enabling the association of both new and secondhand books.

However, we must mention the fact that the gift of new books compared to the gifts of secondhand books, most of the time done by public libraries has contributed to convey a negative image.

In fact at the moment the economical situation doesn't allow local authorities and their libraries to develop the gifts of new books even though they are in possession of a considerable amount of books that are kept in stock.

In the period, when the book weeding is becoming the corollary of a coherent policy of acquisition where regional cooperation for shared acquisitions is turning out to be necessary, integrating a reasoned policy concerning the gift of books has become relevant it seems significant to include a bibliothéconomique circuit. So, putting the gift of books at the centre of a management policy of the collections where acquisition, conservation book weeding and gifte are complementary gives a coherence to this form of cooperation allowing a second life to the given books and contributes to the libraries notoriety.

The inquiry that we've made has revealed a dispersion of the actions and consequently a need of concert and cooperation and more exactly a need of sharing together the means in order to have more coherence.

Then, in collaboration with the Rhône-Alpes Regional Council (a local authority), we have set up in an experimental view what we have called the "Rhône-Alpes Bank of books for Africa". Its encyclopedic character gives it a complementarity with what BIBLIONEF is doing with books of youngsters.

This project combines à) of international solidarity, creating employment with cooperation for reading development in Africa.

By creating this Bank of books for Africa, we wish to reduce the mismanagement that hinder the actions and the quality of the gifts to Africa. This mismanagement is due to the lack of information of the operators about the needs of their partners as well as to the difficulty of defining and linking the different stages of the gifts circuit or to solve the various problems of transport.

The "Rhône-Alpes Bank of books" provides a service to the libraries and the local authorities to organize the gift in the framework of an operational structure.

It consists of different steps :

- First raising the interest of the librarians about cultural cooperation and book gift to the African countries.
- Secondly, the assistance taking into care the different stages starting from the storage to the book delivery to the partner in Africa.
- Thirdly informing and training the librarians so that they get used to selecting the right books among their stock of books.
- Identify the African partners initiating library creation project.
- To specify, register, manage and to satisfy the request of books.

The mode of action of this project in Rhône-Alpes Region is experimental and we intend to extend it to other French regions.

Today 20 town libraries in Rhône-Alpes are partners, work together with the Bank of Book.

Several book expeditions have been made towards public libraries network instead of isolated libraries. We have choser to do so in order to have a professional interlocutor aware of the needs of his country's libraries. Comores, Mali and Mauritania those are the countries we collaborate with.

The project includes a part of scientific observation realised in relationship with the African libraries networks to which we send the books in order to embetter our work. It consists in tests and studies about the books contents.

They are also related on types of readers, on what they are expecting and on their opinions on books sent to them.

We also organized a regular meeting with directors of eleven African and Haïtian libraries networks with the aim to encourage cooperation with those of Rhône-Alpes region such as librarian reception and exchange of cultural activities.

Parallel to that we struggle that something be done with the local authorities with the idea to create a group of coordination so that we (arouse) creation of other banks of books either that at the level of a region or of a district.

We lastly organize encounter according to regions between librarians and associations to discuss about problems of donations of books and solutions to fit as better as possible the dispatching according to the reading addressees' needs.

Thus, at the national meeting in Lille (December 1998) we presented a worked out project in collaboration with the French librarians association, La Joie par les livres, the Ministry of Cooperation and Foreign Affairs and the Ministry of Culture and Communication.

This document entitled "Book donation charter for culture and development" is referred to not only the librarians but also to all book donation actors. The goal is to provide a methodological tool to guide acting reading cooperation in French speaking areas. This charter is based on a total approach for book donation and picks up the different essential aspects related to it. It also draws attention on the necessity of an evaluation, the importance of including book donation in a larger cooperation programme for reading policy and, at last, reciprocity and cultural exchanges.

So, the charter is for us one more tool added to the others such as the African and French libraries partnership price awarded every two years to promote reading development in Africa. Endowed with a credit of buying books the price is to reward long lasting actions.

Thus, for being efficient the structure of the exchanges with the French libraries must be based on a common effort and on concert with the African networks. That's why the creation of the international association of French speaking libraries networks is an encouraging factor for reinforcing the exchanges with Africa and to adapt the partnerships to the African readers' needs.

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Standards for Library Schools, 1976: Update: A Preliminary Report to the Standing Committee on Education and Training, 64th IFLA General Conference, Amsterdam, August 1998

Evelyn Daniel
School of Information and Library Science
University of North Carolina
Chapel Hill, NC, USA

Susan Lazinger
School of Library, Archive and Information Studies
The Hebrew University of Jerusalem
Jerusalem, Israel

Paper

Overview

Several decisions have been made with regard to the general structure and direction of the planned update of Standards for Library Schools, 1976.(1) The changes planned fall into two categories:

1. *Structural*: reduce the number of categories of standards defined in the 1976 version, consolidating them into larger categories in line with the categories in line with the categories of ALA's Standards for Accreditation of Master's Programs in Library and Information Studies, 1992.(2)

2. *Conceptual:*
   2.1 Update outdated content in all categories of standards.
   2.2 Incorporate standards and considerations from a broad spectrum of countries.

Projected Structural Changes

The 1976 standards are divided into 18 categories:

- Locus
- Goals
- Objectives
- Designation and Status
- Organization
- Support
- Accommodation
- Library
- Academic Staff
- Non-Academic Staff
- Curriculum
- Continuing Education
- Admission of Students
- Completion Requirements
- Credential
- Governance
- Records
- Planning

According to Maxine K. Rochester, who reported to the 60th IFLA General Conference on the equivalency of qualifications in various Anglo-American countries,(3) a nineteenth category - Research - was added to the IFLA areas in 1978.

The ALA 1992 standards essentially cover all the above areas within only 6 larger categories:

- Mission, Goals, and Objectives
- Curriculum
- Faculty
- Students
- Administration and Financial Support
- Physical Resources

We propose, therefore, streamlining the standards categories as follows:

1976 IFLA Standards Categories	1999 Standards Update Categories
Locus, Goals, Objectives, Designation and Status	I. Mission, Goals, and Objectives
Curriculum, Continuing Education	II. Curriculum
Academic Staff, Non-Academic Staff, Research	III. Faculty
Admission of Students, Completion Requirements, Credential	IV. Students
Organization, Support, Governance, Records, Planning	V. Administration and Financial Support
Accommodation, Library	VI. Physical Resources and Facilities

Proposed Conceptual Changes

1. Updating content

Not all the categories of the 1976 standards require an equal amount of updating. For example, the following categories state general principles which have not changed to a great deal since 1976 and which, therefore, require minimal updating:

- **Locus:** The School should be part of an institution which awards a university degree or equivalent credential; or it should be an independent institution itself, giving instruction at university level and awarding a credential equivalent to a university degree...
- **Goals:** This School should have goals and purposes which are clearly stated in a formal document...
- **Objectives:** The School should have specific objectives, derived from its goals, which are clearly stated in a formal document...
- **Designation and Status:** The designation (name) and status (organizational level) of the School should be comparable to that of other schools in the country and in the local situation which are engated in education of professional personnel...
- **Admission of Students:** Selection of students should be based on clearly stated criteria; these criteria should require high levels of intelligence and educational background and suitable personal characteristics...
- **Completion Requirements:** A clear statement of the requirements for completion of the educational program should appear in a formal document which is available to students and prospective students...
- **Credential:** Upon completion of requirements, students should be awarded a degree or certificate which is suitable for their level of study...
- **Organization:** The School should have a distinct position in the administrative organization plan of the institution...
- **Support:** The School should have a positive commitment of adequate financial support, with a definite annual budget related to the established objectives of the School...
- **Governance:** Decision-making should be based on clearly defined policy, and should allow staff participation...
- **Records:** The School should maintain documentation of its major activities...
- **Planning:** A clear but flexible design for future activity should be prepared, based upon the School's goals and objectives...

All of the above categories from the 1976 standards fall into three of the six expanded categories proposed for the updated standards:

I. **Mission, Goals, and Objectives**
IV **Students**
IV **Administration and Financial Support**

The remaining categories from the 1976 standards - **Curriculum, Continuing Education, Academic Staff, Non-Academic Staff, Research, Accommodation, Library** - comprise the categories of standards which either were described in greater detail in 1976 (e.g. **Curriculum**), resulting in definitions that have enough specifics in them to require significant updating in light of the enormous changes in our field in the more than 20 years since they were published, or simply define aspects of our profession that have changed so drastically that any definition more than 20 years old would inevitably be in need of revising. The **Library**, for example, has changed beyond recognition since the 1976 standards described it, and the **Academic Staff** has diversified far beyond the requirement that "all members should have professional experience as librarians or information scientists"(4) in this age when faculty from fields such as business, economics, communications and computer science routinely contribute to the multidisciplinary nature of our field and our faculties.

All of these categories from the 1976 standards which require more extensive revising fall into the proposed categories:

II **Curriculum**
III **Faculty**
VI **Physical Resources and Facilities**.

2. Incorporating standards/considerations from diverse countries

The 1976 standards state in section C. Philosophy and Main Points of the Standards:

These criteria have been designed for a universal function. For this reason, they concentrate on basic principles and essential conditions of operation which ought to be found in any library education program, in any country... The draft statement of these standards brought reactions from every part of the world. In examining these reactions, it was noted that points of disagreement between one national viewpoint and another national viewpoint simply underscored points of non-universality; consequently those points were modified for this final version.(5)

In the 22 years since the 1976 standards were published the Global Information Infrastructure has moved out of the realm of science fiction and at least partially into place. Distance education is commonplace, scholars on opposite sides of the world collaborate electronically without ever coming face to face, standards in computer protocols, database structure and metadata models - to name only a few areas - have moved out field closer to a common information language.

Therefore, in updating the 1976 standards, we would like to attempt to succeed in an area in which the relative isolation of one country from another made success in the early standards impossible. We would like to establish a set of **standards specific and detailed** enough to provide real guidelines for real schools and, at the same time, **general and universal** enough to be applicable in all countries. This can only be achieved by studying and incorporating standards gathered from a truly representative sample of schools of library and information science in IFLA countries.

This subcommittee is currently gathering information on the library and information education infrastructure in every country for which we can locate such information. While we have located to date a large number of articles on the general state and/or recent developments in LIS education in various countries, we have found very few published standards.

The workshop will summarise work that has taken place during 1999 and present a proposed draft of standards. The workshop will be very hands-on, allowing people from any country to have an input to the draft standards.

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An Odyssey in Scholarly Library History: JLH / L&C at 35

Donald G. Davis, Jr.
Graduate School of Library and Information Science
University of Texas at Austin
Austin, Texas, USA

Abstract

Founded in 1966, at Florida State University by Louis Shores, the quarterly Journal of Library History moved to the University of Texas at Austin in 1976 and continues to be published by University of Texas Press. It was renamed Libraries & Culture in 1988. While there has been some continuity in the Florida and Texas years, during the former period the journal seemed linked more to the library profession, whereas during the Texas years it has been linked more to the literary humanities and the history professions. A catalyst for promotion of its focus it presently strives to be "an interdisciplinary journal that explores the significance of collections of recorded knowledge-their creation, organization, preservation, and utilization-in the context of cultural and social history, unlimited as to time and place." The history of this unique journal is intertwined with the evolution of library history in the last third of the twentieth century.

Paper

The idea for a journal devoted to library history came in a meeting of the American Library Association's (ALA) American Library History Round Table (ALHRT).[1] That is the way Louis Shores, the founding editor, remembered it. In a 1974 memorial for his friend and colleague Wayne Shirley, Shores recalled events from decades before-events that would lead to the formation of three pivotal institutions for the study of library history in the United States.[2]

First, Shores remembered how at the 1946 ALA Convention he had joined with Shirley in discussing with President Carl Milam the possibility of a greater role for library history in the ALA. The result of the conversations held by the trio of library leaders was the formation of a Round Table for all those interested in discussing and supporting library history. At the 1947 annual meeting of the ALA, the American Library History Round Table gained official recognition.[3] Both Shirley and Shores continued to support the fledgling ALHRT for two decades, the former as chairman, the latter as secretary. For fifty years, the Round Table has provided an institutional home in which those interested in the field of library history can gather together once or twice a year to read papers and, in general, to assess the state of the field.

Later, the ALHRT played a significant role in the founding of another institution of library history in this country-one that provided an ongoing opportunity for the exchange of scholarly communication. For as Shores also recalled in the same memorial to Shirley, "It was at ALHRT meetings that the idea for the first library history journal was born and nursed. Out of repeated urgings, and encouragement from Wayne, I, as his ALHRT secretary, undertook to launch *The Journal of Library History, Philosophy and Comparative Librarianship* (JLH) at Florida State University in 1965." [4] Throughout its thirty-four years of existence, the *Journal* has provided about 600 articles, 1,470 book reviews and a continuous flow of current information in the field of library history.[5]

Shores also mentioned a third influential institution of library history, the Library History Seminars. That institution, too, emerged from meetings of the ALHRT, and, in particular, from the personal urgings of Wayne Shirley.[6] Taking this cue, Shores collaborated with John David Marshall, and together they instituted the first seminar in 1961.[7] A total of nine seminars have been held between 1961 and 1995, with the tenth scheduled for the year 2000. They have provided periodic opportunities to read and discuss important papers and issues in the field.

The original idea of Shores and Shirley to seek a larger role for library history bore enduring institutional fruit. The Round Table (1947-) provided the institutional framework and inspiration for the formation of the Library History Seminars (1961-), and a few years later, for the foundation of the *Journal of Library History* (1966-). All three institutions remain important for the field of library history and, as their interrelated origins imply, continue to derive strength from one another.

Of the three institutions, the *Journal*, because of its ongoing interaction with a relatively large number of individuals, has had the greatest opportunity to solidify and extend the efforts of the other two. Therefore, focusing this paper on the origin and subsequent history of the *Journal of Library History* may provide us with some insight into what role that scholarly journal has played in the development of the field. Over the last thirty years, the *Journal* has manifested itself as an institutional presence at two schools of library science, Florida State University (FSU) for the first ten years, followed by more than twenty years at the University of Texas at Austin (UT-Austin). That same geographical and chronological sequence-FSU (1966-1976) and UT-Austin (1976--)-will be the framework of this paper .[8]

The *Journal* at Florida State University (1966-1976)

Louis Shores, the individual so influential in the formation of a journal of library history, was a person of wide-ranging interests and talents. Ideas on reference works and service, the educational role of encyclopedias, the library-college concept, media, and library history all jostled for preeminence in his fertile and protean thought. It was history, however-a philosophy of history essentially Hegelian and mystical-that formed the core of his deepest thought and sustained him throughout a professional career in librarianship spanning more than fifty years.

After succeeding in founding the first two ventures earlier in his career at FSU, Shores began to make plans for the journal in the mid-1960s. Despite his avowed love of library history, there is no indication that he harbored any grandiose conceptions of its academic status. In his estimation, the subfield of library history, though rarely exposed to open derision, was in reality the neglected child of the library science family. After the founding of the journal, Shores referred to this benign neglect when recalling " . . . the previously neglected areas of library history, philosophy, and comparative librarianship."[9] That neglect, he implied, was longstanding, but in its current manifestation was traceable to a quixotic quest for novelty and change begun in the 1950s and 60s by many American library leaders. In that trendy cultural milieu, the stolid writings of the historians " . . . have found no outlet in professional journals that for the most part are committed to the current scene."[10] In all likelihood, Shores believed that the broader and longer perspective engendered by a journal of library history would act as a voice of reason in the midst of the cacophony of the change agents.[11] Furthermore, the journal would assume a practical role, by providing a convenient place for publishing some of the better papers originally read at the Round Table meetings.

Based upon his extensive previous experience in journal publication, Shores estimated that three hundred subscribers were needed in order to sustain the new journal. When a comprehensive campaign for subscribers finally raised the required number, he gave the approval to proceed.[12] The inaugural issue of *The Journal of Library History, Philosophy and Comparative Librarianship* was published by the library school in January 1966. Links with the past were maintained when Wayne Shirley, Shores's friend and colleague, sent congratulations from the American Library History Roundtable of the ALA.[13] A new journal had been born.

The editorial and advisory boards for the new journal were impressive. Shores had gathered a cadre of local collegial volunteers around him. In addition to the editorial assistance, a second category, the "Faculty Publications Board," listed three chairmen. These individuals acted as referees for the articles submitted to the journal. A third category was the "International Advisory Board," listing eighteen advisors from five continents and the United Nations.

The new journal published by the FSU team came off the press in an 88-page, saddle-stitched binding format, sporting a light green cover with the stylized logo "JLH" on it.[14] The cover of the first issue gave the name, *The Journal of Library History*. The title page, however, provided a fuller title: *The Journal of Library History, Philosophy and Comparative Librarianship*, but with the additional words of the expanded version in a smaller size type. When the title of the journal was given in the text, most writers used the short title-but others used the expanded version.[15] Much to the consternation of catalogers, there was always some degree of ambiguity in the exact name of the *Journal*.

The overall arrangement of the journal was a composite or mixed format, being comprised of both scholarly articles, and editorial columns or departments. The six editorial departments were: "Epitome," "Of Librarians and Historians," "Vignettes of Library History," "Libraries Abroad," "JLH Bookshelf," and "Sources." The editorial approach of the departments (except for the last two) was to present a personal view of the library world, stressing current events and conditions.

The "Articles" section, though, was the centerpiece of the quarterly journal. Over the 11 volumes (44 issues) at FSU, there were a total of about 165 articles, though admittedly a few of the articles were simply brief informational pieces. The articles dealt with all of the varied aspects of the field, including books, libraries, librarianship, printing, library education and a number of other areas. All periods of history were dealt with, including ancient and medieval. A striking number of overview articles on libraries and librarianship in an international context (Colombia, Thailand, Pakistan, West Germany, India-Pakistan, Johannesburg, Jamaica, Pretoria, National Diet Library of Japan, etc.) were included.

The authors of the articles expressed an appreciation for viewing libraries within their surrounding cultures. Even with this view, however, the stress was strongly on the library as an institution of society and decidedly less stress was placed upon the connections or nexus between the culture and the library.

John David Marshall was the editor of "JLH Bookshelf," which reviewed about 200 books during the eleven years of the *Journal* at FSU. Each issue featured some four or five current works in the field of library history that were selected for review. Some of the reviews were rather lengthy, two pages or more in length, though a few were cited with only a brief descriptive paragraph provided.

The physical format of volumes one through seven remained unchanged in the typography and layout. However, the *Journal* was forced by financial pressures to experiment with a larger physical format with volume eight (1973). The *Journal's* editorial board, and subscribers alike, were embarrassed by the resulting quality. Volume nine reverted to the original specifications.

Each of the departmental editors used his column to make personal editorial comments in an open and forthright manner. The result was both a bane and a blessing. On the one hand, the columns could manifest a personal, direct, and human quality, useful in drawing together supporters of the field; on the other hand, the columns could be used by some to perpetuate the stereotype that library history was insufficiently scholarly. In addition, the juxtaposition of editorial departments and scholarly articles in such close proximity gave the *Journal* a mixed quality that was sometimes jarring. Given the status of library history in the profession during the mid-1960s, the editorial board saw this approach as the best possible way to reach the broadest constituency.

Louis Shores was undoubtedly the primary personality behind the new journal during its tenure at FSU and continued to be listed as editor emeritus. Shores's successor as dean of the Library School was Harold Goldstein, who had come from a professorship at the University of Illinois. He held the position of editor of the *Journal* throughout the remainder of its days at FSU. By all accounts, Goldstein carried out his duties with professional skill and knowledge, with "a management style that got things done with dispatch." [16] In its tone and format, the *Journal* under Goldstein continued in the path laid out by Shores.

By any fair appraisal, then, the *Journal of Library History* was a success in what it tried to do. A scholarly journal had begun and continued for over a decade. The writing of library history was being supported. Moreover, individuals interested in the field had a rallying point from which they could gain strength and encouragement. Those from outside the field could gain a clearer understanding of what it was that library history could say to the larger field of librarianship. One particularly interesting effort was beginning a program to publish bibliographies of library history for all fifty states; only fourteen actually appeared, some within journal issues, others as separate publications. A glance at the *Journal* demonstrates that it promoted extensively the Round Table and the Library History Seminars. All of these facts are indicative that the *Journal* had made a good beginning, one that would provide the foundation for further growth in the future.

A similar assessment of the beginning of the *Journal* has been provided by library historian Lee Shiflett. "By any standard except financial," Shiflett proposes, *"The Journal of Library History* was successful. It was well received and immediately became a reputable scholarly journal attracting contributions from a wide variety of authors."[17] As Shiflett avers, it was in the area of finances that trouble arose. From the very beginning, the *Journal* had made a conscious decision to undertake its mission without pressuring FSU for financial assistance. The school provided space and some minimal level of financial assistance, but certainly not enough to support completely the scholarly effort. Without that level of complete institutional support, Shores was placed in the position of securing his own financial backing through a combination of subscriptions and advertisements. He later described it as starting a journal "on a shoestring with no subsidy."[18] The difficulties involved in undertaking such a project became more apparent over time.

Despite all these efforts, the financial position of the *Journal* declined steadily, becoming critical by the mid-1970s. With regret, the decision was made to find a new home for the Journal. During the early part of 1976, letters were written to other departments of library science. Included in these potential sites were the University of Texas at Austin, the University of North Carolina at Chapel Hill, and in all likelihood, the University of Illinois. It is also persistently rumored that a prominent commercial journal publisher was eager to take over the new responsibilities. Out of this flurry of activity, a new candidate for sponsorship of the *Journal* emerged as a likely successor. It was the University of Texas at Austin.

The *Journal* at the University of Texas at Austin (1976-)

The initial letter to the Graduate Library School at the University of Texas at Austin could not have come at a more propitious time. A confluence of three critical individuals came together to bring the *Journal* to UT-Austin.

The first was a potential new editor, author of this paper, who assumed his teaching duties at the UT-Austin Library School beginning in 1971. The new professor arrived with an appreciation of history and a solid background in its study. When, some five years later, the possibility of moving the *Journal* to UT-Austin surfaced, this young professor leaped at the new opportunity. The second critical figure was the dean of the Library School, C. Glenn Sparks who agreed to the new arrangement. The third critical individual was Philip D. Jones, who had recently assumed the position of director of the UT Press. Having recently arrived from the lush journal-publishing fields at the University of Chicago, Jones was in an expansive mode of operation as he entered upon his new duties at UT-Austin. Therefore, when the proposition for a new journal was broached, the Press director accepted the opportunity with some degree of alacrity. The importance of this ownership and support on the part of the UT Press can scarcely be overestimated. As the owner of the journal, the Press was responsible for all financial obligations, for copy editing, design, marketing, and bookkeeping. Editing responsibilities would be undertaken by the Library School.

It was during the transition year of 1976 that the editor began thinking about possible changes for the *Journal*. Taking for his example the redoubtable *Library Quarterly* and its editor, Boyd Rayward, the new editor envisioned a thoroughly objective and scholarly periodical-one that would place it within a broader conceptualization of the role of libraries within history. He was seeking a wider focus for the field of library history, in which the interpenetration of social, cultural, and intellectual history with libraries would be stressed. Once his thoughts had solidified and actually were implemented, they would result in the appearance of a number of changes in the *Journal*.

The most obvious change was cosmetic. The *Journal's* leadership changed the cover of the perfect-bound journal to a dark blue. Also, the *Journal* dropped the stylized JLH on the cover and instead depicted a bookplate. Each issue provided an explanatory essay on the bookplate. Each succeeding issue has featured a different bookplate, in the process representing many areas of the world.

Other changes were more substantial. The new editor jettisoned the departmental format in an attempt to attain the academic tone he was seeking. The role of the editor was placed more in the background than it had been previously, yet at the same time thoroughly involved in every phase of decision-making and production. His plan was to structure the journal in three sections: Articles, Notes and Essays, and Book Reviews. With the first and last sections self-evident, the Notes and Essays section would provide brief essays not meeting the length standards for articles. Second, he enlarged the book reviewing section, both in quantity and in scope of coverage. Thus, 1,270 book reviews have been published in the *Journal* while at UT-Austin, an average of 13.8 reviews per issue, compared to the earlier 4.5 reviews per issue at FSU. Third, he instituted a policy of publishing periodic thematic issues, in which all or most articles were devoted to a particular topic.

A change in the name of the *Journal*, adopted somewhat later in 1988, was more apparent than real.[19] Beginning with volume 23, the new title became *Libraries & Culture* with the descriptive subtitle, "a journal of library history." This change did not indicate a shift from the original purpose of the *Journal*, but rather a "broadening recognition" of the role of libraries within culture. Thus *Libraries & Culture* began describing itself as "an interdisciplinary journal that explores the significance of collections of recorded knowledge-their creation, organization, preservation, and utilization-in the context of cultural and social history, unlimited as to time or place."[20]

The broader conception envisioned by the editor clearly is demonstrated in the approximately 430 articles published in the Journal since 1977. The international perspective of the *Journal of Library History* is confirmed and expanded with numerous articles on international topics with an emphasis on their history and not current events.[21] In addition, all types of cultural and intellectual history related to libraries and their influence are regularly present.[22] The same stability and continuity seen in the day-to-day editorial work is evident as well in the editorial board of the *Journal* at UT-Austin. Even with the inevitable changes in the board during the last two decades, continuity has been maintained, providing a secure foundation for the entire enterprise. Moreover, the board has become increasingly interdisciplinary, mirroring the interests of the *Journal*. Currently, the board is comprised of eight members, all of whom are at the University of Texas at Austin. Three of the members are in library and information science education, one is a librarian, and there is one each from the departments of Art and Art History, English, French and Italian, and History.

From the beginning of its tenure at UT-Austin, the *Journal* has initiated a greater array of new professional relationships-both individually and institutionally-in an attempt to solidify its academic standing. It was not long before the *Journal* began attracting article contributions from various scholars outside librarianship, including cultural historians, and those representing various international perspectives. Inevitably, therefore, the individual readers of the Journal have become a eclectic group of scholars, including librarians, historians, classicists, humanistic scholars, and others.

On the institutional level, the *Journal* has instituted new relationships with other associations-both outside and within the field of library history. One example of this external outreach was the decision to join the Conference of Historical Journals, an association of scholarly history journals. For institutional linkages more directly related to the field of library history, there have been a number of notable developments. Beginning about 1978, the *Journal* appeared to become a conduit in which its broader conception of history flowed into both the ALHRT and the Library History Seminars. The first indication of this broader conception on the part of the Round Table became evident when the word "American" was dropped from the official name. At the same time, the name change also appeared to signal a greater interest in the international aspects of library history.

A second institutional linkage connects not only the *Journal* to the field but also links its two manifestations, at FSU and at UT-Austin. The biennial literature reviews of American library history, having begun at FSU by Michael Harris, have been continued and expanded at UT-Austin by Wayne Wiegand and Ed Goedeken. The literature reviews cover books, articles, and dissertations.

A further institutional development within the field was the decision to publish material from the Library History Seminars in the *Journal of Library History*. Beginning with Library History Seminar VI (1980)-the first Seminar for the UT-Austin Journal-the seminar proceedings appeared as two oversized issues of the *Journal* prior to separate publication in indexed clothbound volumes. This practice indicates the rich intermixing among the Round Table, the Library History Seminars, and the *Journal*.[23] With the return to these three tangibles of library history the story has come around full circle.

Conclusion

A journal for the library history community was born thirty-four years ago and assumed the name, *The Journal of Library History*. The new journal grew in stature and in strength, and its understanding matured and developed over the years. That same journal continues today in adulthood as *Libraries & Culture.* The adult journal looks at its earlier life and there sees evidence for everything that it has become. That life, like any life, can scarcely be summed up in a few words. Yet, perhaps there are a few transcendent themes in the life of the *Journal* to which one can point.

One can point, first of all, to the way that it has striven for *continuity*. The *Journal*-both at Tallahassee and Austin-has manifested a continuing interest in the rich and variegated history of libraries. Though other more popular topics have arisen during that time, they have not diverted the *Journal* from its specific goal of enriching our understandings of library history. Significantly, this enrichment has not been pursued by rejecting the research of the past, but out of a conscious desire to build upon it. Somewhat surprisingly, this striving for continuity, has emerged with a concurrent appreciation of the need for *change*. To a greater degree, library historians see the need to analyze current topics in library and information science from historical perspectives, and in the process, demonstrate history's relevance. Attempts by library historians to distance our craft from the wider world of librarianship have been counterproductive. One can point as well to the theme of a growth in *contextuality*-an ever-increasing appreciation of the library as a cultural and social institution and, the desire to link this study with better established areas of historical research. A final transcendent theme is the *collaboration* that has evolved among the institutional components established for study and research in library history. The ALA Library History Round Table, the Library History Seminars, and the *Journal* have each mutually strengthened the other two. Exploring ways to make this collaboration even more fruitful, and perhaps devising new institutional components, can only benefit the entire field. The building up of that field-the field of library history-has been the whole role of *JLH/L&C.* Together they have sought to advance the scholarship of library history-an odyssey of intellectual history in our profession.[24]

When one considers the striking work that has been accomplished by "historians of the book" over the past three decades, one can see similar, and perhaps even greater, opportunities for the "historians of the library." The opportunity exists for library historians to provide a clearer picture of the rich and complex ways in which the library interacts with the intellectual, cultural, and social elements of its society. *Libraries & Culture* will continue to lead, nurture, and promote this endeavor.

Notes

1. The author wishes to thank his doctoral student, Jon Arvid Aho, who coauthored the more extensive essay on which this paper is based, "Advancing the Scholarship of Library History: The Role of JLH / L&C" that will appear in a forthcoming special issue of Libraries & Culture that commemorates the Fiftieth Anniversary of the American Library Association's Library History Round Table. It contains exhaustive documentation.

2. Louis Shores, "Wayne Shirley: In Memoriam," Journal of Library History 9(4) (1974): 291-92. Wayne Shirley (1900-1973) was librarian and dean of the Library School at Pratt Institute from 1938 to 1955. Louis Shores (1904-1981) was dean of the Library School at Florida State University from 1946 to 1967.

3. In 1978 the American Library History Round Table (ALHRT) removed "American" from its name, becoming simply the Library History Round Table (LHRT).

4. Shores, "Wayne Shirley: In Memoriam," 292. According to Shores, he expressed the desire to have a journal for the field at the initial meeting of the ALHRT: "At that very first meeting, I expressed the hope that we could one day publish a journal." Shores, Quiet World: A Librarian's Crusade for Destiny (Hamden, Conn.: Shoe String Press, 1975), 232.

5. Thirty-four volumes of the Journal have been published between 1966 and 1999. Until vol. 22 (1987), it retained the title, Journal of Library History(Philosophy and Comparative Librarianship). Beginning with vol. 23 (1988), it has been published under the title, Libraries & Culture with the descriptive subtitle, "a journal of library history." The brief title, Journal, is used throughout this paper to refer to the publication both before and after the name change.

6. Shores, "Wayne Shirley: In Memoriam," 292.

7. Lee Shiflett, s.v. "Shores, Louis" in Supplement to the Dictionary of American Library Biography, ed. by Wayne A. Wiegand (Englewood , Colo.: Libraries Unlimited, 1990), 128.

8. Important source materials for the study of the Journal are the individual issues of the journal, as well as the archival material located at the Center for American History, University of Texas at Austin, and in the office files of the Libraries & Culture office. Other material can be gleaned from a review essay by Laurel Grotzinger in Library and Information Science Annual 3 (1987): 203-205. Important overviews can be found in Libraries & Culture: Twenty-Five-Year Cumulative Index, Volumes 1-25, 1966-1990, edited by Hermina G. B. Anghelescu and Elizabeth A. Dupuis (Austin: Graduate School of Library and Information Science, UT-Austin, 1995) and in the review of the same work by John Richardson, Jr. in Library Quarterly 67 (1) (January 1997): 87-88. For biographical information, see the relevant entries in the Dictionary of American Library Biography (DALB) (Littleton, Colo.: Libraries Unlimited, 1978), edited by Bohdan S. Wynar. It contains over three hundred biographical sketches of prominent American library leaders deceased as of June 1976. Among the sketches, John David Marshall has a contribution on William Wayne Shirley (1900-1973). For material on Louis Shores, one can examine with great profit the biographical sketch by Lee Shiflett in the Supplement to the Dictionary of American Library Biography, ed. by Wayne A. Wiegand (Englewood, Colo.: Libraries Unlimited, 1990). The Supplement contains 51 biographical sketches not contained in the original DALB and extends the coverage date to June 1987. See also the full-length work by Shiflett, Louis Shores: Defining Educational Librarianship (Lanham, Md.: Scarecrow Press, 1996). Louis Shores' autobiography, Quiet World: A Librarian's Crusade for Destiny (Hamden, Conn.: Shoe String Press, 1975) is an illuminating account of his entire professional life and contains a chapter on his views on historiography and the beginning of the Journal (224-36).

9. Louis Shores, Journal of Library History, 2(1) (1967): 4.

10. Louis Shores, Journal of Library History, 1(1) (1966): 5. This view is also the theme of the chapter on library history in his autobiography, Quiet World, esp. 231 and 236.

11. In Shores's memoriam to Wayne Shirley, Shores lauded most of all Shirley's "courageous commitment to constants in an age of perpetual celebration of change." Shores returned to that theme in his peroration: "Much as death seems to enforce change, the memory of Wayne Shirley reinforces faith in the constants of the eternal verities." Journal of Library History, 9(4) (1974): 291-92.

12. Shores, Quiet World, 234.

13. Wayne Shirley, Journal of Library History 1(1): 33.

14. Shores expressed disappointment over the format and printing of the first issue. "We had taken the lowest bid. It came from a small printing establishment with limited resources, and among other things, a font of type without italics. Volume one, number one looks amateurish.

We shifted to another type style in issue two, and to another printer later." Quiet World: A Librarian's Crusade, 234.

15. Shores used the expanded version in Vol. 9, no. 4, p. 292.

16. Personal correspondence of Martha Jane K. Zachert to Donald G. Davis, Jr., undated. [January 1999].

17. Shiflett, Louis Shores: Defining Educational Librarianship, 215.

18. Letter of Louis Shores to Donald G. Davis, Jr. dated 26 February 1978 in the administrative correspondence file (FSU) located at the Libraries & Culture office. See also the comments of Lee Shiflett, Louis Shores: Defining Educational Librarianship, 214.

19. Davis discusses the impending change in the final issue of the journal under the old name, Journal of Library History 22(4) (1987).

20. Libraries & Culture 23(1) (1988).

21. John Richardson, Jr. Review of Libraries & Culture: Twenty-Five-Year Cumulative Index, Volumes 1-25, 1966-1990 in The Library Quarterly (January 1997): pp. 87-88. Also of importance are Jean-Pierre V. M. Hérubel and Edward A. Goedeken, "Journals Publishing American Library History: A Research Note," Libraries & Culture 29(2) (1994): 205-209 and Jean-Pierre V. M. Hérubel, "Authorship, Gender, and Institutional Affiliation in Library History: The Case of Libraries & Culture," Behavioral & Social Sciences Librarian 11(1) (1991): 49-54

22. Ibid.

23. It could also be noted that Libraries & Culture has solidified the longstanding arrangement of publishing works read at LHRT. In addition, the journal publishes the winning essay in honor of Justin Winsor.

24. Donald G. Davis, Jr., "Ebla to the Electronic Dream: The Role of Historical Perspectives in Professional Education," Journal of Education for Library and Information Science 39(3) (1998): 228-235.

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Collections Care in Southeast Asia: Conservation and the Need for the Creation of Micro-Environments

John F. Dean
Cornell University
Ithaca, New York, USA

Abstract

For a variety of reasons, collection care in Southeast Asian, especially in the northern regions, is fraught with many difficult challenges. Climates that are unfriendly to paper-based materials, poor economies, war, and civil unrest, are just a few of the reasons that librarians and archivists find it extremely difficult ensure the survival of cultural property. The rate of deterioration can be slowed and, in some cases, reversed, through actions that are relatively low-cost and uncomplicated.

The presentation will discuss some of the strategies employed by the Cornell University Department of Preservation and Conservation to preserve materials in Burma, Cambodia, Laos, Viet Nam, and Thailand in projects conducted over the last ten years. The need for careful needs assessments and clear articulation of them will be discussed in the context of competing for the necessary resources from international funding agencies, along with descriptions of stabilization operations

Paper

Introduction.

The nations of the upper regions of Southeast Asia have great difficulty in ensuring the survival of their cultural property for reasons that are historic, economic, and climatic. Among the most vulnerable nations are Burma, Cambodia, Laos, and Viet Nam. Of all cultural property, library and archive materials are the most vulnerable to damage and neglect, and it is especially tragic as, national identity and indeed, economic recovery, are often seen to be linked to the survival of documentary materials, as libraries and archives form the heart of the fragile educational systems so necessary to the development of viable and competitive economies.

Since 1987, I have worked in libraries, archives, and art museums in all the nations of the region on behalf of the Cornell University Library's Department of Preservation and Conservation, supported by funding from: the Government of the Netherlands, the Harvard-Yenching Institute, the Henry Luce Foundation, the Christopher Reynolds Foundation, UNESCO, the Swedish International Development Authority (SIDA), Oxfam, the Open Society Institute, and various other non-governmental agencies. The work has been concentrated on attempts to save rapidly deteriorating collections through needs assessments, staff education and training, developing and conducting conservation projects, and microfilming threatened collections to safeguard their textual content.

Burma, Cambodia, Laos, and Viet Nam have all experienced savage war and civil unrest in recent years, and recovery from these disasters is difficult and likely to be exceedingly slow. My work in this region of Southeast Asia began in Cambodia amid the devastation of the national library and national archives following the retreat of the Khmer Rouge, and this experience plus more recent work in Burma over the last four years and continuing work in Viet Nam has demonstrated the vulnerability of both research materials and librarians.

Before describing the challenges of preservation work in the region, it might be useful to explain why a university located in the rural heart of central New York State should be at all interested in Southeast Asia and its libraries and archives. Cornell was founded in 1865 through the generosity and political skills of Ezra Cornell and the scholarly endeavors of its first president, Andrew Dickson White. Both men were determined that the university would provide instruction in every subject, that it would be non-sectarian, and enrollment open to all. Cornell is one of that exclusive group of American universities known as the Ivy :League, and it is indeed a large and prestigious research and teaching institution. The nineteen libraries of the university hold a total of approximately 9 million physical volumes, and more than 75 million manuscripts, making it the tenth largest library in the American Association of Research Libraries.

Cornell's interest in Southeast Asia began in 1918 with a donation of 9,000 books and manuscripts from Professor Charles Wason, and the creation of the Far Eastern Studies program in the mid-1940s. The determined collecting of John M. Echols, a professor of modern linguistics, and Giok Po Oey, the first curator of the Echols Collection, resulted in the largest collection of Southeast Asian books and manuscripts in the world, and facilitated the development of extensive area studies programmes at the university, as well as instruction in fourteen Southeast Asian languages.

The Department of Preservation and Conservation was established in 1985, and soon became one of the larger preservation programmes among academic research libraries in the United States, and an early preservation initiative was the large-scale microfilming of rapidly deteriorating Southeast Asian materials from the Echols Collection. Copies of the film were presented to libraries in Southeast Asia to help replace collection losses. Preservation field work in the region grew out of the growing concern of faculty and graduate students and the reports of Helen Jarvis, an Australian scholar and librarian. In 1987, Dr Jarvis reported on conditions at the National Library of Democratic Kampuchea, now Cambodia [1] Her report resulted in a more detailed assessment by a Cornell graduate student, Judith Ledgerwood, which was reported at an international conference in Washington [2]. Soon afterwards, applications by Cornell to private foundations paid off with a small award by the Christopher Reynold Foundation which permitted John Badgley, curator of the Echols Collection, and me, to visit Cambodia, Thailand, and Viet Nam, beginning what has become a continuing programme of preservation action in the region. The effects of the strife and political upheavals of the past fifty years in the area, however, make the preservation challenges daunting, with materials disappearing through deterioration, theft, and political expediency almost on a daily basis.

Western scholars have been generally, though somewhat vaguely, aware of these problems for some time, but it is only quite recently that the full breadth and scope of the especially difficult problems facing libraries and archives have become known to a few Western librarians, archivists, and preservation specialists. Over the last decade, international agencies, both public and private, have produced spasmodic reports on conditions, and indeed, several successful projects designed to preserve specific collections in particular places have been conducted. These reports and projects were, not surprisingly, limited in their overall effects, and conditions overall remain little changed with materials still disappearing at an alarming rate. However, limited as these projects have been, they have resulted in the preservation of some vital pieces of scholarly information, and perhaps, more important, these pioneering efforts have created a much greater awareness of the crisis. Virtually every report by foreign observers on libraries and archives resulting from fact-finding missions describes dilapidated facilities, undertrained and under-equipped personnel, minuscule or non-existent funds, and collections that are often bibliographically and physically inaccessible. While a few cultural gems, well known to Western scholars, are better protected and available, the vast majority of library and archive materials are not, and local students and scholars alike struggle painfully but determinedly to try to satisfy their research needs.

Burma (Myanmar).

Library conditions in Burma were described in 1968 by Palle Birkelund, reporting for UNESCO. Birkelund described well-organized libraries, competent personnel, and remarkable recovery from World War II [3]. The premier library in the capital, the Universities' Central Library, had been almost completely destroyed by bombing during the war, along with two of the college libraries, resulting in the loss of research materials and valuable scholarly notes. For example, scholar Gordon Luce lost the fruits of twenty-five years of research when the Japanese looted the collection, and the later monsoons destroyed what remained after Allied bombing [4]. Birkelund commented on the need for better environmental controls, insect fumigation, and trained "book binders and restorers" to begin the conservation of manuscripts and other library materials.

Ten years later, a report to UNESCO on the preservation of manuscripts in Burma, produced by V. Raghavan, described a much more desperate situation, with manuscript collections being rapidly diminished because of humidity, insects, lack of trained personnel, official indifference and neglect [5]. Raghavan recommended a series of actions that would have resulted in substantial improvements and a slowdown in the rate of loss. In particular, he recommended that conservation facilities be established to treat damaged and deteriorated manuscripts, and drafted specific plans for improved environmental conditions. Referring to an unpublished UNESCO survey of Burmese manuscripts in 1956-57, Raghavan urged that a union catalogue of manuscripts be developed to encourage inventory control and to deter theft.

In general, little has been done to implement Raghavan's suggestions, either in preservation or bibliographic control, and there are indications that the situation continues to deteriorate further. Thousands of manuscripts have been stolen from Burmese libraries and temples, and are offered for sale as curios in the tourist antique shops and markets of Thailand. In a June 1994 report, Peter Skilling and H.K. Kuloy described their efforts to rescue a few of these manuscripts by purchase in the markets of Thailand, noting that they had managed to save, "750 palm leaf manuscripts in Pali or mixed Pali-Burmese, 18 bundles of Khun palm leaf manuscripts (each bundle contains from 5 to 15 smaller palm leaf sets), 270 Burmese black paper accordion books (Parabaik), and 12 Shan white paper accordion books"[6]. Skilling and

Kuloy are still active in gathering these materials and intend to return the manuscripts to Burma "in better times."

Cornell University's preservation involvement in the libraries of Burma began in 1989 with a three year project to microfilm fragile palm leaf manuscripts at the Universities' Central Library in Rangoon. To date, 5,000 manuscripts have been microfilmed, but another 15,000 manuscripts need to be filmed through future projects. The Henry Luce Foundation and Cornell alumni have funded the work, but continuing support is problematic. A Cornell report of 1988 points out that environmental conditions in the libraries were very bad, and that large portions of the general collections were unprocessed and untreated [7]. Cornell's work of preserving research materials in Burma has been carried out in the face of some political opposition and criticism from those opposed to any interaction with Burma, but as a recent report noted, the "rapid deterioration and loss of these [Burmese] materials should not be allowed to continue because of political isolation, as all humankind will be the poorer for their loss ."[8]

More recent work in Burma, reviewed in a report of a survey and training visit I made in March 1995, has revealed a slightly more promising situation despite political difficulties and isolation. The Universities' Central Library has initiated some limited preservation efforts on a regional basis, concentrating initially on the region immediately surrounding Rangoon. Modest space has been allocated in a new building for conservation facilities, and the Cornell-funded microfilming efforts are being carried out in a well appointed space in the library, using equipment donated by an early UNESCO project and a more recent gift through the Australian National Library. In addition, some conservation equipment has been installed through Cornell with the help of the Open Society for Burma Institute. At the Rangoon University's Historical Research Centre, considerable progress is being made in the care of archival materials and the collecting of monument rubbings, and Soe Soe Sein and U Pe Thein, archivists at the Centre, have each recently completed a six months preservation training program at Cornell. Although facilities and resources are very scarce at the University of Mandalay, large numbers of palm leaf manuscripts are stored in a sensible fashion. Unfortunately, the extreme, and unrelieved, heat and voracious insects are hastening the destruction of these and other library materials. The Royal Palace at Mandalay also has a number of palm leaf and parabaik manuscripts along with numerous photographs, and all are poorly housed in facilities that lack the means to regulate the high temperatures and relative humidity, or to keep out insects. The environment at the Bagaya Monastery Library at Amapura is much more encouraging, with the 6,000 palm leaf manuscripts and large numbers of parabaik being carefully handled in a space that may soon be air-conditioned through donations from devout overseas Buddhists. Students from the University of Mandalay's Department of History, less affected by the university closures in Rangoon, are involved in cataloguing and collating the manuscripts at Amapura, with copies of the data sent to the Universities' Central Library at Rangoon for eventual entry into a database, a substantial beginning step towards Raghavan's 1979 inventory recommendations [9].

Cambodia

The condition of libraries and archives in Cambodia is probably the worst in this region of Southeast Asia. The reports of Helen Jarvis in 1987 and Judy Ledgerwood in 1988 had described appalling conditions, with the libraries of Phnom Penh little more than shells of their pre-Khmer Rouge days. In a report of a preservation/conservation training visit to Cambodia made in April 1989 with a Cornell team, assembled as a direct result of Ledgerwood's report, I identified a number of modest priorities for immediate preservation action [10]. These priorities have largely been addressed by projects stemming from the reports and from a subsequent training project that I conducted in February 1991. In 1989, the National Library was without a water supply, and had only eccentric and very dangerous electrical systems. Less than twenty percent of the collection survived the Khmer Rouge, who threw out into the streets and burned many of the books and all of the bibliographic records. The Library was used as a pigsty for the duration of the Khmer Rouge regime, and of the original National Library staff of forty-three, only three survived. My report further notes that large mounds of books and manuscripts were piled in the storage areas, many rescued from the streets and markets. The National Archives was badly damaged by insects, and Soviet attempts to control them with DDT were not successful, and I saw similar conditions at the Royal Palace and the National Museum. At the Tuol Sleng Museum of Genocide, a former high school used by the Khmer Rouge as an interrogation centre, more than twenty-thousand men, women and children had been tortured to death, and significant numbers of confessions and photographs of victims had survived the Khmer Rouge=s attempts to destroy them during their retreat. These materials were in surprisingly good condition, although the real danger to the archives seemed to be from Khmer politicians with an interest in their disappearance.

The situation is now reportedly somewhat changed and significantly improved in Cambodia, and a June 1994 news report indicated that the French Government had provided some aid to the National Library of Cambodia by supplying library and binding equipment [11], and Australian archivists working with the Overseas Service Bureau have been improving access to materials in the National Archives. A report by Elizabeth Watt of the International Branch, the National Library of Australia [12] indicates growing library aid activity even without full "normalization." Volunteer staff members from Cornell University have regularly worked in Cambodian libraries over the past ten years, and a 1998 report of one Cornell staff member Sari Suprato, indicates improved funding from international agencies is helping shape libraries and turn attention toward preservation.

The first Cornell Library overseas training and conservation project began with training sessions at the National Library to begin the process of stabilizing the palm-leaf manuscript collection. This collection was in very poor condition, with considerable insect damage, extensive soiling, and structural damage. The manuscripts were piled in tottering heaps on the floor of the library, many scattered into loose, unconnected leaves. The staff of the National Library was trained to provide preliminary cleaning of the manuscripts by light dry brushing to remove loose soil and insect parts, and to construct protective enclosures that would protect each individual manuscript, and to box small groups of manuscripts in tight, well-constructed boxes containing an insect repellant [13]. The staff quickly became adept at constructing the boxes, and the appropriate conservation supplies and tools were provided through a variety of funding sources in the United States, including the Christopher Reynolds Foundation and the Henry Luce Foundation. I also provided training to ensure that the general collections of the National Library received some conservation attention, and a book repair operation was established.

It became apparent that the survival of some of these unique materials could best be assured by microfilm, as the traditional method of preservation, copying by hand, was impossible given the small number of monks left alive by the Khmer Rouge. Although the palm-leaf manuscripts seemed a high priority for the Khmer, Cornell also considered that the filming of the Tuol Sleng archives should be accomplished as a matter of urgency. As noted, the archives consist of "confessions" extracted from some of the victims, and some 6,000 photographs and negatives produced as "mug shots" by the Khmer Rouge. The following year, with additional grant funding assured, Judy Ledgerwood, fluent in the Khmer language, began the work of microfilming first the palm-leaf manuscripts and then the archives of Tuol Sleng. Ledgerwood had received intensive training in microfilm camera set-up and operation prior to the project, but the difficulties she encountered were impossible to prepare for, and essentially typical of work in poor countries. Electrical supply at the National Library in Phnom Penh, as noted, was somewhat dangerous and unreliable, and there was no water supply. Ledgerwood purchased a generator to operate a small air conditioning unit and the microfilm camera at the National Library for the filming of the palm-leaf manuscripts. At Tuol Sleng, the old generator was repaired (which proved to be an unwise investment), and a room set aside for filming and new storage for the filmed documents. The factor that proved to be the most difficult to overcome, however, was the refusal of the government to grant formal written permission to film (although there was an informal, oral agreement with the Minister of Culture), and as a result, there was constant interruption of the work by various governmental officials backed by troops and a consequent defection of Khmer project staff. The work to microfilm the 400,000 pages of the 4,000 confessions, the "Manual of Torture," entry log, and "instructions to guards," took from 1990 to 1993, with four different project directors, beginning with Judy Ledgerwood and ending with Lya Badgley. Work in Tuol Sleng was not only difficult because of mechanical problems and political intrigue, but the oppressive and morbid atmosphere also took its toll. Historian David Chandler observed that people using the archives "confront daunting problems...there is the emotional drain of encountering so much cruelty, so many innocent lives destroyed [14]." Before the archive was microfilmed, access to the confessions was difficult, with little time allowed to scholars to study the materials. Chandler went on to note that, "by the middle of 1991, less than 10 percent of the dossiers had been read and analyzed by scholars, much of which concern major figures in Democratic Kampuchea. The confessions of 3,500 'lesser' victims remain to be studied, and many of these probably contain important historical detail." The archives is the key source of information for the U.S. State Department's Office of Cambodian Genocide Investigations. The film was exposed in difficult circumstances, but initially the processing and inspection was almost equally difficult, with each reel of exposed film taken in the International Red Cross diplomatic bag to Bangkok where it was flown to Ithaca, processed within twenty-four hours, inspected and evaluated by preservation staff, and results faxed back to Bangkok for delivery to Phnom Penh to effect corrections to the shooting procedures. The Tuol Sleng archives project, in particular, has been an extremely valuable contribution to scholars throughout the world and, in the best tradition of preservation reformatting, has ensured the preservation of material in danger of destruction while extending access to scholars.

By January 1991, Cornell had obtained grant funding to continue with phase two of the conservation work in Cambodia, and I was able to return to Cambodia as part of a more extensive survey visit to Vietnam and Thailand. The conservation treatment and training projects conducted during this visit were extremely intensive, addressing the stabilization of the Tuol Sleng archives through the construction of document cases, the stabilization of palm-leaf manuscripts at the Royal Palace and the Buddhist University, and the conservation treatment of the palm-leaf manuscripts already microfilmed and stabilized at the National Library. Treatment of the palm-leaf manuscripts involved taking them out of the individual enclosures and group boxes constructed in the 1989 project, which provided the opportunity to evaluate the effectiveness of the housing strategy. To my great satisfaction and relief, there had been no re-infestation of the manuscripts by insects, and no additional structural damage had occurred. From July to December, 1998, a staff member from the National Archives, Y Dari, completed a six months preservation training program at Cornell, and no doubt some further improvements will be made to the general situation as a result of her influence.

Many of the reports on libraries and archives by Western and Australian librarians seem to imply that the wretched conditions in Southeast Asian libraries are not immediately apparent to native library and archive staff, and must be identified for them by the visiting foreign expert. Recent conferences and meetings in the region, described later, suggest that the local librarians are not only well aware of the deficiencies of their facilities, but have a good general sense of their overall needs.

Laos

The Nordic Institute of Asian Studies (NIAS) report on Laos and Vietnam, produced by Irene Norlund, Jonas Palm, and Stig Rasmussen in the early part of 1991, was designed to provide the Swedish International Development Authority (SIDA) with information on the overall library and archive situation [15]. The team noted that collections in Laos are "insufficiently stored and...unorganized," that the "preservation situation in Laos is virtually non-existent," and the country is in desperate need of basic education and training, materials and equipment to preserve only a small part of its history. The report makes the interesting observation that the traditional method of "preservation" of palm leaf manuscripts was by constant copying to preserve the contents, and that the concept of physical conservation represents "a new way of thinking." Based on a thorough survey and analysis, the report makes some valuable recommendations, especially in the area of long-term support for Laotian libraries and archives.

The concerns reported by the NIAS team on Laos were repeated a few months later by Donna Reid, for the National Library of Australia [16]. Reid noted that palm leaf manuscripts, because of their cultural and symbolic value, were being given top priority for preservation attention by the Lao, and she expressed concern about the lack of attention paid to printed (paper) materials. Training in library science was given by Reid to Vietnamese librarians during this 1991 visit as part of a follow-up to a similar 1990 program. A pragmatic collections maintenance program was recommended to initiate a collection stabilization and needs assessment project.

A report in the International Preservation News of June 1994 indicates that progress has been made in Laos to resolve at least some of the problems noted above [17]. With the financial assistance of the French government, substantial renovation has been accomplished at the National Library of Laos, some training in conservation techniques has begun, and another assessment of conservation needs conducted by Jean-Marie Arnoult of the Bibliotheque Nationale de France. The project was relatively modest and short-term, however, and the problems remain massive and seemingly intractable. Cornell=s work in Laos has been essentially limited to noting the manifest problems cited above through visits in 1992 and 1993, and working with the Loa government to try to establish cooperative programs that will have a more long-term effect.

Viet Nam

Conditions in Vietnam are similar to those described in Laos: deficient library and archive infrastructure (especially in the north), few resources, rapidly deteriorating collections, and few trained staff, although there has been substantial improvement over the last five years. The National Library in Hanoi now has a competently-run microfilming operation and their new building renovations will further improve the storage environment. The Institute of Sino-Nom Research in Hanoi is equipped with air conditioning, and recently, new metal stack shelves. However, some facilities have no glass or screening on the windows, with collections piled on the floor, or crushed into insect-infested wooden shelves. The NIAS report, cited earlier, pointed to the wholesale evacuation of books and manuscripts from Hanoi during the war with the United States, as a contributing factor to deterioration, as many books were destroyed and others still remain in storage or packed in boxes.

I visited Hanoi and Ho Chi Minh in 1991, and observed conditions in libraries in both cities [18]. As might be expected, some of my findings on the state of preservation at that time confirmed other reports, particularly in regard to infrastructure and environmental conditions. In general, conditions were significantly worse in Hanoi than in Ho Chi Minh, not surprising considering the intensive bombing of the North Vietnamese capital and past American support for libraries in the south. The long-term economic embargo imposed on Vietnam by the United States and sustained by her allies, made improvements to the educational infrastructure difficult. The National Library at the time of the 1991 visit was in dilapidated condition, with debris scattered throughout the stacks and books piled seemingly at random. The Social Science Institute Library at Hanoi was stuffed with books, many unprocessed and piled in huge mounds on the floor. Only the Institute for Sino-Nom Research, the archive of the most celebrated manuscript collection in Vietnam, held the promise of a stable environment, as a new air-conditioned building had been constructed and was almost ready for occupancy. In the south, the General Sciences Library is housed in a comparatively modern American-style building constructed in 1974 and, given the lack of resources, very well managed and maintained. This library once had an active microfilming program, and I noted that the Kodak MRD-2E camera had not been in operation for years because of a missing part.

In February and March of 1995, I had the opportunity to work again in these libraries as part of a project organized by Judith Henchy, Southeast Asian Section Head, University of Washington Libraries, and accompanied by Robert Motice, University Microforms International. The project, sponsored in part by the American Association of Research Libraries and partially funded by the Luce Foundation, was designed to help establish microfilming and stabilization programs in a number of institutions at Hue, Hoi An, Hanoi, and Ho Chi Minh. I found at that time, while there has been some small improvement in conditions at the National Library at Hanoi, storage and housing continue to be unsatisfactory, and the only changes at the Hanoi Social Science Institute Library were largely for the worse, with access complicated by enormous cataloguing backlogs and severe lack of space, although the Institute itself has added an American Studies Reading Room with funding from the Christopher Reynolds Foundation. Conditions at the Institute for Sino-Nom Research had actually worsened as the new building, occupied in 1992, has proved to be sadly deficient, and in some respects actually inferior to the old building. The new concrete structure was very poorly constructed to an unfortunate design, the air handling system was inadequate and inconsistent and the old wooden shelves responsible for carrying insects from the old building to the new. In May of this year, I conducted an intensive preservation feasibility study at the Sino-Nom Institute and found significant improvement there following the earlier six months of preservation training of the librarian, Chu Tuyet Lan at Cornell [19]. At the present time, Ms Lan is working to establish a conservation program with funding from the Toyota Foundation.

The University of Hue library also has poor storage facilities, and the collection is over-crowded and very poorly maintained, with insects and mold everywhere in evidence. At Hoi An, the Service of Vestiges Management, responsible for the preservation of regional culture, provided simple but effective storage, and the many stele and Chinese family records are in quite good condition and responsibly managed. At the General Scientific Library at Ho Chi Minh, conditions continue to be quite good, despite over-crowding and heavy atmospheric pollution. The microfilm camera, film processor, and related equipment, inoperative during my 1991 visit, were restored to working order by Robert Motice, and there seem to be some prospects that the original regional newspaper filming role of the Library will be re-established [20]. Other library and archive collections visited in Ho Chi Minh were not as well housed as those at the General Scientific Library, but quite competently organized within the limits of the meager resources.

Cornell's work in Viet Nam has involved mainly education and training, with a number of demonstration projects being conducted in various parts of the country, but the recent award by the Harvard-Yenching Institute will permited me to work for a three-week period to produce a Five-Year Plan for the Sino-Nom Institute in Hanoi, and the final report is in the process of being implemented.

Education and Technical Training

Every Cornell project has included significant training and education components, principally to further the specific objectives of the conservation or preservation aspects of the project, but also to try to establish basic in-house programs. This training has always been intensive and conducted within a short time-frame, with long hours and often continuous work for periods of up to ten days without a break. The trainer/mentor has always worked alongside the trainees, and I am invariably impressed at the degree of skill and knowledge developed by technicians in such a short period of time. The training given in the 1989 and 1991 Cambodia projects, the 1995 Burma project, and the January 1997 Thailand project are examples of training under quite severe time constraints. For example in the 1995 Burma project, I conducted five conservation training workshops and assessed three collections in six days, and in the Thailand project, Anne Kenney (Associate Director, Cornell Department of Preservation and Conservation) and I conducted four workshops at Chiang Mai University in seven days on digital imaging, basic conservation, and the conservation of manuscripts (this latter project is unusual in that it was funded by the Thai government rather than by an outside funding agency).

Over the last few years, several training and education programs have been conducted by a number of different agencies in the region, as well as the offering of internships or overseas training opportunities, and I will summarize a few of them here. Perhaps the oldest, continuing program based in Southeast Asia is that conducted by SPAFA, the SEAMO (Southeast Asian Ministers of Education Organization) Regional Center for Archeology and Fine Arts. SPAFA was first conceived in 1971, originating in the Applied Research Centre for Archeology and Fine Arts (ARCAFA). In 1985, SPAFA was officially named, with member countries, Indonesia, Malaysia, Philippines, Singapore, and Thailand, with Brunei Darussalam becoming the sixth nation in 1988. In addition to programmes which include undersea archeology, ethnography, indigenous fine art, and performing arts. SPAFA has also promoted programs in the conservation of library and archive materials. Held in different countries of the southern region of Southeast Asia, the training sessions deal with bookbinding and repair, micrographic operations, restoration of photographic materials, conservation of paper documents and plans, leaf-casting, map mounting, lamination, encapsulation, and conservation management. The conservation portion of the program is heavily influenced by Western bookbinding and restoration tradition, being conducted by European craftsmen, and does not seem tailored to the special needs of Southeast Asia.

In June 1994, two seminars on preservation management were conducted at Bangkok and Hanoi by Wendy Smith, University of Canberra, Australia, and Ross Harvey of the Monash University at Melbourne, Australia. The seminars followed similar programs at Bangkok in 1992 and at Kuala Lumpur in 1991, and formed part of the National Library of Australia's efforts as regional center for the International Federation of Library Associations Core Program in Preservation and Conservation (IFLA-PAC). The then head of the National Preservation Office, Dr. Jan Lyall, had been very supportive of these, and other efforts, to establish preservation programs in the region, and the seminars are a tangible manifestation of the interest of the National Library of Australia. Funded by the Australian International Development Assistance Bureau (AIDAB), the seminars were intended to engage the delegates in the development of preservation management policies [21]. The workshops conducted in 1992 were thorough and well-planned, with a mixture of theoretical and practical work, and the round of seminars was designed to complement them [22]. Much of the Australian interest in preservation in the region is the result of the pioneering work of Dr Helen Jarvis, who initiated the development of a bibliographic database of Southeast Asian materials. The training program for Southeast Asian librarians that emerged from Jarvis's work, and broadened by AIDAB, has resulted in library school training programs in computers and preservation/conservation at the School of Information, Library and Archives Studies, University of New South Wales [23]

In the American Association of Research Libraries project in Vietnam in February and March 1995, cited earlier, I conducted conservation training workshops at Hue, Hoi An, Ho Chi Minh, and Hanoi, while Robert Motice provided concentrated training in microfilming operations to help establish the programs at the National Library, Hoi An, and Ho Chi Minh, and he and Judith Henchy conducted two lengthy workshops on the development of microfilming programs. Motice also installed camera and processing equipment at the National Library.

Following the survey and preservation training visits to Cambodia, Vietnam, and Thailand in 1991, I became convinced of the region's need for a major sustained preservation education and conservation training program. The short-term nature of hard-won funding has encouraged past efforts that, while effective in rescuing a few important groups of materials and providing incidental training, do not seem to have had a lasting effect on the establishment of preservation programs. Indeed, it is likely that some of these scattered projects have created a level of expectation among the region's librarians, archivists, and government officials that is unreasonable and unrealistic. There have been attempts, mainly through occasional overseas internships, to train conservators, but thus far they do not seem to have had any lasting effects, partly because the training orientation seems designed to address mainly Western rare and unique items, partly because the necessary operational infrastructure does not exist in the region, and partly because the training is isolated from other efforts. As many of the reports have noted, the preservation problems involve poor environment, slovenly housekeeping, deteriorating paper, and failure to deal with elementary binding and repair problems. Although rare and unique materials represent an important scholarly and cultural resource, at this point their level of use seems to indicate more the need for stabilization and security than for complex, expensive, and largely unattainable conservation treatment. At the managerial level, the training and education provided by workshops, such as those conducted by Wendy Smith and Ross Harvey, and more recently by Jonathan Rhys Lewis (Senior Conservator at the Greater London Record Office) at the Vietnamese National Archives [24], are extremely valuable and an essential ingredient to continued development in the region, but these need to be reinforced by sustained and integrated efforts if lasting programs are to be established. Lacking operational models and the resources needed to create them, local librarians and archivists find it extremely difficult to compete for attention in bureaucracies struggling with more fundamental problems. Under these circumstances, occasional training sessions seem disembodied and their tenets often hopelessly utopian. It is clear that a great need exists for a more general, broader and pragmatic approach, both in treatment and reformatting with the required corresponding levels of training, and to the education of preservation managers and administrators. It seems logical to establish training programs based on existing operational practice, involving trainees in ongoing model programs in the region. As no acceptable programs currently exist, there is a need to establish one that would fulfill the requirements of trainer, educator, specialized service utility, and continuing mentor.

Regional Preservation Center for Southeast Asia

In March 1991, a plan for the establishment of an international cooperative preservation/conservation center, derived from my 1991 report, was distributed to a number of parties, including Chiang Mai University (Thailand), the Nordic Institute for Asian Studies, and various international funding agencies. The plan describes a full service center located at a host institution in an economically and politically stable country in the region, to permit personnel from neighboring countries to pass freely to and fro. The center would function as a service facility, undertaking the preservation/ conservation work of the host institution and specialized work of other institutions on a cost-recovery basis. Trainees from around the region would serve as interns at the center, working at a range of tasks in ascending levels of difficulty according to their needs and levels of expertise. Training would operate on two levels, administrative and technical.

Administrative training would expose potential preservation administrators to some of the practical aspects of preservation through short training sessions in the operational units of the center, but the primary focus would be on program development and managerial skills, needs assessment techniques, strategy planning, and proposal writing. Interns at this level would be librarians and archivists.

Technical training would be designed to develop skills and increase knowledge. Interns would work in the appropriate operational unit at the center, acquiring skills through practical apprenticeships. Because of the realities of local program development and to maintain momentum, interns would be trained on an intermittent basis, and would work at the center in the area most relevant to his/her needs for three months, then would return to the home institution to implement the newly acquired procedures and in turn, to train local staff. After an appropriate period, the intern would return to the center for more advanced training.

The center would be staffed by a skilled and knowledgeable working group, who would assist the establishment of local facilities by site visits, but more important, would act as continuing mentors. In this role, the center staff would advise and encourage former interns, and supply technical back-up and specialized, capital-intensive services. The interaction of center staff and interns from the nations of the region, would inevitably forge formal and informal cooperative links that would lead to the development of a solid body of knowledge and professional activity.

In 1991 I made an intensive consciousness-raising trip to Denmark, Sweden, the Netherlands, and Germany, and representatives of the Foreign Ministry of the Netherlands expressed their willingness to provide funding for a conference to be held in Southeast Asia to solicit opinion and grassroots support for the center. The resultant three-day "Conference on the Library and Archives Preservation Needs of Southeast Asia" was held at Chiang Mai University in December 1993, and was attended by thirty-seven participants from six countries. The national libraries of Thailand, Burma, Vietnam, and Laos were represented, as well as other important institutions. In all, sixteen papers were delivered by scholars, librarians, and archivists, detailing the vital importance of traditional texts of each nation, and describing their most pressing preservation needs. In the discussion following the papers, there was general agreement that the libraries and archives in the region faced almost identical problems with only a limited number of solutions, that only concerted action could bring about positive change, and there was unanimous support for the establishment of a center. Accordingly, a representative development committee was created to develop a planning strategy, and the resultant meeting at Chiang Mai in September 1994 led to the establishment of a consortium with the following mission:

1. Establish a system for the exchange and sharing of information on preservation strategy and related activities among members.
2. Develop education and training programs in preservation management and conservation practice.
3. Help to facilitate the creation of preservation programs in each member library and archive.
4. Establish a regional cooperative center for the preservation and conservation of library and archive materials.

In November 1994, a document was drafted, "The Preservation and Conservation of Library and Archives Materials in Southeast Asia: Outline of Funding Needs," and distributed to various funding agencies in advance of any proposal. As a preliminary response to the needs articulated in the mission statement, and at the specific request of the consortium members, in July 1997, Cornell initiated a preservation and conservation internship program for Southeast Asian librarians and technicians with the funding assistance of the Henry Luce Foundation, the Harvard-Yenching Institute, the Open Society Burma Project, and various Cornell alumni.

The internship is a three-year project to provide managerial and technical education and training through six-month internships within the Department of Preservation and Conservation at the Cornell University Library. The Department has a staff of 30 involved in a comprehensive program of preservation and conservation, and there is a great deal of collective experience in addressing the special problems of Southeast Asian materials and libraries, and in training through internship. Over the last ten years, Cornell has trained twenty-five librarians and technicians from other institutions through formal internship, including nine through an Andrew W. Mellon Foundation program and sixteen through a New York State program. In addition, there have been several internships supported entirely by Cornell, including two Fulbright Fellows from the United Kingdom and a librarian from Burma. In October 1995, another Fulbright Fellow from Guyana began a six-month program in preservation, and in September 1996, a librarian from Chiang Mai (Thailand) completed a three-month internship.

Because Cornell's preservation program is designed to deal realistically with all the preservation problems essentially typical of all libraries and archives, interns are able to develop an understanding of the integrated nature of preservation within the managerial structure of the library, and to apply a range of strategies that stress the setting of priorities and the articulation of needs. Cornell takes two interns at a time, and it is hoped that the program will stimulate local programs and help build some of the infrastructure that will hasten the establishment of the Center. Thus far, interns from the National Library of Thailand, the Sino-Nom Institute of Hanoi, Burupha University in southern Thailand, the House of Representatives Archives in the Philippines, the National Archives of Cambodia, the Historical Research Centre of Burma, the University of Malaya, and the General Sciences Library of Ho Chi Minh city have been involved in the program. Mentoring visits by Cornell staff to reinforce the training and help further the development of preservation programs are funded from a variety of sources.

Conservation Strategy

While the Cornell internship program is designed to expose interns to all aspects of preservation, including complex conservation treatment, digital imaging, microfilming, and various managerial functions, there is no doubt that without resources, training alone will not achieve speedy results. Many of the problems manifest in libraries in Southeast Asia require substantial investment to be fully addressed, but they can be significantly ameliorated by a more systematic approach to environmental control and housing, which can be achieved at modest cost. Wooden shelving can be gradually replaced with metal, windows can be screened to prevent the ingress of insects, a higher standard of cleanliness can be maintained, more responsible handling procedures established, and protective housing can be applied or improved.

It is undeniably very expensive to alter a large environment, such as a large stack space, but a measure of control can be obtained by creating micro-environments. Protective enclosures, such as boxes, portfolios, and map cases, not only add an insulating layer to reduce the effects of varying levels of temperature and humidity, but also can provide other opportunities for control. For example, in a facility with serious insect problems, the large-scale fumigation systems employed by many libraries and archives are harmful to books and readers, and are only temporarily effective. But a well-made box can contain and retain a mild insect repellent that will deter insects, and has the added advantage of being effective even when the material is transported to another location. A steel map cabinet with a base can be treated through placing a dessicant and insect repellent in the base itself to help safeguard the contents of the cabinet from mold and insects. Protective enclosures can be made quite easily from models that are readily available and generally do not require complex and expensive equipment or even extensive skills. While it is extremely risky to entrust a valuable book or manuscript for treatment by an untrained technician, there is little risk in having the same technician construct a protective enclosure.

A systematic survey of library and archive collections will reveal numerous instances where protective enclosures can produce more stable environments as well as protection. The survey can also provide the basic data from which a long-term preservation strategy can be developed, which in turn can help to articulate preservation objectives that can be achieved through sensible funding proposals to international funding agencies.

Conclusion

The body of preservation knowledge and practice on which Western systems are built is the result of a long and torturous evolution from the wholly craft/trade-based bookbinding tradition, to the present level of quite sophisticated and highly technical programs. The libraries and archives of Southeast Asia have operated to a very different time-frame, and set of cultural and historical circumstances. The industrialization that revolutionized the West in the nineteenth century was barely known in Southeast Asia until the modern military conflicts of the second half of the twentieth century. Solutions to preservation problems are not entirely the same in the East as the West, and the few attempts to inflict Western standards and practice, unaltered by locale, have been unsuccessful. For example, the stock response to high levels of temperature and relative humidity by Westerners is to call for air conditioning systems to be installed. This can be a costly mistake in tropical regions, especially when books and manuscripts are taken from the library, or when untrustworthy electrical supplies fail [25]. In these circumstances, the drastic increase in temperature and relative humidity causes moisture condensation on the materials and interior walls and consequent rapid development of mold. In Southeast Asia, it is important to recognize that preservation priorities are probably not the same as in the West, that short-term teaching and training alone will not result in viable programs without sustained financial support, preferably secured by librarians in situ, and that the Western response to deteriorating materials and adverse conditions must be learned from experience with the advice and support of the people of the region. Preservation projects should build towards the achievement of some coherent plan, and all projects originating in the West, whether for training or preservation production, should be seen as merely transitional to the time when the nations of Southeast Asia are able to mount and support their own preservation programs to begin to stem the tide of deterioration sweeping over their collections.

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El Banco del Libro: un banco al servicio de la promoción del libro y la lectura

María Elena Zapata Z. & Loly Hernández de D´Elia
Banco del Libro, Caracas, Venezuela

Paper

INTRODUCCIÓN

> "El Banco del Libro, desde hace más de tres décadas, ofrece el enriquecimiento continuo del individuo y del país, a través de servicios únicos tales como activos que nunca se deprecian, crédito ilimitado a los más pequeños, los beneficios más grandes de por vida, uso de un papel más valioso que el papel moneda, bienes que no pueden ser intervenidos., sustitución de las letras de cambio por el cambio que ofrecen las letras. Los mejores títulos del mundo, contacto con los personajes y los sucesos más importantes, y un mayor respaldo a la familia"
>
> El Banco del Libro.
> El banco más importante

Así fue descrito el Banco del Libro en "Ventajas Competitivas de ser Competitivos", publicación de Venezuela Competitiva, organización no gubernamental que tiene como objetivo sembrar los valores de la competitividad y mostrar experiencias nacionales exitosas realizadas por diferentes instituciones.

Creado en 1.960 como Asociación Civil sin Fines de Lucro, el Banco del Libro goza de un reconocido prestigio gracias a los servicios que ha prestado en forma directa en el país, y de manera indirecta a Latinoamérica.

Desde su fundación, la preocupación del Banco del Libro se ha centrado en la experimentación de diferentes formas de distribución de libros para los diferentes sectores poblacionales. Su primer servicio, el de Canje de Libros de texto, ha funcionado desde 1.961 y es hasta hoy uno de los que ha logrado mayor impacto social, al poner a disposición de los estudiantes de los sectores más pobres miles de libros, que en el transcurso del tiempo han significado un ahorro de millones de Bolívares a los usuarios.

Impulsado por el surgimiento de nuevas inquietudes, y en respuesta a los cambios surgidos de la propia dinámica social, el Banco ha incursionado en otras áreas, siempre teniendo como norte llevar el libro y los diferentes servicios más cerca de los usuarios reales y potenciales. Las Marchas del Libro, primero, luego las Cajas Viajeras y los Bibliobuses fueron algunas de las estrategias utilizadas. Fue la primera institución en instalar y operar redes de bibliotecas públicas, escolares y rurales. Introdujo el uso de la estantería abierta y creó bibliotecas con espacios alegres, llenos de luz y color, para servir al público de todas las edades, estrechamente vinculadas a las comunidades y capaces de cumplir el papel de centros de aprendizaje permanente.

Vinculado al sector educativo, el Banco ha estado dedicado a la promoción de la lectura y a la innovación en el área educativa. A través de su historia muchos han sido los instrumentos utilizados para el cumplimiento de esta misión. Su carácter de organización de ensayo que presta servicios, le ha conferido una rica e invalorable experiencia en el área de la educación con énfasis en la lectura. Del ensayo en servicios y su transferencia, nacieron el Sistema de Bibliotecas Escolares de Ciudad Guayana, hoy en manos del Ministerio de Educación; el Sistema Nacional de Bibliotecas Públicas de la Biblioteca Nacional; y Ediciones Ekaré, fundación de reconocida importancia en todo el mundo.

UN POCO DE HISTORIA

Hablar sobre la labor del Banco del Libro amerita hacer un breve recuento de algunas de las acciones más importantes que ha desarrollado a lo largo de su historia, dada la importancia que han tenido el cambio y la innovación, elementos claves en la gestión institucional, que han favorecido el enriquecimiento y la apertura a nuevas situaciones desde su creación.

Al recorrer un poco su historia, es posible notar la evolución que ha experimentado el Banco del Libro como Organización No Gubernamental que ha ido buscando progresivamente su autonomía desde el punto de vista de la generación de ingresos propios. Esta es quizás uno de los principales elementos que diferencian el Banco del Libro de otras instituciones por ustedes conocidas.

- Se inició con el Servicio de Canje de libros de textos, servicio que se mantiene a lo largo de 38 años.
- Realizó el primer programa de evaluación del libro de texto escolar en el país.
- Fundó, administró y transfirió al Ministerio de Educación, el Núcleo de Servicios Bibliotecarios Escolares de Ciudad Guayana que luego sirvió de modelo al sistema de bibliotecas escolares del país, y la red de Bibliotecas Públicas de Caracas, hoy adscrita a la Biblioteca Nacional, que formaron la base para el sistema de bibliotecas públicas del país.
- Diseñó e implantó el Servicio de Bibliobuses, transfiriéndolo a la Biblioteca Nacional.
- Fundó la primera editorial especializada en libros para niños del país, Ediciones Ekaré, la cual ha recibido reconocimientos y premios de la comunidad internacional, especialmente en la Feria del Libro Infantil de Bologna, la más importante del mundo.
- Participó en el diseño y aplicación de los primeros programas de capacitación de maestros en la promoción de la lectura en el aula, especialmente en el que se conoce actualmente como Plan Lector, actualmente ejecutado a nivel nacional por Fundalectura.
- Diseñó y aplicó los primeros programas sistemáticos de capacitación de personal bibliotecario no profesional (para bibliotecas públicas y escolares), programas que fueron transferidos al Estado Venezolano y que han sido acogidos como modelos en diversos países de América Latina.
- Creó una Red Latinoamericana de Centros de Documentación en Literatura Infantil,

asesorando a instituciones latinoamericanas en la fundación de Centros de Documentación, siguiendo el modelo que existe en la institución.

- Diseñó y realizó la primera y única Campaña de Promoción de Lectura "Leer es un Placer", a través de los medios masivos de comunicación en el país.
- Ha desarrollado durante los últimos 9 años un programa de bibliotecas para el medio rural con el patrocinio de diferentes organismos internacionales y la empresa privada. Mediante este programa ha dotado de servicios básicos de bibliotecas escolares comunitarias a 420 comunidades rurales e indígenas de las 22 entidades federales. Para este programa ha contado con el apoyo de organizaciones internacionales tales como: UNICEF, BID, OEA; así como de numerosas instituciones nacionales, entre las que se encuentran: el Ministerio de Educación, Dividendo Voluntario para la Comunidad, empresas del sector petrolero, tales como Maraven y Bauxiven, empresas privadas como Corimon, Alimentos Heinz y Mavesa, y numerosas Fundaciones Privadas como la Bigott, Fundación Polar, Fundación Neumann, y otros.

El desarrollo de estas bibliotecas escolares abiertas a la comunidad en zonas rurales, constituye hasta el presente una de las experiencias más importantes del Banco del Libro. El modelo propuesto para estos servicios incorpora una tecnología social centrada en la participación activa de la comunidad, que va desde la fase de diagnóstico, pasando por la selección de los materiales que conforman la colección, hasta la capacitación para la operación y uso de estas bibliotecas.

EL BANCO DEL LIBRO HOY

La experiencia acumulada, nos ha enseñado la importancia de dar respuesta oportuna a los cambios propios de la realidad social, de allí que a fines de 1.998, sobre la base de un proceso de revisión interna que contó con la participación de todo el personal, la misión del Banco del Libro fuera reformulada en los siguientes términos:

> El Banco del Libro es una Asociación Civil privada sin fines de lucro, orientada a investigar. experimentar, innovar y divulgar acciones para la formación de lectores en Venezuela, dirigidas en especial a niños y jóvenes, con el fin de favorecer la participación ciudadana en los procesos sociales y tecnológicos contemporáneos.
>
> - Estudia, evalúa, recomienda y distribuye libros y otros materiales de lectura en español, destinados a niños y jóvenes.
> - Produce, recopila y difunde información útil sobre libros para niños y lectura.
> - Diseña, realiza y asesora servicios y programas de promoción de lectura.
> - Desarrolla actividades y programas de formación de adultos promotores de lectura: padres, docentes, bibliotecarios, estudiantes, especialistas, editores, libreros y otros.
>
> Su labor está dirigida a satisfacer las demandas de diversos sectores de la población y necesidades de organizaciones públicas y privadas por medio de alianzas que permitan ofrecer servicios y programas que promuevan la lectura de manera efectiva. Es una institución líder, pionera en el área y comprometida con la calidad de los productos y servicios que ofrece y se mantiene como referencia en documentación y programas de promoción de lectura en Venezuela y el resto de los países latinoamericanos. Es un Organismo asesor del Estado Venezolano en materia de promoción de la lectura y servicios de apoyo a la escuela y la comunidad.

Para cumplir con esta misión, el Banco del Libro presta actualmente los siguientes servicios:

EL CENTRO DE ESTUDIOS Y PROMOCIÓN DEL LIBRO INFANTIL Y JUVENIL (CEPLIJ)

El CEPLIJ, creado en respuesta a la necesidad de buscar y descubrir libros de calidad para satisfacer necesidades específicas de diferentes sectores poblacionales, desarrolla una investigación permanente del mercado del libro en español. Con este fin, una de las principales estrategias desarrolladas por el Banco del Libro desde sus inicios, ha sido la conformación del Comité de Selección con un equipo multidisciplinario de profesionales, a partir de cuya labor se produce anualmente una de las publicaciones institucionales más importante como es el Boletín Tres Estrellas y Más.

Esta publicación constituye una referencia ampliamente utilizada para la formación de las colecciones de las bibliotecas públicas y escolares, así como de orientación para los maestros en relación a la utilización de materiales de lectura en el aula y para los padres deseosos de escoger los libros más apropiados para sus hijos.

El Centro de Estudios concentra sus esfuerzos en el cumplimiento de los siguientes objetivos:

- Evaluar y recomendar libros infantiles y juveniles.
- Investigar acerca del libro infantil y la promoción de la lectura.
- Producir documentos que recojan la experiencia del Banco del Libro en la promoción de la lectura y los resultados de la investigación.
- Producir publicaciones acerca del libro infantil y la promoción de la lectura.
- Realizar eventos que sirvan para promocionar la lectura, dar a conocer los libros para niños y las publicaciones de calidad, entre los que se destaca el evento anual *Los Mejores Libros para Niños.*
- Ofrecer soporte teórico-conceptual en literatura infantil y juvenil

De acuerdo con estos objetivos, actualmente el Centro de Estudios presta especial atención a la optimización del proceso de evaluación de libros para niños así como a iniciar la evaluación de materiales en formato CD-Rom.

A partir de la actividad de evaluación de libros, uno de los eventos más importantes del Banco es la Exposición Los Mejores Libros para Niños, organizada anualmente por el Centro de Estudios. Este evento, realizado por primera vez en 1.980, continúa siendo hoy en día una de las formas más efectivas para promocionar títulos en español, de gran calidad literaria y gráfica, publicados recientemente para el público infantil y juvenil. Para aspirar a que un libro sea postulado para participar en el concurso de los Diez Mejores, es necesario que cumpla con requisitos de alta calidad en texto, ilustración y estilo.

Los libros postulados para el evento son elegidos por los miembros del Comité de Evaluación del Banco del Libro. Una vez realizada la postulación el jurado de especialistas lee y escoge Los Diez Mejores: Cinco traducciones y cinco originales. Además de los especialistas, los bibliotecarios y los niños también tienen un espacio para opinar; ellos eligen por votación, los libros que más les gustan.

Además de promocionar la Lectura en niños y jóvenes, involucrar a docentes y bibliotecarios en el proceso de promoción de lectura de los libros que conforman la Exposición, el evento "Los Mejores Libros para Niños" cumple también el objetivo de orientar al público en general, promover la producción y estimular a las editoriales venezolanas, además de ofrecer una panorámica de lo que se esta editando en el mundo del libro.

Durante este evento, que tiene lugar en el marco de la celebración del Mes del Libro, los niños asisten acompañados de sus docentes a visitas guiadas por la exposición, donde tienen la oportunidad de acercarse a los mejores libros así como de participar en actividades de promoción y animación a la lectura. Los fines de semana también los niños (incluyendo los bebés) pueden asistir, acompañados de sus padres o representantes, a disfrutar de una programación de actividades de promoción de lectura. Así mismo, la exposición atrae a numerosos especialistas, docentes y bibliotecarios que desean conocer lo mejor de la producción editorial a través de su asistencia, visitas guiadas y/o talleres especializados. Estas actividades atraen cada año a un número aproximado de 5.000 visitantes a la exposición.

A partir de la actividad de investigación, el Centro de Estudio ha desarrollado una serie de publicaciones especializadas en literatura infantil y promoción de la lectura. Además del Boletín "Tres Estrellas y Más", publicación anual que recoge los títulos recomendados de acuerdo a los resultados del Comité de Evaluación, este año se hizo un especial esfuerzo en la publicación de Parapara-Clave, revista dedicada a los especialistas. Esta última consiste en una colección que pone al alcance del público hispanohablante una selección de los mejores artículos publicados, tanto en español como en otros idiomas, sobre un tema de la literatura infantil: los libros para niños y la promoción de la lectura.

Otra publicación institucional de gran demanda por parte de padres y maestros es la colección Formemos Lectores, cuya finalidad es ofrecer información útil y precisa a las personas que desean desarrollar vínculos afectivos entre el niño y los libros. De esta colección se han publicado hasta ahora cuatro títulos:

- Qué libros para qué edad ?. Cómo elegir el libro adecuado.
- Muchos libros para niños: una guía para reconocerlos y nombrarlos.
- Cómo elegir un buen libro para niños?. Algunas recomendaciones útiles.
- Escuelas para la lectura. Cómo transformar la escuela en un entorno lector.

Actualmente, de esta colección se encuentran en proceso de publicación, los títulos N° 5, *Narración oral y lectura en voz alta* de Aidan Chambers, y N° 6, sobre el libro artesanal.

Otra publicación de gran éxito entre los maestros ha sido el manual de la propuesta institucional "Aprendiendo con el Libro Recreativo". Este manual, dirigido a los docentes de los tres primeros grados de la Educación Básica, recomienda libros para satisfacer requerimientos curriculares de las áreas de lengua y matemática, así como juegos y actividades especialmente diseñadas para realizar en el aula. El manual, que ya requiere un tercer tiraje, es también utilizado por numerosos docentes de preescolar y de educación especial, que han encontrado en el mismo un excelente apoyo para estimular en sus alumnos el acercamiento a los libros y la lectura.

El CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN SOBRE LITERATURA INFANTIL Y LECTURA (CIDLIL)

El CIDLIL es responsable de apoyar, mediante información actualizada y pertinente, las líneas de investigación y el proceso de toma de decisiones en el Banco del Libro. También presta apoyo a docentes de todos los niveles, estudiantes de la educación superior, bibliotecólogos, padres y maestros, creadores, investigadores y especialistas, mediante la provisión de información en las áreas temáticas del Centro.

Entre sus funciones, este Centro de Documentación tiene la de fomentar las relaciones de intercambio de experiencias e información con los miembros de la Red Latinoamericana de Centros de Documentación, así como con todas aquellas instituciones nacionales e internacionales, fundamentalmente del área latinoamericana, que comparten nuestro perfil e intereses de trabajo.

Durante el último año, además de sus actividades permanentes relacionadas con la formación, mantenimiento y organización técnica de la colección de literatura infantil, de las bases de datos especializadas, y la prestación de servicios al público, el CIDLIL tuvo a su cargo la ejecución de importantes proyectos auspiciados por diferentes instituciones nacionales e internacionales, tales como el de Productos Informativos para la Red Latinoamericana de Centros de Documentación sobre Literatura Infantil, auspiciado por la OEA; y, los relativos al Servicio latinoamericano de lectura en CD-Rom y al Repertorio Latinoamericano de Literatura Infantil, ambos auspiciados por el CERLALC.

En esta misma línea de apoyo a la gestión institucional y a la investigación, el Centro diseña actualmente un servicio de búsqueda especializada en Internet, el cual se espera poner en funcionamiento próximamente.

LA LIBRERIA

La librería, especializada en literatura infantil y juvenil, la primera y única en el país, fue fundada a finales de los años setenta. Su objetivo es difundir los libros de calidad dirigidos a niños y jóvenes. Cuenta con una variada selección de títulos, organizados por edades y temas, evaluados y recomendados por un equipo de especialistas en este tipo de literatura. De esta forma la librería constituye un centro de orientación sobre la compra y el uso de los libros, de gran utilidad especialmente para padres y maestros.

Además de ser uno de los más importantes servicios rentables, la librería se ha constituído en los últimos años en uno de nuestros mejores medios para la divulgación institucional de información sobre la labor de selección y evaluación que realiza el Banco del Libro de acuerdo a su misión.

Con esta finalidad, se han diseñado y puesto en práctica diversas estrategias orientadas a incrementar el volúmen de ventas, en condiciones favorables para el público. Una de estas estrategias dió lugar, en 1.998, a la creación de una nueva librería en la Sala del Museo Jacobo Borges en un nuevo centro comercial de Caracas, el Centro Sambil, considerado el más grande y moderno del país. Esta novedosa acción fué posible gracias a un convenio interinstitucional suscrito con el Museo Jacobo Borges.

Con fines de promoción, la Librería organiza periódicamente exposiciones en los nuevos espacios de venta en el Sambil, entre las se destacó recientemente la exposición y venta de ilustraciones originales realizadas por indígenas de diferentes etnias y de libros editados en lenguas indígenas, como parte de un proyecto que desarrolla actualmente la Asociación Civil de Apoyo al Indígena (UNUMA), con la cual el Banco del Libro mantiene permanentes relaciones de intercambio y cooperación.

LOS SERVICIOS DE CANJE Y DONACIONES DE LIBROS Y ALQUILER DE NOVELAS

El Canje de Libros de Texto, establecido desde 1.960, continúa siendo uno de los servicios de mayor impacto social. Este impacto social se hace evidente a partir del análisis de las estadísticas de uso de este servicio correspondientes al quinquenio 1.993 - 98, durante el cual se atendieron 39.430 usuarios, quienes canjearon 150.256 y obtuvieron por esta vía beneficios equivalentes a más de 300 millones de Bolívares. Durante 1.998 el Servicio de Canje prestó asistencia a 4.113 usuarios, quienes canjearon 9.531 libros.

Por otra parte, el servicio de donaciones de libros prestó asistencia este año a 47 instituciones educativas, organizaciones comunitarias, servicios bibliotecarios populares, escolares, públicos y otros, los cuales recibieron un total de 35.147 libros. Estas donaciones de textos y literatura en general, tanto para público adulto como para niños y jóvenes, beneficiaron entre otras a instituciones tales como un Internado Judicial, varios Museos y Ateneos del interior del país, el Centro para la Educación Indígena, y numerosas escuelas públicas, colegios, planteles de educación media y otras instituciones educativas de zonas rurales y urbanas del país.

Como parte de los programas de promoción de lectura, en 1.994 se creó el Club de Novelas, un novedoso y eficiente servicio de alquiler de libros que ofrece a sus miembros acceso a la producción literaria nacional e internacional a precios muy razonables. Con un módico aporte anual, los asociados pueden alquilar dos novelas cada quince días, además de ser dotados de un carnet y de recibir información sobre novedades. Con una colección de más de 8.000 títulos, en el último año este servicio logró la atención de 3.175 usuarios, quienes alquilaron un total de 6.781 libros.

Otros dos importantes servicios, de reciente creación, son el Club de Cuentos y el Bolso Viajero, ambos destinados a favorecer el acceso de personas naturales e instituciones, a libros para niños de calidad y a muy bajos costos. En tanto que el Club de Cuentos, servicio similar al Club de Novelas pero dedicado al público infantil, contó en 1.998 con 278 niños atendidos, el Bolso Viajero logró llegar a 2.880 estudiantes de instituciones educativas de sectores populares que se beneficiaron de este servicio.

LA GESTIÓN DE PROYECTOS

Con el fin de adecuarse a las exigencias de la dinámica social en la actual coyuntura económica, a partir de enero de 1.998 la acción del Banco del Libro experimentó importantes cambios en lo referente a la gestión de proyectos con otras instituciones. En este sentido, aún cuando se mantuvo la oferta de apoyo y asesoría a instituciones para la instalación y uso de servicios bibliotecarios del tipo escolar comunitario en zonas rurales y urbanas, la Coordinación de Gestión de Proyectos amplió su oferta de asistencia técnica para adecuarse a las nuevas necesidades e intereses de los sectores educativo y cultural del país.

A diferencia de años anteriores, actualmente la oferta de servicios por vía de la ejecución de proyectos se ha diversificado y se presenta a los interesados en forma modular, de tal manera que la institución cliente pueda decidir por separado acerca de la contratación de servicios de formación y adquisición de colecciones, instalación de servicios de lectura e información, de capacitación, y otros.

Mediante esta estrategia y a pesar de la contracción de la economía, se ha logrado mantener la política de alianzas para ejecutar proyectos con numerosas instituciones públicas y privadas del país, entre las que se encuentran Gobernaciones, el Ministerio de Educación, el Consejo Nacional para la Ciencia y la Tecnología, Redes de Bibliotecas Públicas, escuelas y colegios, empresas privadas y diversas Organizaciones No Gubernamentales.

A partir de estos proyectos, las actividades de capacitación presentan una gran diversidad para satisfacer necesidades y demandas específicas de formación de las instituciones interesadas, de forma tal que hemos diseñado y/o adecuado talleres sobre temas tales como : Selección de libros para niños; Promoción de lectura para bibliotecarios públicos; Promoción de lectura para docentes; Formación de asistentes de bibliotecas; Formación de docentes sobre reforma curricular y promoción de lectura; Organización y uso de la biblioteca escolar comunitaria; Organización y funcionamiento del servicio de canje de libros de texto; y otros.

En estos talleres, realizados como actividades de diversos proyectos, se capacitaron en el último año cerca de 500 personas de diferentes regiones del país, en su gran mayoría docentes y bibliotecarios de servicios públicos y escolares.

Entre los proyectos ejecutados recientemente se destaca el correspondiente a la creación de dos Servicios de Canje de Libros de Texto en el interior del país, lo cual representa una acción sin precedentes en la institución.

Estos Puntos de Servicios Banco del Libro, inaugurados a fines del 98 y principios del año 99, fueron posibles gracias a las alianzas establecidas con las Comisionadurías de Ciencia y Tecnología del CONICIT de los Estados Barinas y Nueva Esparta y con las Redes Estadales de Bibliotecas Públicas. Los acuerdos logrados con estas instituciones contemplan la posibilidad de ampliación y crecimiento futuro de estos Puntos de Servicios Banco del Libro, los cuales en esta primera etapa priorizaron el desarrollo del Servicio de Canje de Libros de Textos, para que los mismos puedan convertirse en centros de divulgación y promoción del libro y la lectura con una variedad de actividades semejante a la que realiza actualmente el Banco.

Esta experiencia pone en evidencia la importancia de las alianzas locales para la transferencia de servicios y la experimentación de nuevas actividades en el interior del país, especialmente en el caso de instituciones como las Comisionadurías de Ciencia y Tecnología y los servicios bibliotecarios públicos, dada la complementariedad de la misión, así como el apoyo que los mismos pueden prestar a los nuevos Puntos de Servicio para garantizar su continuidad en el tiempo.

Mediante esta estrategia, el Banco ha posibilitado la transferencia de una experiencia institucional de alto impacto social, y la multiplicación de los servicios de canje en el interior del país, con los mismos criterios técnicos y de calidad pero en un esquema de funcionamiento descentralizado.

LOS SERVICIOS DE CAPACITACIÓN Y PROMOCIÓN

Desde hace varios años, el público infantil puede disfrutar durante los fines de semana de dos actividades que ya son tradición en el Banco del Libro: La Hora del Cuento y el 1,2,3 este sábado es....

Para la realización de ambas actividades el Banco ha conformado un experimentado grupo de cuenta-cuentos que el último año hizo posible la Hora del Cuento con la realización de 31 actividades sabatinas, donde participaron aproximadamente 1.240 niños. Por su parte, los niños asistentes a las actividades del "1,2,3, Este Sábado Es...", pudieron disfrutar de una amplia variedad de actividades recreativas de promoción de la lectura, en torno a temas tan variados como: ¡ Mágico México!; Una Aventura de Carnaval; Rabos con Cuentos; Entre flores, plantas y cuentos; ¡Encuéntrame! Fiestas populares Venezolanas; 20 Años contando cuentos; Sapos, sapitos, sapotes, verdes , marrones, plateados y otros sapos; Cuentos de agua, animales y otras cosas; Contando y plegando con la Asociación Origami de Venezuela; Los Deseos de Navidad; y, Parranda de Cuentos.

Otro servicio altamente exitoso es el Plan Vacacional "La Aventura de Leer", mediante el cual se atendieron en 1.998, más de 800 niños durante el receso escolar julio-septiembre. Este plan vacacional para niños de 5 a 12 años incluye una amplia variedad de actividades formativas y recreativas centradas en la promoción del libro y la lectura.

Para la formación de niños y jóvenes en el ámbito del libro y la lectura, el Banco cuenta anualmente con una amplia oferta permanente de talleres. A partir de 1.998, por primera vez la oferta de talleres para niños se vio enriquecida con el Proyecto Viyú, el cual se apoya en la utilización de 10 microcomputadores recibidos en comodato, gracias a un convenio suscrito con la Empresa IBM. Este nuevo servicio tuvo una alta aceptación durante este primer año de la experiencia, cuando se realizaron 8 talleres diseñados especialmente para dos niveles según la edad de los participantes: 6 a 8 años y de 9 a 12 años. Según la evaluación realizada al final de cada taller, los niños participantes y sus padres estuvieron plenamente satisfechos con estas actividades, orientadas a la promoción de la lectura y la producción de textos escritos con incorporación de la tecnología.

Otras actividades significativas son las visitas a los diferentes espacios y servicios del Banco del Libro, las cuales son especialmente diseñadas para la atención de instituciones educativas. Durante 1.998 fueron atendidas 54 visitas guiadas con la participación de más de 2.000 niños. Las visitas guiadas permiten al público conocer los recursos y servicios que la institución ofrece, además de disfrutar de actividades recreativas de lectura y narración de cuentos y otras, diseñadas en forma muy atractiva para lograr la captación de nuevos usuarios.

En lo relativo a la capacitación y actualización de adultos, la Coordinación de Educación desarrolla cada año en nuestra sede una extensa y variada programación de talleres, sobre la base de una oferta adecuada a los intereses y necesidades del público de atención prioritaria para la institución, el cual está conformado por docentes, bibliotecarios, padres y representantes, especialistas, libreros e ilustradores.

Durante el último año se realizaron 13 talleres que contaron con la participación de 158 personas, y mediante los cuales se abordaron temas como los siguientes: Planificación de la Biblioteca Escolar; Técnicas de Narración de Cuentos Infantiles; Valores Escolares a Través de Fábulas y Cuentos Infantiles; Cómo Motivar a los niños a la Lectúra; Problemas de Didáctica y Evaluación de la Ortografía; Leamos Juntos el Periódico en el Aula; Proyecto Pedagógico y Promoción de la Lectura; Iniciación de la Lectura y la Escritura en el Niño; y muchos otros.

Fuera de su sede el Banco del Libro realiza también talleres de capacitación, diseñados en atención a solicitudes de instituciones educativas. Algunos de los temas más demandados por los docentes son : El arte de contar cuentos en el preescolar; Creación literaria y estructura narrativa; y, formación de Asistentes de Biblioteca.

Para el Banco del Libro tiene una especial importancia esta acción de formación y actualización de docentes y otros adultos en temas relacionados con la promoción de la lectura, en tanto que se estima que la misma puede redundar en el beneficio indirecto de una población de aproximadamente 7.000 niños, quienes pueden disfrutar de mejores condiciones de estímulo a la lectura.

Para atender específicamente necesidades e interés de los maestros, el Banco realiza cada año los llamados "Encuentros con los Docentes", los cuales constituyen un importante espacio para la reflexión y el intercambio de experiencias en torno a la promoción del libro y la lectura. Dos de los temas tratados recientemente en estos Encuentros, fueron: " ¿ Se Promociona la Lectura en el Aula?, Punto de Inicio: El Preescolar", y "¿Escribir para qué?. ¿Periodismo joven o juvenil?". Ambos eventos lograron una participación de más de 100 maestros.

Con miras a la actualización y formación continua de especialistas, anualmente el Banco lleva a cabo diversas actividades que comprenden, desde los ciclos de charlas sobre diversos temas, diseñados específicamente para la formación del personal del Banco, hasta eventos de alcance internacional. Este es el caso del III Seminario Internacional Banco del Libro " El Mundo del Libro-Álbum para Niños", celebrado el pasado mes de junio, dirigido a maestros, ilustradores, editores, críticos y demás público interesado en los libros para niños y la educación.

El Seminario fue realizado como parte del evento "Muchos mundos, muchos libros", el cual incluye también una exposición que muestra el arte del libro-álbum y la labor pionera de Ediciones Ekaré en la publicación de álbumes, con motivo del vigésimo aniversario de esta importante editorial. Al igual que en sus dos primeras ediciones, este Seminario Internacional contó con la participación de 15 expertos internacionales de reconocida trayectoria, entre los que se encuentran: Max Velthuijs, Ivan Pommeaux, Antonio Ventura, Sarah Ellis, Margaret McElderry, Verónica Uribe, Angela Lago, Tatiana Alamo, Daniel Goldin, Anne Pellowski, y otros de igual prestigio.

La participación de un nutrido público, tanto a las conferencias como a los talleres programados como parte del Seminario, es un indicador del creciente interés del público en los libros para niños.

CONCLUSIONES

El Banco del Libro está próximo a cumplir sus 40 años. Siendo una institución muy respetada en el país, por su labor como organismo asesor del Estado Venezolano en materia de promoción de la lectura y servicios de apoyo a la escuela y la comunidad, aún hoy en día pocas personas saben que es una institución privada sin fines de lucro.

Con un equipo no mayor de 45 personas, el Banco ha asumido el reto de mantenerse como una institución líder y comprometida con la calidad de los servicios que ofrece, donde la experimentación, innovación y divulgación de acciones para la formación de lectores, sigue siendo su norte. La cifras citadas en este documento, en relación al uso de los diferentes servicios, no reflejan la esencia de lo que hacemos; la transcendencia de la acción del Banco está dada por los efectos multiplicadores de la formación de personal y por los esfuerzos contínuos de transferir nuestras experiencias a otras instituciones.

Este reto supone dedicar gran parte de los esfuerzos al fortalecimiento y consolidación institucional, con el fin de lograr una mayor y continua adecuación de su gestión a las condiciones socioeconómicas del país. Manteniéndonos dentro de una estructura flexible y participativa, nuestra gestión actualmente prioriza el fortalecimiento de la capacidad de generación de recursos propios, la continuidad de la política de alianzas inter-institucionales, y la optimización de la ejecución de los programas y de la calidad de los servicios.

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IFLANET

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International Federation of Library Associations and Institutions

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Presidential Address

Christine Deschamps
President

Paper

Bangkok Report

One year already... How many things have happened since last year ! We have worked at keeping IFLA running, visiting countries and member associations, and making progress on certain sensitive issues.

A new Secretary General

Keeping IFLA running, because, as you all know, in September 1998 our Secretary General, Leo Voogt suddenly suggested that he come to see me in Paris to talk about important business. You can all guess that the business in question was his departure. He wanted to leave IFLA to take a job in the book and publishing world in Amsterdam. Gone were the long trips - no doubt he had done a little too many of those - and gone was the international aspect.

You can imagine my first reaction of dismay at this announcement : Was there anything that we could have done to forestall this departure, and could we persuade him to go back on his decision ? It seemed we could not. Experience has taught me that when someone wants to go and leave the position he holds, it is fruitless to try and prevent him. If he stays, it is with reluctance, 'facing backwards', and that never gives good results.

So we had to accept the situation. Leo would leave on 31 December 1998. From that point we had to act fast. With him, and with the Executive Committee of the Board, we drafted the profile of the post of Secretary General of IFLA, drawing inspiration from various documents published by similar Associations, or by the United Nations (recommendations for the employment of a Secretary General by an International Non-Government Organisation). Then we needed to disseminate the job profile worldwide very quickly. I am pleased to say that we received 18 high-level applications, from all over the world (all the continents were represented). This is noticeably more than the number of applications received the last time, when Leo Voogt was appointed. I take this to be evidence of the vitality of the Federation, and of the interest which its members take in our activities. Drawing up a shortlist was difficult enough, but we managed to identify 5 candidates for a first interview. What can I say about the next stage, except that the choice was even more difficult ? In fact, each of these candidates could have been an excellent Secretary General ; the difficulty was to decide on one. For these interviews we had obtained the valuable advice of Mr Adriaan Staats, well known to our Dutch members for his formidable diplomatic skills and to us as a wise adviser for IFLA. Let me take this opportunity to thank him. Representatives of the IFLA Headquarters staff were also involved.

In the end we succeeded in reducing the list down to two final candidates. At the beginning of January, the Executive Board of IFLA held an extraordinary meeting (and consider that some members must travel a great distance to the Netherlands) for a last interview with the two finalists. You know the rest : Ross Shimmon, Chief Executive of the *Library Association* of the United Kingdom was named Secretary General of IFLA.

Unfortunately, leading figures such as he are not free straight away, and we quite understood the concern of the *Library Association* to keep him as long as possible... Apart from a lightning trip to attend the spring meeting of the Executive Board, Ross could only really join us in The Hague as from 17 May 1999.

Four months and a half without a Secretary General, right in the middle of preparations for the General Conference in Bangkok, in an election year : you can imagine the work that had to be completed during those months. Obviously, being fortunate enough to live in a country very close to the Netherlands, about every two weeks I was able to go and spend some time in The Hague, to encourage the staff, and in a manner of speaking 'direct' IFLA in a more 'hands-on' fashion than usual. I would like here to congratulate all the staff of IFLA Headquarters whose redoubled efforts, faultless teamwork and smiling efficiency ensured the smooth working of the Federation during that time. Not one complaint about the extra workload and responsibility, and close cooperation with the President : I think that deserves official congratulations, and I ask you to applaud them here for their dedication and commitment.

Finally Ross arrived, and of course he already knew a great deal about IFLA, having worked within it for many years. We are still convinced we made the right choice, and we want to encourage him in settling into his job. Just a thought for his wife, Pat, who has left her home, her country, her job, her family to become an expatriate. Thank you once again, Pat.

A worldwide programme of visits

Last autumn, it had been agreed that Leo and I would go to visit libraries in Italy, at the request of the *Associazione Italiane delle Biblioteche*. Leo, knowing he would soon leave, did not accompany me, and so it was that I travelled alone to Rome. Having discussed the matter with the President of the AIB, I had decided I would ask to visit libraries preferably in the South of Italy, a less favoured region whose library network is somewhat less developed and certainly less well known than the great libraries of the North (Florence, Venice, Milan, Turin, etc.). I therefore discovered the libraries of Rome, Naples, Salerno, Matera, Bari, Fasano, Cagliari and Palermo. I had not imagined the treasures - collections of early works, venerable manuscripts, incunabula - deposited in these libraries. On the other hand, the development of public library services still leaves something to be desired. I was very pleased to learn that, following my discussions with Mr Orlando Leoluca, the Mayor of Palermo, the City of Palermo had decided to open certain libraries on Sundays, in order to develop their role as an instrument of economic and social development.

And of course, among all these trips, after the resignation of our Secretary General, I paid about ten visits to The Hague to help IFLA HQ with its regular work and fulfill the duties of a President.

Last year, when presenting my Annual Report, I informed you that travel this year would focus on Asia. And indeed I have kept that commitment : between April and August, I visited successively Korea, Thailand, China and Vietnam. IFLA's involvement in the Asian continent is clear, and I must say that the responses everywhere have been extremely gratifying. Moreover, I would be hard put to single out the country that gave me the warmest welcome. Everywhere the hospitality, the interesting visits, the quality of meetings and interviews, the friendliness of the welcome exceeded all my expectations. I thank all the persons who helped to organise those stays, and who allowed me to discover the libraries of their countries. In Vietnam we even signed a Draft Protocol of Agreement with the Ministry of Education and Research, concerning the professional support of IFLA for the development of librarianship in that country. A last visit to the United States completed the picture (and the jetlag), but there also I was well rewarded for my visit to the Association of Research Libraries in Washington by a warm welcome and valuable discussions

Issues of substance

All these visits have not prevented me from taking part in or even initiating matters of substance.

Regarding external relations, having been invited to the Round Table of the International Council of Archives in Stockholm in September, I set in motion close cooperation with the President and Secretary General of ICA, by listing activities to be carried out jointly and by defining priorities. The first of these, professional training, will be given material form in a project managed by the Council of Europe, in which it aims to define the professional profile of the new information specialist of the 21st Century, and the appropriate training curricula. A conference will be held next autumn in Rome (Italy) bringing together specialists from libraries, archives and museums for in-depth discussions on the subject, and a project is underway to set up a University Summer School for training common to the three professions. All this is in the context of the work of the Council of Europe on social questions, the notion of citizenship, the fight against poverty and deprivation, and the labour market. A series of studies, therefore, in tangible areas, recognising the role of libraries as essential actors, and carried out in conjunction with other information and communication professionals. Naturally, the conclusions of these studies will be available to all (also to non-Europeans), and should help us make progress in enhancing the prestige and the work of libraries.

Still on the subject of training, I would just like to mention here a new Training Programme developed jointly with OCLC, and with its financial support, which will involve librarians in developing countries, starting in the year 2000. I will not say more about this Programme now, since it is planned to hold a press conference to present it more fully, and I do not want to divulge the information in advance. However, I can say that it is a Programme which we have been working on for the past year with OCLC, and that I am extremely satisfied to see it come to fruition, while at the same time hoping that other organisations will join us in supporting it financially so that we can widen the range of activities and persons involved.

Concerning standardisation, to which - as I said to you last year - I personally attach great importance, I would like to say here that IFLA has always participated especially in the work of Technical Committee 46, Sub-Committee 9 of ISO, and that we are satisfied with the progress of work on cataloguing, metadata, and international bibliographic formats. However, we have some concerns about the identification number newly created by the publishing community, the « Digital Object Identifier » (DOI) , and we are watching the situation very closely to ensure that this number will not prevent the wide distribution of the older numbering systems (ISBN and ISSN in particular), so that we do not have to change parameters in our automated catalogues. Library specialists are working on this question, and hope to be able to reach agreements with the members of the DOI working group.

In the area of relations with publishers, after the much admired presentation by Dr Götze (of Springer Verlag) at Amsterdam last year, a Task Force was set up to develop these relations and conduct negotiations which could lead to smoother relationships between the publishing community and the library community : in copyright matters of course, but also for sharing ideas on intellectual property, on the possibilities of cataloguing in publication with the two professions using the same metadata, and on electronic document delivery (with or without consortium agreements). This Task Force was chaired by Klaus-Dieter Lehmann, former Director of the Deutsche Bibliothek and a member of the IFLA Executive Board ; but following his recent appointment to head the Cultural Heritage Foundation in Berlin, he had to resign both from the Executive Board and from the Task Force. We hope soon to be able to announce the name of his successor. This work has top priority, as, if we can hope to settle our differences with the publishers, then all the issues concerning electronic documents will become easier to handle, with consequent cost reductions.

Still on a technical issue : I am delighted to be able to announce that following the European mirror site for IFLANET in France, the Asian mirror site for IFLANET has been set up by the National Library of Singapore and is working smoothly and efficiently. You can see a demonstration at the National Library's stand in the exhibition hall.

A vision for the year 2000

IFLA as an institution has been in existence for a very long time (since 1927 !). As with any institution of this type, it is necessary from time to time to stand back and analyse the adequacy of existing structures to reflect economic and technological developments and the evolution of the library profession.

We therefore thought it appropriate, together with the Professional Board, to begin an examination of the Statutes and Rules of Procedure of IFLA. A certain number of decisions made in the past now appear to be either obsolete or inappropriate. The Working Group on the Revision of the Statutes and Rules of Procedure will present its report to you here. All sectors of IFLA have been consulted, and the proposals have already been discussed a first time by the Executive Board last winter. The question for IFLA is how to approach the next millennium with structures which are able to reinforce the effectiveness of its work and which encourage the convergence of its professional programmes.

Last year in Amsterdam, I told you that my priorities for IFLA were : training, standardisation, help for developing countries, and support for freedom of expression. The FAIFE Committee will report on its activities at this conference; but I can already say that IFLA will soon be a member of IFEX : International Freedom of Expression Exchange. A resolution on « Libraries and intellectual freedom » has just been adopted by the Executive Board and can be found in your conference bags. Full information on FAIFE activities can be found on the redesigned IFLA website: www.ifla.org

Concerning other subjects, you can see that the Programme followed has indeed fulfilled our commitments. We must carry this programme continually forward, so as to keep improving its results and to lead IFLA along the path of intellectual rigour and efficiency as we approach the new millennium. There will be no Y2K bugs either for IFLA or for its members, on the contrary : our work will be multiplied tenfold, and always focussed on helping those in greatest need. That will be our motto for the year ahead.

Translation by W. Roberts

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Services of libraries and reading in Mali

Fatogoma DIAKITE
Public Reading Operation
Bamako, Mali

Paper

INTRODUCTION : MISCELLANEOUS DATA ABOUT MALI

Mali is a large continental country of 1 241 238 km2 located in the Center of West Africa, just in the sahelian area. The Mali Republic was born on September 22nd 1960, after more than 70 years of French colonization and an aborted attempt to build a Mali Federation in the Senegal in 1959.

The land is divided into eight administrative regions (Kayes, Koulikoro, Sikasso, Ségou, Mopti, Tombouctou, Gao and Kidal), and one district, Bamako (the population of which was estimated to 916 000 inhabitants in 1995), 49 circles, 280 administrative districts, 10 000 villages and nomadic groups. Since 1991 a democratic state has been settled in Mali, at this time a decentralization politic is worked up.

According to the results of the 1995-1996 second General Population and Housing Census (GPHC) and the Demographics and Health statistic (DHS - Mali), the resident population in Mali came to 7 696 348 inhabitants in 1987 and 9 500 000 in 1997. The rate of increase through a century was 2%, which means Mali is an emigration land. The population annual rate of increase is 3,7%. That increase is due to a rough rate of high natality 50% and to a death rate of 13%. A high level of reproduction rate remains (6,7 children per woman).

French is the official language. 572 916 pupils and students are taught in French. 10% of the population masters French (about 9 500 000 pepople); 20% of the population, that is to say 1 900 000 people is studying French.

The following figures show Mali that is at least part of the third world country : 49% of the population is less than 15 years old.. In 1995/96, the rough percentage of children in full time education was 39,1%, and only 8% of them finish the fundamental primary education (6 years).

Conclusion is Mali is a young population being taught to read and write. Land of oral and still strong tradition, overall in rural area. The main spoken languages are :
Bambara-Malinké-Kasonké, Peul, Sonraï, sénoufo, Dogon, Minianka, Bobo and Tamasheq.

I. DEVELOPMENT OF LIBRARIES IN MALI

BEFORE THE COLONIAL PERIOD

Today, in a general way, it is difficult to delimit exactly the history of libraries in Mali. It is only from the history of strong islamized old cities like Djenné, Tombouctou and Gao, than important arabic documents were owned by scholars, more often manuscripts . As part of protection and promotion of these manuscripts, the Center of Documentation and Research Ahmed Baba in Tombouctou was founded in 1976. It's a public service in charge of collecting end purchasing important manuscripts in arabic language in Tombouctou and Gao areas.

COLONIAL PERIOD AND FIRST LIBRARIES

According to the Public Record Office of Mali some libraries are mentioned at the colonial period, one ot them was the Nioro-du-Sahel Library, founded in october 14th 1904, called the Nioro du Sahel library ; only french residents in Nioro belonging to the club called "French Circle" could go in.

In 1916, a total stock of 30 to 100 books per library was counted in the circle libraries inventory of high-Senegal-Niger ; mainly law works, books about the colonial conquest, monographs about life in the administrative district, agriculture and breeding works and very few novels.

Only civil servants could go to these libraries.

It's only in 1923 a "mobile teaching library" was created by a local decree of the French speaking Soudan's Governor. Teachers in charge could consult documentary and technical works about colony and its occupation and, besides, some scholar books. In April 16th 1940 that mobile library contained 1958 books.

Laton on, some libraries were created in some districts by missionaries. In any case, children books were in few number and , when existing, it was religious books or scholar books.

INDEPENDANCE PERIOD UP TO 1977

From 1960 (Independance of Mali) many public libraries were founded within the foreign cultural centers.

They were all in Bamako, the capital. They are the French cultural center, the American cultural center, the USSR cultural center and the Djoliba library, from the catholic parish.

The public libraries of the cultural centers, which could develop the interest of the whole population in reading were all centralized in the capital. However, we must admit that about 60% of the secondary school pupils and almost all the students, live in the capital. So 80% of the total population located in the rural areas were not concerned by these libraries.

From 1977, the French cooperation, have put stress on creation and development of these libraries.

II. THE LIBRARIES OF THE PUBLIC READING NETWORK OPERATION

Mali has solved the problem of spreading information through rural areas by founding a public reading network operation run by the Public Reading Operation.

Created in 1977, the Public Reading Franco-Malian Operation is the most important national structure of libraries in French speaking Africa ; its target is to promote a politic of decentralized reading by the creation, in connexion with the local communities, of :

- 52 public-reading libraries in the district of Bamako and the circles all over the country.
- 1 library-wagon, supplying regularly 10 railway stations between Bamako and the border with Senegal,
- 1 children-library in Bamako,
- 6 Centers of reading and activities for children in Bamako districts.

These libraries contain 1 500 to 2 500 books , in addition to some 10 000 to 15 000 books coming from the twinning with French cities.

In addition to a training in library science, librarians are initiated to organization of activities, to gathering of the oral tradition tapes for a lending "bandothèque" (magnetic tape) in national languages, to preserve books in binding them, to the video-projection skills.

A tape recorder has been allowed to each library, and a 16mm projector has been provided to the 7 unities in the chief-towns district, to preserve the oral tradition.

The process was to give, from the beginning, local authorities of libraries, a sense of responsability, in defining the project, thinking about its usefulness. People in charge of the Public reading Operation want to have only a role of careful and kind observers mainly in the further education field.People in charge facing their responsabilities, solutions has been found by the Public Reading Operation as a national project coordinators and technicians.

LIBRARIES COLLECTION AND ITS EXPLOITATION BY THE PUBLIC

Books

At this time, from the budget of the Central, about 145 000 books are stocked in all the public reading netwok libraries : litterature 1/3, documentaries 1/3, books for children 1/3.

As much as possible national languages are there (about 1 000 books for 20 titles , this little figure is explained by the rarity of national languages books in the editorial field) and some arabic language books (550 books for 10 titles).

Through the monthly report, librarians are invited to communicate buying proposals written by readers in suggestions books..

It appeared quickly books ordered by librarians were only adults ones (apart Tintin). Taking into account inertia due to delays, transport, general planning, the rebalancing of the general collection of libraries, specially for children, has taken several years and, since 1985, it has become visible. After that children books ordered were mainly documentaries.

In a general way books have been ordered in 25 copies for the whole network and endowments made in such a way that 2 libraries from neighboured circles, can have different works in part of their collection, so that works can be lent between libraries, which increase the local possibility of reading.

Collection books have been made in order to have the majority of readers' needs and tastes satisfied : reference books, dictionnaries, encyclopedia, curricula programmes, African collection, technical and scientific books, national and Arabic languages, recreation, cartoons, chlidren albums.

Equiped in Bamako, books are systematically differentiated. The method is very simple and convenient for the public and librarians as well: a yellow mark for an easy reading book, for all people ; a green one, not for children ; a red one, not for home-lending.

Documentary works have been classified from the Dewey decimal classification shortened in three-figure number, one letter « A » for albums, « C » for tales, and « R » for novels.

For some years, and through the French cities twinning, the Central is thriving about

10 000 and 15 000 more books. They are marked by the local librarians, their equipment being furnished by the Central Library.

An average of 10% lost books have been noticed since the foundation of libraries.

Libraries have taken out a subscription for 12 Malian magazines and newspapers, African ones, French ones or European ones : « Jamana, Grin-grin, Jeune Afrique, Amina, J'aime lire, Je bouquine, Notre Librairie, Le courrier ACP, Planètes-Jeunes, Planète-Enfants ».

On the first year of libraries opening, the Central asked librarians not to lend books, but to allow people to use libraries only as a reference libraries. The goal was to avoid the lost of books and to get the public used to handle and respect books.

From the second year, home lending was allowed, but a subscription was wanted : a symbolic sum fixed by the Local Commission of Cultural Heritage Saving. Moreover, for children, a written undertaking is needed from parents or school-director.

Is subscription a handicap for reading ?

In our opinion, it has more advantages than disavantages : it makes reader responsible and brings him on the library running ; financial effort beeing, as well-known, a supplementary motivation. The subscription is from 50 CFA F to 1 000 CFA F/a year, depending on libraries.

Audio-documents and oral tradition gathering

Illiterate users are not forgotten. They can be directly reached by the audio-visual ways, mainly tape-recorder. So the network librarians have been in charge to collect oral tradition, each library beeing equiped with tape-recorder and tapes. That activity has allowed to collect for libraries users from the essential elements of the oral cultural heritage (local stories, tales, guessing games, traditional technology, traditional pharmacopeia), and to organize collective listenings followed by discussions indoor.

351 tapes of 60 minutes each were collected between 1981 and 1998.

In each locality the gathering tradition has carried away a « bandotheque » in national language, parralel to book collection.

It can also be made in a reading way as that was the case for the French-Bambara bilingual book of tales « La pierre barbue » published in 1989, in cooperation with the city of Angers (France) .

Libraries using

With 218 000 users in 1997 in the libraries of circles (administrative territorial division), impact on clients wa proved. Youth is representing 54 % of the same total, and boys 68 % of the general public. The adults represent 46 % and men 81,5% of the general public. A sensible increase, being now stable, in women frequentation must be noted, 10 % in 1979 and 18,5% in 1993, maybe because of a new women magazine called « Amina » very popular and recently given in libraries.

In the same libraries, children represent 37 % in the field of lending : 50 000 lendings at the same time. These numbers don't reflect by far the reality because the young are not registered in many libraries and are not entitled to borrow books. They are only admitted to read indoor.

The library-wagon

The railway station joining Bamako to the Senegal border has given the opportunity to the Public Reading Operation, to settle 11 books-deposit along the railway : Dio, Négala, Kassaro, Sébékoro, Oualia, Toukoto, Mahina, Diamou, Samé-Ouolof, Samé-CAA and Ambidedi. These localities are inhabited by 1 000 to 4 000 people.

A first library-wagon worked four times a year from october 1980 to November 1985. For a lack of security, the wagon has been off, being not any more adapted to the new locomotives (10 tons). Agents in charge of the Public reading Operation have kept on assuming the renewal of books in travelling by train once a quarter with 2 books trunks.

In 1995, the Public Reading Operation received as a donation a better adapted new library-wagon (40 tons). This new wagon contains 3 000 books and 300 video-tapes. It stays for 2 days in each visited locality, so the books-deposit is renewed, video projections held and meetings organized with the local commissions. The library wagon has a solar-energy equipment.

During 1997, 848 readers registered who lent 1853 lent books, 4665 people read on board of the wagon and 14 250 people were registered by the library wagon for the screening..

In 1984, the National Education Department, aware of the role played by the Public Reading Operation (in creation and activities of a network libraries all over the country), asked for the assistance of the team of Public Reading Operation to organize or reorganize the secondary and advanced school-libraries. Libraries in fundamental schools (primary education) and libraries in national languages (since 1996) have been also technically supported, notably in trainings, by the Public reading Operation.

III. THE SECONDARY AND ADVANCED SCHOOLS LIBRARIES

They had to create a scholar and academic section within the Public reading Operation to handle these libraries.

About 1 500 books have been provided to each library in 36 secondary or technical schools, and more than 11 000 books to the higher education libraries. Librarians have been trained annually by the Public reading operation in Bamako and 7 high-schools librarians have been sent to the archivists and documentalists and librarians' school in Dakar (EBAD).

IV. THE PRIMARY SCHOOLS LIBRARIES

The National Education Administration and its Fundamental teaching Structure, which provides education to 574 968 pupils from 7 to 13 years old in the junior classes and 78 059 pupils from 14 to 16 years old in the senior classes, is part of the structure encouraging young people from 7 to 16 years old to read.

In order to promote reading in fudamental schools, the Minister for Basic Education has decided to open a library in each of them (ancient and recent ones). So, in 1996, they created a department within the Ministry in order to found 10 experimental libraries in the schools of Koniakary, Ségala, in the Kayes area, Niéna and Kléla in the Sikasso area, Niono in the Ségou area, Dia, Hombori and Sévaré in the Mopti area, Yélékébougou in the Koulikoro area and Torokorobougou in the District of Bamako area. Each library was given 250 books. Though settled in schools, these libraries are opened to the whole village population.

The Public Reading Operation was to be a technical adviser and educator. The Ministry of Education employees and the 10 librarians were trained in handling library and in children activities.

V. THE NATIONAL LANGUAGES LIBRARIES

In order to find a quick solution to the rural population further education and information problems, the Mali Government has initiated the creation of specific information centers called « libraries in national languages ».

They are centers of reference, information and events opened to the whole population (youngs, adults), newly-taught to read and write, researchers, whose collections in different materials (printed books, tapes) are in national languages, which will allow to spread each of them written and taped as well. These centers, which in reality don't teach the population to read and write, will also spread around the rural area messages about the way to change and improve the rural way of life in the agricultural production, environmental protection, welfare and health, breeding, scientific and technical information fields.

The aim is to promote the rural development within an information system allowing the populations to access to the up to date and traditional knowledge in their own languages and to upgrate the national languages.

The first national languages library was inaugurated in Dioïla in October 29 th 1996, in presence of Mr Jean-Louis Roy, General Secretary of the Cultural and Technical Cooperation Agency (ACCT) and of Mr Adame Samassekou, Minister for Basic Education. These libraries are financed by ACCT.

Ten future libraries located in the different linguistic areas of the country are concerned by this programme : library in Bobo language in Tominian, Fulfude language in Mopti, Bozo language in Djenné, Dogon language in Bandiagara, Tamashek language in Kidal, Senoufou language in Sikasso, Minianka language in Koutiala, Soninké language in Nioro-du-Sahel and Sonraï language in Gao.

Today 5 out of the 10 libraries planned are opened. Each library has at its disposal :

- a 80 m2 floor space premises, implemanted on a 750 m2 piece of land,
- in the original documentary collection around 700 books,
- a solar energy equipment,
- a computer and a photocopier,
- a dictaphone and ventilators.

So, 6 librarians have been trained by the Public Reading Operation in library management and automated system . In each locality librarians are supported by the whole organization, through notably the helpful channel of the Local Commission for Cultural Heritage Protection, in order to maintain and to manage the library and its activities.

VI. THE RURAL AUDIO-LIBRARIES

This new type of libraries allows traditional oral population to be involved in the country development and to access to the modern knowledge. Since 1982 this target has been developed by the Malian Department of Culture and the U.N. Program of Development (U.N.P.D.) and Research Center for International Development (R.C.I.D. Canadian organization).

The audio-libraries are settled in 146 villages scattered in four linguistic socio-cultural Malian areas (Bambara, Peul, Kasonké, Tamasheq). A central audio-library located in Bamako coordinates the network activities. Printed books are replaced by tapes. As they have recorded in national languages, only a cassette player is needed to be informed.

In the Malian villages, each family owns at least one or several radio-cassette player. People holding the traditional knowledge in the villages are invited to record what they know and put it at the audio-library disposal.

Since the rural audio-library creation 1 156 tapes in total have been produced. The concerned matters are agriculture (improvement of land, protection of seeds, early fruit and vegetables farming, market gardening) ; breeding (animal health, nutrition) ; public health, hygiene, medecine and traditional pharmacopeia, protection of environment (fight against bush fires, reforestation, bulding of council houses) ; communal development (Realization of tracks and little embankments, sinking, etc..) local history, tales, legends, etc..

The audio librarian in charge of this kind of library, appointed by the villagers by the « local Committee of oral knowledge », handle his unit and lends tapes. To build auditorium and special equipment is not needed. People will be able to listen at the village place, under the shadow of the discussion-tree or in any other place. Being very movable, the audio-library can touch populations very easily.

Though being part of the collective memory, oral tradition can disappear : « the manuscript old man » being unique and becoming more and more rare. So the collected traditional knowledge is copied by the central audio-library. After being pedagogically tape edited by the Central audio-library, the tapes are sent back to the villagers. Transcriptions are published. They are the « News from rural audio libraries » booklets in Peul and Bambara , for people newly trained to read and write.

RESULTS ANALYSIS

The ains of the missions of evaluation are : to determine and to estimate the results and their impact in order to identify the socio-economic changes for the rural poplations. They have been conducted by the Administration on an area sampling of about 20 villages.

Benefits

- A new behaviour in the populations' habits has been carried on by the program, notably in the public health and hygiene, human relationship and agriculture fields.

- Populations have been well trained by the Program on topic concerning the domains of human and animal health. Through historic traditions, monographs of villages, tales and legends, populations have got to be aware of the existence of a common cultural stock and to know in which way they are different one from an other.

- More and more in the villages audio-libraries are settled, the countrymen being penniless to buy pharmaceutical products, are using trditional pharmacopeia products collected and spread around by tapes.

- The audio-library is also used to inform populations about the district administration. The N.G.O., playing directly part in the villages' life, uses this structure to send their messages as part of the community development.

Problems

- The listening and recording equipment (radio-cassette) though being correctly preserved in a lot of villages, was not always good enough to be a work instrument overall for the first settled audio-libraries of the villages.
- The program has not been fully efficient in the relationship with the technical services and development organizations due to the lack of permanent contact and presence of the research and demonstrators workers, and overall due to numerous changes bothin the public administration services and in the development programs. The head departments having been frequently changed after the events of March 1991 did not allow the National Audio Library Committee to be dynamic.
- Because of the lack of appointed transcribers the Government could not put at the disposal of the Program, the transcription and the publication of oral tradition themes. Nevertheless one booklet (two planned) has been made.
- The audio library method has been slowed down mainly by the chosen civil servants. As they didn't feel their carreer was depending on that task, they were not deeply involved in.

The audio libraries, in a certain extent, can prove how limited is the oral method and, consequently, push the illiterates to learn writing.

VIII. PROGRAM OF THE ACTIONS TO ENCOURAGE READING AND CREATING

The writing and illustrating workshops of children's books in Bamako :

The first work-group (the one of 1992) was international and gathered together 29 people from 10 african countries. Born thanks to « The International Union for Books board for young » (IBBY) and organized by the Public Reading Operation, its goals were to improve the skills of writers and illustrators of books for children to check their promotion in Mali and other African countries, as well as to fortify the interprofessional cooperation between publishers, writers, illustrators and other groups in the field of children's Books. This workshop was also supposed to contribute to bring out the interest of the national and sub-regional institutions to children's literature promotion in adopting adequate conditions 5 models of the 10 ones made during this workshop adopted by publishers in Mali and in France (co-edition).

The 1993, 1995 and 1996 workshops organized by the Bamako Edtorial Committee were national. They allowed to bring out 10 new projects for children'books, 2 were in national languages.

The Bamako Editorial Committee (CEBA)

The final resolutions of the first workshop of children's books literature and illustration allowed the creation of the CEBA, notably ruled by people trained in 1992 and officials with different status in charge of children's books and in reading : its main target is to contribute to the birth of an African children's literaure and to promote local edition, notably in national languages (translation training from Bamanan to French and from French to Bamanan : 1997-1998).

The cloth- binding books

The first cloth-binding book was edited in June 1993 : it's a cloth binding book in 26 pages, to have children alphabet (edition of 6 000 copies distributed by CEBA : out of print). A second cloth binding book was published by CEBA in 1995 : alphabetisation method in Bamanan language in 35 pages (edition of 6 000 copies : out of print)

The FOLIMA

Established in 1979, the FOLIMA (Malian Book Fair) used to be organized yearly in Bamako till 1992. Books were allowed to be sold free of Taxes, which is important in a third world country where population can't afford expensive books. That event, which used to be successful, is no longer held. Today , as far as books are concerned ,only remains « temps des livres », an event organized by the French cooperation ; it is not so attractive for the public and it doesn't encourage booksellers who have not the opportunity to sell. The matter is the introduction of authors and reading meetings...

The Autograph Project

In April 1993, to help Malian publishers in their works, Canada through OCED, finalized an « Autograph » project. The project was to finance authors and editors, in a first step at 100%, in a second at 50% (printing was only concerned). The aim was to help some publishers like Jamana, la Sahelienne, la Ruche aux livres and le Figuier to « take off ». But it didn't work, and only le Figuier had the opportuny to publish its first children's albums.

Today the « autograph » program is off, without having fully reached its aims.

IX. DIFFICULTIES TO READING

Illiteracy and socio economic factors

In spite of the efforts made to train people to read and write and to provide education for children, many of them can't have access to books.

Since culture is mainly oral and particularly turned to collectivity, it's difficult to integrate the lonely act of reading. Moreover, when they take interest in books, their taste of living remains a considerable obstacle.

Weakness of the local edition

Created during the 1960th, under the government of the First Republic Government, the Malian Popular Edition, first Malian publishing house, have been progressively replaced by a dozen of private structures, all located in Bamako. They were to be confronted with problems of training, distribution and promotion. Very few of them produce catalogues, their books are seldom advertised. We can notice through a very limited edition policy, a very limited print run and generally a poor quality products.

Only 3 publishing houses can so be called :

Jamana, very diversified literary output, 80 titles in catalogues, but which has very considerable economic problems.

Donniya, born in 1996, which offers 16 miscellaneous titles, but- which works partly with expatriate staff and authors.

Le Figuier, created in 1997 by the writer Moussa Konaté, which has already issued 26 general or children's literature, in French and in Bamanan.

The others, after having issued up 3 or 10 books. have not offered anything new for many years, though they always pretend being publishers.

At last, the Malian classics birth which, in co-edition with Nema and supported by the African classics (Versailles), are going to issue school books and extracurricular to Mali and sub-region countries.

We must also notice that authors and illustrators are suffering from a lack of consideration, and nothing is done to stimulate them, to encourage them to produce more and to become better , such as literary prizes to the best, grant or study tours.

Weakness of a general books distribution network

Library, stationery and even hardware business are often gathered together. This field has many difficulties. A dozen of libraries exist in Bamako : some are specialized in academic and school books and subsidized by the Plus Program (Lipage, Publimage, Librairie d'Afrique), two general libraries at the Hotel de l'Amitié and at the Grand Hôtel, well stocked but expensive, are reserved for casual trade or well off people, the others can generally subsist on their stationery department.

We can also notice the informal « street market » competition, with their second hand, often very cheap, books (a lot of school books) from a doubtful origin. In any case, it's difficult to choose between books edited in France, very expensive, due to transport and custom duties, and books edited locally ; often not interesting and not so attractive.

In the regional capitals, rather than real bookshops, they are stationers selling some books, notably in Kayes, Sikasso, Tombouctou and Koulikoro.

Fortunately, as far as editors and bookshops as well are concerned, institutional orders are an important part of the total sales (sometimes up to 70 %).

As often as possible, the Public reading Operation contact the publishers and, for some orders, the local bookshops.

X. PROSPECTS :

1. Maaya

Considering that the book and the reading constitute an important part of the general development, the National Meeting about Culture and Tourism or « MAAYA » which took place in Bamako in November 1997, under the supervision of the Ministry of Culture and Tourism has undertaken a national policy to culture and tourism topics. This policy was approved by the Government Cabinet in october 14th 1998. The Importance of promoting all the chain of books has been stressed, literary creation, edition, bookshops, libraries.

2. The project « Book and reading assistance in Mali »

The Malian Department of Culture asked the French Mission for Cooperation and Cultural Operations in Octobrer 1998, to be involved in a project called « Book and reading assistance in Mali ». The target is to reinforce what was established by the Public Reading Operation, to take into consideration private libraries « reliable » (denominational or associative) and, at the same time, to support editors and bookshops alike in order to have a good literary output.

2. 1 Content of the project

2.1.1 The libraries

At the national level

- In order to develop the existing libraries and to create new ones, youth's books particularly wil be ordered, (reference works, literature, documentaries). Subscriptions to magazines will complete this stock.

- In the field of the secondary education, the aim is to create real structures to a better information, from the present school libraries, allowing home-lending or consultation indoors, through printed forms and multimedia as well, which means computerization of the documentary stock.. Pupil will be able to have good stools to develop his knowledge and to go further into specific matters. The youth will be well supervised. The supervisory staff will be able to help the youth in their studies and to promote reading.

- Libraries which fit with some criteria entered in a specific book, will be privileged.

- A census of private libraries (denominational or associative) will be done. Only will be supported with books and training those which will guarantee their reliability in signing a Chart. They could create an association gathering them and requiring the respect of some criteria.

- The Public Reading head quarter will keep on training people in library orientation, in resources center management, activities, documentary and binding. At the same time they will organize training cycle with the approvment of the Public Administration. Initial education in France or in Dakar on 3 levels ; graduate levels, will be part of the project.

- If possible, the main head quarter in connexion with cities or twin libraries will provide sysstematically adequate lists of adequate books to Malian readers.

- At last, the main Center will assist editors and bookshops to ameliorate production and issuing of book in Mali and will encourage them to be well structurered., to produce and to issue, in accordance with qualities and viability standards.

At regional level

As part of the decentralization which is presently done in Mali, the local collectivities should look after :

- The maintenance of premises and furnitures of the present network,
- Its good working (water, electricity)
- Librarians (municipal staff) nomination and salary
- Creation of a management Committee.

The Public reading Libraries of the regional capitals will be modernized to become reference places according to the politic of decentralization of the Malian Government.

2.1.2 Edition -bookshops

With the collaboration of OMEL (Malian Organization of Book Publishers) the aim of the plan will be :

- To provide education and training to the staff edition (with France-Edition) : publishing house organization, reading, Committee activities, correction of manuscripts, form filling, computer graphics, management, co-edition, distribution and marketing.

- Journalists' trainings in literary revew in order to promote book in the media (trainings in France, Senegal and Ivory Cost)

- Assistance to literary broadcast on TV and radio.
- Just published lay out in a literay field (print press)
- Creation of an annual literary competition (novels, cartoons, children's books) which in parallel with the writing workshops, allows new talents to emerge,
- Assistance to cultural book events (fairs, exhibitions, book fairs).

With the collaboration of the Association of Malian booksellers in order to allow the book trade to the best skills and to thrive, the plan will be :

- To train booksellers with the assistance of France Edition,
- To make easy access of bookshops to recent publications in furnishing catalogues and topic lists and in allowing to make access to the Electre-Biblio CDROM at the Public Reading Operation,
- To order a lot, as often as possible, books for the network libraries at the local bookshops while paying particular attention to buy national and African works,
- To push to create bookshops in the regional capitals (branch bookshops of Bamako).

4. Expected impact of the project

The project which origin is a strong need in books and a good achievement by the Public reading Operation in the libraries settlement, should have positive effects in several aspects :

- Reinforcement of reading among the whole population and particularly among youth, which will contribute to raise the level of training and will be so part of the development of the
- country,Improvment of access to culture by women. This improvment is first bound to the raising rate of education among girls. The project, without being conclusive, will contribute about it, in moving closer populations.
- Gradual control of the libraries network and of the documentary center by the Malian Government, the decentralized collectivity and the private institutions of libraries under local administration,
- The full computerization of the documentation centers and of the higher education libraries will allow scientific search in Mali to be known and recognized, mainly the grey literature (dissertation, thesis, studies, reports) which is not part of the traditional edition circuit.
- Setting up a publishers and booksellers network.

This job turning professional, will allow a better selection from books offered to public, a better fund management, a better cost-effectiveness. The smooth running of this network will be only good to the booksellers setting up in the regions.

CONCLUSION

An already old network (20 years) in public reading libraries and also schools and academic ones, has settled and developped the love reading in Mali.

The new prospects mentioned here above will answer the ever increasing need of the population for reading and research.

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Mass disinfection of documents affected by Microorganisms: one practical experience

SVETLANA DOBRUSINA
Document Conservation Dept., National Library of Russia

&

TATIANA VELIKOVA
Scientific Research, National Library of Russia
St.-Petersburg, Russia
E-mail: fcc@nlr.ru

Abstract

The paper presents the results of disinfecting treatment of more than 200 000 documents damaged by microorganisms. For disinfection a preparation Metatin GT made by a Swedish firm ACIMA was applied. Metatin GT meets three basic requirements to the agents intended for document protection: minimum toxicity for people, ability to be kept for a long period of time in paper and lack of negative influence on paper. An another advantage of Metatin GT - its biocide effect does not decrease during long-term document storage. The chemical and microbiological analysis of dust from depositories were carried out. The normals of biocide and material consumption and time expenditures were developed. Every week microbiological samples (400 in total) were taken and tested to prove the effectiveness of disinfection. It was rather high - 97-99%. Statistical estimation of enormous quantity of data and accumulated practical experience gave an opportunity to carry out the method of mass document treatment

Paper

Nowadays the problem of document biodeterioration under unsatisfactory storage conditions (increased humidity, dustiness, temperature fluctuation, insufficient air circulation) remains urgent. Methods of paper protection against damage by microorganisms in case of emergencies when library collections are exposed to water are especially acute. Thereby it is supposed to be of interest and useful to know various solutions of such an acute problem as mass paper damage by micromycetes.

This report presents the results of disinfecting treatment of the documents damaged by microorganisms in two libraries.

The water pipes leak-proofness in the Central Musical Library in St.-Petersburg was broken for two years, which has resulted in the strongest mold damage with significant document losses. More than 3 000 storage units were damaged in total.

In connection with coming into service of a new building of the National Library of Russia (NLR) it was necessary to move about 200 000 documents from depositories on the embankments of the Neva and the Fontanka rivers. The damp climate of St.-Petersburg and closeness of two rivers have stipulated the increased relative air humidity indoors. The pipeline accident has resulted in the additional overdamping of the documents. Consequently, the intensive growth of microorganisms took place.

The paper protection against damages by microorganisms mainly consists in the inhibition of fungus life activity processes. As it is known, it can be realized by various methods with use of various biocides. The problem was in the choice of biocide and method of treatment.

There is a subdivision of prevention and long-term storage of documents in the Federal Conservation Center of Library Funds in the NLR. The members of the subdivision staff fulfill hygienic cleaning and, if necessary, disinfection treatment of documents. Books, coming to the library from private collections, other libraries, and second-hand bookshops are subjected to the obligatory disinfection. Traditionally it is the fumigation in a chamber with gas-vapor mixture on basis of formaldehyde.

The pilot installation with volume of 12 m^3 (formaldehyde concentration of 2 g/m^3, temperature of 40°C, exposure duration of 24 h) was offered for mass fumigation. However, the complete death of microorganisms takes place on the surface of documents only, but inside (between sheets) it occurs only by 50% under such conditions. The cost of such a mass treatment has been very high. Moreover, it is necessary in any case to wipe the documents after fumigation to remove the thin coating of mold and dust. Besides, the order of document arrangement is disturbed at the loading into the chamber and some time is required to restore this order.

Our investigations have shown that in the course of time the secondary growth of microorganisms on the documents begins owing to gradual formaldehyde desorption from treated surfaces when residual formaldehyde concentrations are low. Formaldehyde concentration in air of depository increases correspondingly.

Formalin is undoubtedly dangerous to the personnel and most of the countries of Europe and USA has already rejected it. Thereby it was necessary to use less toxic biocide but of rather efficient effect on microbiota.

The studies of the preparation Metatin GT of Swiss firm ACIMA were carried out at the Federal Conservation Center for two years. ACIMA Chemical Industries Ltd. Inc. is a producer of organic and organo-tin compounds. Production of this firm is used in restoration practice in particular in Germany.

Experiments have shown that Metatin GT does not reduce brightness and mechanical properties of paper neither right after introduction nor after durable artificial heat-and-moisture aging. The complete death of spores and vegetative mycelium occurs at Metatin GT concentration is 5-10 times lower as with formalin. Metatin GT falls into the category of low toxicity substances under the international standards Any negative effect was not remarked when working with Metatin GT.

Thus, Metatin GT meets three basic requirements to agents intended for the purposes of document protection: minimum toxicity for people, the ability to be kept long in paper, and lack of negative influence on paper. Metatin GT has another advantage: its biocide effect is kept during long-term document storage. The cost of treatment with formalin and Metatin GT is practically identical.

The following documents affected with microscopic fungi were to be subjected to treatment: illustrated technical journals (including that on chalk-overlay paper) of the middle of the 20th century, magazines of the end of 19th - beginning of the 20th century, reference literature of the second half of the 20th century, and music manuscripts of the 18-20th centuries.

The estimated 20% of music manuscripts had areas with strong paper destruction as well as missing parts on edges and in the centre of sheets. Significant pigmentation (pink, red, yellow) which is the end product of microorganism life activity is visible on some sheets.

Bound documents were first of all affected outside where oxygen access and relative air humidity are larger. Microbiological damage is clearly visible at a visual survey on the surface of many documents: the thin coating of viable spores ranged from light green to olive green, as well as white, yellow and dark green colonies of living microorganisms. The largest accumulations of micromycete colonies are found outside and inside of book backs (where there is much glue which is a substrate easily assimilated by micromycetes), in sheet bends, in the places of warping, arising at non-uniform drying of pages and in the places of sticking down inventory tags, data card pockets, calico corners, on the first and last sheets of flyleaf paper.

The documents for the treatment were dusted very much and therefore we carried out chemical and microbiological analysis of dust from depositories.

It is known that dust is the main source of microorganisms destroying cellulose. The content of microorganisms in dust was determined by the method of surface inoculation on wort-agar, agarized Czapek medium, and meat-peptone agar. The amount of micromycetes in 1g of dust is about 2mln, that of bacteria is up to 8 mln.

The chemical composition of dust is presented in general with the largest amount of silicon, calcium and nitrogen, as well as with such metals as aluminum, iron, magnesium. Titanium, zinc, manganese, lead, copper, chrome, silver, nickel and tin are found as impurities.

Some of the found metals (iron, copper, aluminum, chrome) are capable to catalyze the oxidizing destruction of cellulose at presence of moisture, other metals (manganese and copper) influence the cellulolytic activity of microorganism ferments ; magnesium, copper, chrome and iron strengthen the formation of coloured substances.

Results of the analyses convince that it is necessary to remove the thin coating of mold and dust from damaged documents before biocide treatment. It is expedient to use for this purpose apparatuses of firm «Rainbow» intended for purifying both surfaces and air. «Dirty» air with dust and microorganisms is filtered through a disinfectant solution; going out jet is uniformly distributed in a room volume, which reduces dust perturbations and creates comfortable conditions in the room. The apparatus tests have shown their high effectiveness for document treatment: the level of mold contamination reduces by 7 to 10 times.

As a result of the treatment of 200000 documents biocide and material consumption and also time expenditures were estimated.

Documents are not of the same size, paper quality, and degree of damage by microorganisms, therefore, norms of time expenditures on treatment of each type were experimentally determined by time study.

The documents were divided into several groups (up to 8) depending on the degree of damage by microorganisms. Various groups required various material consumption and various time expenditures. Besides, we took into account document format and degree of dustiness.

The small-sized documents required the least expenditures provided that treatment was connected only with rubbing of covers, edges, and backs with biocide solution, dry cleaning (dust removing) of sheets not affected by microorganisms. In these cases the norm of time did not exceed 3 min and biocide consumption was 5 ml per a storage unit.

The expenditures increased sharply if it was necessary to remove the deposits inside the documents, to impregnate the areas of microbiological damage with biocide, to remove an excess biocide, and to interlay the sheets with dry material. Average time expenditures were 20-40 min and biocide consumption was 30-50 ml per a document of 20-100 pages. When treating of large-sized publications of 300-700 pages, time expenditure was more than 1 h (2-3 h sometimes), biocide consumption was 70-100 ml. Occasionally the time expenditures differed significantly. For example, it was necessary to treat twice the strongly damaged areas and the real expenditures doubled.

Each week we made a report on microbiological control of treatment quality. The normative conditions of document storage provide microorganism content on the surface of documents usually does not exceed 50-80 CFU/dm^2. On violation of required storage conditions the microorganism concentration on the surface of library materials increases. Disinfection is obligatory at concentration of microorganisms higher than 100 CFU/dm^2. Various areas of documents, namely backs (outside and inside), edges, fly-leaves, covers, sheets, were the objects of observation.

We withdrew 76 microbiological samples during our work at the Central Musical Library; 58 of them were taken after treatment with biocide solution, 12 samples were obtained withouttreatment from documents impaired in various emergencies, and 6 samples were taken from an interior surface of cases covered with oil paint containing biocide. We intended to locate the treated documents in the mentioned cases.

Full (or practically full) disinfection of a surface was detected for 80% of all taken samples. The rather high microorganism content in some cases (about 14%) is because the microorganism content on damaged surfaces before treatment was equal to 500-1 800 CFU/dm^2. The viable spore concentration exceeded 2 000 CFU/dm^2 on some areas of documents, which is an inadmissible excess of standards.

More than 300 samples were taken for 10 months of document treatment in the NLR.

The effectiveness of treatment in average was rather high: 99.4% for bacteria and 97.7% for micromycetes. The best results were obtained for smooth surfaces. The mechanical difficulties of treatment of the interior surfaces of backs practically did not lower the effectiveness of treatment. The unsatisfactory results were observed at sampling from edges. It was connected with the significant roughness of the edge surface and, consequently, with the raised adsorption of microorganisms. Therefore, it was necessary to treat edges twice.

Analysis of results of our investigations, the statistical estimation of a huge amount of data and accumulated rich practical experience allow to give the following recommendations.

Before treatment:

- Obligatory cleaning (dust removing) of damaged documents;
- Obligatory drying of documents with a heating fan.

After treatment:

- Obligatory drying of the documents with a heating fan to remove residual moisture;
- Document labelling by special identification tapes of different colours: one colour for documents strongly damaged inside, another colour for ones damaged only outside;
- Control of room and light conditions of document storage;
- Periodic observation and biotesting of various areas of the document surfaces to detect timely the possible secondary micromycete growth.

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Web-based Instruction for Continuing Education Students: a report on the San Jose State University Virtual Library School Program and its potential for web-based instruction for Continuing Education

Kenneth E. Dowlin & David Loertscher
San Jose State University
School of Library and Information Science
San Jose, California, USA

Paper

Libraries are in A Time of Parenthesis.
They are not what they were,
Nor what they will be.

(Margaret Knox Goggin paraphrasing John Naisbitt)

Skate to where the puck's going to be,
not where it has been.
Anticipate. Anticipate" -- Walter Gretzky

(Wayne Gretzky's, the all-time great hockey player, father)

In its early days the Internet was characterized as "A Cloud of Users," but the development of the search engines and the meta search engines is providing powerful indexing and access tools to any user. Carla Hesse, in a chapter in the *Future of the Book*[1] points out the similarity of new technology's impact on communication between the end of 18th century paradigm shift and the end of the 20th century. She sees the experimentation with micro technologies as a means of putting the power of publication into the hands of every individual citizen. Condorcet saw the new technologies for communication at the end of the 17th Century as the opportunity to bring all of France into a dialogue with itself. Unfortunately, the French revolution intervened and it took centuries to be realized. That time did lead to recognition of intellectual property. Is the promise becoming reality as we enter the 21st century? The Internet is a new medium, a cultural phenomenon, a tool for uniting the world, and a great equalizer for access to libraries. It provides access to the Library of Congress, and the Smithsonian Institute, as well as to the Public Library in Homer, Alaska (the great institutions to the small). But is it a vehicle for the virtual university?

The Virtual University

There are signs that the Internet may be over-hyped for education. Is the Virtual University Vaporware? The Western Governors Virtual University in the United States had a huge buildup in the press but is now rumored to have very little actual enrollment after two years of planning and hype. The California Virtual University quietly closed its doors about a year after a grand announcement by the Governor. Perhaps education over the Internet requires a broader perspective than just looking at what the technology can do. Perhaps the University is an artificial construct that doesn't translate into the virtual world. Cliff Lynch of the Coalition for Networked Information states that

> One of the purposes of a university is to create a community of scholars, and to prepare students to join that community.

So, the question is how do we create a community of scholars in a virtual university? The first step perhaps is to distinguish between a college or school and a university. We feel that Virtual education must start with a smaller, more cohesive unit such as a school within a University. Library and Information Science is a perfect discipline for development of tools and methodologies for asynchronous, distance independent, continuing education. The School of Library and Information Science at San Jose State University, the only ALA accredited program in the 23 campus California State University system, is an excellent starting point for transforming education.

There is a second factor in the creation of a distance courseware. Individual faculty from whom the treasured content is actually created, must feel two forces beckoning their investment of time and energy: academic rewards and entrepreneurial benefit. Currently, organizations, networks, and consortia are greedily developing infrastructure assuming they will make fortunes off the creative energies of faculty willing to "teach once - many playbacks" thus cutting costs. The existence of a rich body of high quality educational coursework, constantly updated, and tailored to individual learning styles is a challenge to San Jose State University just as it is to every other distance-education provider.

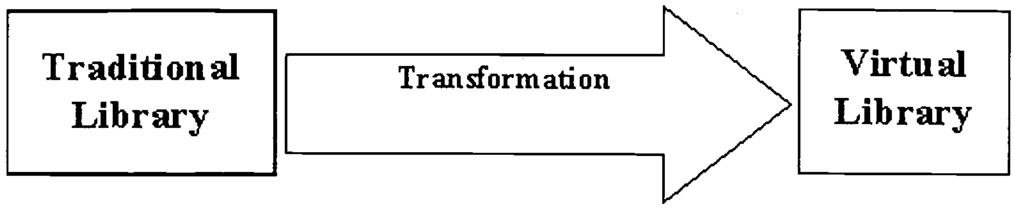
The Virtual Library

At the same time that the California Virtual University closed its doors, the California Digital Library (a new library in the University of California System that is only about two years old) is thriving. If we consider the totality of the library resources that are available on the Internet as a Virtual Library we see that it is global, dynamic, expanding by the second, and, is being cataloged by the commercial world (Yahoo, Lycos, etc.) as well as the public institutions. The Virtual Library reached the size of the New York Public Library in less than 5 years. At least 85% of the public libraries in U.S. provide public access to the Internet. Public libraries are the largest public access mechanisms after the home, office, and school.

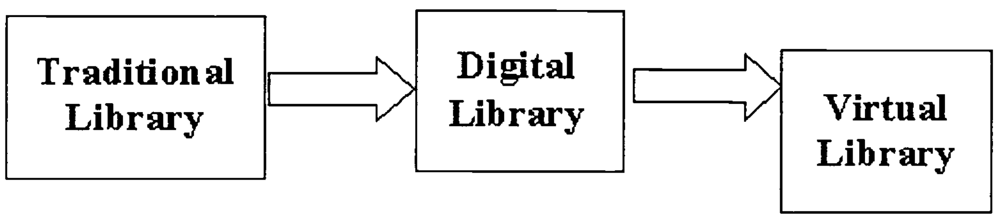
Strategic Overview

Strategic Need for Libraries To Change

Current Model



What is needed



Attributes of the Traditional Library, The Virtual Library, and the Digital Library

Traditional Library

- Collections physically bound by walls
- Collections are artifacts
- Print oriented
- Users must go to library
- Collections selected and managed
- Intellectual property protected by physical artifact
- Implied contract with publisher

Virtual Library

- Collections are global
- Collections are digitized
- Channels are more important than local content
- Users are global and online
- Collections are not managed
- Intellectual property rights not managed
- No contract with publisher

Digital Library

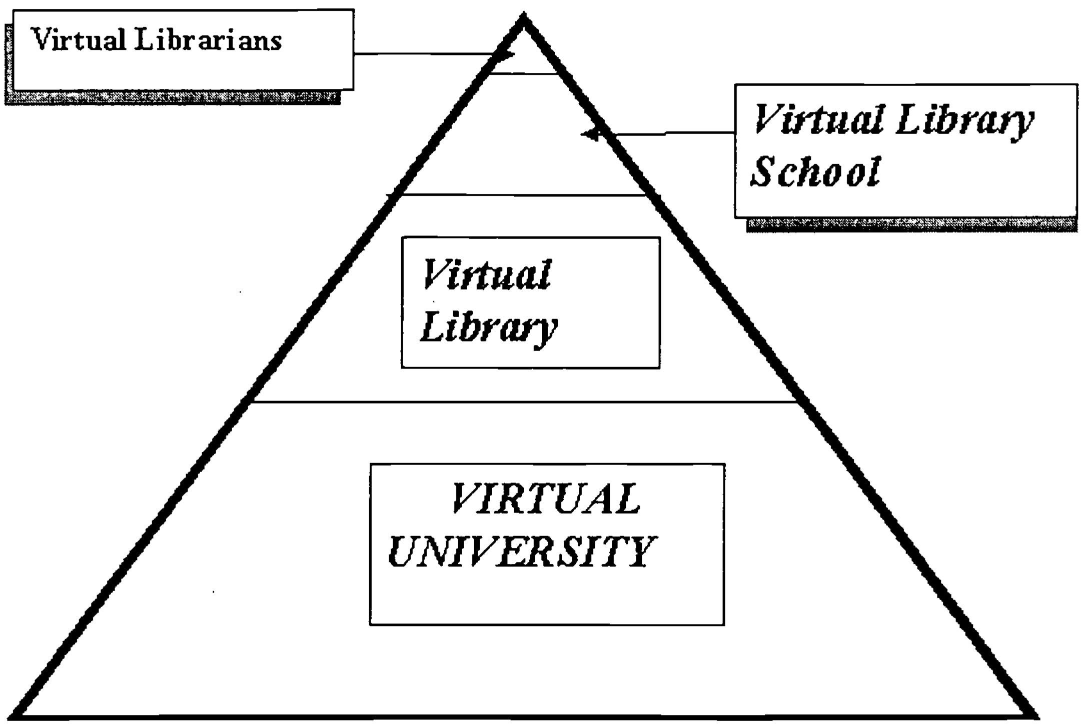
- Artifacts are cataloged and inventoried online
- Local media is digitized
- Channels are included and managed
- Collections are managed
- Intellectual property rights managed
- System is maintained and updated remotely by vendor

The digital library will continue to be community connected, both in users and in collections and channels. Its three major resource components will be the print-based collections, the local digital content, and the channels for access to the Internet and other networked resources. The Online Public Access Catalog will be client/server based and will seamless integrate the three components into a single user friendly access aid.

Paradigm Shift

We are at a transition point and it is time for new definitions. The previous definition of the library no longer serves our communities well in the digital age. The earlier definition as a community collection of books is too limiting. We must have a definition that works for both the traditional library and the virtual library. The library should be redefined as ***a space to practice librarianship.*** So, what is Librarianship? ***Librarianship is the people who practice the craft of selecting, collecting, organizing, preserving, and disseminating the vessels of knowledge. They also apply the values and ethics of the profession, and advocate for access to information, knowledge, reading, and learning.***

How do we transform Libraries and Librarianship into 21st Century institutions? We create a Virtual School of Library and Information Science.



Mission Statement of the Virtual Library School:

- To use technology to extend the School of Library and Information Science beyond current distance and time constraints *(Out of the box)*
- To ensure the quality of learning for librarians
- To document the results for research purposes
- To disseminate the knowledge gained in the program to the field

A Vision for the Virtual Library School:

An internationally recognized program that creates and sustains LIS professionals whom will transform libraries into 21st Century institutions through innovation and collaboration

Innovative Elements:

The VSLIS project will accelerate the development of a comprehensive system for the identification of need, curriculum updating, courseware creation, interactive asynchronous communication over infinite distances, and management and assessment. A number of here-to-fore discrete components will be integrated into a systemic program. These programs are:

- A Library Learning Channel
- Asynchronous
- Geographical Independence
- E-Texts assigned by Faculty
- E-Library for expanded resources
- E-Classroom for interactive communication
- Quality Assurance Benchmarks
- Knowledge Transformation Center to create courseware

Collaboration

The project involves public or non-profit agencies to assist in the creation and distribution of the courseware. The California State Library will incorporate the "Library Learning Channel" into their program to develop Internet access in every public library in California. The Bibliographical Center for Research will use the VSLIS as one of the sources of its Continuing Education program. The use of existing library networks will support communication at the regional level and mentoring for the students. The California State Library will also use the Knowledge Transformation Center to create Internet based tutorials for library staff and their publics. Stanford University will be hosting an Institute on Libraries in the 21st Century and will provide the presentations at that institution as course modules to the VSLIS. It is anticipated that other partners will be enlisted in the future to expand the courseware that is available. The American Library Association and the California Library Association are natural partners.

OCLC is also interested in using the tutorials developed for the project for distribution throughout its global network.

Public Distributors

- Bibliographic Center for Research, RMR
- California State Library
- California State University

Public Content Producers

- California State Library
- Stanford University
- San Jose State University

The system for the delivery of the courseware, online resources, and management elements for the program will require the development of new processes. The VSLIS has enlisted a number of partners that are viewing the project as an opportunity to develop or refine their tools for education.

Private Partners for Technology Development

- Living Stone Technology, Inc. will supply the Digital Media Management System and the Electronic Classroom
- netLibrary, Inc. will supply the Electronic Library of textbooks and supplementary print resources
- Silicon Graphics, Inc. will assist in the creation of the Video Streaming system for asynchronous distribution of the video resources
- Divicom will advise on the use of compression technology to ensure the widest possible distribution system
- 3COM has agreed to assist in the implementation of state-of-the-art networking capacity

Innovation and Collaboration Model

Diagram is not available. Please contact authors.

The knowledge transformation Center serves as the integrative element to take content from the faculty, conferences and workshops, textbook publishers, electronic journals and merge them into digital courseware.

KnowledgeBase is the Digital Media Management and Distribution system that allows the courseware and intellectual property rights to be managed.

Quality Assurance

Diagram is not available. Please contact authors.

Phases

Development - Phase A (fall of 1999)
- Planning
- Collaboration Building
- Technology & Network Development
- Assessment & Standards Tools Development

Development - Phase B (Spring of 2000)
- Delivery of Courseware (first semester)
- Formative Assessment and Adjustment
- Delivery of Courseware (second semester)
- Formative Assessment and Adjustment)
- Delivery of Courseware (third semester)
- Final Assessment

Institutionalization - Phase C (Fall of 2002)
- Self funded
- Replicated throughout the California State University system
- Adapted to other education applications

Project Staff Elements

The project will have staff for 6 functions.

- Coordinator & Principle Investigator
- Communication & Marketing
- Faculty
- Production & Technical Support
- Assessment
- Transformation Training Unit

The Learners

The project is designed to provide a focal point for Continuing Education for librarians in the state of California. It will leverage content from the courses for the degree program for the School of Library and Information Science to provide CE for practitioners and will bring in the expertise from workshops, conferences, and institutes as part of the courseware for the SLIS. It is intended that the program will prepare the new professional for their initial position and then will continue to provide opportunities to learn.

If the federal funding is received for the fall of 1999, the courses will start on the Internet in the spring semester of 2000. Some of the parts, such as the Digital Media Management System are being developed now. A Beta test of the LSTI DMMS is already in operation at the SJSU School of Library and Information Science and Sonoma State University.

Endnote:

1 Hesse, Carla, "Books in Time", The Future of the Book, (Berkeley: University of California Press, 1996) p. 21-33

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Connecting Art Images and Bibliographic Data: Creating a Tool for Distance Education through Collaboration

Roger Durbin
Associate Dean and Head, Collection Management
The University of Akron Libraries
E-mail: rdurbin@uakron.edu

Abstract

Collaboration and cooperation with other agencies is about the only way a small non-profit art museum and its library can hope to create and disseminate its collections through a web-based program, and to use the product for off-site education in the surrounding community. Creating a web site and database is a difficult process, considering the number of constituencies involved B the art library itself; the Museum staff, curators, and administration; plus, the other collaborators and sponsors. Keeping the page up to date is another factor. At some point, the partners disappear, while the ongoing work that must be done (without all the expertise required to set up the thing in the first place) is still there. Such issues go to the point of whether all the effort is worth it. Planning is crucial.

This paper describes and focuses on one such project. The project is a joint effort sponsored by the Ameritech company through a sizable grant, and involves the Akron Art Museum, The University of Akron (its Libraries, New Media Center, and education faculty), and the state-wide library and multimedia consortium, OhioLink. The project combines the machine-readable cataloguing of the museum's library with the creation of a web-site that includes images of the museum's permanent art collection. The purpose of the grant was to find the necessary software to connect bibliographic information with image data in both the library's catalogue (which it shares with the university) and the web-based database. Once completed, parts of this art/library web product can be refashioned into an important and accessible educational tool for use within the museum itself, out in the greater metropolitan area, and wherever Internet-based web resources can reach.

Paper

Background:

In 1997, The University of Akron's University Libraries (in Akron, Ohio, USA) established a formal cooperative relationship with the Akron Art Museum to help organize and automate the Museum library. The University Libraries have agreed to catalogue currently received materials. The University Libraries provide (for free) the labor for all ordering, check-in, payment, cataloguing, binding, and physical processing, while the Museum pays only actual costs to vendors and other suppliers. For its part, the Museum is to be responsible for out-of-pocket expenses to OCLC for use of its bibliographic utility system.

The Art Museum has been established as a virtual branch within the University Libraries' catalogue in return for providing copies of articles through interlibrary lending. The Museum allows faculty and students use of its book materials on site. Duplication of serial holdings in both institutions has been cut, so that each library has an expanded selection of periodicals.

Membership in library consortia, specifically OCLC, Ohionet, and OhioLink, has been attained for the Museum. Museum employees have full use of the University Libraries' collections and services, and the statewide resources available through OhioLink.

The two libraries have agreed on cooperative purchases of library materials in order to supplement areas of academic and research interest in both institutions. Internship programs for University students, and shared art and bibliographic materials exhibits have been developed.

The Project:

During this same time period, the University's and the Museum's libraries were investigating other ways to help develop the Museum's library service program. One project had to do with the retrospective conversion of the Museum's card catalogue. Further, since the Museum library was connected via the University's server as a virtual branch of the University Libraries, there was an opportunity for important connections between web pages. The University Libraries' online catalogue is available through a web pack interface. That generated interest in developing a Museum library-oriented web page, with significant connections between its art holdings and the bibliographic records of holdings associated with them. An extension of this idea involved links to the larger collection represented by the University's holdings.

An opportunity for monetary resources in the amount of $150,000 (the maximum allowed) surfaced through the generosity of a telecommunications company, Ameritech. The grant had a two-year cycle for completion, from initial conception and conversion of files to testing and evaluating the educational component that will be described later in this paper. The proposal, called the Ameritech ArtSmart Project, had the following goals:

To provide for online public access for the first time to all resources in the Museum's library, and to integrate bibliographic records into the University's extensive holdings.

This project included the retrospective conversion of the Museum's library catalogue of 6,000 titles over a nine-month period. It also involved the cataloguing of a small backlog of materials, a serials file, a few audio-visual materials, and 3,000 exhibition catalogues.

Over one-third of the money allotted by the grant was earmarked for this purpose. The institutions believed that there was a more significant investment to be had in converting the collection's records at this stage, so that other aspects of the grant would be possible, either within the time frame and financial resources of the grant, or afterward.

To provide for ongoing access to the Museum's permanent collection.

Although the intention is ultimately to mount images of all 3,000 works of art in the Museum's permanent collection, both institutions decided to choose 200 of the most important works for the initial imaging phase. The smaller number was more economically feasible and made sense in terms of the two-year grant period. Both of these things suggested that fewer samples would be better than trying to accomplish too much in one project.

As part of an earlier Museum project, 100 images had already been created. Fortunately, these images had been composed well within the standard guidelines being espoused by OhioLink and the University's New Media Center. Individual artists were contacted for permission to use the images, when required.

Thus, the real test of this project was to find ways to make appropriate links between images, web sites, and bibliographic information in both libraries. Most of the effort would constitute development costs for creating the software to accomplish this goal.

To make possible meaningful access to the collection for as many people as possible.

The Museum Documentation Association reports that "one-third of the inquiries received by museums do not relate directly to the individual objects." Most people, it seems, "seek explanations, background and further information." So, the relationship between works and information about them is meaningful.

For the project, the Museum gathered biographical and bibliographical information about the artists and their works. The information was scripted onto the web page, with hyperlinks made between key terms and bibliographic entries to records in the electronic catalogue shared by the two institutions. The University Libraries agreed to purchase any books that were cited in the bio-bibliographies but not already in the collections in order to ensure a complete finished product. Links were also made out of additional entries in the library catalogue to the web site entries, so that the user could approach topics and projects either way.

This idea alone represented the uniqueness of the project, that is, the tie between text data, images, and bibliographic records. Other instructional web sites generally resemble library pathfinders, in that they incorporate text organized into subject arrangements with bibliographic entries for related works. Sites range from those offering prepared text with links to images of works, to searches by broad subject category that reach across the holdings of the museum. In some cases, there is metadata type cataloguing that describes the work, but there are no connections to bibliographic records representing the holdings of any library.

In museum sites, information is quite often organized ahead of time around an exhibition, an artist, or an artistic medium, and thus allows for little choice on the part of a researcher for what additional items may be recovered.

In the Akron site, a potential library or museum user could view an image of, say, an Ansel Adams photograph. With it would be information about Adams as artist, photography as medium, or the subject of the photograph, each with appropriate links to books and other materials held in the libraries related to either the broad topic or the specific photograph. If journal articles were appropriate, they would be scanned into the University Libraries' electronic reserve system and linked to the Museum's web site entry.

Going the other way, a library user may be doing research on Ansel Adams through the library's catalogue. As part of the search, the person would run across entries on photography, and would see an entry for the scanned image found in the Museum's collection, probably under his name and under the subject category. At that point, the person could find the additional bio-bibliographic information, along with the image, at the Museum's site that may be of value.

In short, this process is an extension of the "related works" concept in library catalogues. A by-product of this process, and part of the reason for entering into the cooperative arrangement, would be to get the person to visit the Museum as part of the research adventure. Lectures that are given before performing arts events (like those for operas where a knowledgeable critic prepares the audience for the unfamiliar work and genre he is about to see), speak to the idea that people respond to and like what they know and understand. The arts educator, therefore, aids by getting people to know about the arts, and thereby inculcates a desire to gravitate to the arts.

Software that would support this educational idea altered as the plan for the project got underway. OhioLink, the statewide consortium, was becoming heavily interested in imaging and other media efforts. The University Libraries and the Museum Library sent a proposal requesting that OhioLink provide appropriate software for describing and otherwise cataloguing key information (metadata) about the works that the institutions would be storing. The descriptive information was mapped from disc records that were prepared by the Museum and that were to be housed at the University's site.

In sum, images are stored in OhioLink, bibliographic records are in the library's catalogue, and biographical and other bibliographic information is available on both the University's and the Museum's web site. Additionally, metadata catalogue information is funneled through OhioLink into a separate datafile housed in the University. These databases, some of which were new, required an interface common to the Museum's site and the Libraries' online catalogue that would display the images and associated bibliographic information.

A subcontract was awarded to a graphic design firm to work out ways to call for information from all five "places" and merge them in meaningful ways for employees, educators, or lay users. Navigation includes search and browse capabilities and free movement between the Museum site and The University of Akron's Library catalogue. Interactive tools were developed to allow interaction for both visitors to the Museum site and the staff at the Museum.

It was especially important that the means of mapping the various sources of information be easily and readily capable of being updated so that, as other images and text are added, the means of locating them are integrated into the original product. The idea was to have software that would serve for future growth and the meager financial resources of the institutions.

There is great flexibility in that an educator or researcher can combine search results in a variety of ways for their educative purposes. This range of freedom gives a strong academic quality to the product. In fact, it fits (and has helped to define) the idea behind the OhioLink multimedia database design, by which anyone searching for information can combine the results for his own pedagogical purposes.

To inform the community, and especially educators, about the works of art through new access mechanisms and orient them to their use.

Museum staff people are working with an outside arts educational technology consultant to develop text for three sample instructional units that can be used by teachers and families. Museum educators visit schools in the area regularly. Through this effort, they will be able to connect to the site through electronic links in the schools (perhaps through the network of electronic classrooms established by the University in various geographic sites within 50 miles in any direction from the city center). In essence, the site will become a kind of traveling slide show that can be easily adapted depending on where the educator is at the moment, and for the kind of course being presented.

Additionally, the secondary resources available for information about them comes in a variety of languages, each of which can be selected (and potentially added to) by educators and researchers around the world. Educational web sites seemingly are substantive elements in the globalization of education.

Conclusion:

The integration of the Museum's catalogue and web site with those of both The University of Akron and OhioLink provides for a kind of visibility that the art institution could otherwise not achieve on its own. Museums represent one of the most frequently used resources on the Internet. This Museum's presence will be enhanced because of the bibliographic connections inherent within it and because of the strong link to the educational components being developed for it by the project.

The University gets a wonderful kind of laboratory resource for its students by association with a nearby art museum. Because of the collaboration with the Museum, students have the opportunity to see works of art and learn about them in their biographical, historical, social, psychological and political contexts. This makes the works relevant in ways they had not been before.

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Managing Multicultural Staff in a South African University Library

Heather M. Edwards
University of the Witwatersrand Libraries
Johannesburg
South Africa

Abstract

South Africa's "apartheid" past has resulted in equity issues currently playing a prominent role in the economic and organisational life of the country, with unfair labour practices and discrimination against minority groups outlawed through new legislation. The University of the Witwatersrand, with a liberal tradition, has equality and diversity issues strongly represented in its Mission statement, and the Library, working to a similar ethic, is actively creating a diverse workforce. Building on a multicultural base that has existed for many years, we are looking carefully at Library staff profiles, and promoting the appointment of black people, especially to senior positions.

Paper

South Africa's labour history during the forty-six years of rule by the Nationalist Party, was marred by apartheid, discriminatory legislation and exploitation. There were marked disparities in employment and income within the labour market, which created pronounced disadvantages for certain categories of people. With few exceptions, black people (1) in this country were poorly educated in segregated schools and were denied the opportunities and advantages that their white compatriots enjoyed.

Far-reaching changes have occurred in South Africa since 1994, when, for the first time in its history, a democratic election took place and a black majority government was returned to power. In its election campaign the African Nationalist Congress had promised its electorate a better deal and relief from the poverty that stalks the lives of a large percentage of our population. Expectations in the black community were high and the Government needed to deliver. It was not merely a case of repealing old discriminatory legislation; there was an urgent need for positive action that would result in positive change.

An early achievement of the Government was a new Labour Relations Act (1995), which provided legislation for dealing with unfair labour practices. Although this Act did much to regulate the employer/employee relationship, it was felt by many that change was not occurring fast enough. Calls came for the demography of the country to be reflected in the demography of the company; counter voices argued that skills cannot be developed overnight. The South African economy, in the doldrums and not experiencing the anticipated degree of post-apartheid growth, was resulting in more retrenchments than opportunities. The Government therefore decided to enforce change through the passing of the Employment Equity Act of 1998 (2), which would promote the constitutional right of equality, eliminate unfair discrimination in employment, and achieve a diverse workforce broadly representative of our people. To this end, the Act requires every designated employer (3) to implement affirmative action measures through conducting an analysis of employment policies, practices, and procedures in order to identify barriers affecting certain people; preparing an employment equity plan; and reporting regularly to the Department of Labour. A Commission for Employment Equity has been appointed, and non-compliance with the Act may result in referral to the Labour Court, or the imposition of heavy fines. In a complete about turn, apartheid legislation has now been replaced by equity legislation.

South Africans have varied feelings on employment equity. Nhlapo (1996)(4) suggests that the most serious obstacle in the way of accommodation between black and white people is simply that we don't know enough about each other, and we don't much care! Human (1996)(5) states that although South Africa has undergone tremendous change, living in a country can create a certain myopia. One doesn't see the larger picture, which is that a change in dialogue doesn't always reflect a change of heart. A manager may think he or she is committed to affirmative action, but then explains how scarce really good candidates are, that affirmative action employees demand very high salaries and leave easily for even higher salaries, and that they require more training and aren't "up to speed". Meanwhile, blacks have a very different perspective. They experience anger and frustration, and feel that nothing has changed. Leon (1999), leader of the opposition Democratic Party in South Africa, has stated publically that he disapproves of the Employment Equity Act as it serves only to divide the country along racial lines once more.

Affirmative action in itself is not enough. More important is the actual management of the diversity created by affirmative action. Norris (1996)(6) feels that for diversity to succeed it must form part of an organisation's strategic management process. The historically white/Eurocentric male-dominated culture must change to reflect South Africa's diversity, total quality management must take place to address fears that increasing diversity may lead to a lowering of standards, participative management is required, and human resource development becomes a key issue.

A manager who is prejudiced against people from a specific racial group is unlikely to manage those people effectively and to encourage their strengths and talents. Thiederman (1998)(7) warns us to stay alert to the human tendency to judge harshly those who are different from ourselves. This is especially true when we are uncomfortable or afraid - for example, when the job market is tight, or when we feel someone is getting preferential treatment. She exhorts us to see people for who they are, not through the distorting screen of our own fears and judgements.

Norris (8) identifies three developmental stages in the move towards managing multicultural organisations. The first is monocultural. Thankfully there are few of these left in South Africa. The second is non-discriminatory, characterised by a sincere desire to eliminate the majority's unfair advantage, but retaining its dominant culture. Thirdly, a multicultural organisation is one in the process of becoming, or which has become, diverse in the most visionary sense - reflecting the contributions and interests of diverse groups in its mission, operations and services, and committing itself to eradicate all forms of social discrimination. The majority of organisations in South Africa are in the middle or non-discriminatory stage.

The University of the Witwatersrand is a multicultural organisation. Its history of protest against discriminatory laws and unacceptable practices reflects its strong liberal ethic, and more recently, it has attempted to stay at the forefront of progressive change. An Affirmative Action Officer was appointed in 1994, and in the same year, an Affirmative Action and Equal Opportunity Employment Policy was issued (9). While the University continues to seek the best person for the job, efforts are made to search actively for candidates from under-represented groups for selection and promotion. For existing staff there are programs which give underrepresented groups the opportunity to advance their skills so that they can compete more effectively. In 1998 Wits revised its Mission Statement (10), and five of its six commitments deal with issues of tolerance, equality, freedom from racism and sexism, and cultural diversity.

Wits Library has for many years attempted to employ black people across the range of job grades. In this respect, we were ahead of many other "historically white" universities in South Africa. Although our staff profile has improved steadily over several years, we recognise that there is still an urgent need to appoint and retain more blacks in senior positions. Our efforts in this area have been restricted by a university-wide rationalisation process, a low staff turnover rate of 2-3%, and a high unemployment rate in the country (40%) resulting in low job mobility. This limits opportunities to act vigorously in the employment and promotion of black people. Library staff profiles of 1988 and 1998 do however reflect positive change. Senior posts (14) ten years ago were all held by whites with the exception of one oriental. By 1998, this had changed to 10 whites, 3 blacks, 2 coloureds and 1 oriental. Ten years ago the majority of black staff occupied the lower grades in the library. Now they are widely spread, with several in professional and managerial or supervisory positions. White staff have dropped from 88 to 49 full-time equivalent members, while black FTEs have increased from 69 to 80. The Wits Library staff profile now consists of 57.5% blacks, 35.5% whites, 3% coloureds, 2% Asians, and 2% orientals.

Black Library staff are encouraged to study and improve their skills, thereby placing themselves in a better position for advancement, and bursaries are granted for this purpose. This situation is not without tension, as people obtaining professional qualifications have high expectations, and do not wish to wait for an appropriate position in Wits Library to become vacant. We loose promising staff in this way, yet one cannot blame them for moving on. They have opportunities today that their parents never had in the past.

At Wits Library, we consciously apply equity guidelines. In the selection process, where two candidates appear to be equal, the post will normally be offered to the black candidate. Where a white candidate appears to have a slight advantage but a black applicant has the personality and potential to succeed, we will appoint the black person. However, if a white candidate is ahead of other applicants in all respects, the job is offered to that person on the basis of merit. We need to be able to justify our choice if questioned by the Equity Officer, the trade unions, the Library staff generally, and the candidates themselves. In some instances we have established mentoring, which has proved successful. However, one or two of our staff still have difficulty in accepting that a minority person in a high level job isn't just window dressing or tokenism. We are working on this problem through proving the capability and talent of such appointees.

Fehnel (1993) of the Ford Foundation in South Africa (11), advises us to look at ourselves and answer truthfully on questions of motives and values within the context of post-apartheid society, and this is wise advice. Perhaps, however, in the final instance, we should recall the words of Thiederman (1998)(12) that, although cultural diversity is a serious business, it must not become so serious that people forget to see each other as people first and foremost. We need to remember the need for simple respect and courtesy as we seek to understand the differences between people.

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To Reach Multicultural Users in Libraries - some reflections and examples from Sweden

Maud Ekman
Librarian at the City and County Library
Eskilstuna, Sweden

Paper

"To reach" - what does that actually mean in library terms? The first step is to be available for what people need at the right time - to be a source for personal growth in the centre of a democratic society - a room for integration and understanding in an all too segregated world. The right to information and knowledge has become more and more important as the gap between rich and poor increases - and between those who have and those who do not have access to knowledge. Libraries build the infrastructure for democracy and equality in society.

In Sweden we have a long tradition of public libraries and a network from national libraries via county libraries to libraries in each municipality. The seventies was a time for expansion of the welfare society and library activities for disadvantaged groups were firmly established. At that time the multi-lingual library services started and are now part of the regular services guarantied by the Swedish Library Law from 1997. Standards vary, however, and there is a constant need for keeping these questions on the agenda, as the resources of the public community are shrinking. I will now describe the basics for the multicultural library followed by examples of successful work, which you can read more about in the book "The Library at the Centre of the World", published by the Swedish Library Association.

In Sweden today, more than one of ten inhabitants have foreign background. They are partly concentrated in the main cities Stockholm, Gothenburg and Malmö, where in some suburban areas half the population are of foreign origin. In medium size industrial cities, such as Eskilstuna, Borås and Västerås about one of five are of foreign origin, but refugees from conflict areas all over the world have today made their home in many places throughout Sweden.

Library Buildings and Staff

Each library is - or should be - the entrance to the library resources of the surrounding community and, indeed, of the whole country. The library building should have a central location and offer a welcoming environment. The main municipal library is important as it offers the possibility to have a larger variety of materials in different languages - not to forget the importance of small neighbourhood libraries where people live. These small libraries are necessary especially for children and elderly people, as they offer a more limited choice of materials suitable to the specific needs of the area.

The premises should clearly indicate that people of all ages, from all walks of life, of all languages and religions are welcome. The visitor should feel that the library is a place for both knowledge and fantasy, for leisure and inspiration, free of charge, free of demand, free from commercial advertisements, an island of well-being. There should be something inspiring to look at - a permanent work of art which makes you feel at home - and also something else such as small temporary exhibitions which open your mind for new impressions.

How does the staff meet the library visitors? Are we sufficiently involved and open-minded to the customer´s questions? Are we ready to follow the customer on the road from information to knowledge? Library work is (and will continue to be for quite some time) to choose, to organise, to systematise and to intermediate There is no such thing as just to give information - you have to involve yourself as a human being in the communication process.

If you are to reach someone who is not accustomed to use libraries you need to give support, encourage and show the possibilities. This requires knowledge, not only of library systems and materials, but also of human beings, society and the heritage of human life, all of which is there for you in the library. To have bilingual staff is, of course, excellent but maybe possible only for the larger language groups represented in the community. There should be political instructions about this - I doubt whether it will be realised on a larger scale otherwise.

Library Materials and Technique

Are there any materials of interest to the multicultural user as he or she enters the library? What languages are spoken in the area? Media has to be related to the needs of library users, and if you don´t have bilingual staff, you should build a network of advisors from the different language groups. You also have to fight for the right to purchase media in other languages in a fair proportion to the users needs!

The facilities most asked for are newspapers and magazines, today extended by access to news on the internet. This makes the library an everyday room for many people who from there on will discover that the library is there for you when you need it. Media in other languages can be of very different content, according to the length of time that each language group has lived in the community, the age structure of the group and its interests. In Sweden, the largest minority by far is the Finnish. For them it is now important to adjust services to the needs of the elderly, not to forget the interests of second and third generations who try to maintain their mother tongue. Supply of other materials such as music, cassette books and videos are important - both for the elderly and for the second and third generation with interests in their cultural origin but less fluent in the language. For more recent language groups, e.g. from the Middle East, interests in politics and society dominate. To supply different points of view is of course essential. Religious questions, connected both with politics and society, are also asked for, as well as practical books on medicine, sex, child care, cooking and beauty to name but a few.

Modern techniques which allow access to internet and different databases widen the range of services available even in smaller libraries. In order to provide equal access to information you must offer training for beginners, often women and elderly people, so that they are not left behind when young men occupy the machines. Minority groups do have less access to computors in their homes. If the library offers the tools for people to acquire computer literacy, it also provides access to information which might be needed for a good quality of life.

Communication with the Surrounding Society

There is a library; there is the staff; there are materials and technique to offer, but how do the people of the surrounding community find these facilities? The clue is, of course, to reach out with information to where the people are: in schools where newcomers study Swedish, in kindergartens, homes for the elderly, at the immigrations office and in the immigrants´ organisations. You invite them to the library, present the facilities and open a dialogue about needs and preferences. In each language group you find persons with influence and knowledge, ask their advice, invite them to make an exhibition on an important issue, arrange a lecture ora discussion. When you arrange something like this, maybe once or twice a year, you will soon have other groups waiting for their turn. If you are successful, mouth to mouth information is very quick among the minority groups.

You might have Chinese New Year´s celebration and children´s paper work from school, an exhibition of photos from the Middle East and the life of the Kurdish minority together with a lecture on history and future of a political conflict in the area, as we had in Eskilstuna. You offer the necessary conditions for an open meeting place, a cross-roads for people with ideas allowing them to make their voices heard. In this way you initiate new contacts within the groups and the library becomes an arena for what is on the agenda in the local community, opening the way into society and to the rest of the world.

In Rinkeby, the multicultural suburb of Stockholm, there is a large annual event, the International Book Fair, where publishers and authors in other languages meet their readers. Immigrant authors translated into Swedish also make public appearances and make their resources visible to the Swedish society. In the future they will enrichen the Swedish literature as is the case today in English literature with authors who have African, Indian and Chinese background.

Also in Rinkeby, the successful project "Abraham´s children" takes place. Staff from the library and the schools work together with the common heritage from Jewish tradition, from Christianity and from Islam. In many ways, creativity, reading and storytelling result in mutual understanding. Other forms of reading promotion and creative writing take place in Rinkeby as well as in many other communities in Sweden. The purpose is to strengthen language abilities, both among immigrant children and others. Writing your thoughts and memories, reading books suitable to your abilities and interests - in the language you prefer - promote self esteem and willingness to learn.

Both children and adults who study might need help to overcome difficulties, especially if they study in a new second language. The library most certainly doesn´t have enough staff for this extra help, but it may be possible to contact voluntary workers such as students or senior citizens who enjoy helping others in the library. Several successful examples of this can be found in Swedish libraries, e.g. in Tensta, a suburb of Stockholm.

You must not forget young adults as you work with more easy-to-reach groups. In this important stage of life when young people´s personality and future are formed, the library should provide resources to match up to their needs. If the library starts a youth information, young people can find "a third party" to talk to between the parents and the school. In Eskilstuna, UngInfo plays this role and helps young people find their own way into society, "over the threshold". Those of foreign origin maybe need this support more than others, and the international approach in questions concerning work and studies for young people benefits their self esteem, even if they themselves choose to remain in their new country. To make this youth information successful you need to build it in cooperation with and participation of young people. Maybe this is the model for all sucessful library work: to involve the target group in one way or another. But this knowledge is not new, as you can tell from the old Chinese proverb:

"Tell me and I forget, Work with me and I know, Involve me and I understand"

The Mother Tongue and the New Language

Why is it so important to have library materials in the language spoken by minorities? Shouldn´t they learn to speak the majority language as soon as possible? Of course the new language is the key to society, to study and to work. But the mother tongue is your heart and your feeling, the key to contact with your origin and with the future of your home country, the key to contact between parents, grandparents and children. Being able to speak more than one language is a benefit both to the individual and to society. Good knowledge of your mother tongue dosesn´t prevent you from learning one or several new languages - on the contrary, it makes it easier! With strong roots in your own language you can not only develop many flowers in other languages, but also enjoy your mother tongue as your own personal jewel.

For elderly people of foreign origin the mother tongue is essential. Perhaps they never learned the new language, and even if they did acquire a good ability, they tend to forget the new language as they grow older and they may even loose it completely. The library has to be aware of this when bringing books to homes for the elderly and in the "books-on-wheels" services. The quality of life - and sometimes the difference between health or illness - is very much dependent on the possibility to talk and remember, to read and listen to your mother tongue. As the Sami writer Paulus Utsi said:

"Nothing is rooted with the human being
So deeply as the mother tongue
Liberating our thoughts
Expanding our senses
Soothing the way we live"

It may seem ironic, but one of the best ways to give information about library resources in other languages is to invite groups of people studying Swedish to visit and learn about the library as a whole. As they are newcomers in society they quickly find this open place worth returning to. As time goes by their needs change and they discover that there is something for each stage of life at the library.

Conclusion

There are no shortcuts to reach multicultural users in libraries. It requires hard work at all levels, including library politics on the whole for the library´s role in society and in democracy. It requires personal commitment from the staff and involvement from the library users. It requires awareness that knowledge is the fundament of equal society and that the right to information is a condition for human development wherever one may live. It´s a priviledge to work at a library and take part in that process. My contribution is to share my experience of the importance in giving nourishment to the survival of minority languages. I quote the author Antti Jalava of Finnish origin, who during his childhood in Sweden lost his mother tongue an then recovered it:

"The Finnish language is my skin, my air, my snowfall, my anger and my sorrow. It is the language which heals my deepest wounds and in which I express my feelings. Finnsih is the very origin of what I am."

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Developing a Parliamentary Research Service The Egyptian Experience

Wafaa Ali Abdel Elah
Research Service
People's Assembly of Egypt
Cairo, Egypt

Abstract

There is almost a general consensus that to perform its role effectively, the legislature requires a research service that provides the information and analyses necessary to make informed decisions. However, creating a parliamentary research capacity raises crucial questions concerning its pattern of organization, style of operation, and its services and products.

Although research units in different parliaments offer a variety of successful models to choose from, reading one's own environment and responding to its needs and characteristics will always remain the key elements in finding the right answers to the previous questions. In this context, the Egyptian experience in developing a parliamentary research unit might be of interest and value to parliaments which are also considering creating a research service.

Paper

Introduction and Road Map for the Paper

Since the mid 1970's, Egyptian society has been experiencing gradual but important transformation both in the economic and political fields. Starting with the adoption of the open door policy, the Egyptian economy began to change from a planned economy to a private sector-led one. The steps in this direction accelerated in the late 1980's, and in 1991 Egypt embarked upon a comprehensive economic reform and structural adjustment program, the core of which was liberalization and privatization. These developments were coupled with major steps in the process of democratization, at the forefront of which came the re-introduction of party politics for the first time since 1952. The democratization process entailed also a greater freedom of expression and freedom of the media, a less stringent control over the activity of civil society organizations, and more transparency of government behaviour.

The interaction of these economic and political factors created a new social and cultural environment in Egypt. This environment fostered the democratization process within a favorable international climate witnessing a rising tide of democracy in many parts of the world.

The first part of this paper investigates the impact of these developments on the Egyptian parliament (the People's Assembly). The second part deals with how the establishment of a parliamentary research service responded to the needs and characteristics of the Egyptian environment in a way that could enhance the decision-making capabilities of the legislature. The third part of the paper explains how this new unit started to function and describes some of its early endeavors. The fourth part sheds lights on the services and products provided by this research service. The last part discusses present challenges and future prospects.

The Impact of the New Environment on the Egyptian Parliament

The restructuring of the political, economic, social and cultural aspects of Egyptian society directly affected the Parliament in many ways:

- The opposition parties together with a number of independents gained representation in the People's Assembly (PA) starting from the 1979 election. Consequently - and despite an overwhelming majority by the ruling party - parliamentary debates became more vigorous and lively reflecting different points of views, not only those supporting the regime as it was the case under the one party system. Moreover the opposition tried to compensate for its limited numbers by using strong rhetoric depending, in most cases, on good analysis of the issue concerned.
- The majority party showed increased tolerance for alternative points of views expressed by its members inside the Parliament without regarding their attitudes as violating the party line or discipline.
- Public opinion began to demand more knowledge and information about Parliament. This reflected a new perceived role of the legislature in the governance of the nation, especially regarding control over the government, together with formulating laws and policies that guaranteed an effective economic transformation, minimized its negative implications, and safeguarded social welfare.
- The media started to show unprecedented interest in monitoring deliberations conducted in Parliament and the performance of its members. The TV began broadcasting parliamentary sittings, while national and opposition press devoted whole pages to inform people about what was going on inside the Parliament.

Developing a Research Service in the Egyptian Parliament

These changes in Parliament became more profound and evident towards the end of the 1980's. With the restructuring of the general secretariat of the People's Assembly following the advent of a new and energetic Secretary General in 1989, the time seemed right to establish a new unit that could cope with such changes.

The **main goal** of the new unit was to make available objective studies and balanced analysis relating not only to different topics discussed by the PA, but also to important issues and developments at the local, regional and international levels. **Another task** assigned to the new research service was to provide the institutional memory of the PA. This in fact responded to a serious need to secure an easy and organized access to trace any subject discussed by the PA in the past years, and to provide a brief review of the procedures, debates, and the final decision adopted regarding each issue.

As for the **location** of the research service; it was decided from the beginning that it was not to be based in the library or to be part of it. The reason behind the decision was the clear cut definition of the word "research" in the Egyptian language and culture, and hence an obvious distinction between the work of a librarian and that of a researcher. Probably that is why one can hardly find an institution in Egypt where the research unit is part of its library. It was also argued that locating the new unit in the old and complicated organizational hierarchy of the library might hinder the desired independence of the unit and undermine the enthusiasm and creativity of its staff. However, considering the necessary cooperation and coordination between the library and the research service, it seemed appropriate that both of them should be part of a broader organizational framework, one of the four main divisions of the general secretariat of the PA. This situation changed in the beginning of 1998 when both the library and the research service became directly attached to the Secretary General.

The third question that had to be tackled was to decide **whether research and analysis responsibilities should be performed solely by the new unit**. A thorough examination of the organizational structure of the PA in 1989 revealed that each of the 18 standing committees had between 15 and 20 researchers among its staff. Most of the efforts of those researchers were devoted to preparing committee reports based on the discussions conducted inside committee meetings, and investigating some specific points relevant to those reports. There was also the Department of Parliamentary Conferences, which received careful consideration during the restructuring of the general secretariat, reflecting the marked increase in the activities of parliamentary diplomacy. Consequently, it was decided to provide this department with a group of researchers whose efforts would be devoted entirely to preparing the studies and papers necessary to participate in various parliamentary forums and to exchange parliamentary visits. Given that situation, it seemed appropriate to adopt a combination of a centralized and dispersed research service. This meant that committee staff would continue to research specific points, while the new research service would provide what was lacking, in particular background papers and comparative studies. As for the Department of Parliamentary Conference, the research service was to provide help whenever that was needed.

Regarding **the scale** of new unit and **the skills** of its staff, it started off with six researchers specializing in law, economics, and political sciences. The unit now has 36 researchers specializing mainly in the three previous fields plus others like agriculture, history, and sociology.

How to Function

Apart from monitoring important developments at the local, regional, and international levels and preparing issue briefs relating to them, another important matter remained to be settled and that was how the research service would function. I have mentioned that the new unit was not a part of the library and that librarians did not constitute part of its staff. Therefore the receipt of inquiries concerning data or basic descriptive information requiring reference activity - and which represent high percentage of the inquiries received by many other parliamentary research units - was not to be part of the unit's responsibility.

As for requests for analysis and in-depth research, reading one's own environment was again a determining factor. Taking into account the long and heavy legacy of the one party system, and the educational status and political culture of a large number of the PA members, we realized that we had to work hard to generate demand for our services and products. In other words, we had to create the need for information and the awareness of its importance. So, we took the strategic decision to offer some of our products, rather than just waiting for requests.

It might be of interest here to mention some of our **early endeavors**. We thought that it was best to start our activity with one service which the PA really lacked, and thereby make a strong impact. The ad-hoc committee for the reply to the Government Policy Statement seemed a suitable target. This committee, which is chaired by the Deputy Speaker, is formed every session after the Prime Minister delivers his statement and, consists of a large number of MPs (eg 45 this session) representing all parties in the PA including the independents. Since it is an ad-hoc committee, it does not have regular staff but to perform its work effectively it needs be provided with a series of policy papers - containing policy analysis and policy evaluation - amounting to 40 papers on average. In 1991 - when we had only 8 researchers - we provided this committee with some six papers on different topics. This was enough for the committee members to realize that their current state of knowledge was less than that needed to deal with the other topics. So in 1992 we were asked to supply the committee with as many policy papers as possible. The research service prepared 18 policy papers that year, and when the committee finalized its report we were asked by the Speaker of the PA to issue a comparative study between this report and the Government Policy Statement. As from 1993, every session the research service now supplies the ad-hoc committee with all the required policy analysis, and prepares the above-mentioned comparative study.

Another early endeavor is note worthy. The PA debates on the Government Policy Statement (GPS) each session is the most important parliamentary occasion, when the largest number of MPs (e.g. 287 out of 454 last session) take the floor to express their views and demands regarding various policy matters. These debates also continue over a long period covering more than 25 sittings full of interventions and comments from the Government representatives. We thought that we should not miss this valuable opportunity to offer one of the research service products. So, based on close monitoring of these discussions and content analysis of what was said during them, we published a brief analytical study at the end of the debates of 1992, before the Prime Minster delivered his final comment on them. This study summarised the main points of view raised on different topics, points of agreement and disagreement between different parties, comments and promises made by the Government representatives, and new issues brought to light that were not included either in the GPS or the committee report. The study also contained quantitative analysis indicating the relative weight accorded to each issue and the share of local demands vis-à-vis national ones (a controversial subject in Egyptian society). The study had a wide impact and became one of the research service's regular products. It is now also sent to the Prime Minister before he delivers his final comments on the (GPS) debates each session, and is a basic document when preparing policy papers for the ad hoc committee of the next session.

Services and Products

The research service in the Egyptian Parliament offers a wide range of products. As mentioned, it prepares policy papers, background papers, and issue briefs. It also publishes fact sheets and conducts basic research if necessary. A large part of its work is devoted to making comparative studies. Of particular interest are the comparative studies on parliamentary procedures in the different parliaments of the world. Not only does this kind of study enhance the political and parliamentary culture of the members of PA, but it also fills a substantial gap in this field in the Arabic literature.

Another product, which other research services may not be familiar with, is the documentary and analytical report on the PA work, which is prepared for each session and each legislative term. This is the report that traces back each issue discussed in the PA and gives a brief review of its debates and procedures. For example, if one is tracing a certain bill, the report will include the following: the aim of this bill, date of its referral to the standing committee concerned, main points of the committee report, amendments introduced by the committee, date of submitting the report to the plenary sitting, number of MPs participating in the debate, main points raised by different parties, amendments approved by the house, government comments, final decision by the house, and any special procedures that were followed. The report also includes quantitative analysis - a statistical and graphical summary showing the volume of parliamentary workload.

The research service publishes various booklets and brochures aimed at educating the public about the Parliament, its structure, function, and history. It also responds to requests from local and foreign organizations regarding these matters.

Present Challenges and Future Prospects

The satisfaction in our achievements to date does not mask the fact that there are serious difficulties and challenges that still have to be tackled. **Recruiting staff** is a major difficulty. Apart from the problem which is familiar to other parliamentary research units of finding the qualified researcher who is able to conduct the kind of research the legislature needs, we also have problems specific to the PA.

When the research service was established, the PA had already excess staff especially in its 18 standing committees. Accordingly, it was only prepared to hire a limited number of new employees. We thought that we could recruit some of our staff from committee researchers, as they at least had the advantage of knowing how the legislature operates, and in that way the PA could make the best use of its human resources. Unfortunately, this solution proved to be a failure. Committee staff were so used to a certain kind of work that it was hard to teach them the new methodology and techniques required for preparing the different and new products of the research service. We realized that we were better off with the fresh graduates who joined the new unit and went through intensive 'on the job' training. However the PA was not offering the competitive salaries necessary to hire and keep researchers. Not only did we have to take the second best researchers after the universities had their pick, but there was always the danger of loosing them to other research centers offering better salaries. On the other hand, we failed in our attempt to create a new corps or category of staff to accommodate the new researchers. Thus we were faced by another difficult situation inside the PA with the new researchers getting the same salaries as committee staff although they were working longer hours and doing extra work.

We tried to compensate weak salaries by giving cash incentives and bonuses, but again this did not work very well as the PA has a very rigid and tight system of incentives. We are relying now on non-cash incentives like flexible working hours, priority in taking free English language courses and other training courses, and priority in attending seminars and various conferences in Egypt.

Information technology represents quite a challenge to us. The PA established an IT department in 1994, but there is a huge gap between what this department is doing on the one hand and the users' needs on the other. We have not yet benefited from the different applications of IT in the research field, and we are also suffering from the slow pace of the automation process in the library. We think the best solution of this problem is to have IT officers among the staff of the research service and the library as well, but unfortunately so far that has not been feasible.

Our plan for creating a parliamentary research service had many experimental features, and hence involved a degree of trial and error. We did not **market our services** properly neither among the PA staff nor its members. The relationship with the committee staff is not yet fully understood: to some we have to explain that our job is to help and not to compete; to others we have to say that it is not our responsibility to do their work for them. As for PA members, some of them are not aware of many of our products, while others do not even know the location of the research service in the parliament building.

Much of our future prospects depends on solving these problems, but a great deal also relies on enhancing democracy in Egypt. The legislature does not operate in a vacuum, but performs its role in the context of the cultural, political and socio-economic environment. In this environment democracy should not be treated in dichotomous terms of either being there or not, but rather as a continuous variable that may attain different levels at different times.

Taking more steps on the hard road of building a democratic society in Egypt will undoubtedly have its direct and strong impact on the research service of the Egyptian Parliament. Suffice to mention here that if democratization means - amongst other things - free dissemination and flow of information, stronger political parties, and a higher representation of the opposition in parliament, then this will enhance the importance of parliamentary debates based on the objective analysis of alternative points of views, as policy decisions of the government will be largely influenced by the outcome of these debates.

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The Internet as a Means of Information Resources' Integration: the Regional Aspect

B.S. Elepov
E.B. Soboleva
O.P. Fedotova
A.V. Shabanov
State Public Scientific Technical Library
Novosibirsk
Russian Federation

Abstract

Presence of Siberian and the Far Eastern libraries in the Internet has become the reality of today. Joining this community they solve at least two main problems - those of rational use of WWW-resources and of providing access to their own products.

There is a certain system of fixing documentory streams disclosing regional problems. Each territorial library takes on itself the compiling of local-lore literature data bases, including analytical surveys of publications about all aspects of social life on their territories. Partly they are present at the sites of these libraries. Data bases produced by different research institutions are available at their WWW-sites. All-Siberian information is cumulated in data bases produced by the largest library of the region -the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Sciences - that comprise documentory information on regional aspects of nature resources, economy, culture and history. Their greater part is also available through the Intrnet. The whole complex of these resources gives an opportunity to get rather a substantial and complex information about the region.

Taking into account regional interests we are looking forward to compiling a comprehensive guide-book on data bases generated by libraries, information and research institutions of the Siberian - Far Eastern region.

Paper

Presence of Siberian and the Far Eastern libraries in the Internet has become the reality of today. Largerly the introduction of this new technology of information co-exchange is due to certain national programs, such as: LibWeb, Russian Libraries in the Internet, The Network of Russian Universities, etc. A substantial role is played by Soros' Foundation granting.

However, the fact of instillation into the Internet does not itself guarantee the improvement of informational situation. Libraries, joining this system, are facing the necessity of solving at least 2 main problems: both of making rational use of its resources in the interests of their clients as well as of providing access to their own products. The last one is gaining more and more importance since financial conditions our libraries have been squeesed into nowadays do not favour the formation of relavant information resources of separate libraries. Real accessability of information could be achieved only by joint efforts of all the libraries within the frames of the territory.

There are 2 libraries in the region of Siberia and the Far East that receive due to the existing law a compulsory free of charge copy of native printed press: the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Sciences (SPSL SB RAS) and the Far-Eastern State Scientific Library. Both libraries' WWW-sites contain catalogues of their collections. The electronic catalogue of the SPSL SB RAS has about 250.000 records since 1992, including monographs, conferences' proceedings, periodicals, etc. (Fig. 2). Besides, the Library WWW-site also contains catalogues of collections offered for International Book-Exchange. Friendly interface allows to conduct all kinds of search using the whole unity of linguistic means (bibliographic description, classification indeces, key-words, etc.) The access is free of charge (URL:http://info.spsl.nsc.ru). The electronic catalogue of the Far-Eastern State Scientific Library contains more than 150.000 records since 1994 (http://www.fessl.ru).

However, we can't but admit the fact that the right of having a compulsory deposit copy does not now guarantee the complitness of its receipt. According to the available data, the Library does not obtain about 40% of the native printed press published yearly. Mainly these are editions printed in the province. Therefore, it is very important for each library of the region to have an opportunity of presenting information about its collections. Electronic catalogues of the Novosibirsk State Territorial Scientific Library (http://rstlib.nsc.ru), Scientific Library of Tomsk University (http://www.lib.tsu.ru) and the Far-Eastern University (http://www.dvgu.ru) have recently become also available through the Internet.

We should state that it was not until recently that the first step towards the corporative catalogization and creation the system like OCLC has been made in our country. But it is clear even now that taking into account our territorial remoteness, rather low speed of dissaminating information and complicated conditions we have to create the regional library system for carrying out this work. An electronic catalogue of the SPSL SB RAS may be taken as a basis being the most complete among the others. At present we are working out the relavant software and technology of cooperation in the network of libraries of scientific-research institutions of the Siberian Branch of the Russian Academy of Sciences using the Protocol Z 39-50.

As far as retrospective conversion of catalogues is concerned it is the task the solution of which demands longer period of time taking into account the contemporary financial situation and scanty technical means. At present the most reasonable variant way may be stated as follows: each library registered as a member of the regional destributed depository system of storing library collections singles out the most valuable part in accordance to the profile of its collections (copies lacking in the collections of other libraries) and compiles an electronic catalogue as a constitutive part of the Combined Catalogue, available through the Internet. Another stage consists in creating data bases aimed not only at satisfying information needs but also at playing the role of insurance collections. The first step has already been made - information about the existing system with brief characteristics of collections is available in the Internet. Besides, the Library Home Page makes its visitors acquainted with the collections compiled by the Rare Book Museum, which sphere of interests includes not only hand-written and old-printed books of the 14-18 centures, the history of their being and usage on the territories of Siberia and the Far East, but also modern rare and low-copied editions, reflecting cultural and spiritual development of the regional community. The nearest perspective of making the unique collections of this Department available through the Internet is a data base on Pushkin's works printed in his lifetime (to the jubilee of the poet) and catalogues of territorial collections of hand-written and old-printed books in the region of Siberia and the Far East being compiled on the basis of materials to the Combined Catalogue.

The specificity of the regional growth is in the fact that by the beginning of the 1990-s it has occupied due to its natural resources, practically, the leading place in Russia's economy. The Siberian Branch of the Russian Academy of Sciences, Agriculural and Medical Academies as well as other research institutions and educational establishments' activities produce a great number of scientific publications concerning different regional aspects.

There is a certain system of fixing documentory streams disclosing regional problems. Each territorial library takes on itself the compiling of local-lore literature data bases, including analytical surveys of publications about all aspects of social life on their territories. Partly they are present at the sites of the above-mentioned territorial libraries. All-Siberian information is cumulated in data bases produced by the SPSL that comprise documentory information on regional aspects of nature resources, economy, culture and history. Their greater part is also available through the Intrnet. The whole complex of these resources gives an opportunity to get rather a substantial and complex information about the region.

Such a component of regional information resources as data bases generated by scientific-research institutions may also present a particular interest to the community. More often they are used as a working tool inside these institutions, but a number of them are also available through the Internet. For example, in the nearest future a data base consisting of works of its scientists will be introduced at the Web-site of the Institute of High-tension Current Electronics (http://www.hcei.tomsk.su).

The Institute of Solar-Terrestrial Physics is one from a small number of research institutions, working in this field of science. Here a data base on various kinds of observations is now being created that is partly available through the Internet (http://ieie.nsc.ru/root/). And such examples are growing in number (Fig. 5).

One of the earnests for these integrative information resources to be actively used is their accessability. WWW addresses of regional libraries can be found also at the Web-site of the SPSL, those of scientific-research institutions - at the Web-sites of the academies they belong to. A system including navigators on all branches of science and production activities developing in the region is being worked out as well as guide-books containing data about the whole complex of information resources on the territory of Siberia and the Far East. The last one that came out of print in 1998 reflected the situation with data bases availability in 23 largest libraries of the region.

One of the most important directions is users' and librarians' training to work in the Internet. In a number of regional libraries there function the Internet classes, sponsored by Soros' foundation. In the SPSL the staff of academic and other libraries is also taught at continual practical courses. The range of questions correlates with the problems actual for each library: information resources' co-exchange, using the Internet for the Interlibrary loan purposes (electronic document delivery), an access to full-text data bases of the largest world publishing houses such as Springer Verlag, Wiley, Elsevier, Kluwer...

The next problem to be solved is that of creating the system of mirror sites within the region (on the basis of the WWW-site of the SPSL in particular), since the rate of data transmitting does not satisfy today's demands to the quality of such processes as, for example, providing access to full texts of scientific journals, available at the sites of the largest foreign publishing Houses.

In 1998 on the basis of the largest library of the Asian part of Russia - the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Scienses, thanks to the financial support on the part of the Institute "Open Society", there was founded the Siberian Regional Library Centre for Continual Education, aimed at uniting the efforts of library and information establishments of the Siberian - Far Eastern region in developing informational, scientific and staff potentials. This Centre organizes stationary and guest training courses for regional libraries, one of the main themes being "The Internet in Libraries".

Taking into account regional interests we are looking forward to compiling a comprehensive guide-book on data bases, generated by libraries, research and information institutions of Siberia and the Far East reflecting all aspects of science, production and society development and available in the Internet. One of the most actual forms of professional interconnection could be the creation of virtual conference under the aegis of the Section Chair that would assist the effective discussion of problems common to the librariens of the region. We think it will favour the integration of regional information resources, their growth and usage and also the popularization of libraries' activities in opening Gateways to an Enlightened World.

Fig1
The Scheme of Using the Internet Resourses in the Siberian Branch of the Russian Academy of Sciences

Schematic Diagram is unavailable. Please contact authors.

Data bases available at the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Science

Diagram is unavailable. Please contact authors.

Data base produced by the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Science (SPSL SB RAS) that are available in the Internet

Table is unavailable. Please contact authors.

Data-bases on some Regional Problems produced by Siberian Research Institutions

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LIST OF AUTHORS

1. Boris S. Elepov, Professor, Head of the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Sciences (SPSL SB RAS)

Address: 15 Voskhod Str., 630200 Novosibirsk, Russia

Tel.(home): (383-2) 35-55-19; Tel.(work): (383-2) 66-18-60

Fax: (383-2) 66-33-65; E-mail: LIBR@SPSL.NSC.RU

Title of the paper: The Internet as Means of Information Resources' Integration: the Regional Aspect

Language: English

2. Elena B. Soboleva, Dr., Deputy-Head of the SPSL SB RAS

Tel.(home): (383-2) 20-26-13; Tel.(work): (383-2) 66-18-60

Fax: (383-2) 66-33-65; E-mail: LIBR@SPSL.NSC.RU

3. Olga P. Fedotova, Dr., Deputy-Head of the Centre of Complex Service, SPSL SB RAS

Tel.(home): (383-2) 11-73-18; Tel.(work): (383-2) 66-39-77

Fax: (383-2) 66-33-65; E-mail: FEDOT-ST@ONLINE.NSK.SU

4. Andrei V.Shabanov, Dr., the Department of Automated Systems, SPSL SB RAS

Tel.(home): (383-2)36-60-24; Tel.(work): (383-2)66-75-79

E-mail: SHABANOV@SPSL.NSC.RU

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Striving for balance: the co-existence of multi-, inter- and transdisciplinary curricula in information management education to address information imbalances on tertiary level

Felicité A. Fairer-Wessels
Library, information and knowledge management
Dept of Information Science
University of South Africa
Pretoria, South Africa
email: fairefa@alpha.unisa.ac.za

Abstract

Within the South African context, the lack of awareness of information is exacerbated by the existence of two segments of society: a hi-tech literate segment, and a predominantly oral and largely illiterate segment. Those people which form the illiterate segment, also referred to, as the 'information poor/have-nots' are mainly within the agrarian and industrial spheres, and in general, are also information illiterate. People which form part of the first world segment of the economy, also referred to as the 'information rich/have's', are usually information literate, but not necessarily computer literate or effective managers of personal or company information. From a holistic perspective this information gap implies that many people do not have the necessary skills to access or manage information and need to rely on trained (library and) information managers/librarians to assist them. This implies the necessity of appropriate broad based education in information management.

Within the Southern African tertiary education context, information management is tutored from a variety of perspectives, ranging from Computer Science, Business Management, Informatics and Library and Information Science. Each discipline has its particular multidisciplinary focus dealing with the fundamentals particular to each discipline. After in-depth qualitative research into the field the existence of each multidisciplinary perspective

can be argued. However, viewing the study domain from a wider interdisciplinary perspective, it can be argued that the core foci is information, secondly the management thereof, and thirdly the application of technology (as a tool) for its enhancement. For this reason, theco-existence of multi-, inter- and transdisciplinary approaches to information management education is proposed (based on local and international trends), within a broader "school" of (library and) information science/studies.

Today the dichotomy is that although the information age necessitates an integrated world order, most educational intstitutions are still following the industrial age paradigm of specialisation, producing students that are not able to operate effectively in the real world. Thus especially in the current climate of university rationalisation, it is imperative that an integrated approach be investigated from the broadest perspective in order to avoid pre-emptive fragmentation and overspecialisation among a multitude of disciplines. In conclusion it can be stated that the information age has led to a complex social and institutional structure in modern society. For global citizens to operate successfully within this society they need to be aware of information as well as accessing and managing it for the purposes of basic survival, let alone decision making and problem solving. Clearly certain information skills are required. The horizontal integration of information management education into information skills curricula at primary and secondary levels and an inter- and/or transdisciplinary approach at tertiary level appears to be the most appropriate means of providing the essential life coping skills which modern individuals require to function effectively in society.

Paper

Striving for balance: the co-existence of multi-, inter- and transdisciplinary curricula in information management education to address information imbalances on tertiary level.

The increasing complexity of modern society has had a marked effect on the social and professional lives of people worldwide. A general lack of awareness of the importance and value of information as a life-coping resource is evident amongst both literate and illiterate people. This in turn has resulted, in the now cliched term the "information gap" which exists between the "information rich" and the "information poor" nations of the world (Wilson 1998:24-25). Yet people in both categories still need to be made aware of the potential value of information for problem solving and decision making on all levels, from the level of one's personal home-life, to the strategic level of a globally aligned corporation.

This lack of awareness of information is especially evident within the South African context and is exacerbated by the existence of the above-mentioned two segments of society: a hi-tech literate segment, and a predominantly oral and largely illiterate segment. Those people which form the illiterate segment, also referred to, as the "information poor/have-nots" are mainly within the agrarian and industrial spheres, and in general, are also information illiterate. People which form part of the first world segment of the economy, also referred to as the "information rich/have's", are usually information literate, but not necessarily computer literate or effective managers of personal or company information. From a holistic perspective this information gap implies that many people still do not possess the necessary skills to access or manage information and need to rely on trained (library and) information managers/librarians to assist them, which in turn implies the necessity of appropriate broad based education in information management on all levels of education, and in this case tertiary level education is addressed.

According to the literature, information management has, since its inception in the early 1980's, as a subject field offered by leading Business Schools, been taught by various disciplines from different perspectives (Correia & Wilson 1992; Ettinger 1991; Evans &

Treloar 1994; Laribee 1992; Pejova 1996). In South Africa, at tertiary level, it is also apparent that information management is tutored from a multidisciplinary perspective with each university specialising in a certain area of information management. Therefore, students become experts in specialised areas, and therefore do not receive a holistic approach to information or the management thereof. Fields of study teaching information management range from Computer Science, Business Management, Informatics and Library and Information Science with each having their particular multidisciplinary focus dealing with fundamentals particular to that discipline (Pemberton & Nugent 1995:126-128). In other words, the current trend in information education education is multidisciplinary specialisation, which is largely manifested in the empirical work that investigated information management education at tertiary level.

Depending on one's perspective, however, and viewing the study domain of information management from a wider interdisciplinary perspective, it can be argued that the core foci is information, secondly the management thereof, and thirdly the application of technology (as a tool) for its enhancement. Although the movement today is towards a fair mixture of the three fields, resulting in the so-called "hybrid" information manager, that is au fait with information, management and technology, and their underlying relationships.

To investigate information management education at tertiary level, qualitative research consisting of semi-structured in-depth interviews was conducted amongst the total population of academics tutoring information management at South African universities (Fairer-Wessels 1995). It was found that the status quo of information management education in South Africa is multidisciplinary but fragmented, and that the dichotomy is that although the information age necessitates an integrated world order with information and its related technologies as the primary economic mode (Braman:1998: 134), most educational intstitutions are still following the industrial age paradigm of specialisation, producing students that are not able to operate effectively in the real world. Thus, especially in the current climate of university rationalisation, it is imperative that an integrated approach be investigated from the broadest perspective in order to avoid pre-emptive fragmentation and overspecialisation among a multitude of disciplines.

More than a decade ago, however, the need for a holistic approach to information management was already expressed and the necessity to hasten the process of cross-disciplinary curriculum development in information management. Although a number of international front-running Schools of Information Science/Studies have since moved away from multidisciplinarity towards a more interdisciplinary approach to information management education (Ettinger 1991:29-38; Martin 1991:21-28; Pejova 1996:17), little interdisciplinary curriculum planning, let alone implementation has taken place within the Southern African context.

In both the literature and in practice it is raised as problematic for one faculty or department to independently offer the range of programmes and courses in information science, focusing on information management, to educate information professionals with the necessary breadth and depth to equip them with the required skills and vision to enable them to initiate and develop strategic information policies needed in the private sector, on national and global level. This has resulted in a movement towards inter- and transdisciplinary curricula in a field such as information management which has necessitated the movement toward the formation of Schools incorporating various fields of study not previously envisaged. Therefore, the co-existence of multi-, inter- and transdisciplinary approaches to information management education is regarded as feasible and is proposed within a broader "school" of (library and) information science/studies at tertiary level in South Africa (Fairer-Wessels 1997:99). Cronin (1992:201) states that the next decade will witness a growing interdependency among library and information schools and the formation of new coalitions with schools in the United States providing capstone courses in information studies (Cronin, Stiffler & Day 1993:273).

At a few South African universities interdisciplinary Schools consisting of disciplines complementing one another have recently been formed or are in their embrionic stages of formation. Disciplines such as Information Science, Computer Science/Informatica, Communication, are usually pooled together to form a School. This interdisciplinary approach of a School allows flexibility for students to move around within the various related disciplines and nurture the acquisition of a wider perspective of their fields of interest.

The co-existence of various perspectives of curricula in information management can also be argued, as manifested in the empirical work, as follows: that on undergraduate level the focus may be interdisciplinary, where students are made information literate to enable them to manage their personal information. As these students move to postgraduate level they have the option to specialise, where the focus then becomes multidisciplinary. This whole process, however, can be offered in reverse, obviously depending on the flexibility of the system, where the undergraduate can start out by specialising in certain areas (ie aquiring skills such as classification, abstracting), and then on postgraduate level follow a holistic or interdisciplinary route.

In 1993, Peter Drucker stated that it appeared that the world economy is shifting from a command model to a knowledge model, and that education should determine who gets each job. Drucker also emphasised the importance of information literacy and that if one focussed too much on technology one would lose track of the fundamental nature of information in today's organisations (Harris 1993:115-122). Today it is imperative to focus on information literacy or personal information management as one of the fundamental educational issues. To be information illiterate in the information age is equal to being blind in a visual world. Due to information imbalances on all levels of teaching in the South African educational system prior to the democratic elections of 1994, one is confronted with university students who are by no means information literate. In essense, information literacy implies that one not only realises the value of information for basic survival and decision making (ie what bus/train to catch to be in time for one's work), but that one is able to "work" with information, that is, to plan and select relevant information, to organise and repackage information for a certain purpose (ie such as to write a report or assignment), and to evaluate the information (ie to question its relevancy and whether the information was relevant for a given task/particular purpose) (Galtung:1998:220). Information literacy or personal information management is the ability to manipulate information to reach a predetermined aim, to make a decision or solve a problem, in other words, to enhance one's situation.

Within a university context such as that of the Universtiy of South Africa, where more than 60% of the student body is not sufficiently information literate to function effectively in an academic environment to enable them to perform successfully, a fundamental course or module in basic information literacy and for that matter, computer literacy is essential. Such a course or module should be compulsory for all students across the board, giving it not only interdisciplinary but also transdisciplinary impact. A transdisciplinary core curriculum in information literacy and management, should be developed, cutting across disciplines, with each discipline adding its own speciality with regard to subject content.

Findings derived from in-depth interviews conducted with a group of top managers in the market to determine the needs of the marketplace with regard to the movement towards an integrated interdisciplinary approach, indicated that the majority of respondents listed the importance of an aspirant information manager as to be able to "see the relationships between things and arrive at a synthesis of strategic value". The general consensus is that a student in "Information Science" is more able to see relationships and is therefore a "generalist" with a wider knowledge base, rather than and in contrast to students from some of the other discplines, such as Computer Science for example, where students are educated to become specialists in certain areas. The importance of a so-called "helicopter view" is also emphasised by respondents - where students are taught to see the larger picture, how issues interconnect and how to match diverse issues.

In conclusion it can be stated that the information age has led to a complex social and institutional structure in modern society. For global citizens to operate successfully within this society they need to be aware of information as well as accessing and managing it for the purposes of basic survival, let alone decision making and problem solving. Clearly certain information skills are required. The horizontal integration of information management education into information skills curricula at primary and secondary levels and an inter- and/or transdisciplinary approach at tertiary level appears to be the most appropriate means of providing the essential lifelong information literacy and management skills which modern individuals require to function effectively in society as lifelong learners in an increasingly complex global Infosphere (Vlahos 1998:498).

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Affiliation:
Felicité A Fairer-Wessels (M Phil, Ph D)
Lecturer in library, information and knowledge management
Dept of Information Science, University of South Africa, Pretoria, South Africa
email: fairefa@alpha.unisa.ac.za

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Hispanoamérica; su registro cultural a través de la imprenta

Stella Maris Fernández
Sociedad de Investigaciones Bibliotecológicas
Buenos Aires
Argentina

Abstract

Se considera las historia de la imprenta en América, las disposiciones especiales sobre el libro y la imprenta y sobre la circulación del libro, el tipo de obras impresas y sus características en México, Perú y el Virreinato del Río de la Plata.

Paper

No es posible referirse al registro cultural de Hispanoamérica sin hacer aunque sea una breve referencia a los peculiares libros pintados realizados por algunos pueblos del Nuevo Mundo. Hubo en el Nuevo Mundo pueblos que antes de la dominación española hablan alcanzado un alto desarrollo cultural, que, además de poseer sistemas de escritura, de numeración, calendario, poseyeron libros. Entre ellos los habitantes de México con un sistema de escritura con caracteres pictográficos, ideográficos y algunos como los mayas con un incipiente fonetismo, escritura de la que sólo se han interpretado los signos matemáticos, astronómicos y los caracteres onomásticos y toponímicos con los que designaban a sus divinidades, familias, ciudades. Pueblos con un sistema educativo de carácter universal y obligatorio centralizado en dos tipos de centros educativos: las escuelas destinadas a los comunicación de que dispusieron los indígenas para hacer conocer entre los suyos y sus descendientes, su vida, su historia, su genealogía, costumbres, su cosmogonía.

Curiosos y pintorescos estos libros prehispánicos realizados sobre piel curtida de animal -

jaguar o venado -, maguey o con un papel elaborado con las fibras de la corteza de un árbol llamado amate - hoy "los amates" bellamente pintados se venden al turista, y en alguna villa como San Pablito en el Estado de Puebla se los utiliza para ritos similares a los que practicaban los mexicas. Papel que los aztecas usaron para adornar sus dioses y sacerdotes y los mayas para confeccionar sus túnicas, material tan valioso para ellos que se exigía como tributo a los vencidos.

Documentan la fabricación de esos libros pintados los comentarios de los cronistas, las piezas de cerámica polícroma maya, los murales de Teotihuacan, las tumbas de Oaxaca con los batidores de piedra usados para aplastar las fibras y más próximos a nosotros los murales con que Diego Rivera decoró el Palacio de Gobierno de la ciudad de México.

Libros hoy llamados códices, de formato diverso rollo, biombo, tira. Muchos de ellos desaparecieron durante los primeros siglos de la conquista. Su desaparición fue debida a los mismos indios quienes no dudaron a veces en destruirlos para evitar que cayeran en manos de los conquistadores, llegando incluso a destruir los repositorios donde los guardaban o a ocultarlos con riesgo de que, muerto el dueño o al alejarse de su morada, se perdieran para siempre.

La Iglesia, y los primeros misioneros, fueron también y partícipes de esta destrucción pues vieron en sus pinturas evidencia de superstición. Demuestran este hecho los autos de fe quemándolos.

La alusión a libros antiguos perdidos y rehechos es sin embargo frecuente. Uno de ellos es el Popol Vuh, llamado también Libro del Común - fragmentos del cual se lucen en las paredes del Museo de Antropología de México -, Libro de los Quichés con sus ritos y cosmogonía, libro de las profecías y oráculos, de reyes y señores, escrito por un indio quiché que educado en la época de la conquista, sabia leer y escribir y que empleando el alfabeto latino lo escribió en su lengua. Descubierto luego, el libro por un dominíco lingüista que logró captarse la confianza de los indios hablándoles en su lengua, lo transcribió del quiché al castellano. Otro de ellos es el llamado Chilam Balam que encerraba la sabiduría de los antiguos sacerdotes. más de 18 manuscritos en lengua maya que constituyen los Anales de los cakchiqueles, pueblo de Guatemala

Hoy día quedan 40 códices depositados en importantes bibliotecas europeas. Su historia puede considerarse la trama de una novela policial relacionada con la forma como ellos salieron de México y con las vicisitudes que padecieron. Estos códices reflejan la transición de la historia escrita al modo indígena, a la historia concebida al modo europeo. Los libros pintados fueron un punto de partida que con el transcurso del tiempo pusieron en evidencia el encuentro y enfrentamiento de dos culturas - la americana y la española - cada una de las cuales hizo su propio aporte. La española absorbió de los indígenas su cultura, su lengua enriqueciendo su acervo lingüístico, la indígena incorporó los caracteres de escritura, su religión y un nuevo estilo de vida.

LA INTRODUCCIÓN DE LA IMPRENTA EN HISPANOAMÉRICA

La Historia de la Introducción de la imprenta en Hispanoamérica está estrechamente vinculada con el desarrollo político administrativo de las Nuevas Tierras cuyo conocimiento es imprescindible para ubicarse en el tiempo y en el espacio. Durante el siglo XVI América fue el escenario de la Conquista y Colonización. Su vasto territorio que ofrecía al Conquistador distintas posibilidades desde el súbito enriquecimiento a una lucha difícil por la supervivencia, sin compensaciones económicas y en continua pugna con la naturaleza se dividió con fines administrativos en dos grandes Virreinatos: NUEVA ESPAÑA (la mayor parte de la América septentrional e insular y el VIRREINATO DEL PERÚ (América meridional, excepto Brasil) y en el siglo XVIII al ampliarse el dominio de los españoles en América del Norte se agregaron dos nuevos Virreinatos: NUEVA GRANADA (Tierra Firme o América Central, Colombia y Ecuador) y VIRREINATO DEL RÍO DE LA PLATA, además de 8 capitanias Generales.

La Imprenta se introdujo a comienzos del siglo XVI, primeramente en NUEVA ESPAÑA y PERÚ y mas tardíamente durante el siglo XVIII en Nueva Granada y en el VIRREINATO DEL RIÓ DE LA PLATA.

Cupo a España un doble y contradictorio papel en la introducción de la imprenta y la difusión de la cultura pues mientras España- Estado a través de una abundante legislación sobre la impresión de libros en América, su circulación y los procedimientos para velar por su cumplimiento prohibía la circulación de los libros de romances, de historias vanas y profanas, de caballería considerando que esas lecturas eran perniciosas para los indios pues aprendían a través de ellas vicios y malas costumbres y atraídos por ellas abandonarían las lecturas relativas a la religión; los libros que tratasen materia de Indias, si no tenían licencia para ello, (la Historia de Indias y Conquista de México, los Comentarios Reales del Inca Garcilaso de la Vega), las obras religiosas que atentasen contra la religión, España Pueblo, en cambio representada por los conquistadores y contrabandistas burlaba estas prohibiciones.

La reiteración de las medidas de prohibición demuestra que ellas eran frecuentemente burladas, hecho comprobable a través de las listas de libros anexas a los registros de las naves indianas, de los expurgos realizados en bibliotecas privadas y librerías, de los catálogos de bibliotecas y universidades de la época, de los inventarios, de los procesos iniciados por la Inquisición, de las testamentarías y subastas. A esas obras, en el siglo XVIII, deben agregarse las de los filósofos franceses y las que se referían a la Revolución francesa.

La Iglesia también, participó, en forma contradictoria, pues mientras a través de la Inquisición se prohibía la circulación de determinadas obras, obispos y misioneros promovieron la introducción de la imprenta en el Nuevo Mundo y la edición de libros para catequizar a los indios y una vasta produción literaria.

Desde el primer momento los misioneross - franciscanos, dominicos, agustinos, jesuitas, mercedarios etc- comprendieron las dificultades que enfrentaban: la mayor, la diferencia de lengua. Sólo se les ofrecían dos caminos: o enseñar a los indígenas el castellano o aprender las lenguas indígenas Esto último debía ser lo primero, sólo conociendo las lenguas indígenas se les podría enseñar el castellano. Cumplido el primer paso se establecieron centros educativos anexos a los Monasterios. Fue una influencia recíproca ya que también el indígena contribuyó con la enseñanza de su lengua, tradiciones religión, costumbres, arte a la preparación especialista de los mismos misioneros muchos de los cuales con ese aporte escribirán las obras que informarán al mundo sobre la naturaleza, la índole y las costumbres de esos pueblos. El problema lingüístico fue acuciante, agravado por la circunstancia de que en una misma región los modos de hablar eran muchos lo que determinó el florecimiento de numerosas gramáticas y vocabularios que no eran sino instrumentos de trabajo y punto de partida para doctrinas, sermonarios y confesionarios. El manejo del idioma condujo también a traducir alguna obra del español a las lenguas americanas y se compusieron canciones devotas, canciones para bailes sementeras.

La censura y la licencia para imprimir se aplicó en las Indias de igual modo que en España. De acuerdo con el decreto de libertad de imprenta se excluía de censura previa a los escritos políticos pues se hacía responsables a sus autores de los abusos que cometieran pero se perseguía, en cambio, a los escritos infamantes, calumniadores, subversivos, licenciosos y contrarios a la decencia y buenas costumbres y se sometía a los artículos religiosos a la competencia del tribunal eclesiástico, situación vigente hasta 1611 en que se declaró la libertad de imprenta produciendose lógicamente las explosión y el desenfreno en el uso de esa libertad. Era el momento de ebullición de las ideas revolucionarias ejemplificado claramente a través del título de una de las publicaciones de ese entonces: Diarrea de las Imprentas.

La impresión de libros estaba sujeta como en España a determinadas normas poseer la licencia del Rey y de su Consejo, engorroso trámite que exigía la presentación del manuscrito ya censurado, al Escribano del Consejo quien rubricaba todas su páginas. En hoja aparte se salvaban las correcciones, erratas, y lo tachado en el original, remitiéndose entonces ese original a la imprenta para su tirada. Impresa la obra se entregaban dos ejemplares al Consejo para su cotejo con el original. Se otorgaba entonces la licencia, la tasa de venta de los pliegos y la cédula de privilegio.

Los libros religiosos escritos en latín y en romance, las cartillas, vocabularios y gramáticas sólo requerían la

licencia del prelado del lugar, pero los asuntos que caían bajo la jurisdicción de la Inquisición requerían la licencia del inquisidor general y su Consejo. Pese a todas las leyes existentes, no siempre los impresores las tenían en cuenta, dandose a luz toda clase de libros, lo que determinaba su castigo.

Fue México el asiento de la primer imprenta americana, hecho que no es de extrañar si se considera que durante la época colonial fue la ciudad más importante de América y que por Real Cédula de 1521 contaba con una Universidad. Fue un religioso de la orden franciscana, el primer obispo de México Juan de Zumárraga quien la introdujo y a quien se deben también las primeras publicaciones.

No es el propósito de esta exposición mencionar quienes fueron los primeros impresores, si lo es, en cambio, referirse a qué tipo de obras fueron las que se imprimieron en esos primeros años en la ciudad de México y a sus características. La mayor parte fueron obras de carácter religioso, algunas de ellas bilingües.

Los impresos en su mayoría fueron realizados por religiosos de las diferentes congregaciones establecidas en México: especialmente dominícos, franciscanos y jesuitas. Robert Ricard (1) al hacer una catalogación de las obras que las diversas órdenes religiosas establecidas en Nueva España escribieron en lenguas indígenas o de asuntos relacionados con ellos da las siguientes cifras: franciscanos: 80, dominícos: 16, agustinos: 8 y anónimas:5 señalando que la desproporción existente con los franciscanos era debida a que el personal de esta congregación era mucho más numeroso. En cuanto a la paternidad de las diversas producciones literarias, Zephyrin Englehardt expresa que (2) de los 180 libros publicados en el siglo XVI correspondían a los franciscanos 41, 17 a los dominicos y 16 a los agustinos. A los jesuitas que arribaron en 1572 sólo le correspondían 4.

La intervención de cada orden religiosa se hacía visible por incluir en la portada o como ilustración algún grabado que las identificaba: el escudo de la congregación o la figura del santo a quien debían su nombre. En la mayor parte de los casos se trataba de obras de enseñanza de las lenguas indígenas a utilizar por los mismos religiosos: Vocabularios Diccionarios, Artes (conjunto de preceptos y reglas para hacer bien algo). o bien obras bilingües de adoctrinamiento ya para ser utilizadas por los religiosos o bien dirigidas directamente a los indios. Se imprimieron también obras destinadas a la enseñanza que se impartía en los colegios creados por los religiosos tales como obras de autores clásicos y religiosos, sobre medicina indígena, historia natural de las Indias, legislación eclesiástica o civil, tratados de arte militar o de Naútica como también libros de rezo o de liturgia: Misales, Salterios. Antifonarios. Una de las características de estos impresos, fue, también, la inestabilidad de la grafía Es que el siglo XVI es en España el momento de fijación del idioma lo que explica la vacilación en el uso de la ortografía, vacilaciones evidenciadas en la distinta grafía de una misma palabra en un mismo texto; el uso de arcaísmos Sant y san; mill y mil, de dobles consonantes Las Cassas, vacilación en el uso de la C por z, de la b por v, castellanización de nombres propios, traducción de apellidos extranjeros: Ricciardi por Ricardo; Balli por Valli, Ocharte por Ochart.

Los textos suelen presentar una portada con el nombre del autor y el título de la obra, generalmente extenso como era común en esa época. Los datos tipográficos se expresan de distinta manera en un mismo autor y a veces hay divergencia en la forma de citarlos en la portada y en el colofón.

En las portadas renancentistas ya apuntan elementos barrocos o bien intercalados entre ellos se coloca un escudo de armas o los escudos episcopales de los arzobispos cuando la obra es costeada por alguno de ellos- como es el caso de Zumárraga o de Montúfar, o es dedicada a ellos; o bien aparecen los escudos o imágenes de los santos de la Congregación religiosa a la que pertenece el autor.

Preceden al texto una serie de páginas accesorias representadas por el privilegio otorgado por la autoridad competente y la licencia o las distintas licencias otorgadas por distintas autoridades (Obispo, Virrey, o en caso de acefalía, la Audiencia o el Cabildo), las aprobaciones, la tasación, la dedicatoria del autor y frecuentemente un prólogo dirigido al lector terminando con el colofón.

Sus formatos varían del in folio al in cuarto e in octavo predominando los dos últimos.

El texto se presenta a veces a dos columnas, especialmente en las obras bilingües o a plena página. Se usaron caracteres góticos, romanos, cursivos y en, los textos musicales las notas de canto llano. Es frecuente en un mismo libro la combinación de distinto tipo de caracteres. Suelen utilizarse iniciales historiadas enmarcadas en un cuadrado y también pequeños grabaditos accesorios cuyo uso era frecuente en los textos destinados a los indígenas por el interés y atracción que ejercían sobre ellos. Se utilizó también la tinta roja para destacar determinadas partes.

Esos ejemplares, según García Icazbalceta (3) llegaron a nosotros en mal estado incompletos, rotos, sucios, manchados de agua, podridos, apolillados, debido a su uso frecuente por el estudio o por el rezo y a que el clima de México favorecía la polilla y la humedad.

Durante el siglo XVI las prensas mexicanas dieron a luz 116 obras. Según algunos autores en el XVII se imprimieron 1228 y en el XVIII #400. Durante el siglo XVII mejoró la calidad de las obras; se incrementaron los estudios lingüísticos, aparecieron crónicas de Indias a cargo de religiosos, brindando interesantes aportes sobre la historia, la geografía, etnología; obras científicas, filosóficas, de astronomía, reseñas de proclamaciones y juras reales, de autos de fe, de entradas de virreyes etc. Aparecieron también las Noticias, Relaciones Nuevas o Gazetas de pocas páginas de periodicidad irregular, precursoras del periodismo conformadas con noticias reunidas al llegar las flotas.

Durante el siglo XVIII la producción fue más cuantiosa y variada. A los temas anteriores se sumaron los que hacua conocer su historia, sus antigüedades, sus riquezas naturales, su literatura. Favorecieron esta situación los periódicos regulares:la Gazeta de México, primer periódico americano;la Gazeta de Literatura, el Mercurio Volante. El siglo XIX coincidentemente con las postrimerías del Virreinato reflejó a través de las publicaciones los acontecimientos políticos:la invasión napoleónica en España, la guerra de la Independencia. La Segunda ciudad en la que se introdujo la imprenta fue Lima gracias también al impulso de los religiosos, en este caso, de los jesuítas. Su instalación se debió a dos circunstancias: la necesidad imperiosa de un catecismo y al hecho casual de haberse trasladado a esa tierra, procedente de México el impresor piemontés, Antonio Ricardo. El arzobispo comunicó por carta al Rey la necesidad de una imprenta para imprimir un catecismo para los indios, pues era sumamente dificultoso hacer copias a mano. Apoyaron el pedido del Arzobispo, la Real Audiencia y en España el Superior de la Orden. Se logró, así autorización para imprimir catecismos y Doctrinas y poco después la licencia para instalar la imprenta. Su primer impresor, Antonio Ricardo se vio atraído por la ciudad de Lima ante las Posibilidades económicas que la región brindaba, un público interesado, porque la ciudad era asiento de una universidad y por el hecho que allí no tenía competidores como en México. Instaló así la imprenta en el Colegio de la Compañía de Jesús, iniciando su actividad en 1584. Pronto se establecieron otros impresores. Hubo también impresiones apócrifas y clandestinas de tres tipos: las limeñas publicadas sin la licencia prescripta y sin pie de imprenta; las salidas con pie de imprenta de otras ciudadesrecurso común en el siglo XVII en Europa para burlar la censura

-e impresiones extranjeras con pie de imprenta en Lima.

La impresión tuvo características propias: no se usó marca tipográfica, pese a que México ya la utilizaba. Los impresos no fueron obras que descollasen por su belleza tipográfica debido al pobre y escaso material de que se disponía, la mala calidad de la tinta, las viñetas toscas, las prensas ordinarias y los tipos gastados. Esa pobreza de material obligó a veces a mezclar inarmónicamente tipos diversos y distintas letras incidiendo ello también en el retraso de la edición. Pese a que la actividad fue bastante intensa- funcionaron a veces simultáneamente cuatro imprentas- pocos ejemplares de libros se conservaron lo que hace difícil formarse un concepto sobre el valor de esas obras que, sin embargo debían ser costosas pues los material procedían de España, razón por la cual muchos autores de obras voluminosas optaron por imprimirías en España pese a las dificultades que ello implicaba: posibilidad de errores si se trataba de obras en lenguas índigenas, pérdida de los originales o del dinero invertido del que se apoderaban los encargados de efectuar la impresión. En 1743 apareció la primera publicación periódica "La Gazeta de Lima", a la que, como en las demás ciudades, precedieron las noticias y hojas volantes. Cupo a Lima el mérito de contar con la publicación del primer diario de América, "el Diario de Lima, curioso, erudito, económico y comercial" que divulgaba noticias de todo tipo.

A comienzos del siglo XVIII se introduce la imprenta en el Virreinato del Río de la Plata. Su historia abarca 4 etapas: la imprenta en las Misiones Jesuíticas, en la ciudad de Córdoba, en Buenos Aires y en Montevideo- hoy República del Uruguay.

Fueron también los Jesuitas quienes la introdujeron en lo que se conoce con el nombre de Reducciones Jesuíticas, régimen de vida en comunidad utilizado por esta orden para la colonización de los indios, vasta zona que comprendía parte del paraguay, la Provincia de Misiones, Corrientes y una parte de Brasil, en total, 33 pueblos.

La necesidad de la imprenta se hizo imprescindible pues ya había un cierto desarrollo cultural; los indios manejaban con gran dominio la pluma y copiaban libros impresos con toda perfección: constituían una población de 10. 000 almas y era cada vez más necesario proporcionarles medios de instrucción y satisfacer su afán de lectura.

La imprenta fue hecha con la ayuda de los indígenas, con madera de las selvas paraguayas. Ellos mismos fundieron los tipos. De los dos primeros impresos realizados en 1700 no han quedado ejemplares pero se conoce su existencia a través de los inventarios de las bibliotecas jesuitas y de su correspondencia. Se cree que fue una imprenta itinerante que circuló a través de los distintos pueblos en los que se encontraban los tipos pues sus impresos consignaban en su pie de imprenta distintas localidades. Se publicaron pequeñas obritas acompañadas de grabados y viñetas, realizados por los indios que con gran habilidad y destreza copiaban de modelos europeos. Una de esas obras realizada en guaraní ha sido considerada una joya tipográfica de la imprenta misionera por su perfección, por la riqueza de sus láminas y viñetas y por la valiosa información que sobre sus antecedentes ofrece en las páginas preliminares. Otras son obra de un escritor indígena como la Explicación del Catecismo en lengua guaraní. Con la expulsión de los jesuitas en 1767 la imprenta misionera cesa de funcionar.

Cuando los jesuitas fundaron las Reducciones, simultáneamente en la ciudad de Córdoba establecieron, un Colegio que, en 1622 se convirtió en Universidad y cuyo prestigio atrajo a jóvenes de distintos lugares del Virreinato que deseaban estudiar pero no tenían recursos. Por esta razón la Orden fundó el Colegio de Monserrat que les daba alojamiento, alimento y estudio en forma gratuita. Fue necesaria entonces la instalación de la imprenta que se estableció en dicho Colegio y de la cual surgieron algunas obras consideradas entre las más valiosas de la tipografía americana por su impresión artísticamente cuidada y por su elegante portada. Lamentablemente fue breve su funcionamiento, pues al ser expulsados en 1767 los jesuitas del Virreinato del Río de la Plata, la imprenta quedó arrumbada en el sótano del Colegio Monserrat, administrado por los franciscanos.

En tanto la ciudad de Buenos Aires pese a ser la Capital del Virreinato no había alcanzado el desarrollo de Córdoba ni de otras ciudades, tampoco tenía Universidad. El mérito de la introducción de la Imprenta en la ciudad corresponde al progresista Virrey Vertiz y Salcedo quien deseaba una imprenta para uso del Gobierno para difundir noticias, bandos y proclamas y para contribuir al sostenimiento de la Casa de Niños Expósitos y dar a ellos un oficio. Es así como adquiere la imprenta cordobesa que comienza a funcionar en la Casa de Niños Expósitos bajo ese nombre en 1780, imprenta que en 1852 se convertirá en imprenta del Estado. Su producción fue heterogénea y caudalosa: documentos de toda índole, bandos, decretos, proclamas, obras doctrinales, libros de rezo, cartas pastorales, los primeros periódicos que tuvo el país "El Telégrafo Mercantil, Rural, Político, Económico e Historiográfico; el "Semanario de Agricultura, Industria y Comercio", la "Gazeta" etc.

Entre 1810-1825 se instalaron otras imprentas en la ciudad lo que no sólo evidenciaba una necesidad sino también un marcado interés por los cambios que se estaban produciendo. Desde su aparición la imprenta porteña fue un eficiente instrumento de cultura por la diversidad de obras que imprimió sino también un importante instrumento para el gobierno colonial primero y para el gobierno de la independencia después. Fiel reflejo de las ideas de la generación de Mayo marcó también la década gloriosa del periodismo argentino en la que fructificaron los periódicos que cambiaban de imprenta como de directores con la misma facilidad.

El origen de las dos imprentas que funcionaron en Montevideo está relacionado con acontecimientos políticos: la usurpación de los ingleses en 1807 y la reacción española ante el gobierno patrio constituido en Buenos Aires en 1810. En ambos casos produjeron los primeros periódicos uruguayos relacionados con los acontecimientos políticos que le dieron origen : la Estrella del Sur, bilingüe, en español e inglés y la Gazeta de Montevideo entre 1810 y 1814 para comunicar noticias de España, la reales ordenes, edictos, discursos políticos, etc

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Right to life, intellectual freedom and the need for a deep dialogue between East and West

Basil Fernando
Asian Human Rights Commission
Kowloon, Hong Kong

Paper

Intellectual freedom is a universal human right, a civil liberty according to which all should be free to seek the truth about anything and to pass it on to others. This right makes it incumbent upon authorities not to penalize, dismiss or harass academics for pursuing the truth or to penalize students involved in the process of critical inquiry. On the contrary, these authorities should supply conditions conducive to full freedom of teaching, research and study. (1) At the very beginning I wish point out that I am using the word 'Academic Work' to include every form of search for knowledge not only in Universities but also in other groups and organizations such for example as human rights groups who do research on human rights problems and issues. I also use the term knowledge to mean not only book knowledge but also the knowledge of the "living word" in the sense N.F.S Grundtvig used that phrase. Grundtvig, a 19th Century Danish thinker and the founder of the Folk School movement, believed in the primacy of the spoken word and the need of the written word to be brought back to life by the spoken word; Hence the need for an on-going dialogue between the ordinary people and the scholars (2). Thus freedom for all inquiries, writing and speech, publication of all sorts including speech, print, and modern forms of communications including broadcast and the Internet are part of intellectual freedoms. Within meaning of libraries I include web-sites, video and audio libraries and other places and facilities providing protection and access to information.

I believe that academic freedom is covered under following human rights declared under the Universal Declaration of Human Rights: Right to life (Article 3); Right to freedom of thought and conscience (Article 18); Right to freedom of expression (Article 19); Right to choose of government of one's choice (Article 21), Due process rights (Articles 9-11); Right to

Education (Article 26); Economic, social and cultural rights (Article 21). These are more fully explained under the covenants on civil and political rights and the economic, social and cultural rights. In fact the whole approach to human rights have been thoroughly transformed in recent times beginning with the work of Dr. Theo Van Boven, Director of the United Nations Division of Human Rights in Geneva (1977-1982).(3) In Asia these changes have been assimilated through many efforts among which the work of the Indian Supreme Court in interpreting right to life remains a very unique contribution. This contribution has been incorporated to the Asian Human Rights Charter - A Peoples Charter (4) - declared in Kwangju, south Korea in May 1998, in following words: "Foremost among rights is the right to life, from which flow other rights and freedoms. The right to life is not confined to mere physical or animal existence but includes the right to every limb or faculty through which life is enjoyed. It signifies the right to live with basic human dignity." In fact all rights declared under various UN human rights instruments are based on the premise that human beings aspire for happiness. All philosophies, throughout the ages, in the East and the West affirm this same principle. What little happiness there will be in the world if the spirit of inquiry is negated and the search for knowledge is suppressed? The stuff of the human honey lies in the inquiring sprit of human beings.

A part of the reason for general lack of interest in promoting intellectual freedom, I believe, lies in the misconception that this is a right that applies only to a few people, that is those who are associated with universities. However, this is a right that affects everyone in every aspect of life, be it health, gender relationships, political life, and every aspect of economic and social life. Creating the awareness that intellectual freedom is at the heart of every human activity, is a very important part in preparing the minds of more people to defend it.

In many countries there are hard attitudes created by practices sustained for a long time that intellectual life is just a bother and must be confined to the area called "science." That word is interpreted narrowly to mean some medical experiments and few other pursuits of similar kind only. A lawyer who tries to point to the limits of the basic legal frame work and jurisprudence may be considered a bother in a court of law with a positivist approach to law and thus very fundamental issues affecting human rights and democracy may be ignored. Similarly, a researcher challenging the long-term impact of some economic or social policy may be equally considered an unnecessary bother. A priest challenging the theological notions that leads to human rights violations may be considered a traitor to his religion. The people challenging the basis of sexual taboos of a society may equally be punished. Anyone who examines the status systems of a given society may be made to disappear or be made to suffer otherwise, not without the tacit consent of a quite lot of members of the given society.

Thus the ultimate foundation of violence is the suppression of intellectual life. This fact is often ignored even by many involved in conflict resolution activities. When proposals for quick solutions may not bear the close scrutiny, the tendency is to push such solutions anyway and thus for that purpose suppress or discourage deeper research. With the hitherto unthinkable technological advances that make quick actions possible, such actions can bring about great disasters if not accompanied by genuine research and expression of opinions based on such knowledge. A quick action to suppress protests can lead to quick development of civil wars. This applies to government actions. It also applies to protest groups as they decide on armed insurrections. If the actions are ill considered a disaster greater than the original problem emerges. Thus, research is an obligation that the human beings owed to each other in their mutual search for happiness.

It is the people, the ordinary people who can guarantee the respect for intellectual life. They will do so if they understand the value this has, on their daily lives and when they realize that they themselves are partners of the intellectual community. This is why work of persons like N.F.S. Grundtvig whose contribution to Denmark's intellectual tradition is enormous and of B.R. Ambedkar of India, who was the originator of the movement of Untouchables (Dalits) need to be studied closely. There are many others who have contributed by way of similar activities.

One of the greatest barriers for development of strong intellectual traditions in Asia has been the cold war. The ideological factors created deep skepticism on research activities and propaganda took the place of informed debates. The attempt to deepen the understanding of problems was given way to ideological absolutes. Many decades of intellectual sterility were the result. The State, which has a natural tendency and a technological capacity for propaganda, cannot be effectively countered except by way of informed opinions of the people. This is particularly true in ethnic warfare. Crude generalizations intended to increase appetite for violence create a maddening cycle of violence. It is only the genuine information that can generate the responses necessary for genuine solutions.

Beside cold war and ethnicity related propaganda there are other ideologies purposed by some regimes. One such ideology is the rule by a core group. This is the ideological position in Singapore. A core group spread through every area of life are supposed to make all the decisions and the people have no place in the decision making process. In this situation only information the people are made to feel they need is about what the government decisions are. Research then is a function of the government and every private initiative is considered a dangerous thing. There is plenty of access to information into what is considered harmless areas such as business, commerce and technology. On social and political matters there is nothing except the government propaganda. To ask any information on forbidden areas or volunteering to give such information, as one person tried to do during a lunchtime break, (5) can lead to police action and a jail term. The international community has not so far come up with any serious attempt at exposing this situation. Political concepts similar to hardcore concept exist under military regimes for example, Burmese regime and socialist regimes. The political suppression by the Burmese regime is very much linked with the suppressions of every form of intellectual activity but this aspect has received very little attention. Burma demonstrates when the light of the intellectual life is dimmed, how a whole nation becomes dark not only for the present but also for many years to come. Like the paddy fields that need water, a nation need a rich intellectual life. The lasting negative impact of Pol Pot regime in Cambodia is the destruction of all sources of intellectual life, the learned *Sanga*. (monks), the intellectuals, students, the universities and the schools. The battle against Khmer Rouge will not be complete without recreating the intellectual fountains of life in Cambodia; rebuilding of the universities, academies and libraries, revitalization of schools, and the training of the teachers are basic needs. Unfortunately international response to such needs remains rather poor.

In Asia there had been strong status-based societies. The tradition of freedom of expression and access to information has usually been denied to all except those belonging to the highest ranks. Most draconian of these systems has been the caste system, which began in India and then spread to other South Asian Countries. The international community has very little idea of the depth of oppression involved in the practice of caste. It involves total denial of rights and denial of human status to persons who are called Dalits in India and low castes in other South Asian countries. About one third of Indian society (over 230 million) belongs to this category. The impact of caste on culture needs to be looked at closely. Indian caste system (6) limited the freedom of speech to a small minority. The written word was under the sole ownership of one particular caste and was denied even to women of that caste. The division thus created is deep, as people who are denied the right of speech in public life are not only rejects of that society but also they consider themselves as those who do not belong that society. They are not just "nobodies;" they are outcasts who have no nation. The result is that a nation where caste exists, is no nation at all, as there is not only a lack of a minimum bond among the people, but also a positive rejection of one caste by the other. What exist in such situations is not mere discrimination, but also theoretical denial of the common humanity of every one and the denial of the notion of equality. Almost every country is South Asia is suffering from this problem. Intellectual freedom within each country suffers from this situation. Deeper social problems are kept out of scrutiny, as they are too painful and have the potential of shattering the deepest prejudices commonly held as sacred notions of a particular society. Thus, in these countries the intellectual freedoms will invariably create some tensions.

Deep rifts also are bound to rise between intellectuals who fear close scrutiny of their culture and the new generations of intellectuals who comes from "the bottom" and have a taste of the other-side of their cultures. In these circumstances the opposition to intellectual freedom comes from the traditional intellectuals themselves. In fact pseudo-intellectualism of the earlier generations of intellectuals in these countries created the most solid barrier against the genuinely creative use of intellectual freedoms. This same problem exists in professional spheres such as medicine and law. Many a citadel must fall before the intellectual life can flourish and provide the living waters for sustenance of peoples of these nations.

Another type of status based society was the Thai society during the last 700 years up to 1932, when a system known as *Sakdina* system (7) prevailed. Under this system, every one was assigned a *Na*, a value and rights and duties depended on the socially assigned value of persons. Systems similar to this existed in Korea till the Korean War. Status-based systems also existed in many other countries in Asia.

During this century these status systems have been legally abolished and their legal impact have diminished in varying degrees. However, the social impact of practices that have lasted for milleniums or long centuries still remains. The most visible effect is the lack of tradition of accountability and tremendous hostility with which all forms of criticism is regarded.

The result is that relatively high degree violence is used against even milder form of social criticism coming from the "lower" status groups and this sometimes lead to violent reactions from the victims' side.

Another type of obstacle is the lack of traditions of keeping written records. In some places little seriousness is attached to the practice of keeping records. As a result, even the keeping of basic criminal records have been suspended in many places. Sri Lankan emergency regulations and security laws are an example of eliminating legal obligations for maintaining and protecting records. Record keeping is a very fundamental way of affirming equality and of bringing every one under the law. In the past the privileged groups have protected themselves by not maintaining or by destroying records.

Having mentioned the formidable obstacles to intellectual freedom in Asia, let us also look at some positive achievements. In many countries numbers of people who participate in the intellectual life have increased in vast numbers during this century. The spread of education including the university education has greatly contributed to this situation. The association of higher education with higher social status has diminished a lot. With the entrance of grassroots people into intellectual forums there is now the possibility of understanding the local problems in much a greater depth. Vast changes in the media -- newspapers, radio, television and now the Internet -- continuously contribute to the expansion of the participants of the intellectual freedom. It is unfortunate to note that the resistance to the expansion of intellectual freedoms is often initiated by one section of the intellectuals themselves. This is either due to reasons of prestige, of wanting to keep to a small circle of the illuminated, or due to unfair professional practices of wanting to prevent newcomers to the profession. These internal problems within the intellectual community have prevented an emergence of solidarity, which is much needed to protect the intellectual freedoms from the State interference.

Libraries in Asia have contributed greatly to the expansion of education in Asia. The rural folk in particular have benefited from this expansion. It can be said, that libraries and liberties go hand in hand. There had been some unfortunate instances of burning of libraries. In Cambodia under Pol Pot there was a complete destruction. The burning of the Jaffna library, in Sri Lanka, under the initiative of the then ruling government party, the United National Party was a barbaric act. In other places there have been instances of one religious group burning the books of others. However, it can without exaggeration be said, that Asian people love libraries and may I add also the librarians!

Yet another hopeful aspect is the enlargement of the meaning of freedom of expression and access to information, through new laws and by way of judicial interpretation of fundamental rights and freedoms. Of particular interest are the laws relating to access to information. Thailand provides a good example of a law, which has expanded the possibilities in this area. Many countries are discussing such laws. The intellectual community can contribute a lot by promoting such discussions. Some are already doing this. The Vigil Lanka Movement in Sri Lanka has provided a critique of the proposed Access to Information Bill in Sri Lanka and has pointed out that the provisions of the bill are a step backward. Other groups have pointed out that another act, which introduces some amendments to the Universities Act, are infringements of fundamental rights. In a case filed by several academics before the Supreme Court of Sri Lanka, the Court held that several provisions of the proposed amendments violate the country's Constitution. One such provision is to introduce two members of parliament to the University Council. The court held that this might have the effect of intimidating other the members of the council.

In the context of Asia judiciary can, and some times they do, play a major role in expanding the scope of human rights in general and intellectual freedom in particular. Intellectuals can play a vital role in helping to expand the scope of rights by taking active part in promoting judicial activism. Several intellectuals in India have contributed to this process in their country.

In previous guest lectures the need for promoting and supporting human rights activists from the third world countries have been discussed. I wish to add to this view the following: We today need a deep dialogue between those who care for democracy and human rights in the East and the West, in the Third World countries and the First. There is a solid block between some intellectuals of East and West, who promote semi-authoritarian rule in third world countries. Under the pretext of "Asian Values" an argument has been made to the effect that Third Word countries do not need democracy. What they need, we are told, is good governance, implying (1) political stability; (2) sound bureaucracy based on meritocracy; (3) economic growth with equity; (4) fiscal prudence, and (5) relative lack of corruption (8). These are counter-posed against democracy, which is seen as something harmful and therefore to be avoided. This is done under the pretext, that economic development can be achieved only in this way. Thus, this political doctrine sees intellectual freedoms in third world countries as an obstacle to development. A very few voices have emerged from the West against this view. Is it that there is a deep dialogue against intellectual freedoms between some groups in the East and some from the West? This is a question that those who care for intellectual freedoms, particularly in the West must ask themselves. The friends of intellectual freedom in the West can reduce the level of violation of intellectual freedom in the East. May I use this forum to call upon everyone for a deep dialogue on democracy and human rights in general and intellectual freedom in particular. Such a dialogue is a dream worth pursuing and a cause that will contribute to the defense of right to life in this planet.

Footnotes

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LIBECON2000 and the Future of International Library Statistics

David Fuegi
LIBECON2000
Colchester, Essex, UK
E-mail: david@fuegi.demon.co.uk

Abstract

LIBECON2000, is a project funded by DG13 of the European Commission within the Telematics Applications Programme and will run for 3 years (until early 2001). The project collects and publishes library statistics of 29 European countries on its web-site, www.libecon2000.org.This paper gives some account of the project's progress and speculates about the future of the collection and publication of library statistics at the international level, including consideration of the roles of UNESCO and ISO.

Paper

BRIEF DESCRIPTION OF LIBECON2000

Libraries are developing an ever increasing role in the supply of knowledge and it is estimated that at the beginning of the decade in the main countries of Europe, total expenditure on libraries amounted to 8.45 billion euros per year. As we progress to the end of the century, rapid progress in methods of distributing knowledge by electronic means is being made and librarians are playing a key role in managing this information revolution. In this context, we have a concern to monitor the economic place which libraries occupy and it is the objective of LIBECON2000 to provide the appropriate statistical evidence to better inform policy judgements and investment appraisals by international, national and local governments and the private sector. A network of contacts representing the 474,000 staff employed in the libraries industry has been established to co-ordinate the return of statistical information on a regular basis and these data, and useful source references, are maintained on the LIBECON 2000 web-site [1].

The LIBECON2000 project is funded by the European Commission until 2001, by which time a rich source of important research material will have been collated. This will provide the basis for a "Millennium Study" of the economic importance of libraries. The work is being undertaken by the National Library of the Czech Republic, the Library Information Statistics Unit and the Institute of the Public Finance, which compiles all statistics for local government services in the United Kingdom.

The project collects statistical data about European libraries and publishes the data on the web and in print. Neither activity is unique. UNESCO, which pioneered standardisation in this field has also been publishing library statistics of many countries for many years and recently has aimed to cover the six standard sectors on a three-year cycle. There are a number of sites where library statistics can be found, though few European countries are covered in this way. This material is ideal for web publishing which can:

- Overcome language barriers
- Potentially achieve more rapid publication than print [though LIBECON currently draws mainly on published sources]
- Achieve more effective dissemination than print sources to users who are scattered and mainly require facts rather than whole publications
- Facilitate communication between producers and users.

What LIBECON2000 does is both more extensive and more limited than what UNESCO has done. It is more limited in that it covers only 29 countries [comprising EU members, signatories to the European Free Trade Agreement (EFTA) and the Association Agreement with the EU in Central & Eastern Europe (C&EE)], whereas UNESCO aims to cover the whole world. It is more extensive in that it asks more questions [see coverage outlined below in Figure 1] and attaches importance to financial data which are presented in standardised form [euros] and not in national currencies. It also has the resources to check more thoroughly with its sources and, unlike UNESCO, it estimates to compensate for missing data and provides a bibliography, list of contacts and translations of major column headings in the original publications. Like UNESCO, LIBECON2000 surveys countries, not libraries. In other words, it does not undertake primary survey work. It goes beyond UNESCO also in publishing a commentary on trends. Previous publications in the series include Library Economics in Europe [2] and Library Economics in Central and Eastern Europe [3]. The data, though not the text, from these publications is on the LIBECON2000 web-site [www.libecon2000.org]. The web-site is being updated all the time with new data as it becomes available. A commentary on the trends up to 1998 will be delivered at the end of 1999 and will be published on the web-site and possibly in print.

A major objective of LIBECON2000 is to create a virtual community of those who create and use library statistics of European countries. The European focus of the project arises from the policy aims of its funding body, the European Commission, and the work could usefully be extended more widely if a way could be found to do so. The discussion area of the web-site is of course open to all but the project is mainly in contact with European practitioners and, of course, international bodies with an interest in this area. A major problem in assembling meaningful statistics is gaining access to information prepared to consistent definitions. ISO, the world-wide federation of national standards bodies (ISO member bodies) undertakes the work of preparing International Standards through its technical committees. International organisations, governmental and non-governmental, in liaison with ISO, also take part in the work of refining the definitions, and LIBECON2000 will seek to inform the standards debate. Its ability to do this arises from the fact that it is one of the few organisations to have attempted to collate and compare library statistics from many countries and has first-hand experience of the pitfalls.

SOME PROBLEMS AND SOME ANSWERS

Gathering consistent information about the part played by libraries in developing the information resources within Europe is a difficult process and involves overcoming a number of practical problems. The major problem relevant to this paper is that one can only collect data which exists - unless one has budget for primary survey work, which would not be appropriate even if it were affordable as it would involve an additional survey burden and redoing the work of the responsible agencies at national or in some cases, provincial level. Using existing data presents some or all of the following problems, the position varying from country to country:

- Missing data, for example:
    - Missing data, for example:
        - Sectors missing [4][e.g. no survey or sampling of school libraries in many countries]
        - Sectors incomplete [libraries missing]
        - Sectors not internationally comparable [the Other Major Non-Specialised and the Specialised Sectors give the most headaches]
        - Data not available [questions not asked or not answered].
    - Language problems

To improve the quality of the data, all of these problems need to be addressed.

Missing sectors can probably only be addressed at the national level by would-be users of the data bringing pressure to bear on the relevant authorities and institutions to undertake the work. LIBECON2000 has had some success in a number of countries both in stimulating coverage of sectors which were not previously covered and in widening the scope of pre-existing surveys and promoting the adoption of standardised definitions. Public libraries, national libraries and higher education libraries are usually, but not always, covered in Europe. Coverage of schools and of the other two sectors is much rarer.

Incomplete sectors [i.e. sectors which need to be estimated] is also best tackled at national level but is not commonly attempted in the published documents. LIBECON2000 aims to do this using the advice of informed local sources. It is possible that a section in a revised ISO 2789 recommending that this be done and outlining an approved methodology could over time be influential and beneficial.

The remaining two problems are standardisation issues, though not easy to solve. The problem of **sectors not being internationally comparable** only partly relates to the way the definitions are applied. An example of this would be where one country decides to include only libraries above a certain size and another aims for complete coverage or where one includes all specialised libraries and another excludes those in the private sector. A more deep-seated difficulty arises when the institutional geography of countries is not aligned. Some countries may have many "other major non-specialised libraries" that directly effect other sectors such as the national or public or higher education sectors. Libraries of academies of science in some countries of Eastern Europe are an example of this. The fact that the term "major" is not defined in the Standard adds to the problem. Ideally there needs to be a forum where countries discuss such questions and find the best practical compromises. The forum envisaged is not TC46 [where the standard is defined] but a kind of implementation group. Unfortunately the IFLA conference would not be a suitable forum as most of the compilers and implementers of the standard are not librarians. In fact the forum probably needs to be a virtual one such as that provided by the LIBECON2000 web-site.

The problem of **non-availability** of data is one which the revisers of ISO 2789 should be encouraged to tackle. Reading between the lines of the preface to ISO 2789, it seems clear that its authors had a limited objective in mind, namely to standardise the definitions used in the UNESCO questionnaire. If UNESCO did not ask the question then the authors did not attempt to define it. The UNESCO questionnaire has become the de facto standard for library statistical questionnaires and many countries do not venture outside its limits even though there is much more data which could usefully be collected for use at national level and some which seems essential at international level. This makes it difficult to get answers to new questions not already covered by the UNESCO questionnaire. UNESCO pioneered this area by adopting the *Recommendation concerning the international standardisation of library statistics* in 1970 which led to the publication of the first edition of the ISO Standard in 1974. Everyone interested in this field has reason to be grateful to UNESCO and of course UNESCO neither requests nor implies that national questionnaires be limited to the areas covered by its own forms. Unfortunately, some countries do confine their efforts at national level to answering the UNESCO questions. Arguably, this could be overcome, as it has been in many countries, by librarians and other would-be users of the data agreeing to national definitions for topics not covered by ISO 2789 and ensuring their adoption but it would be influential if ISO were to widen the range of its definitions somewhat to avoid wholesale reinvention of the wheel.

There is also a need at this time to begin a modernisation process and to widen the range of definitions in order to begin to recognise recent technological developments. Most European libraries, for example, would not now be thought by their users to reach adequate standards without pervasive use of Information and Communication Technologies including access to networked resources and the internet. Whilst definitions in this area remain somewhat problematic, it is clearly essential to tackle these questions. Failure to do so gives the impression that librarians think inter-library loans and microfilms are more relevant to their business than modern information transfer methods. It would also be useful if the revised ISO 2789 were to make recommendations about the presentation of the data. The use of graphs, ratios and time series in national publications would improve many of them enormously and there are examples of good practice on which to build. A recommendation from ISO that library statistical publications should include an English summary and a translation of the column headings would solve the language problem for many people. A translation of definitions would please the connoisseurs! A recommendation for parallel publication on the web would also be welcome.

SOME FUTURE CHALLENGES

The future of this activity [the collection and publication of library statistics on an international basis] is surrounded by some uncertainties at the time of writing. UNESCO, which has pioneered this work since the 1970s is reducing the numbers of its statistical staff and it is not clear what the consequences of this might be for library and other cultural statistics. EUROSTAT, which collects statistics for the European Union, has recently been asked to compile cultural statistics at the EU level but has not included libraries in its programme. LIBECON2000 will end in 2001 unless it is successful in obtaining a new lease of life in some form under the Fifth Framework Programme. Whilst this is likely to be the most pragmatic approach, it would be better if the initiative could extend its activities beyond Europe but this could only be achieved with funding from other sources. It seems highly desirable that a broader initiative should be established with a wider geographical remit.

At the same time, libraries and the world of information are changing rapidly as technologies change and governments emphasise the role of libraries in supporting education, social inclusion and economic growth as well as the more traditional cultural role. Digitisation is going ahead on a large scale in some countries, increasingly undertaken by libraries but not measured in the statistics. Questionnaires are routinely used to measure quality and user satisfaction but are not yet recommended for use in the library statistics standard. Connectivity and access to electronic content are other major current concerns which the current statistics do not address.

Figure 1. Database Contents.

Diagram not available. Please contact authors.

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Forming a new Information Services Section: A Case Study - Parliament of the Republic of South Africa

A. Ntunja
Information Manager, Library
&
L. Gabriel
Information Manager, Research

Abstract

The South African Library of Parliament and Research unit have, in the last 15 months devoted considerable time and money to improving their research and library services for Members, Committees and management of Parliament. The Library and Research Units have recently re-structured and re-designed services and information products, engaging in collection development policy, stock-taking and weeding, upgrade of the information technology infrastructure and changing the organisational structure to reflect the newly formed Information Services Section (ISS).

The aim of this exercise was to create an ISS that will facilitate the work of Members, Committees and management of Parliament by gathering, analysing and disseminating relevant information in a non-partisan, easily accessible and understandable format.

Paper

Historical Background

The Library of Parliament of the Republic of South Africa was establish in 1884 and is housed in Parliament House at Cape Town. The Research as distinct from the Library came into existence in 1997 and is housed at REGIS House outside the Parliament. Prior to 1997, Parliament was utilising the services of the Institute for Futures Research of the University of Stellenbosch. The Library was the channel through which research information was made available to Mmembers.

In 1995, the Speaker of the House requested a parastatal research organisation to assess the situation in Parliament and make appropriate recommendations. The request was specific to the need for communication links, access to local and international information and electronic forums. In the same year, the Speaker appointed a committee to advise her on a logical structure for the administration of Parliament based on its actual support services requirements.

In order for the Committee to determine what support services were required by Parliament the core functions were determined, the tasks that Members are required to perform in order to participate in the execution of the functions of Parliament were extrapolated. The Committee then submitted a report which on the basis of the identified core services required for the administration of Parliament recommended guiding principles and practices for the organisation of these services into functional units. The report also presented a draft overall operational component structure within which these units should be managed. The amalgamation of the Library and Research Units into Information Services is a result of this process.

A Unified Information Service

Although library and research work differs in the degree to which information is processed, both serve the same clients and make use of similar resources. In the interests of cost-effectiveness and providing a unified and integrated "one-stop shop" service to clients, the basic concept would be that the library and research units should operate as a single section sharing not only much of the same physical resources, but also personnel resources. The idea is to establish a parliamentary service that would be a reliable port of call for all the research and information needs of all Members of Parliament, Parliamentary Committees and senior management. The need for a seamless information service and the significant overlap and synergy in the work of librarians and researchers, strongly supports that they are organisationally and functionally linked under the umbrella of a single section. The benefits of this approach to serving the information and research needs of Members, Committees and management of Parliament are:

Clients deal with a single entity for all their information needs. After making a request at a single point, ensuring that the appropriate staff process the request is the responsibility of the integrated information service and not the client. Promotion of an inter-disciplinary approach to developing the most appropriate response for the client.

On an operational level, the information services section will contain various functional groups. The boundaries between the different groups would be fluid to allow for the optimal use of resources and substantive experience. This arrangement would also promote and facilitate an inter-disciplinary and integrated approach to information requests. The management of the different groups will be such that staff from different groups may work jointly in responding to research requests i.e. small "teams" comprising reference/subject librarians and researchers working together as information specialists to compile the most suitable and comprehensive product that is tailored to the specific needs of the individual Member, Committee or manager. Staff may operate individually to address uncomplicated/simple requests from clients.

Generally, Parliamentary Research and Information Services are structured on the basis of broad subject-area specialisation and functional sub-sections within the various aspects of research and library science. In keeping with international best practice and taking into account the peculiarities and specific needs within the South African context, a proposed structure and organogram for a unified Information Services Section is presented in Figure 2.

While the divisions into subject areas and essential services are necessary on an operational level to facilitate the efficient management and passage of work through the section, where personnel are concerned, these represent superficial boundaries. Researchers and reference/subject librarians will work together to address the needs of the clients. This will include both subject-specific and general research and information needs.

The Section Manager, together with the two assistant managers (Information Manager: Research & Information Manager: Library) will take responsibility for internal policy matters and the day-to-day operations of the section. The assistant managers will also be responsible for the co-ordination of work amongst staff and the maintenance of high quality output and delivery of services.[See figure 2]

The Section has 22 Librarians, 12 Researchers and 22 support staff. The staff are given maximum opportunity to develop, progress and transfer to other units within the organisational structure. Functional units are strucutred to execute work smoothly and timeously. The organisational structure locate elements of a single function within a single functional unit and we also try to minimize number of levels and hierarchies.

Information Processing

To facilitate the operational management of work the information-processing component will consist of clusters of subjects relevant to Parliament. These may include Government & Community, Finance & Economics, Security, Environment, Social Affairs & Members' Support. This in no way implies that specific staff will be confined to working in a particular subject cluster. This may also assist in identifying suitable expertise required by the section in order to provide a service that is relevant to the needs of Parliament. It must be re-iterated that this does not favour specialist staff over generalist staff as it may be argued that every specialist should have the necessary generic skills to perform generalist functions. Researchers and reference/subject librarians will combine their skills as information providers to provide the best possible product to the client.

Benefits of Parliamentary Information Service

- A non-partisan approach to research enables all views on a particular topic to be encapsulated into one document or response. This would empower Members with more information, a broader and better understanding of the topic and thereby influence the quality of debate. At Committee level, such information may assist in building consensus.
- Provides broader, more critical analyses of subjects since papers are not prepared along party political arguments.
- Provides a broad base of information encompassing all views/options that may be used by all Members and party researchers to strengthen their arguments and influence policy along party lines.
- Provides a reliable alternative source of information to that of the executive. Enhances the oversight function of Members and Committees and promotes transparency and democracy.
- Ensures equal access to core information or resources. Empowers Members to participate more fully and confidently in debates.
- Provides technical assistance/expertise. Complicated issues are explained without the additional complications of any political party bias or policy.
- Provides objective assistance in Private Members Bills.
- Provides objective assistance in Committee generated Bills.
- Provides an objective source of information to the institutional structures of Parliament.
- Provides an institutional memory, which is vital for continuity as political climates and Members of Parliament change.

- Raises the standards of research and information provision on a global perspective through links with international Parliamentary research & information structures.
- Develops an African example of good Parliamentary Research and Information Services that may serve as a skilled resource for information and training for other SADC parliaments.
- Fosters a wider spectrum of public input.
- Facilitates a wider network of information sources.

Information Technology

It is intended that through the use of technology, the Information Services Section becomes accessible to Members from their offices through their desktop computers, particularly for purposes of reference requests. The section also plans to publish a newsletter, which may be made available in electronic format and will contain a variety of information including full-text articles on topical issues.

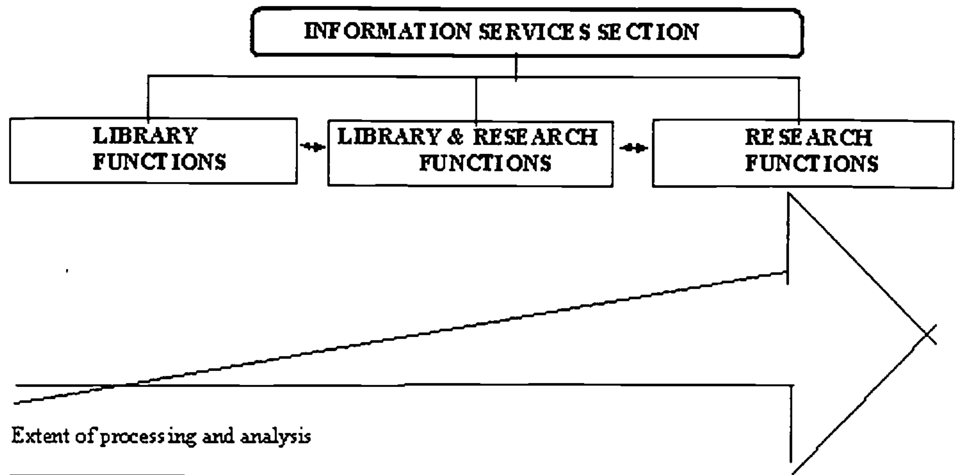
For the Section to be electronically accessible from Members' offices, and to facilitate speedy information exchange between staff of the section, computers would need to be linked via a Local Area Network (LAN). Software packages of all users would also have to be compatible.

Products not specified as confidential by the client may be made available in full-text electronic format by the establishment and maintenance of a Parliamentary Information Services Web-site. This would increase the accessibility of products to all clients within Parliament and would also render products available to Members and researchers in provincial legislatures.

The Information Services Section would be committed to making information more accessible by bringing the service to the client through the use of information technology. To further promote accessibility, particularly for those clients who are uncomfortable with complicated computer technology, information kiosks with user-friendly touch screen facilities could be made available in reading rooms.

Conclusion

The ISS is an established section of the Legislation and Oversight Division. It is obvious that researchers and librarians are undergoing major revisions and opportuniries and are bound to collaborate with each other in the provision of information. To be succesful, we need to put ourselves in the shoes of our clients. This is the situation toward which we are striving.



Examples of Information Products & Services		
Reference Material Verification of Facts Newspaper Clippings Book repository Lending Service Cataloguing Service Document Retrieval Background Information for Speeches Literature searches	Information Packs Subject Files Summary Papers Issue Briefs Reference Service	Policy Analysis Analysis of Bills Background Papers Long Term Research Summary of Submissions Analysis of Implementation of Legislation Comparative Analysis Surveys Case Studies Analysis of Submissions Private Members and Committee Bills Support Oral Consultations International Best Practice

Figure 1. Level of Processing of Information Requests

Figure 2 is not available. Please contact authors.

Figure 2. Organogram

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IFLANET Search Contacts
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RVIB library & information services - services to children

Gillian Gale
Jillian Morley
Linley Wallis
Royal Victorian Institute
Victoria, Australia

Paper

INTRODUCTION

RVIB Library & Information Services is one of five business units of the Royal Victorian Institute for the Blind (RVIB), a specialist blindness agency which has been providing services to people in Victoria who are blind and vision impaired since 1866.

The library service has operated since 1934 and today provides services to people with print disabilities, including blindness and vision impairment, in Victoria, Tasmania, South Australia and Queensland.

RVIB Library & Information Services offers four core services:

1. A public library service, which includes collections of audio and braille books, some e-text books, audio magazines, newspapers and audio described videos available for loan;
2. A reference and research service for people with print disabilities and for the staff of RVIB.
3. A Student and Vocational Support Service which provides curriculum materials to support students at all levels, those in the workforce and others with particular and urgent information needs. Materials are provided from our own collections, from the collections of other libraries, both in Australia and overseas, or through our own new production.
4. A Special Transcription Service which produces personal and ephemeral materials in the

format of choice.

RVIB Library and Information Services operates as part of the public library network of the State of Victoria, and as such receives some core funding through the Victorian State Government, Department of Infrastructure, Office of Local Government.

Access to additional funding is available through Network Services of the State Library of Victoria, and also from this source RVIB Library & Information Services, with other Victorian public libraries, has been provided with computer equipment and low cost Internet access.

Over the last decade much work has been has done to integrate special format library services with mainstream public library services. This trend is continuing, to the benefit of both service streams and their users.

This direction was first set through Arts Victoria and the work done by the State Advisory Committee on Library Services for People with Disabilities, and currently continues through the Office of Local Government and the Statewide Disability Project Advisory Committee auspiced by Network Services of the State Library of Victoria.

There have been a number of successful co-operative projects between specialist libraries and mainstream public libraries which have fostered the move towards integration and improved services to people with disabilities in Victoria.

A number of these projects are described below and serve to illustrate how the support of our State Government for co-operation between these library sectors has resulted in improved choices for, and improved services to people with disabilities, and has set the scene for resource sharing and a level of service provision not seen elsewhere in Australia.

SERVICES TO CHILDREN

RVIB Library &Information Services has a number of services specifically designed to support children:

1. Materials for children

The library maintains a collection of tape and text books (originally funded through Arts Victoria). These kits are available, singly or in bulk, for loan to mainstream public libraries, school libraries and to individuals. Some of the audio versions of the books have been recorded at slower than normal speeds to assist children with learning or intellectual disabilities to follow the print while listening to the audio at a speed which suits their reading abilities.

2. Activities for children

Children with print disabilities are eligible to use all our services and our collections include materials for children, including children's magazines, Directorate of School Education magazines and books in audio and braille, as well as children's audio described video titles.

Children using RVIB library services are eligible to participate in children's activities initiated through the public library network. Through us, children have taken part in the annual Statewide Summer Reading Scheme, which is a summer holiday activity designed to encourage reading. Children with print disabilities also participate in activities such as the MS Readathon - an annual children's reading competition for which children seek personal sponsorship and funds raised support research into multiple sclerosis.

4. Partners Program

In co-operation with Eastern Regional Library Services, at their library in Ringwood, an outer Eastern suburb of Melbourne, RVIB has recently established the "Partners Program", which enables people with print disabilities of all age groups to access their information and reading materials through their local public library should they choose to do so.

This concept was originally the brainchild of the Canadian National Institute for the Blind and we have shamelessly copied it for our own use.

The Partners Program, as it operates in Victoria, makes use of the adaptive technology (such as large monitors, synthesized-voice screen readers etc.) which has been installed in Victorian public libraries, coupled with Internet access to provide those with print disabilities with access to the RVIB catalogue and book ordering facility.

Should people in the area opt to access RVIB library services through Ringwood Library, staff at the library are able to operate on the records of those registered borrowers.

Materials ordered may be sent to Ringwood Library for pick-up or direct to the borrower's home.

A number of borrowers and volunteers have also been trained in the use of the equipment, including the screen reading software and are available to help new users should they require assistance.

Although this project is in its early stages, interest in participating has been expressed by a number of people with print disabilities and by other public library services.

Student Support Services

RVIB operates a special school, with some reverse integration, for children who are blind and also have other disabilities.

RVIB also provides support services to children who are blind, attending mainstream schools, through its Visiting Teacher Service and Resource Bases attached to mainstream schools.

Children who are blind and studying in mainstream schools attend the RVIB school "Support Skills" program several times each year. The Support Skills Program offers an opportunity for students to mix socially with other students who are blind, and to gain disability specific skills such as the learning of braille music or the interpretation of tactile representations of print graphics.

RVIB Library & Information Services supports students with print disabilities in a number of ways:

- The staff at the RVIB school utilise RVIB Library &Information Services to teach children who are blind research skills and general library search skills. The students are encouraged to telephone Library &Information Services with reference queries which Library & Information Services staff answer over the phone, and, when necessary, send material to students in the format of their choice.

  RVIB Library & Information Services has the support of the Vision Service of the State Library of Victoria in the provision of reference services. This service is available to all Victorian public libraries. Reference enquiries which cannot be answered from our own resources may be referred to Vision Service staff who will fax information to us to answer the enquiry. L&IS staff put the information into the required format and send it to the requestor.

- RVIB Library &Information Service provides access to major daily newspapers through its telephone information service, Voice Print.

Text files of a number of major daily newspapers are sent to the RVIB server in the early hours of each morning and these are automatically processed by an application which then makes the papers available for use by Voice Print. Library users can telephone the service, listen to the newspaper read by a synthesised voice, and use the telephone keypad to navigate through headlines, specific sections and specific articles of interest.

The Support Skills Program uses newspapers on Voice Print to teach blind children research skills.

- The RVIB Library &Information Services catalogue of materials for loan is available in print, audio, braille and on computer disk, or , through the RVIB web site which incorporates an online ordering facility. It is also accessible, through Voice Print, with a search facility which uses the telephone key pad, and an ordering facility. Students can also access our catalogue through their school or local library.

- Library &Information Services provides curriculum materials to support students studying at all levels. Materials are sourced from our own collections, from the collections of other special format libraries and through our production facilities.

Materials in audio, braille, large print and e-text are acquired or produced for students with print disabilities studying in mainstream schools.

Legally blind children studying in Victoria may be supported through the RVIB Visiting Teacher Service. Visiting teachers request curriculum materials on behalf of students, and students may also use our library services independently.

Commitment to Braille

Braille is the primary literacy medium for children who are blind and it is fundamentally important to the education of children who are blind. It is readily understood and widely accepted by educators that children, particularly early learners, do not acquire true literacy through the "flat" medium of audio and computer-generated speech but require hard copy texts which they can read, reread and digest at their leisure.

RVIB has recently renewed its commitment to the provision of materials in braille through the adoption of the recommendations of a Committee set up by our Chief Executive Officer to evaluate our provision of services and materials to braille readers, both children and adults.

As a result of these recommendations:

- additional high speed heavy duty embossers have been purchased,

- skilled transcribers now have the flexibility to work from home if their personal circumstances make this easier for them

- A consultant has been employed to develop guidelines for the production and teaching of tactile graphics.

The Future

RVIB Library &Information Services is currently working on providing access for eligible users to the full text of braille files through the online public access catalogue (OPAC) which is available via the RVIB web site.

Preliminary discussions have established that it is feasible to begin planning for libraries and schools to be provided with facilities to search our catalogue, locate required material in braille, download files for access through a tactile braille display, or emboss the files on the spot and provide students with hard copy when they need it.

We have also begun work on providing access to samples of audio books through the catalogue records on Voice Print, and via the web site.

While the size of audio files currently makes the storage of complete audio books online impractical this may not be the case for ever.

In the planning stages is the establishment of a service between RVIB and schools whereby the school would email notes or other information to RVIB Library & Information Services and we email back a file which is embosser or printer ready.

Technology is providing us with the tools to revolutionise the way we provide information to people with print disabilities - and it is our responsibility to ensure that our users are provided with independent and private access as well as choices about how they access information.

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Collecting, making known, and preserving oral heritage in a written civilization : a challenge for libraries

Joëlle Garcia
Bibliothèque nationale de France
Paris, France

Paper

Through, in an african civilization where orality is essential, the writer Hampaté Bâ said "When an old man die, a library is burning", this idea wasn't conceivable in France until recently. In the French society, memories are much more reliable when put down on paper. History especially was constructed upon a critical analysis on the oral tradition, opposed to the strength of the written materials. For a very long time, French culture, shaped by a state and centralizing civilization based on written matters, have hushed orality up. Why do libraries, temples of books, keep and present to the public oral documents in a civilization based on writting ? Let's try and understand the place of orality near written matters in France nowadays.

1. The birth of oral collections in France

Stammering in the 18th century, the study on orality became a scientific branch of learning ; later on, with the possibility of capturing human voice with sound recordings, sound materials joined written ones in libraries.

In 1911, the dream of "making human speech eternal" incited Ferdinand Brunot, as a linguist, to create the "Archives de la Parole" ("archives of speech")in his laboratory of the Sorbonne University. The aim was, for the first time in a French institution, to set up a sound heritage for linguistic study and research by collecting statements, folk tales, traditionnal music, folklore, etc. In the "Archives de la Parole", voices of famous people were also recorded, in a period when broadcast didn't exist. In 1927, the "Archives de la Parole" became the "Musée de la Parole et du Geste", which was extended to include recorded images. Its role were precise :

collecting "speech of famous people, diction and singing of great artists, folk tunes, decaying dialects and patois". At the same time, electric recording gave a boost to the collecting work. In 1932, Mr Roger Dévigne was appointed Director of the Musée de la Parole. It was his constant preoccupation to enlarge his sound atlas by missions, studio recordings, exchanges, donations. He succeeded in creating a sound laboratory and a recording studio supplied with portable electric apparatus. With this studio it became possible to reproduce the records issued by the Musée de la Parole and above all to increase the collections recorded on acetate discs.

In 1930, a musical section in the Guimet Museum was created. In this section, you can find records on oral tradition (especially music) from all part of Asia. This section and the "Archives de la Parole" collaborated and published a series, called "La Bibliothèque musicale" (the musical library), of about ten records, between 1929 and 1932, on musics from all over the world.

In the "Musée d'ethnographie du Trocadéro", André Schaeffer, the famous musicologist and ethnomusicologist, created in 1929 a Organology Department ; in 1932, it became a Musical Ethnology Department with a sound archive. In 1937, the museum was renamed "Musée de l'Homme" (Museum of Mankind). This sound archives, born with Asian and Oceanian records, is now devoted to ethnomusicology of the non French world. Since 1935, selections of sound recordings have been published, nowadays under the label "CNRS-Musée de l'homme".

The "Musée des Arts et Traditions populaires" (folk arts and traditions museum) was created in 1937 from the French collections of the "Musée du Trocadéro" (Trocadéro ethnographic museum) ; the foreign collections of this museum were given to the "Musée de l'Homme" (Museum of Mankind). The birth of that museum expresses the acknowledgement and the institutionalization of the French ethnology. A chair of folklore was created in 1942 in the "Ecole du Louvre" (French high school of Arts) ; a research laboratory has been associated to the museum since 1945 and became the "Centre d'Ethnologie française" (French Ethnolgy Center) in 1966, by an agreement with the "C.N.R.S." ("Centre national pour la Recherche scientifique - French National Center for Scientific Research). The museum has a sound archive which preserves unpublished sound materials : interviews, collected ethnographical informations, oral literature (tales and relations), vocal and instrumental musics, and also discographic collections, broadcasts, and the collections of a Museum of Song.

The "Phonothèque Nationale" (national sound library) was set up on 8 April 1938 for the legal deposit of sound recordings (records, audiocassettes and tapes) and to collect all sound recordings of whatever nature, keeping on the collecting policy of the Musée de la Parole. The director Dévigne organized new expeditions to the French provinces. As for unpublished original records, the Phonothèque nationale was helping the researchers by lending tapes and recorders to them. Therefore, in 1976 an agreement with the C.N.R.S. (Linguistics and Musicology Department) was signed, that allowed the researchers on linguistics and musicology to give their tapes to these archives. There are also agreements with researchers who are working for other institutions or for their own. These ethnographic, ethnomusicologic and linguistic documents are shaped in interviews and songs. However, in the 1980's, this source almost completely dried up.

In 1977, the "Phonothèque Nationale" was incorporated into the "Bibliothèque nationale" and became its Sound Archives and Audiovisual department. Since 1975,this department has been the legal depositary for video recordings and multimedia productions. With the birth of the "Bibliothèque nationale de France", the name became "Audiovisual department".

2. The oral heritage as a matter to study

Studying oral materials is now a fully-recognized science in linguistics and ethnology, and much more recently, in oral history.

Research centers develop in universities or high schools ("Ecole pratique des Hautes Etudes", "Ecole des Hautes Etudes en Sciences sociales"), as, for instance, the "Centre de Recherches méditerranéennes sur les Ethnotextes, l'Histoire orale et les Parlers régionaux" (C.R.E.H.O.P. - Mediterranean Research Center on Ethnotexts, Oral History and Regional Dialects) related to the Université de Provence. In the musical and sociolinguistical fields, the "C.N.R.S." plays an important role with its research units and linguistic or ethnological programmes. For instance, the "C.N.R.S.", in a continuation of the making of the Linguistic Atlas of France published between 1902 and 1910, created a coordonated research group on linguistic atlases and regional cultures and dialects in France (called G.R.E.C.O.) in 1977.

Within the Ministry of Culture, the "Mission du Patrimoine ethnologique" (Mission on Ethnologic Heritage) was set up in 1980. Right from the start, the "Mission du Patrimoine ethnologique" and the "Conseil du Patrimoine ethnologique" decided to gather their activities under four headings: research, training, publishing and making available research findings.

A denser and denser network of museums has been created. Aimed to keep the memory of a place, of a language, of a profession, of a skill or of an everyday object, they also have collected sound materials, using their staff or with the help of voluntary organizations. If the great interest of oral traditions for linguistics or ethnology has been understood early, it's only recently that the oral statements have taken an historic value. Since the 80's, national, regional or military archives, that had received sound materials since 1960's, has begun to develop sound archives using oral statements with an historical aim.

In the field of oral traditions, associations are now playing an important role. A federation called "Fédération des Associations de Musiques et Danses Traditionnelles" (F.A.M.D.T. - Federation of Associations of Traditionnal Music and Dance) was born in 1985 from the gathering of the associations that were participating to a consultative committee on traditional musics created by the Direction of Music and Dance of the Ministry of Culture. It brings together researchers within a network and organize research- workshops on ethnomusicology ; it is active on starting and continuing training ; it works for the standardization of descriptions of archives and documents and publishes guidelines for documentation centers. The F.A.M.D.T. brings together big regional associations like "Dastum" (Bretagne), "Métive" (Poitou-Charente), the "Conservatoire occitan" (Toulouse), etc. The "Conservatoire occitan", created in 1970, is a place where you can find ressources about oral traditions, and especially about music, dance and traditionnal song. It puts at people's disposal a library, a photographic library, a sound and also audiovisual archive, with published and unpublished materials. It is working to raise its collections by its own collecting actions but sometimes receives materials collected by others researchers as well.

The associative network called "Métive" has covered the Poitou-Charentes area since 1972. It is composed by a municipal museum, a hall, sound and audiovisual studios, exhibition, training and congress rooms, and a center of research and documentation on Orality called "Maison des cultures" (House of cultures). It has done collecting campaign about language, music and dance, songs and tales, skills, etc. This centre preserves sound and audiovisual materials of the Poitou-Charentes and Vendée areas but also from others regions in France (Loire-Atlantique, Anjou, Mayenne, Bretagne) and others countries (Canada, Italy, North Africa).

The association called Dastum, created in 1972 and developped by a network of volunteers, local teams and others associations, gave itself the mission to collect, spread and emphazise the ethnological heritage of Bretagne, with a particular attention to the oral traditions and traditional musics. Its searches cover the "historical" Bretagne, that is to say including the Loire-Atlantique departement as well as the Breton communities disseminated in France outside this area. The materials collected by individuals or associations are opened to the public in a central library.

3. Orality in the library

With these sound archives of museums, these libraries of associations, having at their disposal collected sources, skills on documentary and technical matters to use them, what is the situation of traditional libraries ?

Public libraries sometimes have sound materials about oral traditions or literature in their local collections. By enriching their book collections with images and sound, they act as some specialized libraries, archives or museum. For example, the "Bibliothèque municipale de Lyon" received sound recordings made in its region "Rhône-Alpes", because of a special action, called "Archives vivantes et ethnotextes" (living archives and ethnotexts) organized by the "Musée des Arts et Traditions populaires" and the "C.N.R.S." between 1977 and 1981. Libraries connected with universities or research centers have the advantage of being close to the researchers. Let's also quote as an example the library of the University of Poitiers that keeps copies of recordings started twenty years ago by a local researcher (Michel Valière).

However, dealing with legal aspects (searching for researchers or entitled beneficiaries, writing agreements, etc.), having the good machines to read a lot of different carriers and formats (cylinders, direct cut discs, magnetic tapes, etc.) and trained to old and new carriers technicians and preserving documents in a different way from the paper are problems to solve when you want to develop unpublished materials. Digitilization allows to improve the access and that way to give better answers to the increasing needs of the users and to let the general public discover their oral heritage.

In the "Bibliothèque nationale de France", the collections of the Audiovisuel Department, inherited from the "Archives" then the "Musée de la Parole" and later from the "Phonothèque nationale", are still increasing by legal deposit. By legal deposit, the library can collect and preserve all the sound materials published or imported in France. In this way oral traditions from Africa, North and South America, West Indies, Middle East,Asia and Europe are well represented, with labels like Ocora, Unesco (Baerenreiter-musicaphon, Philips, Auvidis), Musée de l'Homme, Musiques du monde, BAM, Chant du monde among others.

The Audiovisual Department, taking the opportunity of the transfer of the collections to a new building, has undertaken to give more access to its collections but also to other collections, often ignored by the public or with a difficult access, and to cooperate with other institutions to report their collections. The patrimonial collection inherited from the national sound library will be expanded with the major acquisition programs currently under way, which mainly involve unpublished and hitherto rarely available material. Readers on the upper level will be able to consult an audiovisual collection made up for the most part with acquired audiovisual material and selected copies of patrimonial material. These include the most important works of reference in each discipline or genre. So far, such often unpublished material has not been readily available for consultation: as in the lower level collection, an open access collection of useful printed literature will be available. One of the trends used to select materials for the public is called "Observatory of France". Some broadcasts, TV shows, movies produced by associations, institutions presenting areas, people, statements in the 60's and the 70's are showing a portrait of France with constructed archives.

The "Bibliothèque nationale de France" has also undertaken to make its collections in connection with collections of others libraries. The Bibliothèque aims to be the hearth of a network of French libraries or others institutions (archives, institutes, etc.). The Audiovisual Department, aware of the restraint in dealing with such materials in a material, bibliographical, technical point of view, wants to share these matters with the different bodies in charge of sound archives in a cooperative way. In the field of oral tradition, a project has been made with the F.A.M.D.T., which will become a "pôle associé" (associated center). In this agreement, the "Bibliothèque nationale de France" will bring its skill in bibliographic standardization and the possibility to give access to some F.A.M.D.T. materials within the library. The collections chosen are for "Dastum" breton heritage, especially song and tale, for the Conservatoire occitan the occitan heritage, especially song and dance in the Gascogne, the Béran, The Languedoc occidental and the Lauragais, for "Métive" the heritage of the poitevin and saintongeais areas and especially in the Poitou, in the Charente and in the Vendée and for the Mediterranean and Human Science House the Provençal heritage in music and oral tradition. According to the terms of the agreement, the bibliographical records of the sound materials that the "Bibliothèque nationale de France" will help to do will be in the "Catalogue collectif de France" (French Union Catalogue). The "Bibliothèque nationale de France" has implemented a major program aiming to produce a joint catalogue of all documents in French libraries. The aim of the French Union Catalogue is precisely to supply researchers with an integrated search system enabling them to identify, localize their documents. A selection of documents on oral traditions of each associations will be accessible within the "Bibliothèque nationale de France".

Audiovisual in public libraries has been developping a lot these last twenty years, due to more and more lendings of discs and videocassettes. On the other hand, the listening in the library with the aim of study or research is very limited.

The money needed to start and maintain the collections, the difficulty to re-use archives collected by other people, the management of legal obligations, the preservation of specific materials, etc. can only be managed by institutions having great documentary and technical infrastructures

However, we have to keep in mind that French people are finding a new interest in sound documents, concealed at other times by the interest for images. The Ministery of Culture helps make survey about the sound heritage. Publishers are willing again to publish oral materials. The people's taste for orality is keeping with a general movement of search for one's roots. Will the use of networks and of the web change the role of orality in the library ?

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IFLANET Search Contacts
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65th IFLA Council and General Conference

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Highlights of the work of the Section of Public Libraries

Philip Gill
Coventry, UK

Paper

Since the conference in Amsterdam last year the Section of Public Libraries has been active in different areas. The promotion of the UNESCO Public Library Manifesto continues and it is now available on the Section's web-site in over twenty languages. We would like to know of any new translations which can also be made available in this way.

The major project of the Section is the revision of IFLA's Guidelines for Public Libraries last published in 1986. Following the pre-conference seminar in the Netherlands in August 1998 and the presentation of the results of that seminar to the Amsterdam conference the working group held a meeting in Barcelona to begin the process of drafting the new version. A first preliminary draft for consultation and discussion has now been prepared. This draft is now available from the paper handling office and will be presented at the Section's Open Session at 12.30 on Wednesday 25 August. The working group hope that as many delegates as possible will come to the meeting to give us your views on this first draft. The success of this project depends on consultation throughout and this is an opportunity to comment on the work so far. This draft has also been sent out to the consultative group, which is largely made up of those who attended last year's pre-conference seminar, and we have asked for replies by 30 September. If any of you are unable to come to the meeting on Wednesday and would like to send us your comments please do so. The addresses of the members of the working group are in the draft.

The project on National Information Policies led by Hellen Niegaard has been completed and passed to the Professional Board for further action. We have asked Professional Board to invite UNESCO to revise their existing guidelines on National Information Policies.

Following the publication of the UNESCO Public Library Manifesto a project was set up supported by the Swedish Council for Cultural Affairs to compare the implementation of the principles in the Manifesto in libraries in very different parts of the world. The Section has made some funds available to this project to disseminate information about its activities.

Regional conferences on the Manifesto were held in Malaysia in 1997 and Brazil in 1998 with the participation of the Section. We are talking to our colleagues in the Regional Section for Africa and hope a Pan-African conference on the Manifesto can be held in 2000 once again with the participation of the Section of Public Libraries.

The role of public libraries in lifelong learning is one of their most important activities. We would like to prepare recommendations in this crucial area and this year a small group led by Britt Marie Haggstrom has conducted a feasibility study into how such a project should be carried out. We are bidding for project funds to start this important work in the coming year.

As well as its committee meetings during the Amsterdam conference the Section held a successful meeting in Barcelona in February. Two issues of the Public Library Newsletter have appeared during the year and I am very grateful to Britt Marie Haggstrom for all her work in preparing and distributing the newsletter. Like other sections we have had elections this year and welcome five new members. Our thanks go to the retiring members for their work on behalf of the Section with a special word of thanks to Hellen Niegaard who chaired the working group which re-drafted the UNESCO Public Library Manifesto with great skill and played a large part in the success of this document and its promotion. My final thanks go to our retiring secretary, Ilona Glashoff who has given both the committee and me personally tremendous support in the last two years as well as being a very effective Chair of the Coordinating Board and representative for the Division on the Professional Board . I am glad to say she remains on the Committee so her experience will not be lost to the Section.

I am sure with a new committee and a full programme of projects the coming year will be an interesting and productive one. The committee is always glad to hear from its members and others working in public libraries about its activities and what you would like to see it do in the future. It is so much easier to communicate quickly and cheaply now so do not hesitate to contact any member of the Section committee about matters that concern you.

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IFLANET Search Contacts
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Annual Conference

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The division of libraries serving the general public - a survey

Ilona Glashoff
Chair of Division III

Abstract

A short presentation of the structure of this division with highlights of their work.

Paper

The Division is a forum for the IFLA Sections and Round Tables comprising libraries serving the general public as well as (special) library services directed to specific groups of the general public, such as: children, linguistic minorities, people with disabilities, people in hospitals or prisons.

The Division promotes the improvement of library services and information to all people, and co-ordinates the activities of it's Sections, Round Tables and Working Groups. In recent years the Sections and Round Tables have worked cross-divisional and are co-operating in arranging joint meetings during the annual conferences.

The Division continues to be concerned that IFLA promotes literacy and reading promotion through libraries. This basic idea of libraries playing a more important role in combating illiteracy throughout the world is supported both by IFLA Professional and Executive Board.

The Division has also, together with the Section of Public Libraries, contributed to the revision and promotion of the UNESCO Public Library Manifesto and encourages the use of appropriate information and communication technologies to provide and develop services to the public.

The Division consists of nine Sections and Round Tables. This paper gives a survey of the scopes, goals and current projects of the different bodies. Most of the Sections and Round Tables also regularly publish newsletters presenting trends and activities. Information about the Sections and Round Tables can also be found in the IFLANET and many of the sections have their own homepage.

SECTION OF PUBLIC LIBRARIES

The section provides an active international forum for the development and promotion of public libraries which serve the whole community in the context of the information society and ensure free and equal access to information at the local level.

Goals:

- To promote equal access for all to information at a local level and ensure public libraries are part of the national library network.
- To promote and make recommendations on the role of the public library in supporting lifelong learning and encourage information and computer literacy among public library users.
- To promote the effective provision of information technology and multimedia in public libraries, based on different levels of the development, including the enhancement of the skills of staff and users in their effective implementation and use.
- To promote the development of public library standards, the use of quality management and performance measurement in public libraries and encourage research into their funding models and the collection and dissemination of the comparative public library statistics.
- To support action to combat illiteracy through the use of public libraries in conjunction with other appropriate bodies within and outside IFLA.
- To promote the importance of the public library as a place for people to meet, communicate and exchange ideas and as a centre for cultural and leisure activities at the local level.
- To disseminate information about the effects on public libraries world-wide of copyright regulations.
- To arrange seminars on public library services and policy, particularly in developing countries, which will lead to an improvement in public library provision.

Projects:

- Survey of National Information Policies
- Revision of Public Library Standards and Guidelines
- IFLA Regional Conference on Public Libraries : Seminar in Africa
- UNESCO Model Library Project UNET
- Public Libraries and Lifelong Learning - a feasibility study to prepare guidelines on public libraries and lifelong learning

Publications:

- Newsletter
- UNESCO Public Library Manifesto: available in 22 languages (Print and Web-site)
- Proceedings of the Noordwijk Seminar, August 1998. (IFLA Professional Report 1999)

SECTION OF SCHOOL LIBRARIES AND RESOURCE CENTRES

The section is concerned with improving and developing school libraries all over the world. Adequate staffing by qualified personnel is advocated. The section provides an international forum for exchanging ideas, experiences , research results and advocacy.

The vital role of school libraries in an information-oriented society is important in teaching and learning and enabling individuals to live and participate in a democratic world.

Goals:

- To promote and advocate the role of the school library and resource centre.
- To delineate the role of the school librarian.
- To assist school librarians in their professional development.
- To promote and disseminate research in the field of school librarianship.

Projects:

- UNESCO School Library Manifesto
- Guidelines for School Libraries (revision of ed. 1990)

Publications:

- Newsletter

SECTION OF LIBRARIES FOR CHILDREN AND YOUNG ADULTS

The section's major purpose is to support the provision of the library service and reading promotion to children and young adults throughout the world.

Its main objectives are to promote international co-operation in the fields of library services to children and young adults, to encourage the exchange of experience, education and training and research in all aspects of this subject. The section's concerns include the provision of library services to all children and young adults in different culture and traditions in co-operation with appropriate organisations and to adults interacting with children and young adults.

Goals:

- To promote literacy for a reading society.
- To encourage a relevant integration of changing technologies in libraries for children and young adults.
- To advocate for the children's right to information, according to the United Nations' Convention on the Rights of the Child.
- To encourage international networking among professionals and researchers of children's literature, multimedia and children's library services in general.
- To articulate the role of the librarians in the future.
- To encourage the production and study of children's literature and multimedia.

Projects:

- Post Conference Seminar, Bangkok 1999 "Informal Programmes to Support Reading and Libraries in Developing Communities
- Children's Literature Abstracts: magazine containing abstracts of international publications of children's libraries
- Books for All
  Ongoing project in co-operation with UNESCO: collecting and distributing money for children's books and libraries in Third World countries.

Publications:

- Newsletter
- Guidelines for Library Services for Young Adults: available in many languages

- International Research Abstract: Youth Library Services (IRAYLS): database containing abstracts of international publications of children's libraries. (Floppy disc; Internet)
- Children's Literature Abstracts: a magazine.

SECTION FOR LIBRARIES SERVING DISADVANTAGES PERSONS

This section is concerned with library and information services to all the groups within the community who for whatever reason, are unable to make use of conventional library services. These groups include people in hospitals and prisons, elderly people who may be in nursing homes or care facilities, house-bound people with hearing impairments and those who are physically and developmentally disabled.

This section provides an international forum for the discussion of ideas, sharing of experiences and development of projects designed to promote and improve the effectiveness of library and information services to such groups.

Goals:

- To promote the availability of and access to suitable resources for people who require alternative materials and/or services.
- To develop guidelines for access to library collections and services for people who are unable to make use of conventional library resources, including the provision of appropriate aids.
- To encourage research into the status of library and information services to the disadvantaged.
- To raise professional awareness and promote the development of appropriate staff training.
- To develop guidelines to specific types of services.
- To disseminate and share information amongst relevant organisations, both internal and external to IFLA.
- To study the impact of technological developments and the electronic environment upon library and information services to disadvantaged users.
- To improve membership of the section and maintain as broad an international representation as possible.

Projects:

- Revision of Guidelines for Library Services to Deaf People
- Translation of Guidelines for Easy-to-Read Materials
- Guidelines for Services to Hospital Patient
- International Resource Book for Libraries Serving Disadvantaged Persons
- Guidelines for Library Services to People with Dyslexia

Publications:

- Newsletter
- Guidelines for Easy-to-Read Publications: available in English and Spanish

SECTION OF LIBRARIES FOR THE BLIND

The section concerns itself with library services for the blind and other print-handicapped readers. The main purpose of the section are to promote national and international co-operation in this field and to encourage research and development in all aspects of this area, thus improving the access of information for the blind and other print-handicapped persons.

The section is thus concerned with the implementation of the goals, standardisation of material, problems of copyright, bibliographic control, technical standards, free transmission of postal and telecommunications or any means of distribution of material, and the identification of the locations of special format collections and activities for the blind and other print-handicapped readers.

Goals:

- To encourage the establishment of library service to print handicapped persons in countries where it does not exist or is inadequate , thus bridging the information gap.
- Establishment of guidelines for library services for print handicapped persons.
- To provide proactive leadership in the evolution of the digital library for the visually handicapped.
- To reduce the major obstacles for free international flow of special format, such as copyright regulations, technical standards, postal regulations etc.
- To promote the use of cataloguing standards to make alterate material accessible.
- To encourage the training and continuing education of professionals in the field service to print handicapped readers.
- To promote international interlibrary loan materials for print handicapped readers.
- To provide information about the work of the section and the Standing Committee to those interested in library services to the blind and other print handicapped.
- To co-operate with appropriate international organisations, by recognising the need of users, and by promoting co-operation between libraries serving print handicapped readers and user organisations.

Projects:

Publication and printing of the "Guidelines for Library Services to Braille Users"

Publications:

- Newsletter
- Guidelines for Library Services to Braille Users

SECTION ON LIBRARY SERVICES TO MULTICULTURAL POPULATIONS

The section brings together libraries and institutions interested in the development and availability of library services designed to meet the needs of cultural and linguistic minorities.

The section is striving to share its experience in library services to multicultural populations in view of the necessity to ensure that every member in our global society has access to a full range of library and information services. In order to achieve this, it promotes international co-operation in this field.

Goals:

- To promote the idea of diversity by making information available on library provision, practice and materials in all formats for linguistic and cultural minorities for librarians planning and carrying out the provision of such services.
- To work towards the integration of multicultural and multilingual services into the general management of libraries. Combat racism among library workers and management, and promote an enlightened approach to racial matters in the library services.
- To promote the application of library services to multicultural populations through IFLA programmes and in research projects.
- To encourage the employment of linguistic and cultural minorities in libraries by urging

the library community to provide equitable access to jobs.
- To encourage libraries to train local staff on multicultural issues.
- To promote the teaching of library services to multicultural populations in library and information studies departments of universities and colleges throughout the world.
- Reinforce the co-operation with other sections of IFLA by launching a multi-section project focused on the concept of multicultural librarian ship in a network environment.
- Improve the participation of every member of the section by conducting a survey on their expectations about the section's activities.
- To advocate the co-development of multicultural services in public libraries of developed and developing countries.
- To advocate cultural and educational policies designed to fight illiteracy and promote reading in all languages.
- To advocate equitable access to new information technologies for linguistic minorities.

Projects: ---

Publications:

- Newsletter
- Multicultural Communities: Guidelines for Library Services (revised, 2nd edition)

ROUND TABLE - INTERNATIONAL ASSOCIATION OF METROPOLITAN CITY LIBRARIES (INTAMEL)

The round table aims to be a platform primarily for libraries of cities with 400.000 or more inhabitants, although libraries serving wide and diverse geographical areas with the same and more population may be included. Members exchange ideas and information on a range of professional topics which include: library networks; buildings; automation; research; and service to special groups.

Goals:

- To seek inclusions in IFLA home page
- To increase membership
- To maintain annual conferences (1999 in Zurich, 2000 in St. Louis)
- To organise exchanges of appropriate staff for personal and professional development. To refine comparative statistics
- To co-operate with related IFLA professional groups
- To subsidise conference attendance by delegates from developing countries

ROUND TABLE ON MOBILE LIBRARIES

The round table is concerned with all aspects of mobile library operations, collections, services, education and training, and research in all geographic areas.

Goals:

- To promote the importance and value of mobile libraries for effecting equity of access to information for all residents, particularly in remote and rural areas.
- To disseminate information world-wide on best-practices in mobile library services.
- To promote regional, national and international initiatives to improve/create literacy and library services via mobile library services.
- To promote collaboration across types of libraries, including mobile libraries, to provide access in information for lifelong learning.
- To advocate the use of mobile libraries to serve the needs of special populations such as women, families, indigenous people, unemployed, school dropouts and the elderly.

Projects:

- Best Practices in Mobile Libraries
- A Book Mobile to Sami Communities
- An International Study of Mobile Libraries

Publications:

- Newsletter

ROUND TABLE ON NATIONAL CENTRES FOR LIBRARY SERVICES (ROTNAC)

The round table brings together organisations operating on a national scale and providing a range of products in the field of bibliographical services and/or lending materials to libraries. The round table functions as a platform for the managers of the National Centres as well as a meeting point for bilateral co-operation.

Goals:

- To improve local library service through the use of central services and promote central services.
- To exchange information between members about the marketing, products, application of information technology, and management of centres.
- To promote co-operation between members.

Publications:

- Newsletter

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IFLANET
International Federation of Library Associations and Institutions
Search Contacts
Annual Conference

Conference Proceedings

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Accessing Canadian Federal Information: a Depository Program for the Twenty-First Century?

Bruno Gnassi
Depository Services Program
350 Albert Street
Ottawa, Ontario K1A 0S5
Canada
Bruno.Gnassi@pwgsc.gc.ca

Paper

Introduction

Robert Hewison once remarked that the turn of a century raises expectations, but that the end of a millennium promises apocalypse as well as revelation. (1) It seems appropriate six months not only from the end of the decade and the century, but the millennium, that we look both backward to the past and forward to the future.

Two years into the new millennium, Canada's Depository Services Program (DSP) will celebrate its 75th anniversary. Three quarters of century of service and existence is no small feat. The life cycles of government programs are generally measured in days and years rather than decades and centuries.

The Depository Services Program (DSP) is probably one of the Canadian government's oldest programs. It makes some sense then to stop, and take stock of where it stands now that it is on the verge of the millennium.

The last two decades have dramatically altered the environment in which the Depository Services Program operates. The old familiar and comfortable paradigms on which it was based have disappeared. In their place, the DSP confronts both conceptual challenges and opportunities.

The fact of the matter may be that the time has come to consider whether Canada's Depository Services Program is moving into the autumn of its existence. This question needs to be faced not only because others are asking it, but also because its time has come. (2) The inescapable reality for the DSP is that the changing face of Government information and service delivery may well be issuing a final curtain call. Government funding remains scarce. Faced with conflicting demands, government may well feel that the DSP is no longer required, especially now that we are swiftly moving towards the first true full electronic era. What I propose to do in this paper is to examine the Program's position at the close of the decade and to reflect on its future. Should there, will there, be a DSP six months from today as we turn the page on the decade?

The Depository Model - the challenge of change: a new paradigm

The last twenty years have recast many, if not all, of the assumptions that have shaped the familiar world of government publishing. Information technology, the decentralisation of government authority, and the separation of government's information generation activities from the centralised procurement of information services have altered forever the environment in which Canada's Depository Services Program operates.

The Canadian federal Depository Program faces a publishing landscape that is far removed from the assumptions that founded it in 1927 when the depository model could count on the weight of the Crown's common printing service to ensure that it had access to the products needed to meet its mandate. Even in 1991, when the Treasury Board of Canada repatriated to federal departments and agencies responsibility for providing the DSP with priced information products, no one could have guessed at the siren call the Internet would exercise on departmental autonomy, publishing patterns, and operational visions. The almost total devolution of the production, printing and warehousing of government information to private sector interests, and federal departments, may have been prefigured, but it was still a full seven years away.

The big issues for the Depository Services Program during this period were the growing impact of data bases and cd-rom on depository access, the failure of certain departments to respond to depository requirements, the need to ensure its operational efficiency and to reconcile its requirements with the commercial ones of its host. (3) Today, devolution is a fait accompli. The Canada Communication Group, the official printer of the Canadian government, no longer exists. The Internet, the WEB, and electronic information are fundamental components of the federal government's information dissemination strategy, and government information has moved far beyond the limits of a single producer or player. (4)

Access and Preservation - the key

The challenge of ensuring equitable access is no longer simply a question of positioning resources geographically and using the distribution principles of the depository model to achieve this. It is not uncommon now with the presence of entrenched community access points through federal initiatives such as Industry Canada's Community Access and Schoolnet programs to find libraries and users exploiting Canadian government information resources to which they would have had little or no access in the past. (5) By the end of decade virtually all of Canada's public libraries and schools will be linked to the Internet. Some thirty percent of Canadians are currently Internet enabled either through their work place, their home, or through library intermediaries, and the number is growing. Just recently, International Data Corp. (Canada), a Toronto based computer consulting firm, reported that its surveys suggest that fifty (50%) of Canadian households now have at least one person with Internet access this way. (6)

Information technology has both enhanced and complicated our ability to reach out and connect with government information. The joint Depository Services Program and Statistics Canada Electronic Publications Pilot study amply demonstrates that hardware, training, human resource issues, capacity, and even the suitability of the choice of electronic medium, continue to make reliance on government electronic information an interesting challenge for Canadian depositories and users alike. (7)

As more and more Canadian federal information migrates to electronic format only, it is critical that Canada's federal departments and agencies appreciate and understand the implications of this for Canadian libraries and users. The Dolan and Vaughan study of the state of readiness of Canadian depository libraries to use electronic information, and the DSP/Statistics Canada own joint Electronic Publications Pilot study, forcefully document the enthusiasm with which Canadian depositories generally support digital resources. However, they also confirm the need for Canadian federal departments and agencies to realise that electronic resources still compliment rather than replace traditional formats, and that electronic resources bring with them format limitations, demands for additional support, and concerns about their availability in the future that must not be ignored.(8)

Easily tracing, finding, and gaining access to electronic resources is no less important than bandwidth and the accessibility of computers in this equation. (9) Guaranteeing longevity is even more fundamental.

By its very nature the Internet is transient and transparent. Web sites evolve and change. They come and go. Content is up dated and discarded, and context is lost. Researchers who traditionally have relied on this information to build on previous knowledge increasingly find that it is not there. Inadequate indexing, the volume of information on the Internet, and the inefficiency of search engines compounds the problem and often makes it a challenge to locate the documents needed. (10) As the authors of the Electronic Publications Pilot report point out: "One hundred year old print products are accessible and readable, but will that be true for electronic publications in future?" (11)

Canada's federal departments and agencies clearly bear some responsibility for ensuring the preservation and archiving of their information. Canada's National Archives and National Library Acts as well as the Canadian federal government's own internal information management policies ensure this. Yet, to rely solely on the departments and agencies to achieve preservation of our digital documentation ignores that they are "about operations, about getting the word out to the populace and about interactions that occur as agencies form rules and do work". (12) Concerns about such things as preservation do rarely enter into this equation. Like many, Canadian federal departments and agencies look primarily to others to carry this burden.

As crucial as government information may be to success within the market place, in this environment, it tends to be discarded as soon as it is up dated or its immediate purpose is satisfied. Ultimately, only historians, economists, scholars, researchers and librarians have an interest in permanence. However, it is just as clear, that libraries can not be expected to carry the burden of preservation alone. (13)

Decisions about the permanence and accessibility of content must now be made before material is removed from a server. In addition, decisions about the value of preserving the artifact as well as its content must be tackled. Data redundancy to ensure against loss and the fair distribution of this role must also be considered. (14) A single institution may well be technically in a position to take on the full archiving and preservation role but is this practical, wise, or affordable? A partnership of both government institutions and the library community will likely be needed to resolve these questions effectively.

Other factors shaping the agenda - the Service Canada initiative

Government departments and agencies may originally have conceived of information technology as a way to reduce costs only, but they are now looking beyond what Clifford Lynch labels "indulging in static publishing". Web pages, data bases and dynamic material do not easily or readily give themselves over to a framework some would qualify as paper based. (15) In Canada, the all to familiar refrain that "government should digitise all its paper, put it on the Internet, and so push off the cost of access and remote printing directly to intermediaries and end users" is gradually giving way to a new vision. Canadian federal departments and agencies now see information technology increasingly as a way to engage the citizen directly in a two-way discourse. (16)

Recent Canadian government studies indicate that Canadians have a much more ambiguous and remote relationship to their federal government than in the past. They are unhappy with the lack of coherence and integration amongst Canadian government services and programs. They are also frustrated with the difficulty they have in making use of them. 'Connecting with Canadians' has become a major preoccupation of Canada's federal government as it struggles to find a cost-effective way to address these complaints. (17)

Information technology, and the services it supports, is the new cement and mortar that the Canadian government hopes will make it possible for it to be present, visible and immediate to its citizens. It is conceived as the backbone that will link departments and agencies seamlessly to provide timely, accurate, single window service and information. To achieve this, the Canadian federal government recently launched Service Canada with a mandate to create " a strong horizontal management structure". It is also to foster coordination, partnerships and alliances amongst federal departments and agencies, and to champion citizen centred integrated service delivery. (18) For example, it is set to launch a number of pilots with Canadian federal departments such as Human Resources Development Canada and the Canada Post Office which will establish a network of walk-in centres in rural, remote, and select urban communities across Canada. These centres will offer both self-service and personal assistance, and will rely on the Internet to enable citizens to access government programs, services and transactions in an integrated fashion. Each centre will also be tailored to local needs. (19) When fully implemented, the Service Canada network will have some 700 sites.

Canada's Department of Public Works and Government Services' Canada Site and the Government of Canada Enquiry Service (Reference Canada) are targeted to provide the infrastructure that will support the Service Canada network. Both the Canada Site and Reference Canada are currently being upgraded to offer a broader range of information and to handle some basic transactions as well as to provide referrals.

The Canada site is being redesigned to facilitate its role. It will carry expanded content, links and interactivity. Search and navigation have already been improved with the introduction of a new search engine. Functions such as electronic commerce and on-line forms will be added in the near future. In addition, the Canada site will acquire new capabilities to assist automated information management across the Canadian federal government. (20) Reference Canada, the Canadian federal government's premier telephone referral service, is also being strengthened. Its data base of Programs and services is being enhanced and will be made Internet accessible. Federal departments and agencies will be encouraged to use its new toll free "1-800-0 CANADA service" as the public's telephone gateway into the federal government. In addition, more staff, greater visibility, and greater priority will be accorded to it. Services that resonate well with these models and approaches will likely do well.

Traditional media - still part of the equation

Although there has been a steady increase in the amount of Canadian government information made available through the Internet, hard copy remains a popular medium that can not be overlooked. Where multiple formats exist, depository libraries confirm that many users continue to express a marked preference for it. (21)

The ongoing migration of Canadian government information to the Internet has not resulted in a significant reduction in traditional media. Whether or not publications are freely accessible on the Internet has made no difference to the number of copies requested from Canada's Depository Services Program. The DSP still distributes annually close to two (2) million copies even though major contributors of product such as the Canadian House of Commons have virtually eliminated this format from their publishing programs.

Print on demand is very much in evidence in the Canadian federal departmental publishing. Paper has become a value added offering capable of attracting premium prices. Canadian Government Publishing (CGP), the Canadian federal government's official publisher, estimates that it alone now has an inventory of some 7,000 titles that it makes available only in print on demand. There is no way to guess at the number of titles that federal departments and agencies have opted to make available through similar arrangements directly with other suppliers and printers.

The licensing of unpublished government information for conversion to cd-rom is also growing. The Crown copyright and licensing service of CGP estimates that it has witnessed close to a two hundred percent increase in the volume of co-publishing and licensing transactions it has overseen in the last four years. There have been similar, if somewhat more modest increases, in licensing and co-publishing initiatives for print formats as well. (22) Canadian Government Publishing is proposing a revised publication development model that will see much more material produced under license or through co-publishing arrangements.

Subsequent to the privatisation of the Canada Communication Group in 1997, the Treasury Board of Canada and the Department of Public Works and Government Services (PWGSC) undertook a functional review of the way the federal government as a whole approached communications issues that cut across the government. The Communications Coordination Services Branch (CCSB) of PWGSC emerged from these consultations, and was assigned the task of helping to coordinate communications issues for the Government of Canada, and to facilitate public access to Government of Canada information. Four new sectors were established to achieve this.

CCSB's Strategic Communications provides liaison with the central policy agents of the Canadian government such as the Privy Council Office, the Canada Information Office, and the Treasury Board of Canada. Its Client Services and Industry relations provide advice, strategic support, and project management related to government wide advertising, media communications, and public opinion research. CCSB's Procurement services facilitates the acquisition of communication services and products such as printing, audio-visual, multi-media, and public relations from the private sector, while its Branch Management provides the administrative and operational assistance required. The CCSB's Public Access Programs Sector facilitates public access to government information. (23) It regrouped the Canada Gazette, Canadian Government Publishing, the Depository Services Program, Reference Canada, and the Canada Site. As a result, there has been a major re-think of the role the Canadian federal government's official publisher, Canadian Government Publishing will play within the Canadian government's publishing strategy.

In future, CGP's primary role will not be to publish federal government information but to facilitate its creation and dissemination. It will no longer assume responsibility for product development, or recover sales revenues. These will revert to the author departments and their publishers. Instead, Canadian Government Publishing will concentrate on providing Canadian federal departments and agencies with the support and expertise they need to develop their products themselves. It will identify the most appropriate media for them, will assist departments and agencies to determine the commercial potential of their information and to gain access to the private sector publishers and producers who can assist them create and disseminate the information.

CGP is currently in the early phases of realigning its direction. It has approached both Public Works and Government Services and the Treasury Board of Canada to secure funding necessary to eliminate its dependence on the sale of publications to cover its operating costs. It is also asking for the necessary policy adjustments to implement the new model and change its mandate.

The Depository Services Program - a changeling in sheep's clothing

Canada's Depository Services Program has not remained impassive in the face of the changes occurring around it. It is perhaps too frequently overlooked that the DSP was amongst the earliest elements within the Canadian federal government to exploit the potential of the Internet. (24) Since 1991, the Depository Service has unobtrusively but steadily adjusted its role and vision. It recognised early on that the changes in Canada's federal publishing would establish new boundaries and opportunities even if it did not always appreciate the extent of these. At the same time, it continues to remain sensitive to its traditional mandate.

In the last several years, the Depository Services Program has placed increasing emphasis on two roles: providing to Canada's depositories an integrated locator service for government information, and providing support to the depository community. It is in this context that the DSP inaugurated the now annual practice of sponsoring workshops to sensitise federal departments and agencies to the position depositories can occupy in making digital resources accessible.(25) It is the basis on which it launched Infodep, its listserv. It is the basis too on which it partnered with the Canadian document community the publication of Canadian Government Information on the Internet (CGII), a comprehensive net based bibliographic resource to Canadian federal, provincial, and municipal government web sites, that is accessible through the DSP's Web site. It is also the rationale which made possible the fully searchable Web accessible version of Info Source, the Canadian government's guide to unpublished Canadian federal information resources, now available because of its extensive collaboration with the Treasury Board of Canada's Info Source team. Canada's Depository Services Program is proposing to continue this with the integration of its Canadian federal government data bases product into the CGII package.

Canada's DSP is committed to upgrading and improving its WEB site. It is launching a complete review of the site and will make it fully compatible with the Canadian government's new directives on "common look and feel". These directives are intended to make Canadian federal WEB sites easier to identify and more consistent amongst each other, and to ensure that they adhere to the World Wide WEB Consortiums (W3C) priority 1 and 2 accessibility guidelines.(26) In addition, the Program is undertaking to replace its production data base so that it is in a better position to develop Internet based resources for finding federal information while continuing to support its traditional print products. This effort includes replacing its current WAIS based search engine.

Just recently, the Depository Services initiated a review and upgrade of its thesaurus. It will be integrating into the thesaurus the 10,000 indexing terms used by the Government of Canada's telephone inquiry service to provide access to information on federal programs and services. Depending on the outcome of its efforts to replace its production data base, and cost, the DSP intends to incorporate the new thesaurus directly into the search functionality of its renewed WEB site. It hopes, as well, to pilot the addition of abstracts to more of its bibliographic products, and to keep expanding the number of Internet resources that it identifies. The DSP will continue to extend as needed its protected site for priced Canadian federal Internet titles, and will negotiate arrangements with suppliers as quickly as it feasible.

The Program has tabled proposals with both the Treasury Board of Canada and Public Works and Government Services to broaden the products that it makes available to the depository community. This includes addressing the contentious issue of core materials in print-on-demand, cartographic, or other formats that remain unavailable to the depository network unless purchased directly from suppliers. Finally, it is exploring alternative models for supporting access to federal electronic information.

On April 15th 1999, Canada's DSP launched the SIGI/SIIG (System of Interactive Government Information / Système interactif d'information gouvernementale) Initiative. SIGI/SIIG will explore and test models and tools for ensuring permanent access to collections of digitized federal information using Canada's depository library network. It is the result of restructuring proposals approved by the Program's Library Advisory Committee, which recommended that the DSP establish an infrastructure within Canada's depository community to support permanent access to both free and priced federal government information in digitized form. (27)

The initiative brings together, in a cooperative pilot, both major Canadian academic institutions and a number of Canadian federal departments and agencies involved in Canada's Depository Program. The depositories involved include the libraries of Dalhousie University, the University of New Brunswick, McGill University, the University of Western Ontario, and the University of Alberta. In addition to the Library Advisory Committee of the DSP, there is Canadian Government Publishing, the National Library of Canada, the Canadian House of Commons, and elements of the Treasury Board of Canada.

SIGI/SIIG hopes to address experimentally depository concerns about the permanence and archiving of Canadian federal government information. It intends to develop a model gateway to support access to digital holdings and resources of federal information held by Canadian depository institutions. It also intends to establish model procedures, structures and policies to make digitized federal information resources accessible to, and available through, depositories via the DSP. Lastly, SIGI/SIIG hopes to implement model training activities and programs to facilitate and promote the more effective use of digitized federal information resources in depository institutions.

A Canadian Depository Services in the new millennium?

Canada's Depository Services Program is frequently referred to as the "public's information safety net". The need to archive and preserve electronic government information as well as the continuing need to make hard copy government information accessible in an equitable fashion suggests that there is still a place for the DSP and the depository network in the new millennium. Access, archiving and preservation are elements that are just beginning to come into their own. The solutions required to make electronic government information easier to find, retrieve and preserve are only starting to become issues within the Canadian federal government. The Depository Program and its network have a wealth of experience to draw upon to continue to play a role in addressing these concerns. To exercise this role, the DSP and its partners will need to rethink the emphasis we place on various elements of the depository model and to forge new partnerships within government. The Service Canada initiative, for example, offers new scope for assisting Canada's government to reach out to its citizens. Indexing, abstracting and reference expertise, facilitating access, and creating partnerships for the preservation of electronic information are all features of the depository model that would serve both it and the Canadian government well.

Ultimately, the issue at stake is not the number of distribution points or the method of distribution. It is whether Canada's Depository Services Program and depository programs in general, can succeed in making government recognise that the depository partnership is an opportunity rather than a costly liability. Depositories have expertise and capabilities that remain valid and valuable regardless of the nature of the information. Yet, this value-added frequently does not register with funding authorities.

Libraries are understood to be important channels to the Internet, and invaluable allies in extending the reach of this technology into the community. However, it is not as clear that government fully appreciates the extent to which depository institutions can be valuable partners in servicing the citizen's requirements for government information. Even though Canada's Depository Services Program is required to act as the Canadian public's informal route to access federal government information, its future is far from assured. It is not enough that the Canadian Depository Services Program and its network achieve their mandate well. It is just as essential that the Program's effectiveness and contributions to public access be highly visible to those in authority.

The Canadian federal DSP readily reinforces the purpose section of Canada's Access to Information Act in that it clearly enhances the means by which government information is "normally available to the general public". It is not inconceivable that the availability of government information through the Depository Services Program's network could be used as the litmus test in Canada for what constitutes "published" information under the Act. Such a legislative basis would go a long way towards assisting the Program acquire the profile needed to attract interest.

The Canadian Depository Services Program will continue to face interesting times as it moves closer to the new millennium. The next few months will prove crucial. As the Canadian government attempts once more to deal with conflicting demands on its limited funding, Canada's Depository Services Program will inevitably come again under detailed scrutiny. The Canadian government will have to make up its mind as to what, if any, the DSP's strategic role within the Canadian government's communications practice should be. The report of its own Federal Task Force on Digitisation unambiguously recommended that Canada's DSP should be strengthened by legislation and expanded.(28) It remains to be seen whether this will come to pass, and whether there will still be a Canadian Depository Services Program to celebrate a 75th anniversary in the year 2002.

Footnotes

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Collecting Data Sensibly in Information Settings

G. E. Gorman
School of Communications and Information Management
Victoria University of Wellington
Wellington 6001, New Zealand
E-mail: gary.gorman@vuw.ac.nz

Abstract

Libraries and information agencies depend heavily on 'statistics' to describe their services, evaluate their activities and measure their performance. In the data gathering on which statistical analysis depends, there are always assumptions and uncontrolled variables that interfere with the purity and objectivity of the data, and therefore contaminate the analysis and interpretation of that data. This paper highlights some of these variables in an attempt to alert information managers to the pitfalls of data collection and to encourage them to develop means of controlling data so that they can use statistics more effectively.

Paper

The Focus on Statistics

A major management activity in libraries at the end of the 20th century is data collection and the production of statistics. For the most part library managers is that more is better - more data will lead to more useful information, which will produce more informed decisions and, therefore, a more adequately managed service. The underlying assumption is that data about library activities can be transformed into useful information, and that the information will become management knowledge.

It is understandable, then, that data collection is viewed by many as the most basic activity in the management process. But it is less understandable that managers tend on the whole to view the data collection ? interpretation ? application process as something to be accepted without question, and that many simply apply this model time after time without considering whether there might be a better way to collect and utilise data. To a social scientist whose primary interest is research methodologies and whose primary employment is teaching Library and Information Science (LIS) students about research, it is a worrying state pf affairs that has been with us for several decades.

The principal purpose of this address is to suggest that information professionals might profitably consider using not only quantitative but also qualitative data collection and analysis methods in order to achieve greater reliability and deeper meaning in their investigations. A secondary purpose is to highlight some of the dangers inherent in the unquestioning acceptance of the data collection and interpretation process.

Quantitative variables tell how much or how many of a particular characteristic or attribute are present in an object, event, person or phenomenon. One example is the number of computers available for students to use on a campus. Qualitative variables classify an object, event, person or phenomenon into categories with respect to the attributes by which they differ. For example, the language of publication of a given journal title may be English, French, Hebrew or Spanish .

By looking beyond 'how much' and 'how many' to the attributes of the people, things and activities being counted, librarians cannot help but have a more useful understanding of their organisations and their work.

This is not a new concern, nor are the solutions offered in this paper unique; but no matter what has been said in the past, the problem remains and it seems worthwhile to rehearse the realities yet again. One of my Victoria University colleagues, Rowena Cullen, has queried the value of relying on quantitative data alone in the context of her research on performance measurement. Thus, discussing the work by Pratt and Altman and by the Library and Information Statistics Unit (LISU) , she wonders about the reliability of library statistics alone as a reliable measure of library activity, and especially whether such data can enable much correlation between inputs and outputs. 'In particular substantial issues of user satisfaction with their library/information services are touched on by only a small percentage of studies included here, although the authors comment in several places that further analysis is possible and indeed desirable.'

Cullen goes on in her paper to demonstrate that a library is a social construct and that, therefore, performance measurement is also a social construct. This then means that we need to be looking at a matrix incorporating values, focus and purpose -- three axes essential in understanding the library as social construct. In my view the social construct is a means pf viewing libraries and information organisations, and when we are in the realm of social constructs non-quantitative methods of data collection and analysis become more meaningful. This is especially so in three areas: library users, collections and services (or enquiries); each of these is discussed in turn.

Can Users Be Counted Meaningfully?

Data collection is built on the assumption that it is possible to arrive at a fair representation of the objects/population under investigation. In a library such an assumption must be questioned when it is applied to the user population of a particular library service. As an example, suppose we are interested in the number of people using the library. How do we count or measure this? One simple way is just to count those entering or leaving the building, either mechanically or manually. And many libraries do precisely this - how many annual reports proudly boast that 'in 199X the library was visited by XXXX users'? But what does this tell us? Were these casual users, serious scholars making intensive use of sophisticated search services, students looking for materials on a reading list, elderly people using the library as a social centre, parents taking advantage of programs for their children? In other words, counting people tells us very little, as it does not specify the various categories of users and thus the demands they are likely to make on the service. This is a prime example of data being unable to generate meaningful statistics or information of any value because it adopts such a crude perception of the user population. The basic assumption is flawed, the data are flawed, and thus the interpretation must be equally flawed.

What we really want is a profile of actual users of a library - who they are, what they expect when they enter the library, what use they make of the facilities and services, what they think of the facilities and services, why they might choose to access the library electronically or in person, etc. None of this very useful data is obtainable by a simple counting of users. Furthermore, no amount of counting, even the most sophisticated and detailed survey of users, can tell us anything about the potential users or the non-users, yet surely this sort of information is what managers really want - they want, or at least they need, to know about the potential market for their services so that they can produce a management plan for tapping into this reserve. Even in such a library-conscious country as Australia, with more than 60% of the population using public libraries (whatever 'using' might mean), there is a very large non-user population that we need to draw into our service. Even the most accomplished researcher will tell you that collecting this more useful, and therefore more sophisticated, data on users and non-users is fraught with difficulties, and that it is a time-consuming and expensive proposition. But as yet there is no substitute for this.

What Is the Value of Counting Holdings?

If I am correct in querying the value of counting users, as distinct from counting distinctive cohorts of users and determining their assessment of particular services, is it possible to shift our focus from people to objects - specifically, holdings (however defined)?

It is almost a Biblical truth in libraries, especially since the 'good old days' when the Clapp-Jordan formula was in its ascendance, that counting the size of a book collection gives us data that are meaningful in quantitative and qualitative terms. Again, almost every annual report states that ' the size of the collections has now reached X number of books, Y number of current serial subscriptions, Z number of electronic resources'. But what is the relationship between the size or quantity of a collection and its quality? This is a question that invariably frustrates statisticians, because it calls into question the value of the statistical enterprise. But, as with users, we as information professionals must be primarily interested in values and meanings, whether we are looking at users or collections.

Assuming that there is a relationship between quantity and quality, and I certainly do not make this assumption, it is necessary to question the value of data on holdings as assuming any relationship between size and level of service. To compensate for this, many libraries count loans or number of uses of books, reference materials, journals, CD-ROMs, etc. However, any counting of loans or uses is easily skewed by an unusual and out-of-the-ordinary use by a scholar working on a one-off project, by a borrower with a passing fancy in a particular topic, etc. It might also be questioned, in an era of entrepreneurial focus and value-added service, whether loans or uses of library materials is a valid indicator of much.

It is possible, of course, to enhance data on loans and uses by introducing some sort of quality indicators into collections. This tends to mean a ranking system of some sort, usually one which matches items in a local collection against some external measure. In New Zealand this might mean that Wellington City Library, for instance, puts a higher value on its items which are also held in the New York Public Library. Or a university library might rank publications of prestigious academic publishers and U.N. agencies above popular novels or local government publications. But is a library or information service meant to be responsive to the needs of a specific local community, or is it in the business of measuring itself against national or international criteria? That is, for the Wellington City Library it may be - perhaps even ought to be - that materials unique to its collection, and not those also in the New York Public

Library, are most relevant, to local user requirements.

In other words, to count holdings, whether of books or any other medium, is not a measure of demand; to count uses is not a measure of the level or quality of use, only that items have been taken off the shelves or accessed electronically, perhaps because nothing 'better' is available. But is this begging the question? For too many librarians levels of demand for services is not a significant issue, whereas size of holdings or number of uses is.

Are Enquiries a Substitute for Counting Users or Holdings?

Counting users and collections may give us some data, albeit of limited value, but one feels compelled to reiterate that too many library services hide behind such raw figures, and rely on these as a substitute for meaningful data analysis. One alternative adopted by some institutions is to count user enquiries (of staff, of electronic systems or other question-answering modes). Some excellent examples of this can be found in Libraries in the Workplace, one of those excellent reports generated by David Spiller and LISU associates: How many searches (end user and mediated) do you estimate were made from the library/information centre? How many enquiries do you estimate were answered from the library/information centre?

When asking about the number of enquiries, libraries tend to record the number of queries over a given period of time, or observe perceived user interactions with inanimate information resources. As always with data collection, it is relatively easy for the data to be skewed or distorted by

the recorder - usually a member of the library staff, who may well feel threatened by the procedure and therefore may pad the figures to make the enquiry service look busier than it actually is. For example, a staff member may intentionally alter the figures to include a larger number of queries than were actually made; or, more typically, a simple directional request may be treated as a query, when in reality the staff are to be counting only information requests.

As with stock circulation questions, we want to know something about the level of queries. Are all queries equal? No. Do some take more time and greater effort? Of course. So why not ask questions that generate data about the time and amount of detail provided in response to queries?

Consider how much richer the data might be if the following question were asked: Of the total number of enquiries answered from the library/information centre, what percentage do you estimate took the following amount of time: then state a range of times, from 1 minute to 10 minutes, etc.? Or what about asking for information on the type of query: Was it recreational, informational, research-oriented? Would questions such as these give us better insights into the nature, depth and quality of service being provided?

As enquiry systems become increasingly automated, it is relatively straightforward to build recording mechanisms into electronic systems, allowing for retrieval of data on length of queries, amount of data retrieved, etc. While we are on the topic of automated systems, there is also the matter of counting user-machine interactions. Here it is more difficult to corrupt the data, or at least easier to eliminate non-informational queries from the count.

At the other extreme is collecting data about perceived user interactions, which is notoriously unreliable because of its dependence on detached, unobtrusive observation. This method of data collection is particularly open to bias, especially in a library setting where cheap labour (i.e., student observers) is employed. This can lead to the '...selective recording of observational data. Certain objects and relations may more likely be recorded by observers with different interests, biases and backgrounds.' In other words, observation skills are essential, and to the extent that these are flawed, the data will be flawed. Allan Kellehear's excellent work on observation contains a number of caveats about this data collection techniques, all of which can be summarised as follows: the observer must be skilled in observing and must never impute any motives to the observed interaction or behaviour. In an information setting the natural tendency is to assume that an interaction is in some way task-related (a user is seeking information for a specific purpose), and this is to impute a motive that may well not exist.

The Problem with the Stakeholders...

Of course, one problem with academics who plead for richer data collection techniques is that, as all practitioners know, we live in ivory towers far removed from 'the real world'. Indeed. And it has to be recognised that in that 'real world' the stakeholders for whom much data collection and analysis are undertaken simply do not want to have much detail, do not want to have to think about data, and just want a simple table that shows how institution X is better than institution Y ('better' meaning a bigger budget, more reference transactions, larger bookstock, etc.). That is, we need to recognise that data collection is driven to a considerable extent by those to whom the practitioners are accountable, and those to whom we are accountable as often as not have bean-counting mentalities.

Whether the stakeholders are administrative, managerial, political or financial, it is important to recognise that they have the power to dictate what data we collect, how the data are used and how they are presented. Every library or information service is accountable to someone else in that they depend on that someone for funding, for their very raison d'etre. The 'someone else' needs to understand the information needs of libraries. If external stakeholders are allowed to dictate data collection needs and presentation standards, then it is totally realistic to expect them to structure these for their own interests rather than for those of the library - and why shouldn't they?

The increasing sophistication of automated library systems, and the greater ease with which numeric data can be collected - on users, on collections, on expenditures, on transactions - means that we are becoming more wedded than ever to simple quantification as a means of evaluation. As this occurs, stakeholders believe more rigidly that data can be collected most simply by means of a keystroke here, a command there. Consequently, it becomes less likely that we can break out of the number-crunching mold, because our controllers continue to see this as the most effective way of evaluating our services. Also, it must be admitted, software that ought to aid in the analysis of qualitative data (which are not simple to analyse) simply lack the user-friendliness and ease of interpretation required in data analysis. Despite the positive assessments by evaluators such as Miles and Huberman of qualitative data analysis software, one remains sceptical of most commercially-available packages. Computer software, after all, uses technical processing methods for qualitative data that intrinsically are more suited to other, more time-consuming methods.

There is a significant distinction to be made between efficiency (the lowest per unit cost of something) and effectiveness (successful accomplishment of a task or mission). Our stakeholders almost invariably are efficiency-driven, and the technology that enhances data collection and analysis certainly enhances efficiency (and only efficiency). We information professionals, in contrast, are members of a service industry in which successful accomplishment of our mission - effectiveness - should be paramount.

What Can Be Done?

There are a number of implications in the preceding discussion about what we might do to change the situation from number-driven, efficiency conscious data collection and analysis to more context-sensitive, sense-making collecting and analytical techniques. All of these are offered not as alternatives, but as enhancements to, the standard statistical measures employed universally in the information sector.

- Look seriously at the genuine shortcomings of quantitative data collection and analysis methods and seek to incorporate qualitative methods that permit deeper understanding of library users, collections and services.
- Focus less on users as a genus, more on specific categories of users and profiles of their wants and needs.
- Focus less on numerical aspects of collections and more on acceptable indicators of collection quality.
- Focus less on simple user enquiries and more on the nature and level of these enquiries.
- Employ qualitative data collection methods in full awareness of the problems associated with achieving value-free use of these methods.
- Foster an awareness among stakeholders that efficiency and effectiveness are not equivalent concepts, and that effectiveness in the information sector is a greater good than efficiency.
- Work with software developers in creating qualitative data software that are more acceptable in terms of user friendliness and analytical capabilities.

Conclusion

A recent paper by Dole and Hurych discusses 'new measurements' for library evaluation, especially with regard to electronic resources. The authors provide an excellent review of conventional measures and also offers clear insights into current developments. It is heartening to see that use-based measures are being considered, but depressing that these form a very small component of conventional cost-, time- and transaction-based measures. If this is the future of data collection in libraries, then I am not convinced that we will see much improvement in what I regard as a less-than-adequate situation.

More promising is some work being encouraged by the U.S.-based Coalition for Networked Information (http://www.cni.org), and in particular by Charles McClure. In Assessing the Academic Networked Environment: Strategies and Options he and Cynthia Lopata present a network assessment manual that is largely qualitative in its approach, and that makes a strong case for using qualitative methods in assessing academic networks. However, this seems not to have been greeted with universal acclaim, and certainly has not made much of an impact on the data-collecting community.

In the final analysis what we are arguing for is a greater awareness among library professionals that meaningful data are contextual and that meaning depends on interpretation, that they are derived from variables that are complex and difficult to measure, that understanding is an inductive process. This differs from, but is not necessarily in conflict with, the traditional quantitative approach of the statistician that assumes the possibility of identifying and measuring variables in a relatively straightforward manner, that norms and consensus can be derived from the data by deduction. Both have their place in information work, but please let us not emphasise one at the expense of the other - or rather continue to emphasise one (quantitative) at the expense of the other (qualitative).

Remember the classic work by Webb et al. on unobtrusive measures, in which Chapter 8 contained a statistician's impassioned plea for researchers to use 'all available weapons of attack'? More than 30 years later, it is high time that information professionals heed the call and look beyond their numbers to sources of potentially deeper meaning.

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ACCESS TO ASIAN SERIALS IN AUSTRALIAN LIBRARIES

Andrew Gosling
Chief Librarian
Asian Collections
National Library of Australia

Paper

Introduction

Recent years have witnessed considerable achievements by Australian libraries in improving access to Asian serials. This has been largely the result of cooperation. However there remain a number of problems and issues for the future.

Much effort has been made during the past decade to improve Asian collections and services nationally. Since the 1989 Ingleson Report which included a major examination of Australia's Asian library resources, there have been a range of meetings, surveys and projects on Asian topics.

During the 1990s the National Library has organised a series of National Roundtables on Libraries and Asia and related meetings bringing together Asian studies academics and librarians to discuss important issues. These have been instrumental in successful funding bids in particular for the development of the National Chinese, Japanese and Korean (CJK) Service; the South Asia : Renovating the National Collection project and for national surveys of Asian collections in 1992 and of users of Korean materials in 1997-98.

This paper does not consider these developments in any detail apart from where serials are concerned. Cooperation on Asian materials in Australia has rarely been focused exclusively on serials. In fact surprisingly little has been written specifically on Asian serial collecting and access in Australia. However serials are at the heart of a number of recent developments.

The term "Asian serials" is used broadly in this paper to cover Asian and Western language titles and to include publications from Asia as well as serials about Asia produced elsewhere. When only Asian language serials are being discussed this is specified. The paper refers to printed and electronic sources.

Background

The collecting of Asian serials and monographs in Australia is largely the product of post-Second World War interest in the region. Prior to the 1950s, Australian libraries had negligible Asian collections and no Australian library was regularly collecting current publications from the region.

As part of Australia's gradual change of focus towards its own region, Asian studies began to become significant from the 1950s, initially at the Australian National University (ANU), the University of Sydney and the University of Melbourne. At the same time these three universities and the National Library of Australia began to develop Asian collections. Although many other institutions have subsequently also built up Asian holdings, these four research libraries remain the largest Asian resources in the country.

The growth of Asian studies and collections since the 1950s has been uneven. The 1970s and 1980s saw rapid developments. However, this period of growth has been followed by government reductions, which have affected educational institutions and libraries across the country.

The fact that systematic acquisition only began in the 1950s has meant that Australia's Asian serial and monograph collections are strongest in comparatively recent publications. A few Australian libraries have developed extensive holdings particularly on contemporary East and Southeast Asia. They have been supplemented by reprints, microforms of archival and other older materials and the acquisition of formed collections from scholars and bibliophiles. However, Australia cannot match the retrospective collections held in Asia, Europe and North America. Australian scholars still need to travel overseas for older materials.

Australian holdings of Asian serials

The most recent national statistical survey of Asian materials confirmed the strong concentration of resources in Canberra, and to a lesser extent in Melbourne and Sydney. This survey was carried out in December 1994 for the Third National Roundtable on Libraries and Asia organised by the National Library.

It should be stressed that the figures are rather incomplete, especially for serials, and probably underestimate the holdings of smaller libraries. However the statistics are broadly indicative of the overall situation.

The survey found that 40% of the total spent nationally on Asian library collections was expended on serials. In dollar terms this was A$958,037 out of A$2,398,470 spent in one year. The National Library and ANU Library accounted for A$742,500 or 78% of the A$958.037. The National Library alone spent $579,000 or 60% of the national total.

According to the survey there were 52,162 Asian serials held by Australian libraries. This included 31,341 Asian and 20,821 Western language titles. 31,769 (61%) were on East Asia; 18,240 (35%) on Southeast Asia; 1,750 (3.3%) on South Asia; 315 (0.6%) on West Asia and 88 (0.1%) on Central Asia.

Since 1994 it is likely that the figures for South Asia have increased following government funding to the South Asia : Renovating the National Collection project and related collecting.

The survey did not reveal the degree of duplication between collections or the balance between current and non-current titles. From anecdotal evidence there does seem to be considerable duplication. However the National Library and ANU Library hold many titles not found elsewhere in Australia. For example the National Library, through long-standing exchanges with national libraries in the region, has unique strengths in Asian government serials. It also has holdings of East Asian scientific, technological and biomedical journals not held elsewhere. ANU Library has developed an outstanding Chinese periodical collection over many years.

Without a further survey it is not possible to provide a complete and up to date national picture. However more details on the Canberra collections may be of interest. In 1994 the National Library held 35,615 Asian serials, 16,695 being in Asian and 16,695 in Western languages. At present its Asian language holdings include 7,567 Chinese, 5,924 Japanese, 5,000 Indonesian, 1,637 Thai and 1,577 Korean serial titles. During 1997/98 14,433 Asian serial items were used in the Asian Collections Reading Room, and 11,752 serial photocopy exposures provided through document supply to other libraries.

According to figures provided in April 1999 the ANU Library housed 5,846 Chinese, 866 Japanese and 88 Korean language serials. Current serial titles held included 59 in Indonesian, 11 in Thai, 44 in other Asian languages and 192 in Western languages.

Coordination of Asian Collections

East Asia

Efforts to develop Australia's East Asian collections in a co-ordinated way began in the 1950s. A number of formal and informal agreements at the state and local level have existed for many years. These have helped libraries concentrate their serial and other resources and avoid unnecessary duplication.

The National Library and ANU Library in Canberra agreed as early as 1955 that to avoid duplication the responsibility for collecting Japanese and Chinese language materials should be divided. In broad terms the Japanese agreement (http://www.nla.gov.au/dnc/janunla.html) allocated collecting responsibility for the social sciences and modern history to the National Library, and the humanities and earlier history to the ANU. The agreement for Chinese materials was similar, with the National Library responsible for Chinese history from 1912, and the ANU for Chinese history up to the Revolution of 1911.

The Japanese agreement has been in operation for over forty years and continues to be a useful basis for collection development by the two libraries.

As the research interests of the ANU turned more towards modern China, the 1955 agreement for Chinese materials was revised in September 1973. In effect, the revised agreement led to both libraries collecting on the contemporary period. However there continued to be useful consultation to avoid duplication of expensive items, and some aspects of the agreement continued to operate.

There has also been local co-operation for Asian studies and collections in other parts of Australia . In Brisbane, Griffith University has concentrated more on the social sciences and the University of Queensland on language and literature. In Adelaide, Flinders University has had a Southeast Asian focus while the University of Adelaide has covered East Asia. In Melbourne, for many years the University of Melbourne and Monash University had an informal arrangement on collecting of Chinese and Japanese materials. In the 1990s they issued a statement entitled Library Co-operation on East Asian Resources : Informal Agreement Between the University of Melbourne and Monash University (http://www.nla.gov.au/dnc/agree/ummu.html).

National Chinese, Japanese and Korean (CJK) Service

The most important recent national development for East Asian serials has been the National CJK Service. A national system for automated cataloguing of Asian scripts was strongly recommended in the Ingleson Report of 1989 and the First National Roundtable on Libraries and Asia of 1991. Stemming from the latter meeting, Australian Research Council funding was obtained in 1991 for a feasibility study, which was completed the following year. In 1993 more extensive Australian Research Council funding was granted to identify and implement a suitable system. The National CJK Service was implemented in June 1996. MASS software that allows input and display of non-Roman characters is integrated with INNOPAC for the CJK system, which provides cataloguing and an online public access catalogue. A web version has since been developed.

The mission of the National CJK Service is to support Australia's closer relationship with Asia by providing Australian libraries and their clients with improved access to holdings of Chinese, Japanese and Korean library materials. Currently twenty-two Australian academic, research and public libraries have joined the CJK Service. It is also hoped to expand the system to include other Asian scripts, beginning with Thai.

In 1997/98 the National Library provided original or copy cataloguing for 2,099 CJK serial titles, compared with 195 in 1996/97. This increase reflects in particular the high number of Japanese serials upgraded during the year.

The implementation in early 1999 of Kinetica, the National Library's new service to support cooperation and resource sharing within the Australian library community has improved access to East Asian serial data. KineticaWeb provides a gateway to the National CJK Service.

The National CJK Service home page is at http://www.nla.gov.au/1/asian/ncjk/cjkhome.html

Southeast Asia

Indonesian Acquisitions Project

While there were no formal agreements for Southeast Asian resources until recently, a considerable degree of co-ordination has been achieved for Indonesian publications, through the Indonesian Acquisitions Project (IAP). This was officially established in 1971 by the National Library with the aim of acquiring a broad range of government and non-government publications for the National Library and participating university libraries. Research level materials are sought in most subject areas and from all areas of Indonesia. This includes monographs, serials and newspapers which are regularly air freighted to Australia. The libraries currently participating in the IAP are Flinders University of South Australia, Monash University, Murdoch University, the National Library of Singapore and the Northern Territory University.

The Indonesian Acquisitions Project has played a major role nationally. It has created a world-class research collection on contemporary Indonesia at the National Library, and has provided other Australian libraries with important Indonesian monographs and serials otherwise difficult to obtain. During the last four years the National Library has been acquiring about 100 new Indonesian serials titles per annum.

Each issue of the quarterly Indonesian Acquisitions List (IAL) details all items included in the most recent consignment from Jakarta. There are separate listings of new serial titles acquired for the National Library, serials regularly supplied to participants, and those serials and newspapers dispatched to the Library twice weekly for prompt access by readers. IAL has been accessible on the Internet since the March 1996 issue at
http://www.nla.gov.au/asian/pub/ial/

Survey of Users of Korean Materials

The Survey of Users of Korean Materials has been the most detailed examination of an Asian collecting area ever undertaken in Australia. It was intended to help improve Korean library collections and services in Australia on a national basis. It aimed to identify research and business needs of users in order to plan a national strategy for the future. While its focus is not exclusively on serials, they are central to the survey. The following discussion will highlight aspects which relate to serials.

Unlike most previous investigations of Asian collections in Australia, this was a survey of end users and potential users rather than of libraries and librarians. During 1997 some 156 academics, government officials and business people with a known interest in Korea responded to a questionnaire or were interviewed in person or by telephone. Their responses were frank and revealing not only about Korean collections and services but more generally about Asian and other library resources in Australia.

The survey revealed a wide range of views, which may not be surprising as the respondents varied from Korea specialists who make heavy use of libraries to some in government and business who rarely or never visit a library.

One major finding was that a number of academic respondents were concerned at the small number of Korean language periodicals and Western language journals on Korea held in particular libraries. It was felt that cuts in library funding meant that journal subscriptions had been cancelled in many libraries. Users also appeared to be unclear on which libraries had maintained subscriptions to particular titles.The importance of obtaining recent issues with up to date information was stressed. One concern was that there was an over reliance on free titles from the Korea Foundation, leading to libraries having a limited and duplicated range of titles.

Business respondents tended to make little or no use of libraries. They relied on their offices in Korea and on consultants. However a number did want greater access to newspapers and periodicals in their own specific area of business interest.

Respondents referred to areas where they perceived gaps in periodical holdings. These included titles from universities and economic institutes, government departments and banks. They wanted more trade and other statistics, census data, political, legal and business journals. The survey report noted that to some extent the "gaps" may be more a product of ignorance of existing holdings than actual lack of materials at the national level. However the Korean Library Materials Survey of February 1996 did show serial holdings are weak apart from at one or two libraries. This survey looked at the eight main Australian libraries with Korean holdings. It found that a total of 1,801 Korean language serial titles were held in these libraries of which 1,500 were at the National Library, 176 at Monash University and about 95 at ANU. The other five libraries between them held only 30 titles.

The report recommended that gaps in collecting such as the lack of current periodicals and newspapers in a number of libraries be considered together with possible funding sources.

Some respondents indicated that the Internet might affect the role of libraries and their acquisition of newspapers and journals. However a number also stressed the continuing importance of paper-based information and raised doubts about the quality of much of the information on the web.

Panel on Information Needs of Asian Studies Academics

A panel on the information needs of Asian studies academics held in September 1998 provided valuable user perceptions on Asian serials. The panel was part of the Asian Studies Association of Australia Conference and included academic and librarian participants.

It is noteworthy that all three academics on the panel stressed the need for funds to be made available for scholars especially postgraduate students to travel to Canberra to use the major research collections of Asian monographs and serials there. In fact following the panel a resolution was passed unanimously by the Asian Studies Association of Australia that the Association lobby the Federal Government for the reinstatement of scholarships for Asian studies students to visit the major collections.

Vera Mackie's paper on the library needs of Japanese studies academics noted that the National Library and ANU have the best Japanese periodical collections in the country. The University of Sydney, University of Melbourne and Monash University also had reasonable collections. Researchers from outside the southeast corner of the country needed to use their limited research funds to travel to the east coast collections.

She saw this reliance on these resources continuing. She pointed out that most libraries were facing financial constraints. Periodicals were the first items to be cancelled as libraries were reluctant to commit funds on a continuing basis. While some relief was available through Japan Foundation library acquisition grants these were limited to monographs and did not extend to serials, microforms or audio-visual materials.

She believed electronic sources would become increasingly important, though they were not without problems. CDROMs and online databases were often expensive and could involve complicated and restrictive licensing agreements which made resource sharing difficult. On the positive side there was increasing Internet access to catalogues such as the National CJK Service and databases of books and journal articles such as those produced by the National Diet Library.

Dr Ken Wells, a leading Korean studies academic, emphasised the importance of maintaining the National Library's collection as the major Korean resource nationally. He saw the housing in one location of the collection as part of its appeal, usefulness and reputation. He stressed the continuing importance of the physical collection as he saw the state of the Korean serials system and infrastructure making electronic retrieval or access extremely limited.

He believed that if Australia's Korean research resources remain concentrated in Canberra, it will be important to streamline inter-library loan systems and provide travel funds for scholars outside the capital.

Agreement on Chinese Statistical Yearbooks

The National Library and ANU have now signed a collecting agreement for an increasingly significant area of Chinese publishing. The agreement covers statistical yearbooks for three levels of administration in the People's Republic of China. These are provinces, provincial level cities (such as Beijing and Shanghai) and provincial capital cities. Subject to availability, the two libraries intend that between them they will collect all statistical yearbooks falling into these categories.

The collecting responsibility has been divided geographically, as indicated on the attached map. The University will collect from northern and western China, while the National Library will acquire provincial statistical yearbooks from central and southern provinces. The division broadly follows the Yangzi River.

Under the agreement each library will create or amend records on the National Chinese, Japanese and Korean (CJK) Service for its holdings of these yearbooks, and will provide access to the materials.

The full text of the agreement is to be found on the Library's server at
http://www.nla.gov.au/niac/libs/chinaanunla.html

Statistical yearbooks were chosen for this agreement because the number being published is growing, they are increasingly expensive and there has clearly been duplication of holdings between the two libraries. The agreement appears to be operating smoothly and it is hoped that it may lead to wider cooperation on Chinese serials.

Home pages

The major Asian collections in Australia have developed Internet sites providing details on their own serial and other collections and links to national and international resources. The pages for the National Library's Asian Collections (http://www.nla.gov.au/asian/); the Australian National University Library's Asia-Pacific Cluster (http://anulib.anu.edu.au/clusters/ap); the University of Melbourne's East Asian Collection (http://www.lib.unimelb.edu.au/collections/asian/asian.html); and Monash University Library's Asian Studies Research Library (http://www.lib.monash.edu/hss/asrl/) all provide considerable information on Asian serials and newspapers. The National Library, for example, has paid particular attention to Indonesian resources and has also made accessible a wide range of documents relating to Asian library cooperation in Australia. Apart from the sites of actual libraries it is important to mention the Asian Studies WWW Virtual Library (http://coombs.anu.edu.au/WWWVL-AsianStudies.html) provided by the Coombs Computing Unit at the Australian National University. This global collaborative project for access to networked scholarly resources includes for example the Register of Asian and Pacific Studies Electronic Journals, maintained by the University of Cologne, Germany.

Serial indexing

A few Australian libraries have been active in providing Internet access to serial articles on Southeast Asia and China. This has been in response to the weakness of existing services, particularly for Asian language titles.

ANU's Southeast Asian Serials Index) (http://anulib.anu.edu.au/clusters/ap/digilib/sea.html), which is part of the Southeast Asia Digital Data Project, provides access to information on Southeast Asia through the indexing of major academic and current affairs journals from Indonesia and Malaysia as well as several Western countries. It was originally pioneered as an Indonesian Serials Database at ANU in 1995, and is now a joint project with the Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV) in the Netherlands. With KITLV cooperation the number of journals indexed has increased from 38 Indonesian language publications to 95 Southeast Asia-related titles.

The Chinese Serials Database (http://www.anu.edu.au/Asia/Chin/ChiSer.html) began in March 1995 as the result of a cooperative agreement between the ANU Library and the National Library of China. Under this agreement the National Library of China undertook to provide romanised versions and English translations of tables of contents of some 100 titles from their collection which were not held in Australian libraries or covered by commercial databases.

Although no longer operating in this form, this was a pioneering effort in placing tables of contents of Chinese serials on the Internet. Since then the University of Minnesota has developed a current table of contents database of 45 Chinese serials (http://ealib.lib.umn.edu/) while the University of Pittsburgh Gateway Service Centre of Chinese Academic Journal Publications (http://www.library.pitt.edu/gateway) facilitates document delivery of articles from Chinese serials not held in North American libraries.

The ANU is currently involved in a collective project under the auspices of the Pacific Rim Digital Alliance. Under this new agreement ANU will index 46 Chinese serials titles it holds in the fields of the environment, population, law, economics, business and management. Other members of the Alliance in Hong Kong and Singapore are to index further Chinese serials titles. It is hoped also to involve other libraries in China, including the National Library of China, the previous partner in the ANU Chinese Serials Database.

The Northern Territory Library's INTAN MAS is a computerised database accessible on the Internet containing references to the literature on eastern Indonesia, on Australia's relations with Southeast Asia, and with ASEAN and its member nations. It comprises bibliographic references to books, periodical articles and dissertations. Eastern Indonesia consists of Irian Jaya, Nusa Tenggara, Maluku and Sulawesi, which are areas of collection strength at the Northern Territory University Library. INTAN MAS concentrates on the social sciences and covers materials in Indonesian and Western languages.

Backlogs of uncatalogued Asian serials

There remain considerable backlogs of Asian serials for which there are no records or only minimal records on the National Bibliographic Database (NBD).

The Third National Roundtable on Libraries and Asia organised by the National Library in 1995 identified the most significant titles which should be loaded to the NBD as East Asian serials (including newspapers), East Asian monographs and Asian serials in general. Backlogs at the larger ANU, National Library, University of Melbourne and University of Sydney collections were seen as requiring the most urgent action. The Roundtable recommended that special government funding or support from Asian foundations might be needed to overcome these backlogs.

To date there has been no major breakthrough on this problem. However individual libraries have made good progress. For example between July 1997 and January 1999 the National Library reduced the number of its Thai, Indonesian, Chinese, Japanese and Korean language serials awaiting full cataloguing from 6368 to 3702 titles. The implementation of the National CJK Service and the access it has provided to the Research Libraries Information Network (RLIN) and other serial records has greatly helped this process. During 1999 ANU will be undertaking a major project to improve bibliographic control of its Chinese serials.

The future

Australian libraries have shown considerable willingness to discuss cooperation on Asian serials and monographs. This has led to a number of important national meetings, surveys and reports and some funding of projects.

There have been considerable successes such as the cooperative National CJK Service implemented in 1996. However this took considerable effort over a number of years and several approaches to gain funding before it became a reality. Given this experience it is not surprising that results in some other areas such as cooperative collecting agreements have been modest so far. Cooperation takes time. In future cooperative agreements between libraries may be more about access than divisions of collecting responsibility. The 1996 National Library and ANU Library Korean agreement is an example. Under its terms the ANU Library has left the collecting of Korean language research level monographs and serials to the National Library in return for more liberal access arrangements.

On electronic sources, Australian libraries need to avoid the extremes of technophobia and technomania. The Internet has been enthusiastically embraced by many Australians and is already an important tool for accessing Asian serial items. It has great potential for helping to link Australia's population centres which are scattered across a large continent. However as user surveys have emphasised paper-based serials will remain the dominant research resource for some time to come, albeit increasingly supplemented by electronic information.

As a new century begins it seems likely that the current concentration of Asian serial and monograph resources in the southeast of the country will continue. While some other libraries will have particular strengths, the Canberra collections especially at the National Library will remain the leading resources overall. This appears to be largely accepted by users according to recent surveys and discussions. However calls for improved access to these collections through the Internet, inter-library loan and periodical article photocopying services, and personal visits will need to be heeded.

Specialised staffing to build and provide services on Asian serial collections will remain a critical issue into the new century. Since the 1989 Ingleson Report the various national meetings and surveys have drawn attention to the small number of staff with language, area and library skills working in Asian collections, apart from in Canberra. For example the National Library and ANU are the only Australian libraries with specialist positions for Thai language collections. There have been some improvements such as Monash University Library's creation of Asian resource librarian positions for Chinese, Japanese and Korean as well as Southeast Asian collections. However a number of universities are relying on only one or two full-time or part-time staff who may have to deal with materials in several Asian languages..

This paper has concentrated on the National Library and larger universities housing most of Australia's research collections of Asian serials. However state and public libraries may become increasingly important as collectors of more popular-level Asian serials and monographs to serve the reading needs of an increasingly multicultural society. Several larger public libraries have already joined the National CJK Service, because of their Chinese and other East Asian collections.

In the twenty-first century there is likely to be increasing library cooperation regionally and internationally in the supply of Asian periodical articles. The Survey of Users of Korean Materials for example recommended stronger contacts between Australian and Korean libraries to include reciprocal provision of serial photocopies and loans.

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National bibliography in Australia: moving into the next millennium

Peter Haddad
Technical Services
National Library of Australia

Abstract

National bibliography is undergoing change. Its foundations remain an effective legal deposit regime and the use of widely accepted standards, but the nature, format, presentation and way in which national bibliographies are produced is evolving to reflect changes in technology and user expectations. Experiences in Australia where the printed national bibliography has been supplanted by access to a database may prove of interest to others facing some of the same pressures for change

Paper

National bibliography throughout the world is entering a period of change and the need to rethink or test old concepts. This paper describes changes to the national bibliography in Australia and issues facing the Australian national bibliography as it attempts to remain relevant to its stakeholders. Despite the different circumstances in each country, many of the issues will be familiar to most countries engaged in producing a national bibliography. More detailed information on specific national bibliographies may be found in that excellent publication by Barbara L. Bell, *An annotated guide to current national bibliographies*, 2nd ed. Munchen: K.G. Saur, 1998.

The importance of national bibliography for a country cannot be overstated. At one level it is a permanent cultural and documentary record of a country's publications recording the accumulated knowledge, activities and achievements of its citizens in all fields of human endeavour. National bibliographies aid libraries in the selection and acquisition of new materials and serve as current awareness and reference sources for librarians, researchers and bibliographers. At yet another level the bibliographic records which constitute the national bibliography are a basis for the achievement of Universal Bibliographic Control which has the aim of making "universally and promptly available, in a form which is internationally acceptable, basic bibliographic data on all publications issued in all countries". Universal bibliographic control sees each country as responsible for the bibliographic control of its own publications.

The twin foundations of national bibliography remain an effective legal deposit framework, and the use of widely acceptable bibliographic standards. The first ensures a comprehensive listing of the nation's published output, and the second enables the sharing of national bibliographic records among libraries both within and outside the producing country.

Legal deposit is vital for national bibliographies. There are countries that manage national bibliography well without a legal deposit framework, but in such cases it is because relations between the publishers and the libraries are well developed and the publishing scene is compact and well defined. For many countries in the Asia-Pacific region, including Australia, this is not the case. In a number of countries publishers and libraries do not have close relationships, while in others the decentralisation of publishing and extensive distances are barriers. In the region we can observe a wide range of diversity from countries which have had deposit laws for some time (Australia's dates from 1912) to others which have no legal deposit framework or where existing laws have fallen into abeyance or are largely ignored.

Even where there are provisions for the deposit of published material, there is a need for the laws to be kept up to date. Australia's legal deposit law is a good example of this. The present law was passed in 1968 and provides for the deposit of books, periodicals, newspapers and pamphlets, sheet music, maps, plans and charts. Films and sound recordings were not included. Shortly after the Act's passage into law microfilm and microfiche began to appear as publishing formats. More recently electronic publishing, whether on discs, CD-ROMs or online, has emerged but is not covered by the deposit legislation.

Australian libraries are especially concerned about online publishing, and how the concept of "deposit" could apply. While much material published online is vanity publishing and is of little value or worth, much is scholarly, scientific or informative in nature, and even the ephemeral and unimportant has a certain cultural and sociological interest. This material is fragile and transitory by nature, and some materials, such as early examples of electronic serials have already vanished. With no deposit law to allow their preservation by depository institutions it is unlikely that many of these Internet materials will survive beyond their current economic or commercially viable life and may never even be recorded for the national bibliography.

The National Library of Australia has been active for many years in urging reform to Australia's legal deposit legislation. In 1995 the Australian Minister for Justice asked the Copyright Law Review Committee to inquire into and report on a number of issues related to copyright and the review and simplification of the *Copyright Act 1968*. Their report was released this year and recommends that the concept of legal deposit be extended to electronic material. If this comes about (and publishers and copyright collecting societies are vigorously contesting it) it will mean much more for the National Library of Australia than being able to list such online publications in the national bibliography. It will involve the Library in developing ways of "harvesting" these publications on the Internet, selecting those for cataloguing and listing in the national bibliography and finally in preserving them, archiving them and making them accessible for the long term. If the national library or other major libraries of a country do not undertake this role, it is unlikely that anyone else will.

Standards in the national bibliography are important if records are to be shared and if the data is to be put to multiple purposes. In Australia there has been a certain tension between including data in the bibliographic records which potentially serves a variety of useful purposes, and the need not to make the records too complex if the bibliography is to keep up with the publishing output of the nation. National bibliography in Australia has therefore developed from a somewhat monolithic standard requiring that every item regardless of its size or importance be catalogued to extremely high standards, to an acceptance of various levels of complexity in the record, based on the nature of the item.

The format of the national bibliography in Australia has also undergone a number of significant changes. From weekly, monthly (later semi-monthly) and annual printed cumulations with four monthly cumulating microfiche editions, the Australian national bibliography began to appear less frequently reflecting not only the rising costs of printing and distribution but also the online availability of the data. Publication of the semi-monthly issues ceased in 1985. The publication of an annual cumulation of ANB ceased with the 1993 Annual volume and the printed and microfiche editions ceased entirely with the December 1996 issues. From that time, the data has been available as a monthly ftp file entitled *Recent Australian Publications* extracted from the National Bibliographic Database.

However, moving this quickly away from traditional forms of publication has generated a number of problems. There was much criticism of the decision to terminate the printed national bibliography. Many librarians regretted that a useful selection tool was disappearing. Others felt that the electronic file was not as useful because it contained a mass of unedited information. There has been unanimous agreement that the archival requirement for a permanent record of the national publishing output was not being met by the change. To address the widespread discontent, the National Library of Australia formed an Advisory Group drawn from State and university libraries, and the Commonwealth Scientific and Industrial Research Organisation. This group made a number of recommendations on all aspects of the national bibliography, attempting to meet the needs of its many stakeholders, while remaining realistic about the amount of resource and money available. They have recognised that for Australia the day of the printed and published national bibliography has probably gone forever. Instead, using the national Kinetica system as a delivery vehicle, the national bibliography database is here to stay.

To date the function of national bibliography in Australia has been largely centralised in the National Library of Australia. Minor changes in the Library's collecting were made in the early 1990s whereby serial titles of purely local interest were no longer collected by the National Library, but passed to the appropriate state library. Australia was fortunate in possessing a national shared cataloguing network in the Australian Bibliographic Network (ABN), a system now replaced by Kinetica. This has meant that the Australian national bibliography could accept contributed records from other participating libraries as part of the national bibliography. Those libraries have been able to catalogue onto the network as usual, and machine codes such as place of publication and date are used to select the material that is eligible for the national bibliography. It has meant the acceptance of a less than uniform standard in some cases, but Australian libraries have generally accepted that a briefer record is better than no record at all. In Australia we see this trend as continuing. If the national bibliography is ever to contain Australian films and sound recordings (which the National Library does not collect) the national bibliography will have to accept input from the National Film and Sound Archive. This institution actively collects these materials, and is expected to become an official depository institution for audio-visual materials in the near future. The situation is likely to be somewhat similar for electronic publications. Because of the difficulties inherent in collecting and preserving this material, it is unlikely that the National Library would be able to collect, preserve and list much of it for the national bibliography. Instead a cooperative model involving the state libraries, the National Library and any other collecting or preserving bodies is likely to evolve, and recording these items for the national bibliography will be a shared effort.

In summary, following a period of stability and certainty in the 1980s, the 1990s have been a time of considerable upheaval for national bibliography in Australia. They have seen the disappearance of the traditional printed and microfiche forms of the bibliography; the emergence of new electronic forms of publication (whose capture, recording and preservation is problematic for national bibliographies); the reform of outdated legal deposit legislation; and the movement away from a centralised to a decentralised environment for the Australian national bibliography.

In Australia we see the following emerging challenges to national bibliography:

1. To increase the comprehensiveness of the national bibliography by the inclusion of a wide variety of formats. This will almost certainly need to be done in a decentralised environment, and may require involving the non-library sector (eg. making use of metadata created by the producers or publishers of online electronic publications). Issues arising from this approach will be how much control will be able to be exercised over the bibliography, and questions of new standards and content for the bibliography. How will the national bibliographic agency responsible for coordinating input to the national bibliography be able to ensure a useful online product is available to users, and not the anarchic mass of material that might result?

2. A second challenge will be continuing to cope with the volume of the national publishing output. Despite the fact that decentralisation and contributed records will take some pressure off the national bibliographic agency, the need to include electronic publishing, even in a highly selective way with firm guidelines widely promulgated, means that this will continue to be a resource problem into the new millennium.

3. Retrospective national bibliography is fortunately not an issue for Australia following extensive work during the nineteen eighties leading to the publication of the *Australian National Bibliography 1901-1950* in 1988. But there is a need in Australia for an archival version of the national bibliography, especially for the time following 1996 and the cessation of the printed annual volume of the *Australian National Bibliography*. This may well be in CD-Rom format. Issues here will be preservation and marketing issues, and decisions on how frequently it will be produced.

4. Another challenge will be to make the national bibliography much more user friendly. As it appears certain that the online machine-readable version of the national bibliography will be the commonest and most widely used form, there will be a need to carefully design products and make their use easy for those who will rely on them. This may mean tailoring the national bibliography to give slightly different options, products or views to different groups of stakeholders.

In summary, we believe that the concept of a national bibliography remains a valid and indeed an essential one. However, the form that it takes and the opportunities which electronic publishing and access opens up for national bibliographies are only beginning to be explored.

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The National Library of Australia's Rare Book and Manuscripts Collections, with special reference to the Asia-Pacific region

Peter Haddad
Technical Services
National Library of Australia
Canberra, Australia

Abstract

The National Library of Australia has a small but interesting collection of rare books and manuscripts. These collections are the legacy of a remarkable period of growth in the Library's history. Strengths are greatest in British and European materials, particularly from the eighteenth century. The present collecting activities of the Library are concentrated on Australian and Asian materials. While very early imprints are now less likely to be collected, the Library has a number of collections of scarce and unusual works relating to Asia and the Pacific.

Paper

Despite a history of almost one hundred years, the National Library of Australia remains a relatively recent arrival on the scene, especially when compared to some of the great national and university libraries of Europe, North America and other parts of the world. For this reason, and because Australia itself is a new country in terms of writing and publishing, its rare book and manuscript collections are small.

The National Library of Australia had its genesis in the Commonwealth Parliamentary Library. It was established with high ideals and its founders intended it to have large collections. In 1907 the speaker of a library committee reported that it was to be:

> *a great Public Library on the lines of the world-famed Library of Congress at Washington; such a library, indeed, as shall be worthy of the Australian Nation; the home of the literature, not of a State, or of a period, but of the world, and of all time.*

Unfortunately the budget for 1904-5 was only one thousand pounds, and that of 1906-7 one thousand five hundred pounds, thus the reality fell a little short of the ideal.

Australia's National Library grew slowly at first. Some early gifts gave it volume and substance, although its character remained largely that of a gentleman's library rather than that of a research library. Small numbers of staff and the depression of the nineteen thirties meant that further development was modest. During the Second World War, demands made upon the Library revealed that there was a serious weakness in materials covering Asia and the Pacific. This was corrected with the establishment of offices for library acquisitions in London (1943) and New York (1946), followed by an increase in library staff (1947-48). The National Library then embarked on a remarkable period of rapid and systematic growth to develop its collections and attain to a status befitting a national library.

Rare books and manuscripts form a relatively small part of the National Library's collections. Generally speaking, most of the Library's current collecting is now centred on Australian printed and original materials. Material collected from overseas is largely from the immediate geographical region, and is concentrated on the contemporary scene or on the more modern periods of history, economics and politics.

An increasing emphasis on Asia and the Pacific began after World War 2, but for much of this century the Library's collecting also gave great weight to British and European civilisation. During this time Australia continued to regard itself as an outpost of the British Empire, and saw its culture and institutions as being based firmly upon European and specifically British traditions. This view informed much of the Library's collecting from 1900-1980.

The Library was very fortunate in being active in collecting during three decades (1950-1980) when individual rare items and large formed collections were often available on the market for very reasonable amounts. In addition, as a developing national institution, the Library was often able to draw on the good will and public spiritedness of donors and benefactors. By 1980 the large-scale collecting period of the Library was over. Prices for rare materials and large formed collections or scholar's libraries came to be beyond the Library's financial reach. With the development of a very lucrative second hand market, donors or their heirs were more likely to turn to the book trade than to a public institution. Australia does not have a well-developed network of foundations or endowments that may often assist libraries elsewhere with expensive purchases.

Nevertheless, the National Library of Australia does have a collection of rare books, which although small, is of interest and has strengths in several areas. There are estimated to be about 55,000 original items in the Library's collection with publication dates before 1801. Of necessity, the Library has supplemented these holdings with large sets of microfilm and microfiche that extend the general reach of the collection. As with most of its collections, the difficulty of cataloguing these rapidly acquired materials were a continuing problem for a number of years. Although some are still to be fully catalogued, progress over the past few years has been steady and it is estimated that around 50% of the Library's rare books are now catalogued with machine-readable records. Current cataloguing effort is being directed towards French and Dutch early imprints, and when completed later this financial year, it will mean that about 65% of the collection will be accessible via machine-readable records. Progress is therefore slow but steady. A separate initiative, the European Microform Project headed by the University of Adelaide has been obtaining and commissioning cataloguing records for items in microform sets, and some of this work has led to making early imprints on microfilm much more visible.

Rare books from Great Britain form the greatest strength of the Library's collection. A number of scholarly and family libraries were acquired to build and develop the collection. A number of books, pamphlets and manuscripts assembled by Leon Kashnor, proprietor of the Museum Bookstore in London as a personal collection was among the earliest collections obtained by the Library. This collection of over 12,000 items on the political economy of Great Britain and Ireland from 1650 to 1870 contains a number of rare works and editions of the early economists. Of varied provenance, some of the material comes from the library of William Wyndham Grenville (1759-1834), some from the Townshend family, some from Holland House, and the collection includes an interesting group of over 100 rare Chartist pamphlets. The collection was further enriched by many rarities from the great houses of England, Ireland and Scotland. A great strength of the collection is its accumulation of the works of both major and minor British and Irish political economists from the eighteenth and early nineteenth centuries.

Two family libraries, that of the Clifford family of Ugbrooke Park and the De Vesci family of Ireland were acquired in the nineteen-sixties. The Clifford Collection consisting of upwards of 10,000 books, 1,500 pamphlets and a small collection of manuscripts is rich in printed works from the sixteenth century onwards, with especial strength in the seventeenth century. Political, legal economic and ecclesiastical titles are prominent, and there are some early editions of note among the literary works. There is much French writing, and as a prominent Catholic family, extensive material on the special position of Catholics in England. Some early illuminated works are included. The De Vesci collection was in part assembled by John Vesey (1638-1716), an Archbishop of Triam in Ireland, and his son Sir Thomas Vesey, Lord Knapton, who became Bishop of Ossory in 1714 and died in 1730. A number of incunabula and sixteenth and seventeenth century editions are included in the collection, while the subject matter ranges over religion and classics. This collection contains the Library's oldest complete printed book: a 1478 Venice edition of Jacobus de Voragine's Legenda aurea, or 'Golden Legend'.

The National Library has considerable strengths in eighteenth century works. In 1962 it was fortunate in acquiring the working collection of Professor David Nichol Smith of Merton College, Oxford. About half of this collection of some 8,000 books and 1,500 pamphlets was published before 1800. The main strength of this collection is in the great range of first and early editions of prominent and minor writers of the Restoration period and the eighteenth century. Dryden, Defoe, Swift, Pope, Boswell and Johnson are most strongly represented, but there are many examples of practically every writer of that time. A large number of literary journals, usually in original first folio editions and Shakespeareana are also well represented.

English philology is well represented in the rare book collection and two collections, that of Dr C.T. Onions (1873-1965) and Dr R.C. Alston have added valuable early editions. Dr Onions was one of the four editors of the New English dictionary on historical principles, first published 1888-1928 and reissued as the Oxford English dictionary in 1933. In his collection are included a number of works from the sixteenth, seventeenth and eighteenth centuries as well as more modern works. Both collections contain books that are the only known copies, or else extremely scarce.

Turning to rare books from other European countries, it is in materials from France, the Netherlands and Portugal that the Library has its strongest collections. One of the most interesting collections consists of twelve thousand pamphlets dating from the era of the French Revolution. It consists largely of rare local official material such as tracts, pamphlets, ordinances, letters, edicts, proclamations, bills, minutes, reports and lawsuits relating to the Convention and meetings of members of parliament. The collection is similar but in no way inferior to the Talleyrand Collection of the New York Public Library or the Melvin Collection at the University of Kansas in the United States. It contains material not found in the American collections and is a prime research resource for scholars of the period. The collection is supplemented by other contemporary materials, fairly complete sets of several of the more important periodicals of the time and another contemporary collection on the Revolution in the French colonies. A related collection contains 135 books and pamphlets that were banned in France during the 17th and 18th centuries. These publications give insight into the ideological trends and conflicts from which the French Revolution grew. Works by both major and minor writers are included, with Voltaire particularly well represented, and there are many decrees banning specific works.

Early imprints from the Netherlands are represented by several pamphlet collections covering the period 1567-1852, and documenting many aspects of this remarkable and significant period in the history of the Netherlands.

Surprisingly perhaps, early Portuguese materials have found their way into the National Library's rare book collections. As part of a collection acquired from the Valente family and strong in eighteenth century works, there is a unique selection of Portuguese drama of the last three centuries, possibly only surpassed by the holdings of the National Library of Portugal and the University of Coimbra. A further collection spanning the entire range of Portuguese and Brazilian theatre from their beginnings to the mid-twentieth century adds to the strength in this subject. The Valente collection also contains works on literature, history, art, bibliography, music, folklore, canon law, civil law, theology and politics, attesting to the wide-ranging interests of this family over the years.

Works by early printers and presses are also held in the Rare Books Collection. These include Wynkyn de Worde's printing of Caxton's translation of the Legenda aurea, by Jacobus de Voragine (1529), Jean de Tourne's printing of L'Eneide de Virgile (1560), Hartmann Schedel's Liber cronicarum ("The Nuremberg Chronicle", 1493) and Werner Rolewinck's Fasciculus temporum (1484). A single leaf from the Gutenberg Bible (1455-1456) is also in the collection, as well as a modern facsimile of the complete Gutenberg Bible.

Books from modern presses are also bought as examples of fine typography. Mostly in limited editions, they are indicative of the kind of work being done by creative printers, particularly in the UK and USA. There are examples of the work of presses such as the Kelmscott, Nonesuch, Golden Cockerel, Lion and Unicorn, Rampant Lions, Dolmen, Basilisk, World's End, Whittington, Bird and Bull, and of the work of Hans Mardersteig, William Pickering and the Folio Society. Modern facsimiles of early manuscript and printed works such as the Book of Kells and the Gutenberg Bible are also in the collection.

The National Library of Australia's Manuscript collection need not detain us long. In the Australian context the Manuscript collection is largely a collection of personal papers which form part of the documentary record of Australian history and society. The collection does include some older papers and documents which have come to the Library as part of larger collections. However the collection's greatest area of strength dates from the 1890s onwards, reflecting the Federation movement and Australia's development as a nation.

Mention should be made of the Map collection. While this collection concentrates on modern Australian mapping and maps of the Asia-Pacific region, it does purchase rare maps where these are of relevance to the history of the European discovery and exploration of Australia. Consequently some interesting early maps are held.

Finally, moving away from a discussion of rare books in the strict sense of pre-1800 imprints, I will turn to some of the Library's collections pertaining to the Asia-Pacific area which contain unusual, interesting or scarce materials.

The Pacific has always been an area of interest to the National Library due to Australia's historical, economic and cultural links with this region. As part of its focus on early European exploration of Australia and its region, the Library has excellent holdings of accounts of voyages and expeditions by Europeans, and a number of early maps of the region. There is also a good collection of the earliest examples of book publishing in many of the Pacific languages. Published largely by missionary bodies, most of these items are religious texts and writings produced in England, France, Belgium, and occasionally Australia and New Zealand largely during the course of the nineteenth century.

The Library's Asian collections have some unusual and unique materials. The London Missionary Society collection is perhaps a good example of a collection of unusual and at times rare Chinese language works. This collection which was acquired from the London Missionary Society is composed largely of works published in the 19th and early 20th centuries and covers a wide range of subjects, including religion, history, and politics. Included in the collection are a number of pamphlets arising out of the Taiping Rebellion, one of the great upheavals in modern Chinese history, and two original proclamations from Yang Hsiu-ch'ing and other Taiping leaders issued in 1853 at the height of the rebellion. Early Bible translations and other Christian works in Chinese, including over 60 editions of the Old and New Testaments in literary and colloquial Chinese and local dialects feature in the collection. Many of these items are now scarce or rare.

The Library's holdings on Buddhism in Asia are strong, and an historic Buddhist treasure is preserved in the Library's cold store. Its delicate pages are held together in the ancient Chinese manner with waxed orange thread, and enclosed between heavier waxed paper covers. This is the Korean Tripitaka, the Koryo Taejang Gyong, 1,340 volumes of a Korean edition of the Chinese Buddhist canon which, popular legend says, was brought to China from India by the monk, Tripitaka. The volumes are produced from woodblocks dated from 1251, blocks still used by the monks of the Haeinsa Temple in south eastern Korea. The Tripitaka contains 1,524 texts in 6,558 chapters and was first published in AD 1011.

Other parts of Asia are represented by a number of those scholarly formed collections which the Library was so successful in acquiring several decades ago. The collection of Professor Georges Coedes (1886-1970), former Director of L'Ecole francaise d'Extreme Orient, covers the history, archaeology and culture of what was then French Indochina, and is today Cambodia, Laos and Vietnam. It is an outstanding resource and contains many French publications of the early 20th century. Also within the collection is a Khmer language Tripitaka. This is the rarest edition of a number of Buddhist Scriptures held by the Library. It is believed to be one of only a handful remaining after the wholesale destruction of books during the Khmer Rouge regime in Cambodia (1975-1979).

In a similar way the library of G.H. Luce (1889-1979) who was active as a teacher in Rangoon from 1912 to 1964 is rich in works on the history, literature and archaeology of Burma as well as the surrounding countries.

Other notable collections, which contain individually valuable items while adding to the depth of the Library's research collections on Asia, are the Simon collection on Chinese language, the Williams collection on westerners in Japan, the Braga collection on Portuguese and other European activities in Asia, and the Otley Beyer collection on the Philippines and Philippine anthropology.

These collections contain few pre-1800 imprints, but they are particularly valued by the National Library because the Library has gone on to build considerable strengths in collecting historical and contemporary materials from many countries of the Pacific, East Asia and South East Asia. Taken as a whole the Library believes that these resources will provide a valuable legacy to scholarship into the next century and beyond.

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Net Publications and Bibliographic Control - Seen from Denmark with a view to Sweden

Randi Diget Hansen
Bibliographic Department
Danish Library Centre
Copenhagen, Denmark

Paper

At the International Conference on National Bibliographic Services held in Copenhagen, November 1998, the UNESCO recommendations on National Bibliographies were changed.

Concerning Coverage of the National Bibliography it now says

- National bibliographies should include the current national **output**, and where practicable they should also provide retrospective coverage.When necessary, selection criteria should be defined and published by the national bibliographic agency.

Going back to 1977 the recommendations describe the national **imprint** - monographs and first issues and title changes of serials, including official publications - and other categories of materials.

In 1982 a working group issued reccomendations concerning levels of coverage of **documents** - and the vocabulary was changed from "imprint" to "document". In 1998 the vocabulary changes again to "output" and there is no attempt to describe the physical forms of the national output.

The development in publishing

The development through the last few years in the field of publishing must necessarily have a great influence on the production of the National Bibliography and bibliographic control on the whole.

When we no longer back than 1994 talked about bibliographic control we felt confident of the future. We were dealing with documents having a physical and final form, books, videos, discs, cd-roms etc. and we had precise definitions of monographs and periodicals. We also had an idea of the amount of information produced in a country and the publications did not have a tendency to change or disappear without a trace.

Indoreg and the development in Denmark since 1996.

To be at the forefront of the development in the publishing field the Danish Library Centre in 1996 decided to launch a project to find out whether net publications could and should be subject to bibliographic control in the same way as printed and electronic publications in fixed physical form. The **reason** for this was that we felt the existing search engines on the net suffered from the general problem of searching in unqualified data and generally replying with excessive amounts of data. We also felt that the information contained in net publications not necessarily differed from the information in publications in fixed physical form, if net-borne publications are excluded from bibliographic control, there is a risk that many people will find it difficult **to gain access** to an increasing amount of the information citizens need.

In order to obtain a model for a national bibliographic registration that includes net publications the project focused on the following areas in particular

Inclusion criteria

- they operate with the concepts of static and dynamic publications - with homepages as an independent category under dynamic publications.

These principles reflect the criteria that exist for publications in fixed physical form, since there are formal requirements with regard to both size and (to a certain extent) content. For instance, it is proposed that publications of a commercial, internal, highly local og private nature should not be included.

Registration method

The proposed registration method inside the new Danish Cataloguing rules seeks to cover the special needs of net publications in terms of description and format. The problems of describing static and dynamic publications vary. Self-registration by authors/publishers using metadata was regarded as a necessary supplement if very large amounts of information are to be registered.

Tracing and maintenance

A PURL server was established to ensure the constant validity of addresses. It was also concluded that if an international number system like the ISBN system should be adopted, it should of course be used.

Storage in DanBib

Finally we decided that the registrations of the net publications should be stored in DanBib (the joint Superstructure-system for the complete Danish Library System) alongside the national bibliography and the total list of publications at Danish libraries.

The project ended up in a proposal to the Danish State saying that

- National bibliographic registration should be started according to the principles and rules developed during the project.

- The understanding of all national bibliography functions should be modernized to cope with net publications, and in particular that emphasis should be placed on **satisfying current national information requirements** and less on the industrial dimension.

Finally we concluded to the question whether it is worth registering publications that may disappear again, that it is important to focus on the "quality" of the document registered and that we feel convinced that net publications will tend to become more permanent.

The Project Report was handed to the Danish National Library Authority in July 1997. A new law on legal deposit took effect 1st January 1998. This new law, which took effect 1st January 1998, contains all information carrying media including publications of digital works in databases. It is described in the appurtenant announcement what legal depository digital works include:

> "A database is defined as a digital network, hereunder especially the Internet, wherefrom a user - with or without charge or special agreement - can purchase a piece of a work..... As works are considered limited amounts of information, which constitute finished and independent units. An ongoing updated (dynamic) unit; e.g. a homepage on the Internet is therefore not legal depository as a whole, but finished (static) and independent works, which can be purchased, hereunder from a homepage, are legal depository".

And since then we have also had a Danish National Bibliography in the area. The amounts have been limited. Until 1st April 1999 there have been 5-600 notifications to the legal deposit form on www.pligtaflevering.dk - and about 2/3 of them have been included in the National Bibliography according to the inclusion criterias. In April 1999 the Royal Library has made a new campaign towards the producers, and it has resulted in about 50 notifications a week most of them with qualified metadata.

In Denmark the interested parties have also agreed on a Danish recommended use of Dublin Core and a publication from the Danish Library Authority called "Metadata in Danish Net publications" has been published in the beginning of 1999.

Included in the Supplementary Agreement to the National Bibliography Agreement of 22nd December 1998 is another project on net publications, which concentrates on 3 areas:

Selection of dynamic net publications, extension of Danish Article Index with articles from Internet periodicals and an evaluation of what the individual registrations will cost.

In connection with this project we have examined, how large an amount of the till now registered publications that have disappeared without a trace, this counts for more than 2%. Furthermore, we have examined the Danish part of the Nordic Web Index; a harvester which automatically is searching the net for metadata - Here we were concentrating on 3.000 links, which indicated having Dublin Core Metadata. 1% could meet the inclusion criteria for the National Bibliography.

The Development in Sweden

Svesök - the libraries' Swedish web-guide opened in October 1998. The combined harvester and catalogue functions as National Bibliography on Swedish net publications. Svesök consists of two databases, one with robot-collected links and the other with a catalogue of selected catalogued links.

The dimension in number between the harvested links and the selection of quality marked and catalogued links are, that the last mentioned will present almost a thousand of all Swedish material, which can be found on the net. The whole, however, can be presented for the citizen and be searched at the same time.

Conclusion

The work with arranging the Internet constantly demands for development work. It is unrealistic to believe that we during a period of 4-5 years should be able to find the definitive models for handling of net publication, not least in respect for the constant development in the publishing area.

I think, however, the experiences in this area since 1997 can be used in the future work with bibliographic control.

- It it still relevant that the National Bibliography results in the citizen in a country getting access to qualified information on the Internet, even though various combinations and solution models may appear.
- Self-registration by authors/publishers using standardized metadata is still regarded as a necessary supplement.
- The amount of qualified documents on the Internet, which can meet the inclusion criteria of the National Bibliography, is not larger, yet, than the task is practicable, if it is combined with a co-operation with the producers.
- The assumption on the disappearing of the documents does not apply in particular, when talking about qualified publications. This is also supported by another Danish project, which has been working with foreign libraries' catalogues.

When you look at the number of works, which are qualified for actual bibliographic description compared to the number of harvested resources you could get the opinion, that the net will not be able to provide us with that many more works, but instead has enriched us with enormous amounts of "pamphlets".

The utmost important fact is that the bibliographic environment with expertise in giving qualified access for the citizens to qualified information also developes to including the publication forms of the 21st century.

I will end with a quotation, which I think, we shall take as the challenge it is to our work. The quotation comes from the Norwegian author of crime novels Kim Småge and is taken from the book "The Container Woman" of 1997. The novel is about the principal character a female detective inspector: "She herself can spend hours on the net, the Internet, searching for some information, the librarian is able to provide her with in few minutes". "Probably because she is not able to ask the Great Net the real questions, she has not been trained in the accurate question-formulation on the net. And her patience is too short, regarding experimenting her way forward".

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The Art Librarian as Mediator : The Art of being a Librarian

Petra van den Born
Amsterdams Historisch Museum

&

Wilbert Helmus
Rijksmuseum Amsterdam

Paper

Who are we?

We, Petra van den Born and Wilbert Helmus, are librarians working respectively in the Amsterdams Historisch Museum and the Rijksmuseum.[1] The holdings of the two libraries reflect each museum's rich collection of art works and decorative arts. Although there are large differences between the libraries, for instance in size (the Rijksmuseum library holds approximately 250.000 volumes while the Amsterdam Historisch Museum holds approximately 20.000 volumes); and in organisation (the Rijksmuseum is a nationally-financed organisation while the Amsterdam Historisch Museum is an organisation financed by the city), we discovered striking similarities.

Our reference desks are situated in the same city, three canals away from each other. We share the same audience: the historians and art historians who are the museum's curators, as well as museum users from the national and international scholarly community and the general public. We consider it our task to mediate between all the different resources available for the benefit of the user. This is our 'core-business'.

The catalyst for this paper is the last part of the theme question for the workshop: Blurring the boundaries: Should art librarians work with archivists, curators, educators, or *become more* *specialized?* The part we italicized evoked a common, almost indignant reaction: why *more* specialized, we have *our* specialization!

We know from experience as from professional literature (with an emphasis on art historians as information seekers: such as Bierbaum 1996; Brooks Jeffery 1998; Podstolski 1996; Stam 1997), that librarians are usually not the first ones to be asked to track down material and to point out possible leads. Rather than being unhappy about this[2], we propose statements to provoke the discussion in order to define and grade our specialisation. An awareness of the definition and validity of reference work in the art library makes it possible to build the right conditions to perform as a 'happy' (that is, communicating, sharing, and questioning with colleagues and others) art librarian.

The work floor

Five days a week behind the reference desk, in the middle of the reading room of the museum library, we literally sit in the centre of the information process. This situation gives us the opportunity to see and evaluate the practice of the information-seeking behaviour of our clients. Who are the clients of our libraries? An often-used categorisation divides them into two main groups: the internal, and the external users. Internal users are the staff members of the museum: for instance, the curators, restorers, educators ea. External users can be identified as (art)historians, students, auctioneers, collectors, publishers and the general 'want to know more about' public. With this division in mind, we want to focus in this paper on the information-seeking behaviour of both categories simultaneously.

Because we share the same audience, we observe similar types of information-seeking patterns. For instance: a visitor enters the reading room, walks directly towards the OPAC, and immediately touches the keyboard. After spending some time in front of the screen, the searcher sighs and leaves the reading room. Nothing relevant was found in the computer, so the visitor concludes that she or he is in the wrong place. Another pattern: a visitor requests more and more books and magazines without giving the impression that she/he is satisfied with the pile of found material. Yet another pattern: the visitor walks directly to the desk and asks for an answer on a research question, expecting the librarian to be a 'walking encyclopaedia'. A rarely observed patron is one who instead walks directly to the desk to ask for instructions on how and where to find the needed information. However, as art librarians, the mere observation of our clients is not our specialisation. The question then, is:

What exactly is our specialisation?

Because of our observations and experiences on the work floor, we know our clients and recognise their information-seeking behaviour. Stimulated by all kinds of electronic developments, it seems easy for everyone nowadays, especially the young ones, to find information. Will our rarely-observed client, the one who asks how and where to find the needed information, only become more rare?

Research about how professionals look for information (Scholten 1994:12; Stam 1997:28-29) modifies this point of view. Despite the current option to use both traditional (books, magazines etc.) and modern (electronic databases) library facilities, most professionals *really* use the following information sources: first, colleague's, literature which they have in their own bookcases or in their own department; second, personal archives, and third, the library. In this order. Familiar surroundings and confidence make sources of information obviously reliable and sufficient. Personal contacts are highly valued as information sources. The art of being a librarian is therefore to be performed on the stage of meeting the patron, building trust. It is to become a personal contact in order to get involved in the fairly private information-seeking activity. *How to do that is our specialisation.*

Some ingredients are self-evident: education, knowledge, expertise and experiences (Staffing

1995:28). Unnecessary ingredients (because to ideal to be existential, see Podstolski 1996: 5-6) are: complete overlap with the knowledge of users, and trying to be both librarian and art historian and historian and curator and archivist and architect etc. Less evident but necessary ingredients are: the know-how to estimate, the enjoyment of detective work, the willingness to travel the 'whole electronic world' to find out more, and an approachable attitude.

To perform well, that is, to be an art librarian that is like a spider in the web of bibliographical and nonbibliographical information, certain conditions have to be met. To mediate effectively between the diverse collection and the users, ánd to mediate within the specialities of users (vital in a museum where the most (un)usual specialists come together) an attitude of sharing and dialogue is a must. From all sides. Sharing and dialogue must flow from the users towards the librarian, from the librarian towards the users, and last but surely not least, between the library staff members themselves (if there are any).

In the context of IFLA/ARLIS, we focus on the communication in this last group, the library staff, and wonder... What do we talk about in our staff meetings?

A lot of communication relates to the administration, development, organisation, support and maintainance of the library collection. This is normal for a department, like the library, with the objective to support the parent institution, the museum, with an adequately sized collection. But how much time in those meetings is spend on the guidance and assistance of our patrons? Do we, as library staff members, share the subjects asked by our hybrid audience: that is, by the curatorial staff and the support services, the under-graduates and post-graduates who are unable to find everything in the university library, the members of the public who might want information on anything from the history of an displayed object to an opinion on a book?

In order to guide and inform audiences it is essential to share possible links between their specific information needs and the collection. Talking about the subjects that keep our users busy, will not only improve the reference work. It will also focus the selection, acquisition and cataloguing. And, not to be forgotten, it will benefit the teamwork.

The challenge is now not anymore to be a 'walking encyclopaedia' (don't even try it!), but to take time to share information in order to become a 'lively link'.

The real art librarian, we conclude, is one with the capacity to mediate and exchange: specialised in actively guiding clients to relevant sources, bridging gaps between clients and sources and clients and specialists. In other words: a personal agent of information exchange with whom archivists, curators and educators should work.

Statements

1. Art historians, curators, educators consult first, colleague's, literature which they have in their own bookcases or in their own department; second, personal archives, and third, the library. As long as art librarians are not among the first ones to track down material and point to possible leads, we have missed our goal as librarian.

2. Instead of competing on the level of art historical knowledge, the art librarian should influence the information-seeking behaviour: the art librarian as info-therapist.

3. Being flexible, communicative, open minded, interested, approachable, are attitudes which must be considered as a staffing standard for art librarians; none of the other specialists will have those attitudes as a condition for performing their profession.

4. Information-seeking behaviour is not specialist-specific; the way information is used is specialist-specific.

Endnotes:

1. During the preparation of this workshop paper Petra van den Born was appointed to the post of Chief, Reference Services at UNESCO's Central Library in Paris.

2. 'we art librarians rarely admit publicly that we disapprove of the bibliographical behaviour of art historians. They don't know about, let alone consult, our favourite bibliographies. They certainly don't consult us! Instead they consult one another in several ways (...). We are a last resort and none too happy about it'. (Marmor, 1995:26)

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A study of undergraduate information literacy and skills: the inclusion of information literacy and skills in the undergraduate curriculum

Mark Hepworth
Department of Information Science
Loughborough University
Loughborough, United Kingdom
E-mail: M.Hepworth@lboro.ac.uk

Abstract

This paper concerns the inclusion of information literacy and skills training in the undergraduate curriculum. Students were studied to determine their strengths and weaknesses in terms of their information literacy and skills. The methods used to study the students included a number of qualitative techniques and were applied while students conducted a research project. In general it was found that students had limited skills in the area of information literacy. Based on these findings recommendations were proposed to help develop information literacy and skills and incorporate their delivery in the university curriculum. The paper argues that incorporation in the curriculum is a necessity for their successful delivery. This is in contrast to treating these areas as a separate subject. In addition the implications of these changes for faculty staff and librarians were defined. The initiative took place at Nanyang Technological University (NTU) in Singapore and involved the NTU Library and the Division of Information Studies.

Paper

Background

Increasingly there is a consensus that "human capital is worth more than either produced assets or natural resources" (World Bank 1998).

Concepts such as the 'information society' or the 'knowledge based' society also reflect this view, as does at a more micro level the 'knowledge based enterprise'. Within many organisations the ability to initiate and process change and the capacity to turn new ideas quickly into marketable products or services has acquired a premium, (Ashton and Sung, 1994). Staff are increasingly required who are multi skilled, have problem solving skills, can deal with less routine tasks, are IT literate and capable of independent learning.

These demands have significant implications for the education of primary, secondary and tertiary students.

In Singapore the government has realized that these skills are important for the longevity of the Singapore economy. One sector where it has pursued its 'vision' is in the co-ordination of change in education and training. Similar initiatives are evident in the United States, Europe, Australia, and South Africa where information literacy as well as a more collaborative and constructivist approach to learning is considered an economic necessity as well as helping to achieve personal fulfillment. (Bruce, 1995; Doyle, 1992, 1994; 3Com calls, 1997; Technological change, 1998). Curriculum changes have taken place at the primary and secondary school level to encourage these skills. Changes are also starting to take place at the tertiary level.

The meaning of information literacy and skills

Information skills and literacy have been defined as,

> "the process of acquiring knowledge of attitudes towards and skills in information, as a major determinant of the way in which people exploit reality, develop, live, work and communicate in an information society"
>
> (Marais, 1992, p75)

The concept of information literacy and skills has been interpreted in various ways since the early seventies. Terms such as 'study skills', 'research skills' and 'library skills' tend to be used in the educational context. 'Lifelong learning' and 'creative thinking', imply preparation for the work environment and continued productivity. Lifelong learning, however, also has the nuance of self empowerment and is not necessarily only associated with the world of work. 'IT literate' on the other hand in the information literacy context relates to those skills associated with the use of the electronic medium of information access and delivery. The following definition encompasses the concepts above and leads to the goal of achieving a 'lifelong learner' i.e. someone who can educate themselves, (Kuhlhau, 1991; Doyle, 1992, 1994; Bruce, 1995; Eisenberg & Brown, 1992). It also extends previous definitions to encompass the gathering and use of primary data. Different contexts and situations as well as individual style will result in the choice of certain strategies. Generally, however, a student who is information literate and has information skills is expected to:

- recognize that accurate and complete information (textual, numeric or graphical) is the basis for intelligent decision making. In other words they have values which promote information use and can implement information processes. This would include the confidence to tackle relatively undefined problems through the knowledge that information could be found.
- determine exactly what problem or aspect of the problem they are trying to resolve. This would include skills such as brainstorming or concept mapping which would enable the individual to place the problem within a particular knowledge context.

- define and determine what information is required for the task in terms of type of material, media and comprehensiveness. This requires the individual to understand what may be expected in terms of the final 'product' whether it is a final year project report or an executive summary.
- formulate questions based on information needs that help to define what content is required. For example would case studies, past experiments, information on methods, regulatory information etc. be useful. What exactly do they need to know?
- identify potentially relevant and valuable primary, secondary and tertiary sources of information. This implies a knowledge of the 'world of information', including journals, books, people, organisations, electronic newsgroups etc. In terms of primary data this would also imply knowledge of appropriate research techniques.
- develop successful search strategies in both the paper based and electronic domain for identifying secondary information. This requires knowledge of relevant paper and electronic full text and surrogate indexes as well as the principles along which such systems are organized. In the area of primary data knowledge of qualitative and quantitative research techniques is required. It also implies the use of effective scanning techniques such as the use of contents pages, headings, conclusions, summaries etc.
- gather information and data through experiment or through secondary sources. This may involve the use of appropriate research methodologies such as sampling and the application of good experimental practice such as taking laboratory notes. It may involve the use of information technology such as the Internet and World Wide Web search engines or publicly available online catalogues. It would also involve effective adaptation of search strategies, browsing and recording of useful data.
- Organize and store information. This requires the use of information technology to develop databases, containing for example, bibliographic citations, quantitative or qualitative data. It would also include the basic skills of note taking and organization of data and information.
- interpret, analyse, synthesise, evaluate and also to critically challenge the validity of collected information. This would include recognition of the need to evaluate and corroborate before adopting information.
- develop insights, judgements, and predictions. This would involve extrapolation and the application of findings to different and possible future situations.
- use effective and appropriate tools and methods for the presentation and visualization of data and findings. This involves knowledge of effective presentation and communication style and format as well as an understanding of what is appropriate to the situation. It increasingly requires knowledge of presentation and data visualization software.
- develop strategies and techniques for the publishing of results and reports. This requires knowledge of the avenues for publishing in that domain and increasingly the ability to distribute information using electronic formats such as hypertext mark up language (HTML) or portable document format (PDF).
- adapt these cognitive and behavioural information 'strategies' to different situations and contexts.

Information Literacy and Skills in this context is therefore far more than what is generally termed 'library skills' which tends to focus on the location and access of information. It is also broader than the mechanistic skills associated with the concept 'IT literate'. It should be evident that the library can play a key role in helping to develop this knowledge and that the librarian, particularly the reference librarian, is generally well versed in the majority of these areas.

Information literacy and skills of tertiary students at Nanyang Technological University

Due to the increasing importance of the knowledge and skills outlined above as well as anecdotal evidence to suggest that students may be weak in a number of these areas a study of students at Nanyang Technological University took place.

To investigate the student's information literacy and skills a qualitative approach was taken and applied while students conducted their research. This was felt necessary to get an insight into the student's thinking and behaviour while the seeking and gathering of information took place. This contrasts with previous research that has tended to concentrate on faculty perceptions of student's information literacy and skill. It was also felt that this approach would give a richer understanding of the problem situation than the use of questionnaire or interview techniques. The study had two primary objectives concerning information literacy and skills. Firstly to understand the process students went through when undertaking a piece of independent study. Secondly to understand the difficulties these students experienced.

Students were given a choice of research questions to research. A combination of the following methods were used to study the students:

- Task analysis: Task analysis involves asking the respondent questions about what they have to do to complete a specific task and how they intend to do it. This method was used to capture the student's perception of the research process and how they intended to undertake the various tasks. This was expected to give an insight into their knowledge of the information environment and also an insight into what they thought they should do.
- Talk-through: Talk-through involves getting the respondent to verbalize their thoughts while undertaking a task. This helps to understand the cognitive process the student goes through and also the problems they may have such as a lack of understanding or confusion.
- Observation: Observation was used to capture data on what the respondents did, for example, which systems did the students use and what commands did they enter and also how did they find material in the library.

There were limitations associated with the research. For example in the laboratory where the students accessed the OPAC, networked CDROMs and the Internet there were some sources that the student could not access. In addition more use of the paper-based domain, for example the browsing of journals and reference material may have taken place if the search had started in the library rather than the laboratory. More collaboration between students may also have taken place if they had not been aware of being observed (Twidale et al. 1997).

Another factor that is significant in terms of the difficulty students experienced and the behaviour witnessed is that the students were tackling topics that they were unfamiliar with. This is very different from either working in a very well known domain or looking for a specific known item.

Lastly in this situation emphasis was placed on the use of secondary sources i.e. library and Web based material. There was no opportunity to conduct primary research. In the work environment a survey or experiment of some kind would have been expected.

Despite these constraints the study was able to elicit data on students information seeking behaviour and areas of student difficulty were identified.

Findings

The following highlights students' major areas of difficulty when conducting the project.

Defining the problem. Students found it difficult to place the problem (question) in the broader context. Little time was spent determining what branches of knowledge encompass or are related to the question. Instead students tended to make a very literal interpretation of the question and started looking for material that mentioned those words listed in the question. This led to great frustration when searching for information. This was because without having gone through the process of trying to understand the subject domain using for example brainstorming or concept mapping techniques students found it difficult to derive related concepts, synonyms etc. that would have helped to find relevant records.

This may be partly because students are more familiar with dealing with situations where the nature of the problem is carefully defined by the teacher or lecturer, and also where clear guidelines are given for the answer. This has generally been the case in both secondary and tertiary education in Singapore. This is however now changing (Information Literacy 1997a, 1997b, The extensive reading, 1997). It may also because of the 'academic' nature of the problem. In their personal or work life they may be more motivated to define the nature of the problem.

Defining where to go for information. Generally students were unaware of the range of sources of information that could be used to identify relevant information; they had a poor understanding of the 'information landscape'. For example many students were unaware of the role of the Online Public Access Catalogue, (OPAC), assuming incorrectly that articles as well as books could be found via the OPAC. The majority were unaware that indexes to articles could be found on CD ROMs that related to their discipline. They generally had little idea of the production of knowledge or the relative merits of different sources of information. For example it was not obvious to students that different value would be placed on a refereed journal article to that retrieved from a newsgroup.

Presumably this indicates that the students had had little contact with such tools before. Nor had they been expected to critically evaluate sources of information in the past.

Developing search strategies. Although aware of boolean logic students had difficulty creating search strategies. They did not appreciate how information is structured in systems nor did they appreciate that systems work in very different ways. Little use was made of help systems. Truncation, synonyms, the use of fields (other than author or title) were rarely used. Systematic approaches for constructing searches, narrowing or broadening searches were not evident. In fact students experienced a great deal of frustration when they searched for information. The success rate of the students in identifying relevant information was low.

Finding material in the library proved difficult. Students were unfamiliar with the organisation of the library environment and found it difficult to locate material.

Developing insights and extrapolating also proved very challenging for the students. This seemed to be partly due to a lack of confidence, the fear of 'getting it wrong' and also a lack of experience in using information to creatively derive their own ideas.

Students were however found to be capable in the areas of extracting information, note taking, synthesising the information and then developing impressive presentations. No opportunity was given to the students in this study to 'publish' their material.

Overall their self-directed learner skills seemed a little weak. These findings to a great extent are consistent with those reported by Leckie and Fullerton (1999) in the United States.

Attitudes, knowledge and skills in the area of information literacy therefore need to be enhanced and developed.

Incorporating information literacy and skills into the undergraduate curriculum

As a result of these findings initial steps were taken to see how information literacy and skills could be incorporated into the undergraduate curriculum. To aid implementation the following steps, including getting backing from the administration as well as 'prototyping' initial strategies, were taken.

Stage 1: A report was presented to the Dean of the School of Applied Science, highlighting problems and possible solutions, who in turn gained acceptance of these ideas amongst the other Deans. As a result lecturers were encouraged in the Schools to address this area. The Communication Skills staff in Civil and Structural Engineering (CSE) were the first to approach the Division of Information Studies to elicit help to incorporate these skills into their curriculum.

Stage 2: It was decided that the preparation of students for their In-house Practical Training (IHPT) project would provide a good opportunity to incorporate information literacy and skills. In IHPT students explore a given topic, conduct experiments, write a report and present findings. The decision to incorporate information literacy training in IHPT was based on the assumption that these attitudes, knowledge and skills cannot be taught in isolation. Students need to apply the skills while conducting coursework. The students need to be able to see how these skills can help them in the completion of specific tasks.

An initial lecture was given by the Division of Information Studies on Information Literacy and Skill and its importance in both the educational, work and domestic environment. This was followed by hands-on training of students to use the OPAC, CD ROMs as well as the Internet to search for material that would help them with their IHPT project. Staff from the Division of Information Studies in conjunction with Library staff developed and ran hands-on training sessions in tutorials. The students were able therefore to identify similar projects, develop their own ideas and place their project in the wider context. It was felt that students would be motivated to absorb this knowledge by providing the students with concrete evidence of how these skills could help them complete their assignments. The CSE lecturers stated that the reports and presentations that were eventually generated by the students did show increased evidence of having benefited from the training. This was demonstrated by their use of a wider range of sources than usually evident; by placing their topic in the wider Singaporean and international context; the inclusion of Web based materials such as graphics, and the use of bibliographic standards.

It should be emphasised that this provided students with an introduction only and their information literacy and skills were still relatively weak. Using IHPT, on its own, as a vehicle to convey these skills was therefore seen to be only partially successful.

Stage 3: On the basis of stages 1 and 2 a further proposal was put to the Dean of the School of Applied Science (SAS), which resulted in the Division of Information Studies taking on the task of incorporating Information and Literacy Skills into the SAS curriculum. It also led to a decision to develop a free elective course called 'Information Skills for Engineers'. The latter is expected to enable students who take this course to develop a higher order of information literacy and skills that relate to the materials, computer software and engineering students. It is hoped that both initiatives would lead to the instigation of similar initiatives in other Schools.

Stage 3 led to the incorporation of these skills in the first year Communcation Skills course (CE105/ME105, Effective Communication). During the undergraduates' first semester communication skills lecturers introduce students to a range of skills including report writing.

Part of this is to conduct a small piece of independent research and to produce a report. It was felt that this would provide a good opportunity to introduce students to information literacy and skills.

A survey of lecturers in the school was conducted to get their views on how information literacy could be incorporated in the undergraduate curriculum. Unfortunately there was little response to this survey. However subsequent meetings with the heads of Division did help to identify additional opportunities for incorporating information literacy and creative thinking into the curriculum. These meetings helped to ensure that the information literacy and skills programme related to the teaching and learning context of the School of Applied Science. As a result the following recommendations were made:

Year of Study	Course	Student Activity and Information Literacy and Skills instruction	Information Literacy and Skills outcome and evaluation
1st Year Semester 1 Semester 2	CE105 (Communication Skills)	Report writing and presentation (students are asked to choose a topic, research it and produce a presentation). Knowledge conveyed via one lecture followed by a hands-on tutorial exercise. Students searched for information that related to their presentation topics.	Basic Skills: a. Evidence of defining the problem and related areas of knowledge. b. Show awareness of relevant tools for finding information (such as the OPAC, Internet, CDROMs). c. Ability to formulate elementary search strategies (deriving relevant terms and concepts, constructing boolean searches, utilizing the most commonly used functionality of systems). d. Basic library skills of being able to locate relevant material. e. Ability to extract and incorporate information. f. Ability to present information (including evidence of using secondary sources through correct referencing).
End of Year 1. In-house Practical Training (IHPT)	As in CSE lecturers felt that IHPT provided an opportunity to expand and reinforce information literacy and skills. However it was noted	Sourcing information that would help students identify relevant methods, techniques and case studies relevant to their IHPT topic.	Marking would need to reward students who, a. place the topic in the related area of study (describe the area of study and those areas that are related to it as

	that in Materials Engineering, in particular, the primary benefit of IHPT was the practical 'hands on' nature of the exercise. As a result in this case less emphasis was placed on IHPT as a suitable point for IL & IS in ME.	Reinforce the previous teaching through brief lecture and practical 'hands-on' session where students look for information that relates to their topic. As indicated in the next column students would be expected to demonstrate more sophisticated search techniques and a greater awareness of the various sources of information.	well as giving examples of similar projects). b. show that they have been able to identify relevant terms, concepts that relate to the topic and can be used to search for material. c. identify relevant sources of information (books, journals, organisations with relevant library collections in Singapore etc.) and systems (CDROM indexes, WWW, OPAC etc.) d. construct efficient searches that demonstrate an understanding of the structure of search systems. e. effectively utilise information sources to identify useful methods, techniques, similar or comparative material. f. extract, synthesize and incorporate information and provide correct citations to the original sources.
2nd & 3rd Year	Courses involving experiments	Students would be expected to independently derive appropriate experimental methods to solve a problem and to identify and corroborate the results. In most experimental situations methods and outcome are predefined. This is due to a) the need to learn basic skills and b) lack of time in the	It is recognised that this could only take place with a few experiments that are more 'open-ended' (black box scenarios). Time does not permit this happening often. Again this would build on and reinforce skills identified above. Critical and creative thinking skills would also be encouraged. On certain courses this kind of activity would take place over a period of time and in groups. In these situations

		curriculum. Sourcing information to help identify relevant experimental techniques. To find information to enable students to predict the results of experiments and then compare their findings with the results of previous similar experiments.	collaborative skills would be encouraged, for example, the sharing and co-ordination of information between members of the group. Information management skills specific to experimental situations would also be monitored and reinforced, i.e. 'good' laboratory practice, such as the recording of data and findings in laboratory note books.
Final Year	Final Year Project	Sourcing of information about the project area, the topic, the methodology, and previous work. Increased emphasis is placed on the thoroughness of the exercise. Students are expected to extrapolate. This requires great emphasis since students are reluctant to infer or make subjective statements.	High Level Skills: At this point in their career the student should be able to demonstrate a range of information literacy and skills competency. There would therefore be high expectations from staff in terms of a. the students ability to define the problem, place it in the context by identifying related areas of knowledge, b. relate their work to work done previously; make comparisons; c. provide evidence of having searched the full range of possible information sources and services, repositories of information and knowledge that could be of use (including people and less formalised avenues); d. have synthesised this data and shown how it is related to their own study; e. conducted their experiments and documented this process effectively; f. used appropriate and effective methods of visualisation to present data and findings;

			g. developed insights and placed their conclusions in the broader context; h. provided full references to any material incorporated in their report (numeric, graphical or textual) according to a recognised notation.

Implications for staff and the tertiary institution.

These recommendations for incorporating information literacy and skills into the undergraduate computer/software and materials engineering curriculum raise a number of issues concerning staff and teaching in the tertiary institution.

Although individual Divisions can introduce such changes it would be more effective on a university wide basis. This is because the resources available in individual Divisions or Schools may not be adequate and they will need to draw on centralised expertise and resources, for example, the library and technology. Ideally such an initiative would be a coordinated University wide programme. The initiative would encompass the following.

a. Training lecturers to be competent in this area particularly in the use of relevant sources and technology. It is incorrect to assume that lecturers, through their own studies, are necessarily competent in all aspects of contemporary information literacy and skill. Subsequent to this research staff training courses run by the NTU Library staff in the use of the Internet proved to be popular.

b. Lecturers would need support to help them incorporate such approaches into their curriculum. Examples of what has been done elsewhere can be useful, (Mosley, 1998).

c. Lecturers need to perceive the importance of this initiative. This implies 'sponsorship' of such an initiative by the senior staff in the University. This is particularly the case in universities with a rigid hierarchial decision-making structure.

d. Resources need to be made available to implement such changes. These would include paper-based resources and increasingly electronic resources. For example, Internet and CDROM access from lecture theatres, laboratories and sufficient telecommunications infrastructure to support these activities. Appropriate licenses with electronic data providers need to be negotiated to enable distributed access. Independent learning would be encouraged by access to such resources from student hostels or their homes.

e. Library staff will be expected to play a significant role in this exercise, particularly in the identification of relevant sources. In addition they would probably be involved in the hands-on training of students. Alternatively their efforts could be concentrated on the training of lecturers and teaching assistants. In addition increased effort needs to go into the provision of computerized and paper based training materials as well as subject specific guides. These are labour intensive activities and additional budget would need to be found for staff and resources.

f. Library staff would have to undergo training. This would include 'training for trainers' courses as well as courses that upgrade their knowledge of subject specific information sources and access tools. To enable appropriate support to be offered librarians need to get a better understanding of the specific needs associated with different disciplines, (Leckie et al 1999). This can be achieved by talking to and collaborating with faculty staff and also by studying the information behaviour of both academics and students. It could also be argued that librarians need to broaden their perception of information management to include the management of data. This is becoming increasingly apparent in the digital library environment, (Atkinson, 1999) and implies that they would benefit from courses in research methodology and experimental practice as well as methods for presenting and visualising information.

g. Technological infrastructure would need to be implemented to enable access to information, collaborative work, the sharing and presentation of information.

h. Methods of assessment have to be defined to ensure that information literacy and skills are assessed and hence taken seriously by the students.

i. Lecturers may need to change their style of teaching particularly where there is a tendency for lecturers to provide all the resources required by the students rather than encouraging students to explore the knowledge base of the subject independently. In these situations students would need to be clear that the process is important as well as the outcome. Students would therefore expect less well defined assignments. At present students can be critical of staff who do not define the tasks precisely. Lecturers are therefore wary of introducing assignments that depend on independent learning since it may lead to negative appraisals of the staff when students provide formal feedback.

j. Emphasis on the use of lectures for the transmission of information would need to be reduced, allowing more scope for project based independent work. However this is not easily done due to the quantity of information that has to be conveyed at the undergraduate level.

k. Information skills need to be fostered and supported throughout the student's university career and not through 'one off' exercises. Traditional approaches to bibliographic instruction and the library 'tour' provide only a limited contribution to this process. There is therefore a need for a staged approach to imparting information literacy and skills. Early on in the student's career basic information skills are required such as use of the OPAC, CD ROMs and the Internet. Students' would need to gradually gain confidence in brainstorming ideas and generating topic definitions. Later on a sophisticated approach to information, its access and use would be expected, particularly by the time Final Year Projects were conducted. Early coursework needs to incorporate the use of the information resources. Initial orientation of students to the library and information services within the University could be achieved through the development of an information literacy and skills package available via the network in addition to traditional library orientation and searching courses. Information literacy and skills evaluation criteria would become more stringent during the student's university career.

l. University wide policies for the publication of student's work (as well pedagogical material) via paper based and electronic means would need to be developed as well as a technological infrastructure to support it. Students would then be exposed to the complete cycle of knowledge generation.

Conclusion

This research derived empirical data that showed students faced considerable challenges in the area of information literacy and skills. A pragmatic framework was proposed for the incorporation of information literacy and skills into the undergraduate curriculum at Nanyang Technological University in Singapore. The implications of these changes are defined and a general framework for change given. These changes need to take place, it is argued, to ensure that future students leave tertiary education with information literacy and skills appropriate to the information age.

It is however not the sole responsibility of the tertiary institutions to foster this area of knowledge and expertise. The tertiary institutions depend on the educational experience of students in primary and secondary schools. It is fundamental that these schools encourage the independent learner and incorporate essential information literacy and skills in the curriculum. Singapore has made progress in implementing these changes. These changes are however not easy and take time and resources. One major challenge is the amount of information teachers in schools and universities have to convey. This is perhaps one of the strongest arguments for incorporating information literacy and skills in the curriculum and not treating it as a separate subject. The other is that unless students learn this knowledge in context and are shown how it can help them achieve better results then they are unlikely to absorb these relatively abstract ideas.

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Trends in Philippine Library History

Vicente S. Hernández
Sangandaan Cultural Center, Makati City, Philippines

Abstract

This paper divides Philippine library history into three periods, establishing a relationship between historical events and library trends. During the Spanish period, modern library trends were introduced through the establishment of the Sociedad Económica in 1780, but did not influence Philippine library culture until the later part of the 19th century. In the 20th century, the United States introduced innovations in sciences and practice, but the foundation of Philippine librarianship was largely due to the enthusiasm of a few American librarians and Filipino scholars. After the devastation of World War II, the newly established Philippine Republic helped strengthen academic and cultural institutions in the country. Today's Philippine librarianship is nurtured in library schools and consolidated through association and cooperative effort.

Paper

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Introduction

Since the purpose of this paper is to speak about trends from a historical perspective, the analysis concentrates on Philippine library history during the 19th and 20th centuries, the historical period in which the modern library revolution has taken place. An introduction to early libraries in the Philippines is included, with the hope of filling up a much-needed gap which also exists in many other Southeast Asian countries. Like other continents, Asia has had a complex history of freedom and domination which has in turn shaped contemporary events. Thus, we cannot isolate facts from their relationship to national, regional, and international history.

Sources, facts, and trends point to a clear division of this paper's topic into historical periods linked to events defining Philippine history. Colonial domination was guided by principles which varied from century to century and from power to power. The Spanish crown wanted first and foremost the conversion of the natives to the Catholic religion and supported this endeavor through missionary efforts. Much later, the United States experimented with democratic ideas in the Philippines, in an effort to modernize the country. And the newly established Philippine Republic aspired to achieve what a free nation could, without the control of previous powers.

Although historical changes have been sudden and radical, a gradual transition brought over into the next period something of the library tradition of earlier years. The Spaniards used Philippine syllabaries and the native languages together with xylographic printing, introducing typographic printing and a strong influence of the Spanish and Euro-continental library tradition-born in the Middle Ages and built upon scholarly libraries and private collections. The new library trends of the 19th century were carried over by Filipino scholars and library collectors from the Spanish to the American colonial period. They introduced a public library system, modernized printing, and established the foundation of the library profession as a science. Today modern library trends in the Philippines follow universal patterns but still carry lights and shadows of previous centuries.

This analysis breaks up Philippine library history into three periods: (1) ancient, (2) colonial, and (3) modern in their nature.[1] Furthermore, Philippine modern library history may be divided into its (1) Spanish, (2) American, and (3) Republican periods.

Ancient Period or Before History (up to 1565)

The Philippines is a truly young nation. Ferdinand Magellan reached the island of Samar in 1521, leading to the formal occupation of the Philippines by the Spanish crown in 1572. Different accounts and testimonies speak about Philippine pre-Spanish culture. The first Western travel-ers reported different levels of knowledge of the art of writing among Southeast Asian inhabitants. There was a localized knowledge of reading and writing, but no trace of the existence of libraries.[2] Later on, early Filipino nationalists were to assume that pre-Spanish documents were destroyed by the colonizers as the latter did in Mexico, but their arguments are not based on historical facts.[3] Credible and coincidental accounts written by the first religious missionaries described a spectrum of native cultures separated by linguistic and geographical barriers.[4] The art of writing was confined to specific areas in the archipelago, skillfully practiced mostly by women, and used for correspondence and note-taking. Writing in the Philippine sylla-baries survived the first fifty years of domination as a means of religious instruction and in the wording of official documents,[5] gradually disappearing during the following centuries and turning alphabetical.

The Colonial Philippine Library Period (1565-1780)

Ferdinand Magellan sailed under the Spanish crown convinced of the existence of an alternative route to Asia. This new route was going to foster European-Asian trade, bypassing the control that the Portuguese exercised over Africa. But distance and expenses disheartened the intent of the Spanish Crown. Guided by a sense of mission, the King of Spain, Philip II, consented in the conquest and control of the archipelago for the spreading of the Catholic faith and the establishment of a closed trading port in Manila.

Thus, the conquistadores brought the sword, while the religious who accompanied them introduced the Catholic faith together with books to aid them in this new field of mission. Early ordinances given by the Spanish King clearly indicated that no secular literature was to sail into the new colonies.[6] The Spanish book market then was flooded with tales of chivalry, but as far as we know, the law was strictly implemented[7] and ships were thoroughly searched at the Manila harbor. Since, the King wanted no distraction from both conquerors and natives, only religious books found their way into the islands.

The first collections came with the Spanish missionaries. The earliest records speak of a private collection in 1583. It was owned by Bishop Domingo de Salazar and was probably the first of its kind in the islands. But as so often happened during the first centuries of domination, this collection was reportedly lost in a fire.[8] Other collections of an academic nature followed: those of the Augustinian Convent of San Pablo, the University of Santo Tomás, and the College of San Ignacio. To enrich their collections, the missionaries shipped books from Europe and engaged in book trading with Chinese merchants, most probably for the purpose of learning about the latter's culture and language. The introduction of printing was but a result of the zeal and sense of mission of these missionaries. Need and urgency made them use the xylographic method to produce the first printed book in the Philippines in 1593, the Doctrina Christiana.[9] Printing skills were borrowed largely from China, and the first printer was a Chinese convert named Juan de Vera.[10] Then in 1604, the first typographic press appeared,[11] which, unlike the ones of Macao, Goa, and Japan, was manufactured in the Philippines.[12] The libraries of the time collected, together with religious works, maps and manuscripts. This was specially the case in the Convent of San Agustín, whose collection was captured and brought to Europe by British forces[13] during their occupation of the islands from 1762 to 1764. Private collections must have existed too, but no record has been found of substantial amounts of books in the possession of private individuals.

Philippine library developments during the 17th and 18th centuries had a common feature: the urgently felt need for books. Books from Europe seemed to have poured constantly into the Philippines, as attested to by news from different parts of the Philippine islands. Where are all these books? They were rarely collected. A strong demand and a devastating deterioration seemed to have consumed them all. After centuries of hardships, fires, natural calamities, and wars, no trace seem to have been left of them.

An Idea for a Modest but Modern Philippine Library (1780-1898)

The roots of the modern Philippine library may be traced to the so-called Age of Enlightenment, which seized and dominated European thought during the 18th century. The Bourbon King of Spain, Charles III, had introduced a number of reforms which re-sulted in initiatives in every field-among them, the creation of Sociedades Económicas in Spain and the Colonies. The idea behind the Sociedad Económica was to create a forum for scientific and cultural ideas and to foster agriculture, industry, and craftsmanship by engaging in the distribution of books and the establishment of libraries.[14] A parallelism could be established between these philanthropic ideas and the Mechanics' Institutes in England, towards the end of the 18th century, or the Mercantile Libraries in the US which were to appear during this same period. The trend was Enlightenment through humanitarian and political goals and social progress.

In the Philippines, the Sociedad Económica was established in 1781 by Governor José de Basco y Vargas, and it engaged mostly in the free distribution of books.[15] Although the libraries of the Sociedad did not yield any record of holdings until 1877, its creation signaled the beginning of a new era in Philippine library history: popular and public reading.

The concept of public libraries had taken different shapes in the history of many nations, but the foundation of today's modern public library was inspired by the famous law of 1850 in England which established public libraries through public taxes. In Spain, the first regulations for the establishment of public provincial libraries were issued in 1812,[16] but it was too early a start for Spain and its colonies which still had to weather a century of war and anarchy. Nonetheless, the eventual social impact of this concept in Spain and in most of Europe came under different names and entailed different praxes. The concept of a public library was somehow mixed. In 1858, the Spanish government[17] defined as public libraries the national library, university libraries, provincial libraries, and all those which addressed public education in general. The mixing of public libraries gave rise to the idea of popular libraries, which reached the Philippines in 1871.[18] Prestigious teachers were to be rewarded with books for the establishment of popular libraries. The holdings of these libraries were to be informative and educational, and their management entrusted to teachers. Recommendations encouraged group reading and allowed the circulation of books. The funding for the library was to come from the local government and their collections from the central government.[19] The tenor of this attempt followed a tradition: popular libraries were attached to public instruction to maximize the use of personnel and facilities.

Although the Sociedad Económica[20] had performed the function of a public library during the later part of the 19th century, popular or public libraries did not leave any record in Philippine territory until 1887, when the Museo-Biblioteca de Filipinas was established. Most probably, the 12 public libraries[21] reported at the end of the Spanish period, which held 4,019 books, were in reality popular libraries established in educational religious institutions.

One of the more significant facts in 19th century Philippine library history was the royal order of August 12, 1887. This law established the Museo-Biblioteca de Filipinas in Manila under the Department of Civil Administration. It was a true public library which counted on public funding, had a Filipino scholar, Pedro Alejandro Paterno, as director, and a modest professional staff. The library had published a catalog and the first library bulletin in the history of Philippine libraries-the Boletín del Museo-Biblioteca de Filipinas. Everything in the Museo-Biblioteca was innovative: regulations, organization, and circulation. Vested with legal authority and directed by a Filipino, this institution was the humble beginning and the foundation stone of the Philippine National Library. Its history ended with the outbreak of war in 1898, and its holdings, around 1,500 titles, were integrated into the American Circulating Library in 1901.[22]

The introduction of the press, the increasing political and ideological tension in the archipelago, and modern trends in the arts and sciences had created a thirst for reading, reflected in the libraries of a number of recreational societies and private individuals. Societies like the Círculo Nacional Recreativo, the Manila Club, the Casino Español, and others had libraries for the exclusive use of their members. A culture of reading, created in the highest strata of Philippine society, motivated the collection of books in private libraries by Filipino scholars and heroes of the 1896 and 1898 Philippine War of the Independence. This passion for collecting books and the growing interest in library management carried over a library tradition to the 20th century: the scholarly library.[23]

Libraries in religious schools and the new secular academic institutions had also grown in importance, pushed by political and ideological forces, but lacking in means and handled by non-professional library staff. Religious instruction and basic general education had emanated from parishes and convents distributed all over the islands and contained modest collections of books to aid the parish priests in their tasks. Parishes had collections of 200 to 500 books, covering a wide range of subjects but following the selective criterion of the parish priest.[24] Literacy and religious instruction was common and extensive, often admired by travelers, but primary education was only imparted in Manila and a few regional capitals. The three seminaries of the Islands, the religious schools in Manila, and the new secular institutions, like the Escuela de Artes y Oficios, had libraries supporting their curriculum.

The University of Santo Tomás[25] had a collection of 12,000 titles, the largest in the archipelago. The library's holdings reached 20,000 by the beginning of the 20th century. The scholarly nature of libraries in most of the central houses of the religious orders expanded academic resources. All these orders had library collections, but the biggest were owned by the Franciscans (8,000 volumes), the Recollects (7,000), and the Dominicans in the Convent of Santo Domingo (5,000).

Historical facts of the 19th century indicate the influx of new ideas. Modern trends began to influence libraries and readers, but needed a cooperative effort, based on training, and a change of mentality. Librarianship all over the world was still in the designing stage, the internal mechanisms of which process we can better understand with the help of Philippine library history.

A Turnover in Philippine Modern Library (1898-1945)

The Spanish-American war of 1898 opened a new chapter in Philippine history. Commodore George E. Dewey destroyed the Spanish fleet at Cavite on May 1, 1998. Then on February 6, 1899, the US Senate voted in favor of the occupation of the Philippines. The Philippine War of Independence, which started in 1896 against the Spaniards, turned against the Americans and ceased in September of 1902.

Amid this turbulent environment, it is surprising to read the following notice in the August 1899 issue of The Library Journal: "A free library and reading-room has been opened in Manila, chiefly for the use of American soldiers and sailors. Many books and periodicals have been given and further contributions will be welcomed."[26] The newly opened library was the American Circulating Library, which after its integration into the collection of the Museo-Biblioteca and further additions from private collections and government offices became the Philippine National Library. Library trends prevailing abroad were now channeled through the new colonial power into the Philippine library culture.[27]

The economic growth that the US experienced after the American Civil War (1861-1865) established the foundation of what we know today as librarianship. In the last quarter of the 19th century and in the beginning of the 20th, a wide range of ideas took root in the American library culture, through the support of tycoons like Andrew Carnegie. Public libraries and circulating libraries multiplied. The American Library Association was founded. Charles Coffin Jewett introduced his cataloging rules, and Melvil Dewey his classification System. The Library Journal was published and the first courses on librarianship organized. Most of these ideas were to reach the Philippines through the sacrifice and effort of a handful of pioneers.

The American government was committed to the establishment of a public education system and a strong public service in the Philippines,[28] two areas in which library development made an impact. Libraries in government offices found financial support from the very beginning, but school libraries needed a determined and strong woman like Lois Stewart Osborn as a catalyzer. All other library developments were made possible through the initiative and effort of the American scholars and librarians who came to work for the US public service and the Filipino scholars who carried a tradition from the previous century.

Government officials sought innovation through a solid public service and prioritized the establishment in 1901 of what would later be called the Scientific Library. It was designed as a component of a central laboratory to serve various bureaus and departments of the Philippine Insular Government and given the appropriation of 46,290.66 dollars[29] for its establishment. It grew fast, was always short of shelving space, and in 1934 subscribed[30] to 2,519 journals and contained 149,360 bound and unbound volumes, rising to 357,000 before the outbreak of World War II.[31]

The American government's major thrust in the field of education sought to introduce democratic ideas through a modern and public educational system. The wholesale restructuring of society and its values was to be accomplished with a teaching force of around 3,700 teachers. Schools would number 4,531 in 1910, 5,944 in 1920, and 9,393 in 1948.[32]

School teachers started working under difficult conditions and with very limited resources. The few available books were of no use to the new teachers. Aware of this need, Lois Stewart

Osborn, an English teacher assigned to the provincial capital of Pampanga, started a personal campaign that culminated in the establishment of the first Philippine school library system.[33] By 1932, there were 4,947 libraries in the public schools with a total of 2,215,796 books in their shelves.[34] Still, standards were not the same in all the school libraries,[35] but 30 years of work had yielded an impressive record.

Perhaps the development of a public library system was not that rewarding. Public libraries had grown intimately linked to the National Library since 1916.[36] Reliable reports, in an effort to clarify confusing statistics,[37] stated that the National Library in 1934, with its 15 branches and 11 traveling libraries, had 188,474 bound volumes plus pamphlets and manuscripts. In 1941, there were 18 provincial and city libraries all over the Philippines.[38] How can we possibly compare this number with the 4,947 public school libraries of 1932? A rather meager budget for both the development of a National Library and a public library system had forced a policy of priorities. Although the Law of June 3, 1908, provided for the establishment of a Philippine Public Library, it was only intended for the development of a National Library as a repository of Philippine history and culture. In 1908, the law[39] appropriated the sum of 3,000 pesos for the acquisition of new library materials and another 3,000 pesos for securing suitable quarters. By 1934, the annual budget[40] had gone up to only 7,700 pesos. Necessarily, the National Library had to secure additional funding[41] from the Insular Government, which helped increase the collection to 733,000 volumes in 1941.[42] The National Library had built a collection, but the public library system could do very little with severely limited resources.

Nonetheless, a revolution in Philippine library culture had started. American pioneers introduced modern library standards, while Filipinos contributed with their collections, scholarly support, and leadership.[43] The scholarly approach to libraries was a tradition in Filipino bibliophiles and scholars like Josí Artigas y Cuerva, Teodoro Kalaw, Trinidad Pardo de Tavera, Epifanio de los Santos, and others. But the foundation of Philippine librarianship was forged by Lois Osborn, Mary Polk, and James Robertson in 1914, through the establishment of library courses in the University of the Philippines and the Philippine Normal School.[44] These courses were intended to supply new libraries with trained staff, but it was necessary to complete the formation of selected students in professional schools outside the country. Then, Lois Osborn and Mary Polk worked[45] to obtain fellowship grants from the US government. In 1919, four fellow scholars or pensionados (Gabriel Bernardo, Eulogio Rodríguez, Cirilo Pérez, and Jose Munda) left the islands to continue their studies in the University of Wisconsin. Others followed,[46] preparing the new graduates to assume leadership in the country.

The merging of modern trends and the rise of Filipino librarians consolidated through the initiative of Trinidad Pardo de Tavera, culminating in the establishment of the Philippine Library Association (PLA) in 1923. PLA was intended to be a forum and a regulatory body, but needed some time to gain recognition and experience. The organization of the first national convention for librarians and the first national book week in 1934 set two milestones, but better communication between the private and public sectors was wanting. PLA gave priority to the need for professional librarians, funds, and library services in libraries under government control[47] and was then unable to reach a poorly represented private sector.[48]

The universe of the private sector comprised an expanding number of schools and universities, a few business libraries, private collections, and libraries in the houses of religious institutions. In 1941, there were 19 private colleges and universities.[49] Their libraries had grown from small collections, managed by working students and faculty, to comprehensive holdings, maintained by trained librarians and organized according to the new trends. With a few exceptions, however, this transformation was slow. The exceptions were the University of Santo Tomás-which started offering library courses[50] in 1932; the Ateneo de Manila-praised[51] as one of the best organized libraries in the Philippines; the College of San Beda[52] and a few others. Again, the problem was basic: the need for professional staff and training courses. Private school were in similar straits.

As far as we know, the libraries of the religious institutions were mostly scholarly collections, which together with their archives maintained a more traditional library organization. Private collectors, following similar patterns, emphasized rarity and curiosity. Both were managed by non professional staff.

At the conclusion of this chapter, the historical analysis shows a refreshing change of pace: librarianship is fostered by library pioneers, nurtured in library schools, and consolidated through association.

Modern Libraries for the Philippine Republic (from 1946 to Today)

Gregorio Zaide, a qualified eyewitness of World War II in his capacity as a historian, testified: "The outbreak of World War II in the Philippines in December 1941 tolled the death-knell of almost all the rich depositories of Filipiniana materials in the country. At war's end, the Philippines became a desolate country of ruins, the ex-tent of the devastation being equaled only by the extensively-bombed city of Warsaw in Poland."[53]

The National Library saved only 36,600 volumes out of 733,000. The Scientific Library was totally destroyed. The same fate befell the collection of the University of the Philippines, which out of 147,000 volumes recovered only 3,000, returned by borrowers after the liberation. Other government libraries, school libraries, and scholarly collections in religious houses, and in most of the private universities were also destroyed or looted.[54] (The University of Santo Tomás was one of the few that had the great fortune of weathering the armed conflict and saving its collection.) The almost total destruction of these libraries during World War II severely depleted the country's scholarly resources and turned the second half of the century into a harrowing journey towards modernization.

The Republic of the Philippines was solemnly inaugurated in the morning of July 4, 1946. But, the newly constituted nation had to struggle for years to recover part of her historical heritage and to build up the new library institutions of today. During this half-century, libraries in the Philippines had undergone re-establishment, organization, and modernization, three stages that provide a fitting division of our analysis into historical periods.

Postwar rehabilitation posed grave problems, and libraries were among the last in the scale of priorities. Without the benefit of a clear library rehabilitation plan, the first initiatives collected books through the United States Information Service (USIS).[55] The books distributed among the public libraries did not suit the needs of readers,[56] but the University of the Philippines obtained three large shipments of important publications[57] through the University of Michigan and the University of Southern California at Los Angeles.

Within the Philippine Council for US Aid (PHILCUSA), a different initiative shaped up in 1951.[58] Statistical experts found a disorganized library, which held back the progress of rehabilitation projects. To solve the problem, the conference of 1952 proposed a plan for the improvement of library services outlined in a five-stage draft: (1) regular meetings; (2) cooperative organization and cataloguing; (3) the compilation of a union catalog and a union list; (4) the publication of a monthly listing of combined acquisitions; and (5) cooperation with other government agencies. The implementation of this plan was assigned to a new department, the Interdepartmental Reference Service (IDRS), which spearheaded the establishment of the Association of Special Libraries of the Philippines (ASLP) in 1954. ASLP was represented by government and private libraries and established a linkage between the private and public sectors.

The implementation of rehabilitation programs relied heavily on training and cooperation. From 1950 to 1970, the Philippines developed library training programs and courses, completed with master's degree studies abroad, and constituted associations, cooperatives, and regulatory bodies. Schools offering library courses were usually absorbed by the academic departments of Liberal Arts and Education. As the number of universities offering library sciences courses grew, little by little professional librarians replaced non professional staff in postwar Philippine libraries. In 1961, through the creation of the Institute of Library Science in the University of the Philippines,[59] the foremost leading and innovative educational institution in the country, the first master's-degree program was offered in the Philippines. Soon after, other library schools followed.

It is not surprising to see how the growing body of library professionals has influenced librarianship in the country, establishing or reinforcing the Philippine Library Association (PLA), the Association of Special Libraries of the Philippines (ASLP), the Philippine Association of School Libraries (PASL), the Philippine Association of Colleges and Universities (PACU), the Philippine Accrediting Association of School, Colleges and Universities (PAASCU), and others.[60] Many of them became accrediting bodies, starting a campaign for standards, which were very much needed in a country that had suffered from natural calamities, a weak infrastructure, and the devastating effects of World War II. This on-going campaign has already yielded many fruits but still needs continued support. The latest fruit is Republic Act No. 6966, which regulates the practice of librarianship through a board examination, thereby raising the profession to public recognition and scrutiny.

Library growth and development in the Philippines has shown the profession's determined will and passion. The National Library has grown to over a million volumes from a salvaged collection of 36,600 titles, rebuilding much of the Philippine historical heritage by purchasing private collections. There are now 545 public libraries, still few for a country like the Philippines, comprising a collection of over 700,000 volumes. The University of the Philippines System boasts of 900,000 titles in its holdings. The University of Santo Tomás has 400,000 volumes in the library of its España campus. Other university libraries have an average collection of 150,000 volumes, and colleges 50,000. Public and private special libraries have multiplied by the hundreds, showing good control over their resources and offering extensive and sophisticated services to their patrons. Over 200 libraries contain rare Filipiniana materials, enhanced by private collectors who have built impressive scholarly collections. Then there are thousands of private and public school libraries which, with varied holdings and standards, need close supervision by accrediting boards to ensure curriculum support.

New forms of regional and international cooperation have resulted in the involvement of libraries of government agencies in regional and international projects. Through research and information sharing, these agencies collaborate with the Association of Southeast Asian Nations (ASEAN), the Agricultural Bank for Asia (AIBA), Food and Agriculture Organization of the United Nations (FAO), United Nations Educational, Scientific, and Cultural Organization (UNESCO), and others in the process of project planning and implementation. This new phenomenon is growing fast and has inspired collaborative initiatives within the country.

Technological progress has introduced a new library trend in the Philippines: the automation of library services. Library automation is not really new (it has been available since the 1970s), but only a few libraries could afford expensive computer systems and hardware. The economic growth of the Philippines during this decade and the commercialization of computer software have prepared the ground. Special libraries were the first ones to prioritize automation in their budgets, and academic institutions have since followed. The country is still far from offering highly technical services as a whole, but the phenomenon of library automation is spreading fast and the demand for library automation systems increasing.

At the turn of the millennium, the collections and services of Philippine libraries reflect both the national identity and the country's level of technical development. Much still needs to be done. The immediate need in the Philippine Republic, as a young nation of only half a century of existence, is a supportive plan of modernization in non-urban areas, comprising training, funding, and cooperation. History speaks for itself. The enthusiasm of a few can change a country when their efforts are channeled into training, cooperation, and association. And a strong will is necessary when circumstances are most trying.

Notes:

1. The modern period starts with the introduction of contemporary library trends into the Philippines. The distinction between the colonial and modern periods does not follow the classical division of Philippine history into periods of colonization (Spanish, American) and independence (republican).
2. From the narration of Antonio Pigafetta-an Italian passenger who reported on the expedition of Ferdinand Magellan in the French edition of Le voyage et navigation faict par les espaignols (Paris: 1525); translation by Paula Spurlin Paige from the edition in the William L. Clements Library, The Voyage of Magellan the Journal of Antonio Pigafetta (New Jersey: Prentice-Hall, 1969). Magellan's ships sailed from Samar to Palawan, passing through Sumatra and Brunei. The first account describes the surprise of the inhabitants of Sumatra when they saw Antonio writing (Pigafetta, 21; Paige, 40). Some time later, and after landing on Palawan, Magellan's men reached the city of Brunei. They were invited to visit the city and the King who maintained ten scribes to write down all his doings (Pigafetta, 49; Paige, 95). These testimonies show that writing was not widely spread in Southeast Asia. Writing seems to have been a novelty in Sumatra, but at the same time was already an established practice among the scribes of the king of Brunei.
3. For a general discussion, see José García Espallargas, "The Philippine Script at the Arrival of the Spaniards," Philippiniana Sacra 10, 28 (1975): 73-94.
4. For a consultation of the sources, see Pedro Chirino, Relacion de las Islas Filipinas i de lo que en ellas an trabajado los padres dæ la Compañia de Iesus (Rome: Esteban Paulino, 1604); Antonio de Morga, Sucesos de las Islas Filipinas, ed. José Rizal (Mexico, 1609; Paris: Librería de Garnier Hermanos, 1890); Francisco Colin, Labor evangelica, ministerios apostolicos de los obreros de la Compañia de Iesus, fundacion, y progressos de su Provincia en las Islas Filipinas (Madrid: Joseph Fernández de Buendia, 1663) and Colin-Pastells, Labor evangélica de los obreros de la Compañia de Jesus en las Islas Filipinas, ed. Pablo Pastells (Barcelona: Imprenta y Litografía de Henrich y Compañía, 1904); Francisco de San Antonio, Chronicas de la apostolica Provincia de S. Gregorio de religiosos descalzos de N.S.P. S. Francisco en las Islas Philipinas, China, Japon, & c. (Sampaloc, Convent of our Lady of Loreto: Franciscan Printing Press, by Fr. Juan de Sotillo, 1738). See also Emma Helen and James Alexander Robertson (BR), The Philippine Islands 1493-1898, 55 vols. (Cleveland, Ohio: The Arthur H. Clark Company, 1903-1909; reprint, Mandaluyong: Cacho Hermanos, 1973), 1:44 n. 46 and 47, 12:241-42 and 263, 16:116 and 117 n. 135, 29:277 and 289, 40:5 and 69.
5. Alberto Santamaría, "El 'Baybayin' en el archivo de Santo Tomás," De Unitas 16 (1938): 5-7; MS in the archives of the University of Santo Tomás (UST) in Manila.
6. "Know ye that much harm results from taking to the Indies books in the vernacular of profane and imaginative character such as those of Amadis and others of this type of lying histories, because the Indians able to read turn to them, forsaking works of sound and proper doctrine; from these false tales they learn evil practices and vices. Moreover, since they do not know that those frivolous books were written about what did not happen, it is possible that the authenticity and authority of our Holy Scriptures and the writings of learned saints may suffer because, since they [the Indians] are not firmly grounded in the faith, they may regard all books of equal truth and authority. To do away with these and other objections I command you not to permit or allow any book of this sort to go to our Indies. You will take all necessary pre-cautions so that, neither as contraband nor in any other way, shall these books be taken, since this is for the service of God our Lord" (Recopilacion de leyes de los reynos de las Indias. Mandada imprimir y publicar por la Magestad Catolica del Rey Don Carlos I [Madrid: Antonio Balbas, 1756], 1:123-24).
7. A search for secular literature from the 16th and 17th century in the oldest collections in

Metro Manila did not yield a single title. The only existing record of 16th century fiction and secular literature in the Philippines was discovered by Irving Leonard among some Inquisition papers in Mexico. For an extended discussion, see Irving A. Leonard, Books of the Brave (Cambridge, Massachusetts: Harvard University Press, 1949), 228.

8. Letter from Bishop Salazar to Philip II on June 18, 1583, containing a reference to the destruction of "a very good library" in the fire which destroyed his living quarters (Pedro Torres y Lanzas, Catálogo de los documentos relativos a las Islas Filipinas. Precedido de una historia general de Filipinas por Pablo Pastells, S.J. [Barcelona, 1925], 2:189; quoted in Leonard, Books of the Brave, 239-40).
9. The earliest books printed in the Philippines using the xylographic method are the Hsin-k'o seng-shih Kao-mu Hsien chuam Wu-chi t'ien-chu cheng-chiao chen chuan shih-lu, or Shih-lu, dated March, 1593, found in the Biblioteca Nacional of Spain, and the Library of Congress' copy of a Doctrina Christiana in Tagalog printed in 1593. It is not know which one of them was the first work printed in Philippine territory. For an extended discussion, see Van der Loon, "The Manila Incunabula and Early Hokkien Studies," Asia Major: A British Journal of Far Eastern Studies 12 (1966): 1-43.
10. The unknown printer of the Doctrina Christiana in Spanish and Tagalog or the Shih-lu in classical Chinese. Opinion held by the author of this article in History of Books and Libraries in the Philippines, 1521-1900 (Manila: The National Commission for Culture and the Arts, 1996), 36-37, based on the historical account of Diego Aduarte, Historia de la Provincia del Sancto Rosario de la Orden de Predicadores en Philippinas, Iapon, y China (Manila: College of Santo Tomás, by Luis Beltrán, 1640).
11. The first book printed using the typo-graphic method in the Philippines was the Libro de las quatro postrimerias del hombre en lengua Tagala, y letra Expañola written by Fr. Francisco Blancas de San José in 1604 or 1605. For an extended discussion, see José López del Castillo y Kabangis, "El impreso tipográfico príncipe filipino," Oficina de Bibliotecas Públicas: Manuales de Información 8 (1956): 1-69. See also Gabriel Adriano Bernardo, Philippine Retrospective National Bibliography: 1523-1699 (Manila: The National Library of the Philippines, 1974).
12. This thesis was proposed by Wenceslao Emilio Retana y Gamboa in his work, Orígenes de la imprenta en Filipinas (Madrid: Librería General de Victoriano Suárez, 1911), and it has not yet been refuted.
13. Records of Fort St. George, collected in the Manilha Consultations, 1762-1764 (Madras: 1940-1946); Charles R. Boxer, "A Collection of Documents Looted at Manila in 1762-64," Philippine Historical Review 3 (1970): 120-26.
14. José Luis Comellas, Historia de España moderna y contemporanea (1474-1975) (Madrid: Ediciones Rialp, 1985), 355, 360.
15. See BR, The Philippine Islands, 52:307-24; "Real Sociedad de Amigos del País," bundle, G1-R20B, the Philippine National Archives (PNA); María Luisa Rodríguez Baena, La Sociedad Económica de Amigos del País de Manila en el siglo XVIII (Sevilla: Escuela de Estudios Hispano-Americanos de Sevilla, 1966).
16. Hipólito Escolar, Historia de las bibliotecas (Madrid: Fundación Germán Sánchez Ruipérez, 1990), 433-43.
17. Royal decree of July 17, 1858 (ibid., 441).
18. In 1869, the Spanish minister Jose Echegaray established and promoted popular libraries (ibid., 443-447), which were created in the Philippines by the Royal order of 1871 and the Decree of 1873 (Daniel Grífol y Aliaga, La instrucción primaria en Filipinas [Manila: Tipo-Litografía de Chofré y Comp, 1894], 229).
19. Ibid., 242 and chap. 5.
20. "There is no public library established in Manila." The Sociedad Económica was performing the function of a public library (Ramón González Fernández, Anuario filipino para 1877 [Manila: Establecimiento Tipográfico de Plana y C., 1877], 131, 275).
21. Census Office of the Philippine Islands, Census of the Philippine Islands (Manila: Bureau of Printing, 1921), 7-9.
22. See History of Books and Libraries, by the author of this article, 68-74.
23. Ibid.
24. The author of this article, "Books and Libraries in Ilocos during the Spanish Colonial

Period," The Ilocos Review (1998), 52-77.
25. The University of Santo Tomás was the only official university in the Philippines. It had colleges of theology, civil and canon law, medicine, pharmacy, physico-mathematical sciences, philosophy and letters.
26. The Library Journal 24, 8 (August 1899): 498.
27. General sources of data and opinions are collected from three important works: Proceedings of the First National Book Week and the 1934 Librarian's Convention (referred to as Proceedings in the subsequent notes), The Philippine Library Association, vol. 1 (Manila: [The Philippine Library Association], 1935); Gabriel Bernardo, "Libraries in the Philippines," Philippine Library Journal 1 (June, July, and August 1952); and Concordia Sánchez, "Libraries in the Philippines," Encyclopedia of Library and Information Science, Supplement 1, vol. 36 (New York: Marcel Dekker, 1983). The authors of these works are qualified eyewitnesses who took an active part in the development of Philippine librarianship.
28. For an extended discussion, see Lewis E. Gleeck, American Institutions in the Philippines (1898-1941), Historical Conservation Society, vol. 28 (Manila: R.P. García Publishing Co., 1976).
29. See Mary Polk, "Editorial," Philippine Journal of Science V, A, 1 (January 1910): 45-53, the librarian of the Scientific Library from 1901 to 1924.
30. Cirilo B. Pérez, "The Scientific Library Division, Its History, Organization and Functions," Proceedings, 81.
31. Gabriel Bernardo, Philippine Library Journal (June 1952): 15.
32. Gleeck, American Institution, 34.
33. For a narrative account, see Lois Stewart Osborn, "An Adventure in Dreams," The Library Mirror 1-1 (May 1929): 12-14; 1-2 (July 1929): 31-33.
34. John W. Osborn, "Books and Bookselling in the Philippines," Proceedings, 56.
35. For an elaboration on this opinion, see J. Scott McCormick, "School Libraries in the Philippines," Proceedings, 59-66.
36. Act No. 2572 of 1916, as incorporated in the Administrative Code of 1917, is considered the organic law of public libraries in the Philippines (Eustaquio G. Aquino, "Library Legislation in the Philippines," Proceedings, 68).
37. Statistical reports in 1918 said that there were 360 public libraries with 576,142 volumes (Census Office, Census of the Philippine Islands Taken under the Direction of the Philippine Legislature in the Year 1918 [Manila: Bureau of Printing, 1921], vol. 4, pt. 3, 8). But John Osborn questioned it, pointing out that only 15 public libraries existed in 1934. He explained that perhaps the 360 public libraries included private and religious schools libraries of a semi-public nature (Proceedings, 55-6). See also Sánchez, Encyclopedia of Library and Information Science, 413.
38. Sánchez, Encyclopedia of Library and Information Science, 422.
39. Aquino, Proceedings, 67-73.
40. Lois Stewart Osborn, "Children's Libraries," Proceedings, 40
41. In 1934, the expenses incurred in the development of the collection reached 343,800 pesos (Aquino, Proceedings, 73).
42. Bernardo, Philippine Library Journal (June), 15.
43. For a biographical sketch of library pioneers and scholars, see E. Arsenio Manuel, Dictionary of Philippine Biography, 3 vols. (Quezon City: Filipiniana Publications: 1955, 1970).
44. Sánchez, Encyclopedia of Library and Information Science, 408, 409.
45. Osborn, The Library Mirror, 33.
46. Isidoro Saniel, Isaac Lucero, and Ismael Mallari.
47. See also, Gabriel Bernardo, "Library Problems at Hand," Proceedings, 103-6; Melchor Villanueva, "Our Public School Libraries," Proceedings, 127-32.
48. See also, Librada del Castillo, "Libraries of Private Educational Institutions," Proceeding, 124-5.
49. Sánchez, Encyclopedia of Library and Information Science, 430.
50. Candida Agcaoili, "Fifty Years of Library Education in the University of Santo Tomás," in 50th Anniversary, Library Education in UST, Souvenir Program (Manila: UST

Library Science Alumni Association, 1982).
51. Monroe Educational Survey of the United States Government in 1924; quoted in James Donelan, The Guidon, 2 February 1966, 7.
52. Manuel Artigas y Cuerva, Reseña historica de la Real y Pontífical Universidad de Sto. Tomás de Manila dedicada al tercer centenario de esta insigne institución (Manila: [UST], 1914) 110.
53. Zaide, Documentary Sources, 1, v-vi.
54. Bernardo, Philippine Library Journal (June), 15.
55. The United States Information Service (USIS) became the Thomas Jefferson Cultural Center in 1962 (Sánchez, Encyclopedia of Library and Information Science, 464-5).
56. Ibid., 422.
57. Encyclopedia Americana, 1947 ed., 17:326; quoted in Bernardo, Philippine Library Journal (July-August), 13.
58. Sánchez, Encyclopedia of Library and Information Science, 449-53.
59. Rosa M. Vallejo, "Philippine Librarianship: a Historical Perspective" (paper, Inaugural Lecture, Eulogio B. Rodriguez Memorial Lecture Series, Manila, the National Library, 3 April 1981).
60. See Sánchez, Encyclopedia of Library and Information Science.

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Social Science Information & Documentation Is the Time ripe for a State of the Art?

Hans-Christoph Hobohm
University of Applied Sciences
Potsdam, Germany

Paper

When I was working on a chapter for the UNESCO World Social Science Report (Hobohm 1999) on the topic "Social Science Information and Documentation" being a conscientious information professional I did extensive searches on the topic of social science information needs and behaviour in most relevant information systems. The more I progressed the more I could not believe the results thinking that I did some mistakes in the information retrieval. The databases like LISA, ISA or even Social Science Citation Index did not give any recent references to my subject. Finally I contacted the persons of whom I knew they had worked in the area: Maurice Line, Michael Brittain and Arnaud Marks. They confirmed my research skills which was reassuring on the one hand but on the other I started to worry about the situation of the social science information field. Since the investigations known as the "Bath studies" undertaken by Maurice Line and others, there has been very little new research or even replication of the former studies in the field (Maurice Line and Patricia Layzell Ward will report on that in the current session) [1]. Therefore, in a possible State of the Art one could state that there are no new findings since 1970 and would turn to other business. But what really matters is not the mere lack of subsequent studies but the poor practical consequences drawn from the Bath studies. As Maurice Line will ask himself in the next paper: "what was done about it? (...) Nothing, except that the studies were widely cited for a long time. (...) The citations were made by academics; but (...) the research was intended as a basis for action, especially by producers of secondary tools." (Line 1999)

The Bath studies

In fact the main studies on social science information behaviour in the 70s revealed that social scientists do not use formal information tools like bibliographies or reference databases, but rather rely on personal recommendations, browsing in journals, and citations found in other publications (often referred to as citation chaining) (Line 1971, 1980). They rely on monograph as well as on periodical literature, but their own citations refer to a large extent to primary data. Social scientists often use literature outside their own discipline (exceptions: psychology and economics) with the consequence that one may not always find relevant resources in just one database or information system. The data used by the social sciences does not always come from social science research, but is mainly taken from other contexts not indexed in social sciences information systems. Unlike the other broad scientific areas, social science information is not only used by researchers, but also by practitioners.

Generally, less than 10% of both scientists and social scientists make regular use of formal information resources such as databases in even a mediated way, although in the beginnings of the online information era it was observed that social scientists were more frequent database users than natural scientists (Stoan 1991; Hurych 1986). In contrast, humanities are generally reported in the few empirical studies to be heavy library users, but they use formal secondary services even less because they prefer browsing in open stacks arranged by subject classification (Stoan 1991, 244-6). Since some of the social sciences are fairly close to the humanities (e.g. history or political science), this is also an important element for them. Even scholars who have been trained in information retrieval techniques, or who are given more convenient access to the databases, continue to show the same information-seeking behaviour (Stoan 1991, 254).

The Bath studies made clear that social scientists do not work as systematically as the information producers suppose. Bibliographers and reference librarians seem to overestimate their impact or even their possible support for social science research. They are too far away from the invisible college of informal contacts and non-systematic flow of information. Social science librarians - more than librarians working for other disciplines should be aware that for their clients they are only one information resource among others.

The world "after Bath"

When Stephen Roberts stated clearly 1980 in the Encyclopedia of Library and Information Science: "...that the present resources data base is not designed with the real interests of the social sciences or social scientists in mind" (Roberts 1980, 73), one might still re-subscribe to this assertion about twenty years later. Most databases and information systems - even the newer ones based on internet technology - do not really have the user in mind but only the amount of data to be treated. And he also writes:

> The involvement of social scientists in their own information activities has been an implicit one (albeit at a low level); if every thing it shows a substantial contrast to the scientific, technological, and medical fields, where researcher and practitioner involvement in information activities has been far greater and more profitable. (Roberts 1980, 92)

Another general review article about ten years later still points out:

> The academic social sciences are not at the leading edge of information dissemination technology for reasons such as: costs; interdisciplinary structure; imprecise terminology and fuzzy-edged concepts of the subject areas; and the possibly poor prospects for return on investment. (Preschel/Woods 1989, 282)

The information world has changed dramatically "after Bath". The seventieth and eighties mainly saw the development and spread of big databases. Online information systems were at first considered as big magic boxes where you can get all relevant information just by pressing the button. This has turned out to be an illusion. Several studies revealed the limited effectiveness of online retrieval systems, and most of the studies on computer retrieval performance have been undertaken in natural sciences where conceptual and terminological problems are far less than in social sciences.

So one can say that social sciences have a twofold problem with information systems: the rigid methods of the computer with regard to storing and retrieving information, and the fuzzy object and informal scientific behaviour of the scholars. Information retrieval is inherently uncertain and incomplete because on the input side you never really know for which circumstances a document indexed will find a future use, and on the output side - the moment of information retrieval - you do not know which context has produced documents you will find. And necessarily it has been different in most of the aspects, not only in terms of the date of creation. And finally there is the indexing process itself which is problematic regardless if it has been done by a human in intellectual indexing or by a machine in automatic indexing. This holds particularly true for the more hermeneutic or narrative disciplines: it seems obvious that indexing will not reproduce an exact counterpart of the original document.

Scholars generally build up their own information collection, with a great variety of material from conference papers to photocopied articles, pre-prints, research reports, books and general reference materials. Several studies on information behaviour indicate that the information-seeking process always starts from the personal collection. Especially for the social sciences and humanities scholar it is considered the most important source of information. The reason for this is the convenience of use and the high degree of specialisation sometimes reached by social scientists. They consider their institutional libraries only as last resort for more expensive or seldom used material.

This, in fact, coincides with a definition of traditional library services as available to a potential user 'just in case' of need. More modern library concepts follow the new management trend of delivering their service 'just in time', no longer relying on not foreseeable potential use, but rather on actual needs. Of course, this paradigm change (as it is felt in the library world) has become possible mainly through the existence of information and communication technology and elaborate co-operation models for resource sharing and delivering by libraries. The most timely information resource for the scholar will remain his own collection. But with increased accessibility of resources on the Web, one may speculate that the library will lose importance and that even personal collections will change when Internet services become more reliable.

New conceptions in information science and practice

Already the above mentioned aspect would propose a new look at social science information needs and behaviour. But there are still three other areas which heavily suggest a re-investigation. The Bath studies were based to a large extent on bibliometric and scientometric methodology. Bibliometrics had to face severe criticism from time to time. Often it was considered to be too positivistic a method, exaggerating only one aspect of the scientific communication process and being founded on a far too small empirical basis. In fact, this criticism does not apply to the Bath studies as they used a very sophisticated methodology seldom encountered afterwards. Mostly recent bibliometric studies rely on the big databases and among them on the Citation Indexes from ISI. With the amount of data increasing in the databases some new ideas have been developed in bibliometrics for social sciences. The concept of cognitive mapping, for example, has been put forth for social science applications by French researchers mainly in order to find new navigation tools for database retrieval (Meter/Turner 1994). One may speculate that since the 70ies bibliometric methodology as well as its empirical basis have advanced to such an extent that a repetition of at least some aspects of the Bath studies might generate new insights into the information and publication behaviour of social scientists in the 90ies. But this is not the only methodological element that might have changed since then.

Systems design and information science in general have discussed several new concepts which try to overcome some of the problems with the first very rigid database and information retrieval systems which perhaps are the reasons why scientists do not use formal information systems. In contrast to the database producers information scientists have perhaps learned from studies such as INFROSS that the information seeking process is not always as simple as thought before. Discovering the importance of informal information channels information science reconsidered the concept of the user and proposed to enlarge the perspective of "information behaviour" to its context in the real world. They discovered the user as a living and working person indeed. Whereas early information science mainly followed the structuralist approach of a simple sender-receiver model in the communication and information transmission process newer studies more and more integrate the world of the user in their reflections (cf. Vakkari et al. 1997). This has been interpreted as a radical change if not a completely new paradigm under which it might also be interesting to reconsider social science information behaviour.

With the advent of the new information technologies it often has been stated that the information infrastructure as well as the information production has undergone radical change too. In several aspects scholars have taken over some roles formerly held by the information professionals. Cataloguing, for example, is supposed to be done by the authors themselves when they are producing the "metadata" for their electronic publications. Mainly in Science disciplines some scholarly societies or associations have created their own repositories of electronic documents which may replace traditional libraries. When we are considering the forces of internet technology mainly as one of a "communication machine" we see that they meet most of the informal information needs and procedures which are even more important for humanities and social science scholars. They allow to give access to the above mentioned private scholarly collections which are now more and more digitised and consequently placed on of each social scientist's web-site. It is obvious that not only the information behaviour has changed since the 70ies but also the research methodology and its instruments.

World-wide socio-economic implications

Both Myoung Wilson's and Ma Wengfeng's & Wang Liqing's papers yet address another argument for a re-evaluation of Social Science Information & Documentation but on another scale. Both papers pinpoint indirectly the reason for a certain loss of interest in these sort of studies in some countries and they raise arguments for them at the same time. In the light of their arguments it would be worth carrying out an in-depth study to reveal the amount of economic loss resulting from sub-optimal information infrastructures in the social sciences especially for and in developing countries. Very much like Myoung Wilson also Kishida and Matsui (1997) observed a net correlation between the social sciences production and the wealth of a nation (in terms of the GDP) but they also state a general concentration of the titles mentioned in the IBSS in very few countries. This has been described in depth by Michael Brittain who called one of the characteristics of the social sciences their parochialism. Sometimes it is even national policy not to allow users from outside the country to access the information resources because they are considered national property and one fears to give away valuable advantages over other nations. In view of the developing gulf between the information rich and the information poor nations some countries decide to close down their information highways. This, of course, increases the problem of the social sciences which are even more confined to provincialism although international co-operation would nowadays be more necessary than ever.

The problem is even bigger when the indigenous information resources in the developing countries are not well known and most of the information seeking behaviour is aimed at foreign secondary services for the social sciences (Tyagi 1994). What is felt as a distorted information flow on a world-wide scale is perceived as an even more serious drawback in the area of applied social sciences for practitioners working in developing countries. When national social science documentation centres in the non-western world have problems to access essential information how could one think that social workers based in the villages or in the socially deprived city areas of the developing countries might have access to information relevant to them. When one talks about social and cultural differences between the areas in the world this aspect of the big informational differences is one of the most critical problems in the social sciences world-wide: important knowledge may be present in some information sources over the world but the mainstream information flow is western, non-applied and too expensive anyway. In general, one can state that networking, co-operation and international collaboration have decreased after a period of euphoria - APINESS for instance or even ICSSD are not seen as the potential partners for interregional or international efforts supporting the social sciences information flow down to those who really need them. Not only on the academic level of reconsidering the Bath studies but also under world-wide social and economic aspects there is a need for new endeavours in social science information.

Notes:

1. Unfortunately I could not convince Arnaud Marks, the former chair of ICSSD, to come and Michael Brittain would have liked to but is currently on the other side of the world. Catherine Saugy, actual chair of ICSSD unfortunately did not answer my invitation to join us today.

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E-Referencer: Transforming Boolean OPACs to Web Search Engines

Christopher S. G. Khoo (assgkhoo@ntu.edu.sg)
Division of Information Studies,
School of Applied Science,
Nanyang Technological University

Danny C. C. Poo (dpoo@comp.nus.edu.sg)
Teck-Kang Toh (tohteckk@iscs.nus.edu.sg)
Dept. of Information Systems,
School of Computing, National University of Singapore
Singapore

Glenn Hong (glennhong@nlb.gov.sg)
National Library Board
Singapore

Abstract

E-Referencer is an expert intermediary system for searching library online public access catalogues (OPACs) on the Web. It is implemented as a proxy server that mediates the interaction between the user and Boolean OPACs. It transforms a Boolean OPAC into a retrieval system with many of the search capabilities of Web search engines. E-Referencer encapsulates some of the knowledge and searching expertise of experienced librarians. It processes the user's natural language query, maps the query words to Library of Congress subject headings, selects a suitable search strategy and formulates an appropriate search statement to send to the library system. Based on the user's relevance feedback on the search results, it further selects a strategy for refining the search.

Paper

INTRODUCTION

There is a growing number of search engines that help users locate Web pages of potential interest. Most of these accept queries in natural language, perform fuzzy matching, and display records in ranked order of probable relevance. Some search engines perform query expansion to identify additional terms that are related to the user's query words, as well as query refinement to identify additional Web pages that are similar to those marked relevant by the user.

In contrast, library online public access catalogues (OPACs) on the Web are still difficult to use. Most do not accept natural language queries, requiring users to formulate queries in Boolean expressions. Records retrieved are not ranked, and no assistance with query expansion and query refinement is provided. Current Web interfaces to OPACs are little better than traditional OPACs transplanted on the Web. Borgman (1996) said that most of the improvements to OPACs in recent years were in surface features rather than in the core functionality.

For an increasing number of people, Web search engines will be the type of information retrieval system they are most familiar with. They will find current OPACs archaic and unacceptable, and will ask, „Why can't library catalogues be more like Web search engines?"

E-Referencer is being developed as an answer to this question. It is an expert intermediary system (or expert system interface) that mediates the interaction between the user and a Boolean OPAC. It transforms a Boolean OPAC into a retrieval system with many of the search capabilities of Web search engines. E-Referencer encapsulates some of the knowledge and searching expertise of experienced librarians. It processes the user's natural language query, maps the query words to Library of Congress subject headings, selects a suitable search strategy and formulates an appropriate search statement to send to the library system. Based on the user's relevance feedback on the search results, it further selects a strategy for refining the search.

IMPLEMENTATION

E-Referencer uses the Z39.50 Information Retrieval protocol to communicate with library systems. It makes use of the OCLC Z39.50 client API written in Java (available at the URL http://www.oclc.org/z39.50/#api) and the Java Expert System Shell (available at http://herzberg.ca.sandia.gov/jess/). Technical details of the initial implementation are given in Poo, Toh, & Khoo (1999) and Khoo, Poo, Toh, Liew & Goh (1998). E-Referencer is accessible at the URL http://islab.sas.ntu.edu.sg:8000/E-Referencer/. It currently searches the library systems of the Nanyang Technological University, the National University of Singapore and a few other libraries.

Version 1 of E-Referencer was implemented as a Java applet which could be downloaded and executed by the user's Web browser. It was re-implemented in version 2 as a proxy server between the user's machine (client) and the library system (server). The proxy server is written in Java. A Java applet for communicating with the proxy server is stored on the same machine. Using a Web browser, the user can access and run the E-Referencer applet which connects to the E-Referencer proxy server, which in turn connects to the various library Z39.50 servers. With this model, processing can be distributed between the applet and the proxy program. Processing that requires access to a large knowledge base is performed on the proxy machine, and only the results are sent to the Java applet running on the user's machine. The proxy can also be used to capture user-interface interactions in a transaction log, which can be used for analyzing the effectiveness of E-Referencer and obtaining insights into how it can be improved.

KNOWLEDGE BASE

The intelligence and knowledge in E-Referencer lies in:

1. the conceptual knowledge base that maps free-text keywords to concepts represented by the Library of Congress (LC) subject headings
2. the search strategies coded in the system, including

    a. initial search strategies, used to convert the user's natural language query to an appropriate Boolean search statement
    b. reformulation strategies, used for refining a search based on the results of the previous search statement
    c. the rules for selecting an appropriate search strategy.

Conceptual Knowledge Base

The conceptual knowledge base contains information about which LC subject headings are associated with each free-text keyword. This knowledge base of keyword-subject heading associations was constructed by analyzing about 16 years (1980-1996) of LC catalogue records. For each keyword found in a title, we retrieved all the titles containing the keyword and extracted all the subject headings assigned to these titles. Each of the subject headings was then assigned a score equal to the number of titles that were assigned the subject heading. The raw scores were then normalized by dividing by the highest score (score obtained by the most frequent subject heading). The normalized scores thus reflect how strongly each subject heading is associated with the keyword. As an example, the subject headings that are strongly associated with the keyword Java are given in Table 1. This conceptual knowledge base is used to map users' query words to LC subject headings to use in the search.

Table 1. Subject Headings Associated with the Keyword *Java*

Subject Heading	Raw Score	Normalized Score
Java (Computer program language)	98	1.00
World Wide Web (Information retrieval system)	22	0.22
Object-oriented programming (Computer science)	17	0.17
Java Indonesia-History	8	0.08

Initial Search Strategies

Two initial search strategies have been implemented. *Initial Strategy 1* carries out a keyword search in all fields. *Initial Strategy 2* makes use of the *conceptual knowledge base* described earlier to identify appropriate LC subject headings to use in the search.

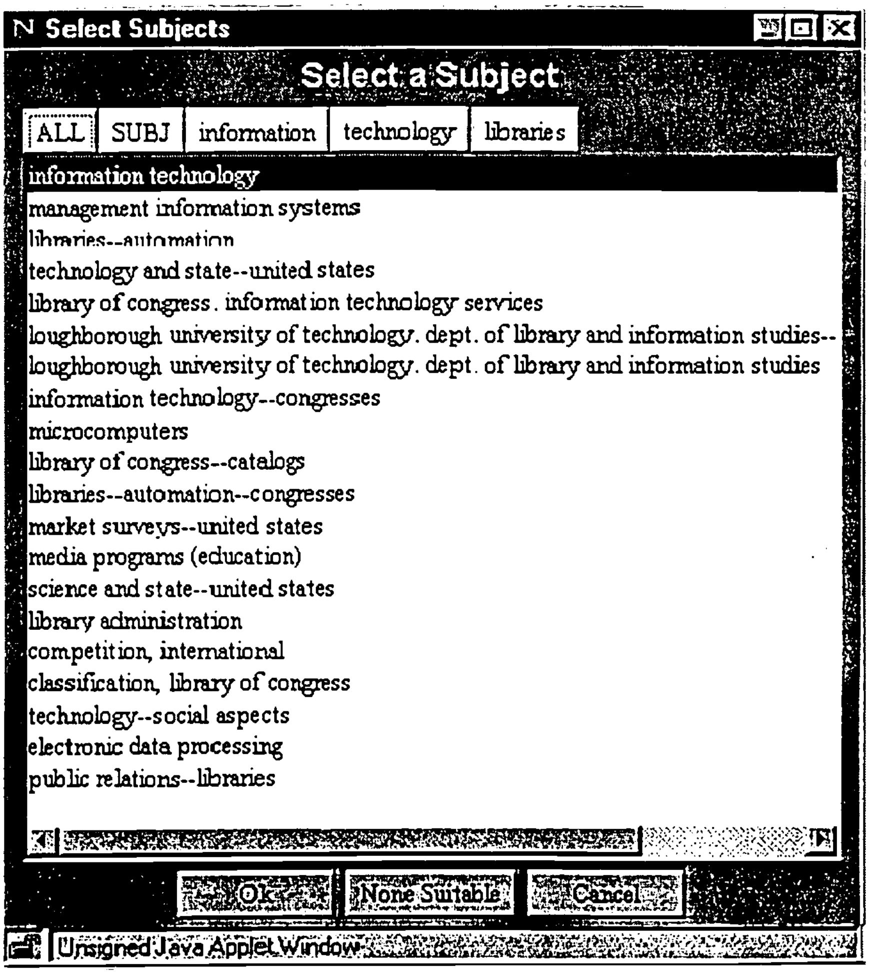

Fig. 1. Subject Headings Displayed by E-Referencer for the Query *Information Technology in Libraries*

Initial Strategy 1 (keyword search) is a simple-minded procedure that removes stopwords, stems the remaining words, and searches for the words in all searchable fields in the library database. Word adjacency is preserved. Punctuation marks and stopwords are replaced with the Boolean AND, but the words in between are retained as phrases.

Initial Strategy 2 (subject heading search) uses the *conceptual knowledge base* to identify twenty LC Subject Headings that are most highly associated with the user's keyword. These are displayed for the user to select. If the user's query contains more than one keyword, the set of subject headings associated with each keyword is retrieved, and the sets of subject headings are then combined. If a subject heading occurs in more than one set, the subject heading is assigned a new score equal to the sum of the scores in the different sets. The 20 subject headings with the highest combined scores are displayed for the user to select. For example, the subject headings that are strongly associated with the query *information technology in libraries* are listed in Fig. 1.

Reformulation Strategies

After the initial strategy is executed, E-Referencer displays the first 20 titles retrieved and prompts the user to indicate which titles are relevant. This is illustrated in Fig. 2. (The user can display more records if the user so chooses.) After the user has indicated which records are relevant, E-Referencer selects and executes one of the reformulation strategies. A reformulation strategy may modify the previous search statement or construct an entirely new search.

Three types of reformulation strategies are used:

1. *Broadening strategies* modify a search statement to make it less constrained in order to retrieve more records. This strategy is appropriate when no record is retrieved by a search, or when most of the records retrieved are relevant and the user wants more records.

2. *Narrowing strategies* modify a search statement to reduce the number of records retrieved. This strategy is appropriate when too many records are retrieved, and the user wants to reduce the set to those records that are more likely to be relevant.

3. *Relevance feedback strategies* analyze the content of the records retrieved to identify terms that are likely to retrieve other relevant documents. Generally, if a term occurs in most of the records found relevant by the user and occurs in few non-relevant records, then it is likely to retrieve other relevant records.

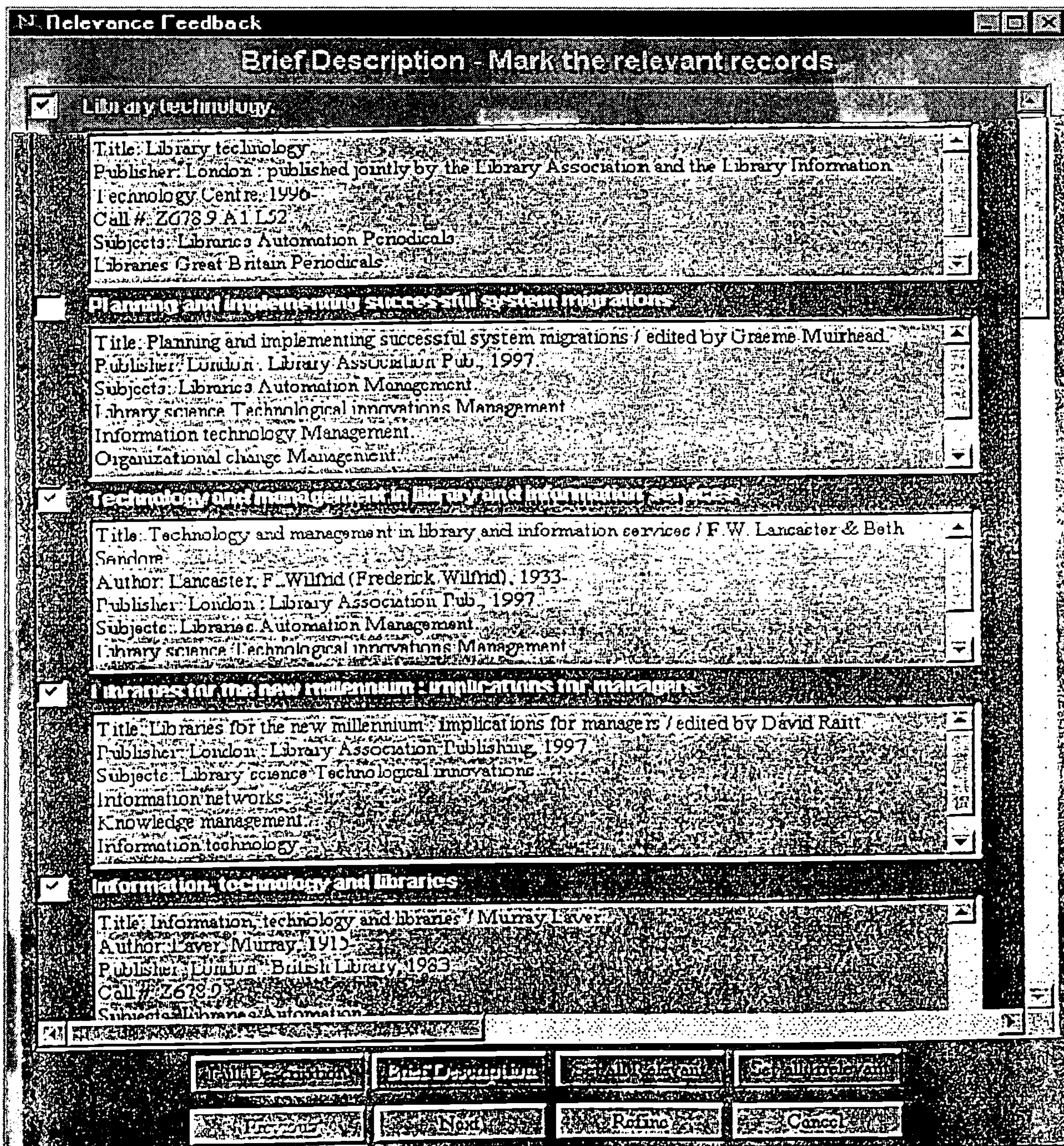

Fig. 2. Search Result Display

Broadening and narrowing strategies are listed in Table 2. For relevance feedback, E-Referencer first compiles a list of keywords and subject headings found in the records displayed to the user. E-Referencer also extracts every combination of two terms from each record. For each term (and combination of terms), E-Referencer calculates a score based on how many relevant and non-relevant records the term is found in. Two formulas are used for calculating the score:

1. Relevance feedback formula 1: number of relevant records containing the term
2. Relevance feedback formula 2: number of relevant records containing the term minus the number of non-relevant records containing the term.

In an earlier study (Khoo, Poo, Toh, Liew & Goh, 1998), we found that these two relevance feedback formulas work well in different situations. We also found that different weights should be assigned to different types of terms. For example, subject headings should be weighted higher than keywords in title. Details of the weighting scheme are given in Khoo et al. (1998).

Table 2. Broadening and Narrowing Strategies

Broadening Strategies
Strategy 1: Convert adjacency operators to Boolean ANDs.
Strategy 2: Search each keyword individually to identify keywords not found in the database. Remove such keywords from the search statement.
Strategy 3: Select every combination of 3 keywords. AND the keywords in each combination. Find the number of records retrieved by each combination of three words. Rank the combinations of 3 words in decreasing order of the number of records retrieved. Start with the combination that retrieved the smallest number of records. Display the records. Then go to the next combination. Display the records and then go on to the next combination. Do this until at least 15 records are displayed.
Strategy 4: Select every combination of 2 keywords. AND the keywords in each combination. Link the combinations with Boolean OR.
Strategy 5: Convert ANDs to ORs.
Strategy 6: Prompt user to enter synonyms and related terms for each keyword.
Narrowing Strategies
Strategy 1: Convert one of the OR operators to AND, and execute the search. Replace the OR operator, convert a different OR operator to AND, and execute the search. Do this for each of the OR operators in turn. Combine all the search sets using OR.
Strategy 2: Convert one of the AND operators to an adjacency operator, and execute the search. Replace the AND operator, repeat the procedure for each of the other AND operators in turn. Combine all the search sets using OR.
Strategy 3: Ask the user for additional keywords to AND to the search.

The rules used to select a reformulation strategy are listed in Table 3. Note that when the initial strategy retrieves fewer than 15 records, broadening strategies are tried in the order listed in Table 2 until at least 15 records are retrieved. E-Referencer displays the records retrieved by the initial strategy first. As the search is broadened, additional records are appended to the end of the display. Since the records retrieved by the broadening strategies are less likely to be relevant than those retrieved by the initial strategy, the result is that E-Referencer displays the records roughly in order of probable relevance.

Table 3. Decision Tree for Selecting a Reformulation Strategy*

**Table 3 is unavailable. Please contact authors.*

EVALUATION AND CURRENT WORK

Experiments with real users are being carried out to evaluate the effectiveness of E-Referencer compared with two Web OPAC interfaces. The results of a preliminary study suggest that E-Referencer's Initial Strategy 1, coupled with the automatic broadening strategy, is more effective than a Web OPAC interface in helping users retrieve relevant records. On average, the subjects retrieved 7.1 relevant records using E-Referencer compared with 5.4 relevant records using the Web OPAC interface. The subjects were 14 graduate students in the Division of Information Studies at Nanyang Technological University. The subjects had taken a course in online searching and were familiar with the Web OPAC interface! An evaluation study involving undergraduate and graduate students in several disciplines is still in progress.

Other work in progress includes:

Exploring how neural networks can be used to identify good search terms to use during relevance feedback.

Developing a browse-search interface to allow searching by browsing a network of LC subject headings and the LC Classification Scheme.

Investigating the feasibility of using Initial Strategy 2 (subject heading search) as a cataloguing aid. Given the title of a new book, E-Referencer can suggest subject headings for the cataloguer to assign to the book.

Extending E-Referencer to search abstracts and full-text databases.

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The Preparation of an Index for the Chinese DDC 21: Issues and Approaches

Hou Hanqing
&
Wang Dongbo
Editorial Board, Chinese Library Classification
Beijing, China

Paper

1. Selection of Index Type

Generally speaking, the indexes of the world's library classification schemes can be divided into the following three types:

1. **Relative index:** The indexes of both DDC 21 and CLC belong to this type.
2. **Chain index:** The indexes of Colon Classification of India and Bliss Bibliographic Classification of U.K. belong to this type.
3. **Thesaurus-type index:** The indexes of some special subject schedules of Universal Decimal Classification (UDC) belong to this type. The indexes include not only captions and notations of classes, but also UF (used for), NT (narrower term), BT (broader term) and RT (related term) which are commonly found in thesauri. Actually, this type of index has already become a kind of thesaurus.

All types of methods of indexing, especially those created by computers such as KWIC (keyword in context index), KWOC (keyword out of context index); and PRECIS (Preserved Context Indexing System) can be used in the preparation of classification indexes. Which type of index will be prepared for the Chinese DDC? A simple option is to prepare a relative index like DDC and CLC. However, a relative index has some shortcomings. First, it is difficult to generate such an index automatically. The process requires a great deal of human involvement; therefore, it is both time-consuming and resource consuming. Second, the specificity of index entries of a relative index is limited. A great number of compound terms that express complicated concepts might not be fully rotated in the index, so that they might not be found under particular search points.

In preparing an index for the Chinese DDC 21, we have set up the following goals:

1. Index entries should have high specificity, matching the classes in the scheme as much as possible.
2. The index should provide multiple search/access points to each class.
3. The index should be easy to compile, easy to use, and should be able to employ computer technology in the compiling process. The process should be efficient while the quality should be guaranteed, and
4. The index should fully consider the characteristics of the Chinese language.To attain these goals, it was decided to prepare a Chinese rotation index in KWIC format, combining some of the merits of other types of classification indexes. The major advantages of a rotated index include swift and easy generation by computer, low cost and high specificity. Through an index entry, a user can easily translate the subject term(s) he/she used into the notation of a class. In addition, a user can directly find the captions of a class and its alternative classes through index entries. This will give the user enough information to make a choice.

This kind of rotated index allows classifiers to search for one word (single- or multiple-character word in Chinese text) or a word element (one character in a Chinese word) in the captions of classes. Multiple search points guide a user to find appropriate entries in the index easily. One of the characteristics of Chinese language is that many concepts in a 'family" share same word(s) or word elements. In an index, the same word or word element that is used in different subject areas can be gathered together by nature. It becomes convenient for the user to check or search for some subject concepts that have various hierarchical relationships or associative relationships in various occasions.

2. Method of index generation

There are two methods of preparing an index for the Chinese DDC. One method is to translate the index of English DDC 21 into Chinese after completing the translation of the whole classification. Another is to generate a rotated index automatically for the Chinese DDC 21 based on the translated classification scheme. The first method is, in fact, direct translation. It directly translates the index of English DDC 21 into Chinese. While a great deal of time and manpower would be used in the translation, the translated terms could seldom maintain consistency with the captions of the classes in the Chinese DDC scheme. Additionally, much work has to be done in sorting Chinese index entries. The second method is called rearrangement. A new index is directly generated based on the classification schedule of the Chinese DDC 21. This approach would save much time and manpower because it can effectively use the translated classification scheme. The problem of such an index is its inconsistency with the index of English DDC 21. Weighing the advantages and disadvantages of both methods, it was decided to choose the rearrangement method. The selected type of indexing method is KWIC. An entry includes a heading (keyword) and its context within a caption, cross-references and alternative classes, and the locators (i.e. related notations). The index can provide many search points (the depth of indexing is greater than 2). The specificity of the index entries is high; and the index is easy to use.

3. Human-computer cooperation during the process of preparing the index

Dr. Ranganathan developed chain procedure by using the corresponding relationships between classes and subject headings cleverly. It has had widespread influences in the library and information field and has been used to prepare alphabetical indexes of classification schemes and alphabetical catalogues. The chain procedure is a semi-automatic method of index preparation. Today we can effectively translate a chain of a class into index entries through a computer process. There is need for minimum manual enhancement when a class chain is verified and edited and after, an index entry is automatically produced.

We had the experience of generating an index (approximately 1000 pages) for CLC by using the chain procedure and a keyword indexing system in 1999, using software we developed. This experience is very helpful in preparing the index for the Chinese DDC 21. When translating DDC 21 into Chinese, we produced machine-readable date in the process of computer typesetting. These data become the base of producing the index. The system we have successfully developed for generating indexes is composed of six modules:

1. **The dictionary production module:** This module will collect terms used for the Index of Chinese DDC 21, and then produce a "term dictionary" through rearranging collected words;
2. **The machine-processing module:** The major function of this is that the computer will process the classification scheme of Chinese DDC after indicators are added manually. The final result is a set of machine-produced entries that are independent and complete, and have clear meanings semantically.
3. **Automatic word segmentation module:** The major function of this is to segment phrases automatically by using the "term dictionary", in order to ensure and improve speed and consistency of term segmentation. In addition, necessary manual modification to the automatically segmented words may be performed.
4. **The computer-aided verification and testing module:** This module will verify and test data that are processed automatically by the computer. It can decrease the chances of man-made errors occurred in the routing operation and delete some unsuitable term segmentation by using stop-words.
5. **The index producing and sorting module:** This completes the rotation of entries, links and arranges entries, outputs index entries. It will also delete all indicators and markups used in segmentation.
6. **Statistics and management module:** The main functions include generating statistical data, monitoring the production of index entries, controlling the final index products which include checking the number of index entries and the size of the printed index.

The process of preparing the rotated index for the Chinese DDC 21 reflects the combination of computer technology with manual work. We have paid much attention to benefiting from computer advantages in handing data to finish some tasks such as segmenting words, producing index entries, rotating, sorting, verifying and testing and outputting. Human efforts have focused on intellectual work. The major work in preparation of Chinese DDC21 can be summarized thus:

1. The computer program automatically deletes all typesetting markups including history notes and method notes from the machine- readable data of the classification scheme of Chinese DDC, then moves the processed data to a relation database.
2. The manual processing of the data includes:
   a. Adding some special indicators according to the relationships among classes;
   b. Using special symbols to indicate the defined or modified locations of specific words or word elements;
   c. Deleting those classes that will not be useful in searching.
   d. Correcting or rewriting a small portion of class captions when adding special symbol becomes too complicated.
3. After special symbols are added manually, the computer program generates phrases that have independent, complete and clear semantic meanings, including one or more class caption entries and scope and usage notes.
4. The computer program automatically segments caption phrases using a "term dictionary".
5. Index editors add some words that cannot be segmented automatically due to the limit of the "term dictionary". These words will be merged into all searching points in the index.

6. After automatic verification and testing, further human quality control of index entries is necessary, based on a comparison between the entries and the classification scheme.
7. The computer program produces index entries, arranges and rotates entries, and prints the draft of the index. The draft is further proofread by human work.
8. The computer sends the final product to a laser printer. The final product is checked by the index editors again.

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The changing role of the National Library Advisory Service in Slovenia

Vilenka Jakac Bizjak
&
Silva Novljan
National and University Library
Ljubljana
Slovenia

Abstract

The National Library in Slovenia was fully authorized to develop on the national level the library network made up of all types of libraries. To fulfill the tasks a special advisoy centre/servis was founded which performes not only advising and developing tasks but supervisory as well. In the last decade a significant chande of its role came up. The Advisory centre actively participates in transforming public libraries into modern information centres on one side and into specialized centres for different target groups (juveniles, unemployed, retired persons etc) on the other side

Paper

Introduction

When attempting to evaluate the development and the state of the art of a particular library and information system or library network in a country, the appropriate legislation, standards and financial support should be highlighted, as well as system organization on the national level and provision of adequate opportunities to develop the profession. The assesment must be done in the light of general development the country achieved, its public welfare and economic growth. Of course, the status and social standing of the profession are indirectly bound up with the state policy in this field.

After the World War 2 the national library of Slovenia (which was at that time one of the republics, i.e. federal states, of former Yugoslavia) was fully authorized to develop on the national (actually the federal state) level the library network made up of all types of libraries. By accepting this duty national library did in fact take over from the state a task that should normally be performed by one of the government offices. However, this was not the only duty of the kind bestowed on the national library - education and training of library professionals also fell within its competences due to the fact that, at the time, regular studies in librarianship were organized only on the college and not on the university level.

The introduction of legislation to govern librarianship and legal deposit in Slovenia dates from the early sixties. Thus the 1961 Library Act stipulated the foundation of a special advisory service within the national library. This service did include not only advising and developing tasks but supervisory as well. Standards were set for creation of union catalogues of holdings in libraries in Slovenia. In 1965 and 1968 new acts were passed to establish central cataloguing of national imprints. The National and University Library was also assigned the task of distributing catalogue cards with bibliographic data on national production to other libraries.

Concerning the development of the library network, the decision taken by the national library in the 60's was to base it on the English model of organization and functioning. Additionally to this decision, a special document setting forth the concept of Slovenian librarianship was prepared in 1974, based on guidelines and standards issued by international organisations in 1970 and 1974. Stipulations of this paper were implemented in practice, however, they were not immediately followed by any formal changes of legislation.

It was only the 1982 Library Act that formally and legally incorporated provisions of the above mentioned paper. The Act defined goals and objectives of the libraries, specified their services, management, and organisational structure; postulated the role and duties of the National Library as well as those of other library types (particularly advisory centres on the regional level). The idea of a uniform library & information system to be coordinated by the national library was strongly put forward.

By passing the 1982 Act the Government confirmed and accepted principles which had to be observed in founding and financing libraries. The system eventually came into operation and institutions responsible for development, counselling and supervision were defined. In the mid-eighties standards for single types of libraries were passed. Those standards followed international standards, taking at the same time into account specific local situations and possibilities for application in Slovenia. The development of information and communication technology in the last two decades has brought about tremendeous changes in operation of library and information system.

Therefore it is felt now that all the established standards will soon need to be revised in order to ensure maximum performance of the libraries. We are now discussing the third draft of the new Library Act to be passed within two years, a lapse of time considered to be necessary to address numerous problems an find best solutions. Responsibility for the new legislation is shared between two ministries, the Ministry of Culture and the Ministry of Science and Technology.

The library & information system of Slovenia is made up of the National and University Library (which is in its second function acting as the main library of the University of Ljubljana), three university libraries, 69 academic libraries, 60 public libraries with 247 branch libraries, 167 special libraries and 700 school libraries.

Important institutes of the system are also: R&D Department at the national library, Department for Library and Information Science at the Faculty of Arts and Union of Library

Associations of Slovenia (joining librarians of all library types).

Despite the fact that sources for funding libraries in Slovcenia are very segmented and fall under the competencies of several ministries and local communities, Slovenian library & information system nevetheless works surprisingly well as a fairly consistent whole, which is doubtlessly due to the major role of the national library. At the same time, the system acts as an important component of the national information infrastructure. Along with information centres in research organisations, libraries are very well rooted in the information system. The national library develops and co-ordinates the entire library and information system, at the same time acting as an advisory centre at the national level, thus providing for the unity of the system through the provision of »parent« libraries, the uniform processing of library materials, the uniform way of keeping the catalogues and other documentation on library materials and the existence of union catalogues, the development and coordination of interlibrary lending facilities and continuing education schemes.

The main tasks of the state advisory centre are above all to develope the profession and organize library activities all over the country. Advisory centre takes care of training of library professionals, coordinates acquisition policies and maintains a directory of libraries in Slovenia. The advisory centre supevises and pilots the professional library activities by assessing information of reports handed in by libraries, and through the direct control of their activity. Libraries have to send to the advisory centre all statistical and other data on their professional activities in order for the experts there to survey their performance. The national advisory centre informs the particular library of its findings with the indication of professional deficiencies observed in its activities.

Organization of Public Libraries

The attitude of the State towards librarianship is best reflected perhaps in the public libraries network, since those libraries happen to cover the widest population possible. Their role in spreading literacy, culture and education has long been acknowledged and is considered to be indispensable. Therefore it is of vital importance for the network to be developed in such a way to reach also the remotest places of the country.

Up to the present there have been 60 public libraries in operation in Slovenia, covering 62 local government communities. I have already mentioned that public libraries have been assigned the tasks of parent libraries of respective communities, thus taking on the responsibility for the network within their territory. Altogether they established 246 library branches. Six public libraries provide mobile library services at 781 service points for the needs of the resident population within the area of their own local community and of neighbouring communities.

Public libraries are graded into five types, according to the number of population they serve, primarily on the base of municipality level. However, two basic library types can be identified: libraries processing local history materials with an active role in creating bibliographic records within the co-operative catalogue. This type is represented by libraries, covering municipality areas of more than 50.000 residential population, the second types exercises its activities within the less populated municipalities.

In 1995 a new local community administration was introduced. The number of local communities has doubled since then, which has completely overturned the public libraries network and system. Changes are concerned with founding bodies and their rights, finance, further expansion of services, as well as construction of new library buildings.

The just established new sistem of local government will enable the State (by way of the Ministry of Culture) to spend more money for acquisition of library materials, the newly formed communities themselves, however, will have to take over the financing of running costs of respective local commmunity libraries and development of their activities. This will definitively prove to be a difficult task to accomplish in particular for all new communities of small size which are going to be preoccupied by problems involved in properly organizing their own functioning.

Library advisory centre of the national library translated the Unesco »Manifesto for Public Libraries« into Slovene language and distributed it to all mayors of newly formed local government communities with the appeal to be used to promote library activities under the motto »no community without the library«. Moreover, the centre also succeeded in its efforts resulting in the provision that libraries were specified as an integral part of the local government facilities in the newly passed Local government law. As part of the respective project, instructions for planning a library network within the local community, intended to be used by public libraries, were issued by the centre.

Library Automation and Networking

Library automation and networking into a library & infomation system started on the national level in 1987. It began with the installation of the common mainframe multi-functional computer and telecomunication infrastructure and with the implementation of the shared cataloguing system COBISS. The overall plan and time-table for the libraries to join COBISS association were designed by the national library in close cooperation with IZUM (The Institute for Scientific Information), which acts as a system host.

The basic principle of the system is founded on cooperative data collecting and distributed data processing. There are about 200 libraries participating in the system, i.e. 20% of all Slovenian libraries. The co-operative database contains about 1,500.000 records, covering all types of publications: monographs, serials, non-book materials, and, to a lesser extent, also journal articles. Operation of the COBISS system is financially supported by all the three ministries. Communication expensses, acqusition and maintenance of hardware and software equipment are covered by the Ministry of Science and Technology. This ministry also provides funds for gaining access to the Internet services. In this way, every Slovenian library, if properly equiped, can access the Internet. The Ministry of Culture financially supports public libraries programmes to join the shared cataloguing system.. On the other hand, the Ministry of Education covers the expenses of school and university libraries that wish to be included into the cooperative system, or want to use a local integrated library system.

The Information Society Age

Due to such developments it came about that libraries in Slovenia, organized in a fairly well run library network at the beginning of this decade, already had quite a clear idea of deficiencies preventing them from fully meeting the needs of information age users; advisory centre of the NUL responded accordingly by initiating activities encouraging their modernization.

Primary goals of centre's educational and advisory activities involving public libraries were as follows: modernization and upgrading of public libraries in terms of library staff proficiency, acquisition of library materials, and technology applied with the view of meeting informational, educational, cultural, and pastime needs of population, which is to manifest itself in the increased numbers of registered users and better use of libraries, their holdings and services.

In order to achieve these goals action plans for the following areas were elaborated:

1. consolidation and expansion of the public libraries network

2. education and training

3. improvement of working conditions in libraries

4. work for target groups, setting up collections of special library materials, introducing new information resources.

Education and training

The degree od modernization of our libraries is most clearly reflected by subjects of educational programmes and in fact more than fifty percent of them are already covering issues and uses of new media and information and communication technology.

A regular service of the national library to public and school libraries are its publications giving information on news, events, and documentation in the field of librarianship in the form of listings of basic literature covering issues confronting public and school libraries, a monthly current awareness bulletin for periodicals of the current contents type (also containing information on forthcoming professional meetings), and a monthly library news bulletin »Knjiznicarske novice«. A complement to these publications is the professional quarterly review »Knjiznica« (The Library), issued by the Union of Library Associations of Slovenia.

With the view of training senior library staff for modern organization and management as required by new conditions special courses are organized by advisory centre in collaboration with the Faculty for Economics of the University of Ljubljana. It was the need to better organize and manage their libraries that also induced the librarians to found a special Union of Public Libraries. This is the body with which the state advisory centre closely collaborates in planning and executing respective actions; the centre also cooperates with another professional body of a. much longer standing, namely the Section for Public Libraries of the Union of Library Associations of Slovenia.

This year the state advisory centre is organizing a study trip to libraries in the Netherlands and an international professional meeting devoted to problems of new technology and library space planning as well as new requirements of nowadays society. The project of writing a handbook on library buildings and equipment (authors are librarians, achitects, experts for conservation and preservation, also economists) is another action that should promote modern, economical, safe, and functional planning of respective activities that are undoubtfully also of great importance for public libraries.

In addition to everything mentioned so far, the advisory centre also founded a working group for juvenile (departments of) libraries with the primary duty of revising and bringing up to date instructions for cataloguing and shelving library materials for juveniles.

The advisory centre has also tried to tackle the issues of improvement of working conditions in the first place by making an analysis of the state of affairs; this is an ongoing task of which the first action to be completed was the revison of the questionnaire of working conditions and work accomplished by public libraries. To this end, a working group for library statistics, made up of selected representatives of public libraries, was established. The group has so far approved uniform definitions and numerical representations of data; novelties of the revised questionnaire were duly presented on a special course to concerned library workers together with an explication of advantages gained by the careful running of statistics. Preparing a draft of the revised version of standards for public libraries in collaboration with respective librarians may also be taken as an endeavour to improve working conditions within this type of libraries. Modernization should be the result of conditions properly utilized in the modern context to meet the needs of individuals for their future development with concurrent emphasis on target users groups that have not been taken sufficiently into consideration by libraries in their developmental endeavours up to now.

The NL advisory centre also provided instructions for planning the bibliobus activities.

A significant instance of collaboration of the national library with public libraries is in the field of local history documentation and activity that deal with events and historical background in the respective »micro location« and are consequently covered by the public library lending and information activity. The collaboration with the national library ensures, however, that local history materials as gathered by public libraries within their territories is processed and properly stored according to uniform standards. To ensure this, respective instructions how to organize the activity generally were provided by the advisory centre itself, for elaboration of issues of education and detailed professional questions, however, a suggestion was passed over to the Union of Library Associations in Slovenia for founding its Section for Local History.

Library Users and Their Needs

The user and his needs, in particular his information needs, have become the leading motto of any library development.

As a consequence, the advisory centre actively participates in transforming libraries into modern information centres, first of all by preparing and promoting guidelines for organizing special information collections, but also by taking part in user training and education schemes that stimulate their own use of information technology and new information resources. Moreover, the centre suceeded in joining public libraries to participate in the Phare project Publica with its own special contribution in promoting library activities in the field of information exchange. The result: libraries have started to build up their own data bases of information resources for general information. Some local governments even contributed their own data thus making true the principle that public information shuld be accessible to everybody in the library as well.

Section for Public Libraries of the Union of Library Association in Slovenia continues successfully to carry out the Publica programme by engaging Slovene librarians as teachers (for workshops, scholarships for visiting foreign libraries). There were also a few visits of representatives of libraries from Western Europe as a consequence of the success of the programme

Work for Users Target Groups

Participation of libraries in continuing education programmes, in particular in programmes for unemployed also represents one of the fields of work for users target groups. Theoretical foundations for the purpose were elaborated by the advisory centre; the next step of the centre was to organize courses with the view of giving the libraries respective instructions or ideas how to collaborate with institutions of adult education. As a consequence, some libraries already offer special services for unemployed e.g. by helping people to find the employment, organizing certain programmes of supplementary education, and the like. Very successful are also the so called knowledge exchanges that have been introduced in some library premises by andragogical centres following the incentive of the NL advisory centre. People joining such programmes exchange, sell and buy knowledge while the library offers the requisite selection of literature as well as other services, increasing in this manner not only the number of registered users but also the use of the library and its materials generally.

In collaboration with andragogical and other educational institutions we can also find in certain libraries what is known as teaching centres which are actually special collections of library materials or, most usually, just certain areas within the library specially furnished to serve the needs of single users groups (juveniles, children, adults), i.e. places where they can also be given help or advice while learning.

In some public libraries we can also find quite successful instances of the university for the third life period: retired persons meet in the library which helps them to attend lectures or learning courses or just gives them the opportunity also to show their creativity; as 1999 is the international year of the aged, they can also be invited to act as collaborators of the library in offering help to children while learning or be engaged for reading or story telling, and the like.

The advisory centre has also been active in drawing attention to children with learning difficulties and the role public library can play in surmounting them. Library workers have already been told by special educationists which kinds of library materials they should acquire for such children and which are the most suitable instruments of help to be given to them.

Ethnic minorities

The two ethnic minorities of Italians and Hungarians are in addition to children the only groups of population in Slovenia to which special attention has been paid up to now within public library activities. This year, however, the advisory centre in collaboration with a working group of public librarians and with the support of the Ministry of Culture (which alloted special funds for the purpose) have a plan to carry out a revision of library actions concerning minorities. This is to be followed in future by a programme of measures intended to extend library activities on equal footing to all minorities and immigrant groups. Some public libraries have already started project work for the purpose.

School libraries

Latest analysis of the developmental image of school libraries carried out by the NL advisory centre showed that school libraries as well as the school library network are unequally developed. As a consequence of results of this analysis and following the respective initiative of the advisory centre, in close collaboration with the concerned school establishments, have already set to work systematically on the project to ameliorate the situation - the first outcome of this collaboration in the form of a document is an outline scheme of development of school libraries.

After several years of waiting to employ a senior advisor for school libraries the advisory centre finally succeeded in accomplishing this. In company with senior advisers for other types of libraries the new professional will see to it that school libraries will become more active members of the library information system of Slovenia, particularly for those operations that involve processing of library materials and collaboration of libraries in the co-operative catalogue, and that library workers will start to competently educate information conscious users in the technologically modernized libraries. Obligatory primary education makes it namely possible for everybody to get acquainted with the library and to learn to use its services.

Successfully launched programme of modernization of the school libraries enabled the NL advisory centre to introduce the concept of information literacy into the new National Curriculum for primary and secondary schools and to actively collaborate in drawing up the syllabus for acquisition of abilities and skills in the use of libraries and their materials as well as in the utilization of requisite communication and information technologies. Furthermore, the centre also participated in educational activities that were organized for school librarians and other pedagogical workers and involve the introduction of this subject matter into the learning process.

For carrying out its programme varied working methods were utilized: visits to the libraries, instances of personal advice, workshops, sessions and round tables, professional meetings and conferences, research and development projects, questionnaires, public presentations. What is also very important: the centre decided quite early to engage a wide selection of professionals, including professionals from other subject fields (e.g. economists, educationists, psychologists), into programmes for the development and promotion of libraries; professional associations and societies of different origin were also consulted and, not to forget mentioning, several professional bodies were founded on the initiative of the centre. It was with the help of all these factors that the centre succeeded in so widely spreading the consciousness of existence and importance of libraries on the one side and of complementing attainments of librarians with knowledge of other professions on the other. Notable is also the contribution made by the centre in the field of international cooperation of libraries, based partially on international schemes of financing projects (e.g. by the Soros Foundation), and its efforts to introduce Slovene libraries internationally enabling them thus to compare their own attainments with the developments of libraries abroad.

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Internet use in libraries in South East Asia with special reference to the role of the Universiti Sains Malaysia Library in promoting the use of the Internet for teaching and learning

Rashidah Begum
Chief Librarian
Universiti Sains Malaysia
(rashidah@usm.my)

& **Wong Sook Jean**
Head, Acquisitions Division
Universiti Sains Malaysia
(sjwong@notes.usm.my)

Abstract

This paper studies the extent of Internet connectivity and usage among Southeast Asian libraries, and how many of them are using the Internet to provide electronic information resources and services through their homepages. It also presents a case study of the University Sains Malaysia (USM) Library's strategy in promoting the use of the Internet among the University's academicians and students. Some of the steps taken include developing their homepage into a gateway to electronic resources in the Library and on the Internet, and conducting subject-specific training workshops geared towards the needs of academicians and researchers.

Paper

INTRODUCTION

The INTERNET use in libraries is creating an environment that is constantly changing.

Libraries now provide services to their users that were previously impossible. New trends in the computer technology are allowing libraries to do old things with more efficient and effective tools.

This paper will attempt to describe the use of the Internet in libraries in 5 countries in the Southeast Asian region, namely Malaysia, Singapore, Thailand, Indonesia and Brunei. This is followed by a case-study of how an academic library has taken advantage of the new technology as part of a campus-wide initiative to "go virtual".

INTERNET IN SOUTH EAST ASIA

The phenomenal growth of the Internet can be measured in various ways. In August 1981, the Internet Society counted 213 host computers on the Internet. The Internet Society's Domain Survey (www.ISOC.org) done in July 1998 identified 36,739,000 hosts on January 1997, and the Internet Society's projection for the number of hosts when we enter the new millenium is 124 million.

A check on international connectivity with regard to the South East Asian region is as follows (http://www.navigators.com/globe16b.gif version 16, June 15, 1997).

i. **All the countries in this region with the exception of Myanmar, Lao People's Democratic Republic Cambodia and Vietnam have Internet connectivity.**

ii. Lao People's Democratic Republic, Cambodia and Vietnam have E-mail only (UUCP, Fido Net)

iii. Myanmar has no connectivity at all.

The connectivity can be tabulated as follows:-

a. Internet (Entities with International IP Internet links)

I operational, accessible from the entire open IP Internet

b. UUCP (Entities with domestic UUCP sites which are connected to the Global Multiprotocol Open Internet)

u minimal one to five domestic UUCP sites

U widespread, more than 5 domestic UUCP sites

c. FIDONET (Entities with domestic FIDONE sites which are connected to the Global Multiprotocal Open Internet)

f minimal with one to 5 domestic FIDONET sites

F widespread with more than 5 domestic FIDONET sites

Brunei Darussalam	I - -
Cambodia	- u -
Indonesia	I U F
Loa People's Democratic Republic	- u f
Malaysia	I U F
Myanmar (Union of)	- - -
Philippines	I u F
Singapore	I u F
Thailand	I U F
Vietnam (Socialist Republic of)	- U -

(Source www.webographics.com/webometry/ISOC/version.15 text)

Some general observations on the use of Internet in libraries in this region reveal the following trends:

i. Homepages exist for all the major academic libraries in each country. Twenty-eight academic libraries were identified as using the Internet to make their presence felt in the global networking structure.

ii. All of these libraries provided general information about their organizations in their websites. This included information on services, collections, facilities, opening hours, membership terms and borrowing privileges, library rules and staff information. The information provided here is the electronic version of what is usually provided in a library handbook and library brochures.

iii. Almost half of the libraries surveyed provide access to the library's OPAC via the homepage. The access is mainly via Telnet. Only a handful of libraries have web-based access.

iv. Fifty-seven percent of the libraries surveyed have links. These links provide paths to other sites with relevant external information sources. Web-based access is related to the library integrated system in use.

v. Systematic efforts to expand access to information outside the walls of libraries are being carried out through the creation of virtual subject libraries. These very comprehensive and focused links are the results of librarians trained in evaluating Internet sites carefully selecting quality resources.

vi. Several libraries have ready-to-use links to other OPACS in their homepages. The OPACS are not confined to what's available in their own country but include, in some cases, exhaustive and comprehensive links to relevant libraries world wide.

vii. Online reference query is another feature utilising the Internet that is incorporated into homepages. Although the number of libraries using this service facility to create a virtual reference counter is small, its use is very important in the context of digital libraries as the role of digital libraries is not only to provide content but also services of libraries electronically.

viii. The use of the Internet as online gateways to access aggregated databases produced in the US and UK is increasing. Several vendors have now rented bandwidth to improve access time to their full-text documents, including electronic journals complete with full-text, illustrations, photographs, graphs, diagnostic images and charts.

ix. The amount of local content accessible via the Internet is increasing as more and more libraries increase their efforts to create the digital library. Several libraries have their bulletins online, and one library has digitised 10 of its University course text books and 15 public lectures. Exam papers are also made accessible and 2 libraries have digitised them. The websites of libraries in Singapore provide almost all of the services required or expected of digital libraries. However, as far as the neighbouring countries are concerned, most of the facilities and services of a digital library can only be found in the national or academic libraries.

x. Libraries in Malaysia and Thailand provide network library resources in English and their national languages. One academic library in Thailand has its homepage in Thai. The language of communication is a factor for many to be considered in Internet usage. Presently, English is the predominant language, but it is expected that other languages such as Chinese will gain importance as a medium of communication.

xi. Among public libraries, Singapore has the most well developed infrastructure. It has developed MIDAS - Lib (Media Information Delivery and Access System for Libraries) as a one-stop service point for uses of public libraries, schools and campus. MIDAS - Lib is fully multimedia and provides single access to multiple services such as Internet, CD-ROM titles, AV titles, inter relay chat and video-conferencing. The Sabah State Library in Malaysia uses its homepage to distribute a wide variety of community information such as information on government departments, local travel information, and service groups.

PROMOTING THE USE OF THE INTERNET FOR TEACHING AND LEARNING AT USM

Internet use as an extension of the classroom or as a vehicle for higher what does this mean education, is becoming increasingly widespread. The Internet is now being used as a powerful supplement to the traditional ways that students study and learn in lecture halls, tutorials, laboratories and in the preparation of assignments. There is a very close fit between the structures and processes of the Internet and the structures and processes of teaching and learning in the University's traditional forms of education

The Internet provides access to unlimited sources of information and search engines are continuously being upgraded to provide efficient ways to help users a find what they want. Libraries are using the Internet to create gateways to what has been termed a massive library system, where people can roam through the electronic equivalent of book stacks via a desktop workshop. The electronic equivalent offers the ability to integrate text with charts, graphs, photographs, sound, video and other forms of multimedia. Librarians are now playing a vital role in identifying, evaluating and making available quality electronic documents. Criteria such as accuracy, comprehensiveness, balanced and accurate presentation and currency as well as style and functionality are being utilized to select Internet sites of value for their users.

The Internet contains a wealth of online course materials that are easily available to students from a distance. Densely woven, multidimensional or multilayered and highly demanding new course materials can be delivered instantaneously to students to reinforce and enhance the traditional components of university teaching and learning. For example, the use of video in management case studies over the Net means that students can analyse not only just text and statistics, but also the range of attitudes, behaviour and expressions that exist in organizations thousands of miles away.

The basic activity of communication is another point of compatibility between the Internet and academia. The oldest and most important form of education is the constant exchange of ideas and opinions between students and lecturers, and among researchers. This process of dialogue, including argument and debate, challenging one another and testing propositions, can be easily transferred into electronic form more over the Internet is open 24 hours of the day and communication can be carried on at all hours, and across distances. The Internet allows study groups to work online, and tutorials can be carried out as electronic discussions. In all these ways, the Internet creates an environment where energetic discussion and debate, one of the most fundamental educational processes, can be carried out. Although continuously not a substitute for direct human contact, electronic communication has some features that do permit an actual extension of the scope, continuity and even the quality of certain forms of interaction.

Finally, the Internet is playing a significant role in the emerging theories of education, where the academics act as facilitators, providing guidance, drawing students and steering discussions. The positive charge will come from the students becoming the active agents and leaders for further educational development and change. Universities have a responsibility to exert leadership in the imaginative and thoughtful uses of the best of the new technology for the purposes of better teaching and learning. With all these factors in mind, the library made a conscious decision to take the teaching role in preparing our academics for the challenge.

At Universiti Sains Malaysia, the need to harness the potential of the Internet was first felt in 1995. Way back then, although amazingly a short time ago, most of the library staff at USM had no idea what the Internet was. Our first introduction to the Internet was a course conducted by Dr. Edna Reid in September 1995. The experience can be likened to a group of people going through a dark narrow tunnel, with Edna at the front holding a torch leading the way. At the end of the tunnel, we could hardly see any light. Today, I can say we are still in the tunnel, but the light is very much brighter and nearer.

With the appointment of Dr. Edna Reid as our consultant in 1995, the Library began formulating its IT strategy, with the main aim of providing electronic information resources to the campus community. At this point, I would like to refer to Dr. Reid's draft proposal for USM. Her first concern was to upgrade the skills of the USM librarians, not only in using the Internet for obtaining information, but to create electronic information for our users. Our role was seen as not only providing information, but disseminating it by electronic means, becoming the navigators and guiding our users through the Internet jungle. Many workshops and seminars have been held since then, as shown in the table below. Most USM Librarians have attained an acceptable level of competence in using the Internet.

7-8 Sept. 95	Information Services on the Internet
7 Dec. 96	Internet as a Tool for the Provision of Creative and Innovative Information Products and Services
3-4 Feb. 97	Workshop on Conceptual Design of Value-Added WWW Homepages
9 May 97	Train the Trainers Workshop 1
12-13 Feb. 98	Train the Trainers Workshop 2
25 July 98	Internet in Academic Libraries : the Past, Present and Future
24 - 25 Feb. 99	Train the Trainers Workshop 3

The second strategy towards IT is to "design a host of networked services such as a virtual library, interactive manipulation of remote databases and discipline-specific Internet training and navigational support". The Library began building its homepage, with the aim of making it a gateway to the Library's resources and services, as well as external worldwide resources through the Internet. The USM Virtual Library was launched by the Minister of Education in August 1997. The Library Homepage has rapidly grown to encompass full-text and electronic resources, subject-specific Internet resources, exam papers, USM publications, and many other resources. We have subscribed to the EBSCO database, Academic Search Full Text Elite (an indexing and abstracting online database which also provides over 1,100 full text journals), Inside Web of the British Library, and four of UMI's Proquest Databases (Applied Science and technology, Computing, Telecommunications, Medical). Access to all the databases mentioned is through the Library's Homepage. The CD-ROM LAN of 14 titles will eventually be converted to Web-based as well.

The third strategy is to upgrade the skills of the academic staff and researchers in identifying, evaluating, accessing and using Internet electronic and multimedia resources to support teaching and research.

With the aim of upgrading the skills of the academic staff and researchers at USM in utilising the Internet for these purposes, we had first to find out the Internet usage patterns and information needs among the academics. A questionnaire survey was carried out in December 1996. Two schools were selected - the School of Industrial Technology (to represent the Pure and Applied Science Schools) and the School of Social Sciences (to represent the Non-Science Schools). The results of the survey would enable the Library to assist the academic staff and researchers in identifying, evaluating and accessing relevant teaching and research resources on the Internet, as well as convert the Library's Homepage into a gateway to relevant Internet resources. The Library would also be able to plan discipline-specific training for the academics to use these resources. A focus group was also formed and met on 21st February 1997. The group comprised 4 academic staff each from the two schools, four librarians and Dr. Edna Reid. Thirdly, interviews were held with three academic staff each from the two Schools.

The data from the survey were subsequently analysed by Dr. Edna Reid. In this slide (Figures 2-3), I have highlighted some interesting findings in terms of Internet usage by the scientists and the social scientists. When asked about the types of Internet resources which they used or were aware of, the results showed that the scientists use and are aware of the Internet more than the social scientists.

The survey, focus group and personal interviews showed that the majority of academic staff from the two Schools were keen to attend workshops on Internet navigation, Evaluation of Internet resources, Subject-specific Internet resources, and Using the Internet for research.

Owing to this encouraging response from the academics regarding Internet training, a Task Force consisting of seven librarians was formed in July 1997. Its responsibilities include : (i) Coordinating all Internet training activities for academic staff in the University (ii) Planning and providing training for librarians regarding the conducting of workshops (iii) Preparing the syllabus and training materials for the workshops (iv) Building up a team of Internet specialists among the librarians at USM.

To begin, The Task Force worked out the strategy for planning the workshops for the various Schools of the University. Members felt that they needed information on the Internet usage and requirements of the academics so that they could tailor the courses to fit the academics' needs. It was decided that before each workshop was held, a questionnaire would be sent to the targeted School. After that, the syllabus and training materials had to be prepared or modified accordingly. The subject specific homepages also had to be prepared by Subject Specialist teams who would act as presenters and facilitators during the workshop. These homepages would then be introduced to the academics during the workshops. Before the actual workshops were held, publicity brochures on the Workshops and the Subject Homepages would be distributed to targeted participants. Two weeks before the workshops, simulated sessions were to be held to enable the presenters to get a feel of the workshops, as well as to make last minute improvements to the content and style of the presentations. All librarians, whether they were directly involved or not, would be invited to attend these sessions. I am happy to report that all those who attended participated actively and offered many suggestions to improve the workshops. A day before the workshop, the computer laboratory was prepared. Training materials in the form of HTML files were loaded into all the participants' computers and the PowerPoint presentations were tested. At this point, I would like to mention that without the enthusiastic support and contribution by all the librarians, none of the workshops would have succeeded.

The first Workshop held was for the School of Social Sciences in November 1997. To date, nine workshops have been held, as shown below. At the end of every workshop, questionnaires were handed to the participants to assess its usefulness. Based on the replies, I would like to provide a brief analysis of the workshops.

i. Attendance (No. of participants)
The target number of participants for each workshop was 15-20, so as to enable all participants to receive adequate guidance during the Workshops. The ideal ratio would be 1 facilitator to 2 participants.

The actual number of participants for the workshops were as follows:

1. Social Sciences	13
2. Industrial Technology	15
3. Humanities	16
4. Educational Studies	23
5. Management	14
6. Biological Sciences	19
7. Pharmaceutical Sciences	21
8. Chemical Sciences	20
9. Humanities & Communication	25
	166

ii. Relevance of topics

Participants were asked to grade the relevance of each topic dealt with in the Workshops on a scale of 1-5, 5 being very relevant and 1 being not relevant. The answers revealed that the session on Subject Directories/Search engines was most relevant, with an average of 93.5% of the participants considering it to be so, and the session on Evaluating and Citing Internet Resources the least relevant.

Subject Directories/Search Engines	93.5%
Saving Information (Downloading)	90.6%
E-Mail	85.6%
Mailing Lists/Newsgroups	83.9%
Introduction to the Internet/Netscape Browser	80.2%
CRAYON	79.7%
Evaluating & Citing Internet Resources	76.3%
Overall Average	84.3%

iii. Subject coverage

Participants were asked to grade whether the various topics were adequately dealt with in terms of subject coverage. The results were as follows:

Subject Directories/Search Engines	79.3%
Introduction to the Internet/Netscape Browser	74.2%
CRAYON	71.8%
Saving Information (Downloading)	71.3%
E-Mail	69.1%
Mailing Lists/Newsgroups	68.9%
Evaluating & Citing Internet Resources	62.2%
Overall Average	71.0%

While some felt that a more in-depth presentation for some topics was required, there were some who felt that too much detail was given. It was quite a difficult task to resolve this problem, and we had considered offering courses for different levels of Internet literacy. Overall, the session on Subject Directories/Search Engines was most adequately covered, while Evaluating & Citing Internet Resources was considered the least adequately covered. The contents of the various topics had undergone many changes over the course of time, in response to the feedback received from the participants. Presenters and facilitators meticulously scrutinised all presentations and slides used at each simulation session, and made corrections wherever necessary to suit the expected participants. New information was added to keep up with the ever-changing Internet environment. It became an exciting learning experience for many of the librarians as they shared new developments regarding the Net. It also promoted a strong team spirit, as librarians felt that all of them had contributed a great deal towards the success of the workshops.

iv. Allocation of Time

Participants were asked to grade whether the time allocated for each session was adequate. The results were as shown below. The session on E-mail was considered too short. Here we would like to clarify that the session on E-Mail only covered the techniques for finding E-Mail addresses and joining free E-mail services, but participants felt that they should also learn the mechanics of e-mailing. Before conducting the workshops, the Library was informed that there already were E-mail courses organised by another section in the University, so it decided not to deal with that aspect. However, it was apparent that many did not attend the courses. The time allocated for the session on CRAYON was most suitable. Again here I would like to add that the time allocated to each topic had also been constantly adjusted depending on the participants' needs. During the Workshop for the Humanities, we had to repeat the session on 'Saving Information from the Internet' on another day, because most of the participants needed more time to do the hands-on exercises.

Table is unavailable. Please contact authors.

On the whole, the workshops were successful. Comments received include 'Friendly and helpful facilitators', 'good participant's manual', 'very informative and beneficial workshop'. Useful suggestions from the participants included 'More time for hands-', '2-days not enough', 'more local content of homepages', 'more workshops of this kind', 'workshop to be held once-a-year to update academics on recent Internet developments', etc. After every workshop, the Task Force and the librarians involved had a discussion on the feedback, and how the future workshops could be improved further, taking into account all the comments received.

The main problem that was faced was the difficulty in getting a computer lab, and workshops could only be held during the vacation when students were away. Another problem seemed to be the varying computer literacy levels of the participants. On the one hand, we have people who do not even know how to handle a mouse, and on the other hand, we have people who are already FTPing. We may have to explore the possibility of offering workshops at different levels of instruction, for the beginner, and for the more advanced participants.

What are our future plans?

i. Well, more workshops, of course! We only managed to train 166 academics, which accounted for 22% of the academics in USM's Main Campus.

ii. At present we have 9 Virtual Subject Libraries in our Library Homepage. By next year, more subject homepages will be added. Hopefully we will have someone who's sole responsibility is to look after the Homepage, and see that updating is done regularly and systematically.

iii. More electronic resources will be made available to our users, in line with our aim of becoming a Virtual Library.

iv. More "Train the Trainers" sessions will be held to update the librarians' knowledge about the Internet.

v. We are planning for our own teaching laboratory.

vi. The Library will also assist academics in planning Net-based instruction in the form of tutorials and interactive courses.

vii. It may even be possible to offer training programmes to outside people (librarians, teachers, commercial sector, etc.)

viii. We could also think of organizing a Seminar for Librarians.

ix. We intend to have our own Intranet to serve our users better.

CONCLUSION

From this analysis of the use of INTERNET, it appears that there is no end point to which the INTERNET can be utilized by libraries. Librarians must be made aware that a sense of permanence is elusive in the INTERNET environment and a continuous investment in training for skills development, software construction approaches and computer technology must be made. Only then can this enabling technology be utilised for information access, communications, and education.

Figure 1

Not available. Please contact authors.

Figure 2 : Using the Internet

Not available. Please contact authors.

Figure 3 : Not Aware

Not available. Please contact authors.

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Collection Preservation Management: An Approach to Complement Item-by-Item Treatment Policies

Sophia K. Jordan
University of Notre Dame, USA

Abstract

Collections preservation management is a critical part of preservation management and a topic which is of current concern. On April 19-21, 1999, the European Conference organized by the National Library of the Netherlands, IFLA-PAC, and the European Commission on Preservation and Access, held a conference at the Hague on "Preservation Management: Between Policy and Practice." The conference addressed the need for European libraries and archives to begin to define comprehensive preservation programs and policies that would cover the full range of services and treatments that were the proper domain of preservation. The conference noted that "many archives and libraries reached some form of agreement has been reached about preservation requirements in general and abstract terms... the transition from theory to practice is often fraught with difficulties and relatively few institutions in Europe have experience with the realization of concrete projects."

Paper

Our purpose today is to speak somewhat theoretically about the importance and the place of collections preservation management in the larger preservation objectives of a library or an archive.

Today's speakers will address some of the issues, restraints, strategies, and difficulties associated with implementing collections preservation in their respective institutions and/or countries. We hope this program will answer some of your own questions and stimulate further ideas as you begin to think about collections preservation.

Collections Preservation Management

The United States has been very successful in articulating and designing collections preservation programs, especially in its academic libraries. As an introduction to today's program, I thought it might be helpful to frame some of the management issues, we in the United States, associate with collections preservation.

While it is true that preservation and conservation had its origins in the individual treatment of special and rare materials, the majority of our library holdings are in the general circulating collection. Shear size and diversity of materials in the general collection, present preservation managers with an array of issues and values that must be brought together into a meaningful plan of action, e.g., different formats, use patterns, retention criteria, collection value, etc. Neither item-by-item selection strategies nor treatment options is capable of providing the sort of information needed to manage a collections preservation program. A different set of management information is needed.

As a result, preservation programs have had to offer a greater repertoire, indeed, hybrid treatment approaches, such as improved micro-climatic housing, systematic programs of better housekeeping practices, environmental controls, improved care and handling practices, early binding, mass deacidification, and reformatting.

Similarly, preservation management has become more integrated with other library functions and units such as, collection development, cataloging, circulation, etc., where important information is gathered and/or a variety of preservation options can be integrated into already existing workflows.

A collection preservation management program is aimed at attaining a larger understanding of the nature of risk to groups of materials, providing assessment, establishing selection criteria and strategies, prioritizing collections, and implementing large scale preventative and remedial treatments. This also requires that preservation managers understand that many collections preservation activities at times be take on a phased approach with hybrid strategies and hybrid treatments.

What drives the mechanism for collections preservation management then is a careful analysis of the collections, understanding the realities of the preservation operation one has, and using management information to determine collection value and utility.

Because most preservation initiatives in the United States have evolved out of and reside in academic libraries and not a national library, much of the literature on collection preservation management is framed around a preservation program's necessity to support the mission and priorities of its academic institution. This context has obviously shaped the architecture of our thinking and planning. It also explains the central importance in co-partnering with other library and academic units. But, I believe that the architecture of a collections preservation management program can be useful in articulating some of the issues for national and foreign libraries.

Assessment

The most important element in collections preservation is to know and assess your collection. There are a number of assessment strategies available. A condition survey is designed to assess the physical condition of the collection in situ. Condition surveys can range from making observations on damage, deterioration, shelving problems, environmental issues, use patterns, paper and binding condition.

Given the current technology, online catalogs and databases can also be used to provide critical information in terms of action surveys. Action surveys collect information based on specific actions that are known to be needed, such as binding, brittle books reformatting, and mass deacidification. At the present time, the USMARC format uses the 583 field "Action field" to record assessments, decisions, or actions queued for a given title.

Depending on the sophistication of the online computer, this can be done at the point of acquisitions or later on by generating reports based on searching key elements in the bibliographic record, such as the publication date, the place of publication, title, author, call number, etc., all of which offer ways to refine searches and assess large scale patterns and needs.

An effective needs assessment will reveal the nature and scope of preservation requirements, help establish priorities and develop a reasonable strategy for action based on these priorities and the institution's ability to meet them.

Selection for Preservation

After assessment, selection for preservation strategies must be identified and implemented. The three most common selection strategies practiced today are use-based or the circulation driven approach, subject or discipline specific approach, and new acquisitions approach.

Use-Based/Circulation Based Approach

This approach identifies volumes for preservation at the point of use. Typically, these volumes are identified at circulation, although there are other service points that could serve equally as well, such as, copy centers, the stacks, the reserve book room, interlibrary loan, reading rooms, etc. This strategy addresses that part of the collection which is used most heavily. Not only can selection at circulation identify patterns in wear and tear, early preservation problems, detached boards, as well as brittle material, but it can also identify preservation problems not visible on the shelf, such as missing pages. Of course, selection at circulation does not address collection priorities. For this, the preservation administrator must further refine the use-based approach. Additionally, the preservation administrator will have to assist circulation in establishing methods for batching by types of damage to be selected.

Subject/Great Collections/Class Approach:

There are various names under this "thematic approach" but the selection strategy essentially defines a class of items having the same characteristics. This can be anything from a class within a classification scheme, a format, the highest research priorities, or items that fall within available treatment options. This strategy requires preservation staff to work closely with subject librarians and catalogers to define and refine areas of priorities where the library and/or institution has a preeminent commitment and thus an obligation to preserve. This approach has won great favor among research universities which are often defined by their collection strengths.

This selection approach has also guided the National Endowment for the Humanities microfilming projects and is winning equal favor as a selection approach for digitization projects. Indeed, because it is an approach which is relatively easily justified and extremely efficient and productive, it can be easily translated into general collections preservation activities such as repair, boxing, binding and mass deacidification.

Acquisitions-Based Approach

There are many preservation issues that can be assessed at the time of acquisitions. Once identified these items can either be sent directly to preservation for treatment or the information can be entered into the bibliographic record for future action. This includes recording for binding, brittle materials which will require reformatting, mass deacidification, or future weeding. This approach requires coordinating both with acquisitions and bibliographers.

Prioritizing

Establishing priorities for collections preservation management must be based on recognizing and articulating the nature of preservation needs, capabilities of the preservation department, institutional objectives, and the resources available. In the United States we are fortunate to have a number of external funding agencies that have enabled and supported large-scale collections preservation activities such as microfilming, digitization, education and training, as well as mass deacidification. The availability of these funds, allows the preservation administrator to use local institutional funds to address other collections preservation treatment options not supported by such agencies, such as binding, repair, and boxing. These are the sorts of resource decisions involved in prioritizing a collections management program.

Implementing a Collections Preservation Program

There are many operational models for organizing a collections preservation program in a library. Collections preservation can be centralized in a preservation department or distributed, as long as objectives are clearly understood, quality control maintained, and effectiveness of the organizational model viable.

Regardless of the organizational model, a framework is needed when attempting a collections preservation program, otherwise large scale needs and actions are disjointed and result in inefficient use of material resources, imprudent expenditure of labor and financial resources, ineffective use of preservation staff, and failure to meet the needs of our patrons and/or the collection. The best managed collections preservation program provides a framework and an implementation plan which targets the collection meaningfully. At the University of Notre Dame, we have organized our various collections preservation activities accordingly.

General Collections Repair Unit

- protective housing/boxing
- environmental monitoring

Library Binding Program Unit

- in-house stiffening
- pamphlets
- contract binding
- mass deacidification

Reformatting/Replacement Program Unit

- microfilming
- photoduplication
- digitization

Preservation Support Activities Unit

- non-invasive security tagging
- stacks cleaning
- care and handling
- staff and user education and awareness

What I have offered here is an overview of how some academic libraries in the United States manage their collections preservation needs.

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The Growing Gap between the Information Rich and the Information Poor, Both Within Countries and Between Countries - A Composite Policy Paper

Alfred Kagan
Editor

Paper

Introduction

The IFLA Social Responsibilities Discussion Group was officially established in December 1997 to address the role of libraries in society. It is currently affiliated with the IFLA Education and Training Section. The group is initially concentrating on the following themes:

- Equality of access to library collections and facilities,
- The growing gap between library rich and poor both within and between countries,
- The "right to know."

This policy paper was developed from the six discussion papers prepared for the 1998 IFLA meeting in Amsterdam and the comments received at our first open meeting. Much of the following text is taken directly from the papers (see http://www.ifla.org/VII/dg/srdg/index.htm#8). The themes of the discussion papers were: rural library development (Kalpana Dasgupta, India), literacy in libraries (Josephine Andersen, South Africa), fees for library services (Kristine Abelsnes, Norway), human resource development (Dennis Ocholla, South Africa), the electronic information gap (Alfred Kagan, US), and North-South library cooperation (Ismail Abdullahi, US). Each theme will be addressed in turn, including concrete proposals for action.

The information rich and poor are often defined in two separate and distinct ways: The North vs. the South (rich vs. poor countries) and the gap between the elite and the disadvantaged within countries. Our project seeks to unite these ideas. To a greater or larger extent all countries have information gaps. The United States and South Africa are examples of two countries that have extremely skewed distribution of wealth, resulting in excellent information services for some and poor or non-existent services for others. Although the United States is rich, its distribution of wealth and information is becoming more unequal. On the other hand, the great majority of South Africans are poor, but there are now efforts to equalize the standard of living that was constructed under apartheid. We believe that libraries, library associations, and those who work in libraries have a social responsibility to address these issues in whatever context they find themselves and in all countries. We hope that the IFLA Professional Board will endorse the following recommendations and provide administrative and monetary support for implementation.

Dennis Ocholla defines the information poor in five ways: 1. The economically disadvantaged populations of the developing countries (The South); 2. Rural people who are often geographically isolated by lack of communication and transportation systems; 3. Those disadvantaged by cultural and social poverty, especially the illiterate, the elderly, women, and children; 4. Minorities who are discriminated against by race, creed and religion; and 5. The physically disabled. The following remarks are focused on addressing the needs of these population groups.

Rural Library Development (Dasgupta)

The most extreme information gaps are between illiterate and neo-literate people in rural villages and rich urban populations. Kalpana Dasgupta reminds us that information is a prerequisite for all development activities. The goals must be to see that the right information reaches the right clientele in the most comprehensible format at the right time. For example in India, rural libraries have helped educate people in local history, village traditions, methods of cultivation, public health, and the message of the freedom movement against British colonialism. The diversity of the rural population must be analyzed in order to plan appropriate library services. Interpersonal forms of communication such as information exchange in marketplaces, water sources, and places of worship must be discovered.

It is necessary to find out how rural communities use information as an aid to the adoption of important innovations and new practices that are crucial with the development process. Before establishing libraries the following information should be developed: village environment (geography, livelihood, education, etc.), peoples' needs (physical, intellectual and psychological), availability of resources, infrastructure facilities, and attitudes of the people. It is important to pay special attention to women, students, young adults, children, and neo-literates. Rural libraries can act as information and community centers to improve living conditions and the quality of life. Local authorities must be empowered to create such institutions.

Recommendation. IFLA should develop a research program on rural library development in coordination with national library agencies. The focus should be on empowerment of local authorities to process appropriate information in comprehensible formats for diverse rural populations.

Literacy in Libraries (Andersen)

Another way to look at the growing information gap is to explore the extremes between illiterate and highly educated people. Josephine Andersen explains that illiteracy often results in unemployment and unemployability. She notes that 36% of the citizen's of her country, South Africa, are illiterate. The problem is historical, and she quotes former Prime Minister Verwoerd (1958-1966) who said "There is no place for the Bantu in the European community above the levels of certain forms of labour." In fact, the acquisition of literacy and education has often been seen as a threat to those in power. This was just as true in the United States during slavery days as in apartheid South Africa.

Illiterate people often do not have access to an environment conducive for learning. Public libraries are ideal learning places and can provide the right surroundings and conditions conductive for human development, even in rural areas without electricity. Libraries must be involved in their communities, and literacy is a library responsibility. Public libraries must promote lifelong learning but often are not equipped to do so and lack librarians with appropriate skills. Literacy programs can be based on Paulo Freire's revolutionary Language Experience Method. Freire advocates problem solving and dialogue between teachers and new learners to encourage critical thinking and creativity. This method contrasts with the "banking method" where teachers "deposit" information in the learners.

Recommendations. IFLA should urge library and information schools to promote adult basic education skills as a component of their curriculums. IFLA should promote literacy training as a basic library service.

Fees for Library Services (Abelsnes)

Kristine Abelsnes quotes the Unesco Public Library Manifesto: "The public library shall in principle be free of charge." The public library must be supported by specific legislation and financed by national and local governments. Libraries are an essential component of any long-term strategy for culture, information provision, literacy and education. Library service is a common good, and free access to information is the backbone of a free and democratic society. Publicly funded libraries are most of all political instruments; they are not businesses.

However, there is a conflict between ideals and economic realities. The dilemma is that library fees can exclude some users, but not charging fees may exclude some special services that in turn may create revenue for basic services. We strive for equal access but even small fees discriminate between users, decreasing library use especially among children and young people. We see a trend in rich countries to protect so-called basic services and charge for supplemental services. However there is no consensus as to what services are basic and what services are special. What is expensive today may be cheap tomorrow, and what seems extra today may be considered basic in the near future. Furthermore once a library charges for one thing, it is easier to decide to charge for something else. Some argue that fee based services generate revenue to subsidize basic services. However experience has often proven the reverse. When supplemental services do not fully recover costs, they result in the poor subsidizing the rich.

Information is not free, but libraries can make it freely available to the community. Information is more than a commodity; wide access to information can empower citizens and therefore be a method of wealth distribution. Commercial information providers have a social responsibility to their communities and public libraries. If we abandon free-of-charge public libraries, we can expect political support for our libraries to erode and even fade away. This could lead to libraries being eventually integrated into the market. This would effectively end any hope of equality of access and cede information access entirely to the commercial sector.

Recommendations. IFLA should take a strong position against fees for basic services broadly construed. IFLA should be an advocate for public libraries in their negotiations with commercial information providers, and promote a price structure based on ability to pay.

Human Resource Development (Ocholla)

Dennis Ocholla discusses library and information education in Africa and the Third World generally. He compares LIS education to the political realm, quoting Ali Mazrui's insight that Africa has borrowed the wrong things from the West: the profit motive without entrepreneurial spirit and the acquisitive appetites of capitalism without creative risk-taking. Similarly, LIS departments are thrilled with modern information systems but apathetic to their development and maintenance. Instead of lavishly spending money on Western goods and services, it is necessary to address the plight of the information poor.

LIS departments are generally found in universities, and university graduates often dread working with the poor, the illiterate, and in rural areas. These graduates are alienated from the majority of the population who see universities as ivory towers. We must provide students with the knowledge that inculcates a service culture. Libraries can help empower the information poor in tackling their challenges and responsibilities. Graduates must understand their role in transforming the information poor into information consumers, especially because the information poor are often fragile users who are easily discouraged by elitist information providers.

Such a reorientation begins with the selection of dedicated LIS students. Once enrolled, fieldwork is an excellent device for sensitizing students to work ethics and providing a sense of belonging and responsibility. Academic performance is necessary but not sufficient for advising students on various specializations. Such decisions must also take service attitude into consideration. Continuing education and informal education is a life-long process. LIS departments can reach out to their alumni and provide workshops and seminars. Keeping up these contacts can provide feedback for continuous revitalization and improvement of LIS programs. Library and information schools can be catalysts in promoting information access and use by disadvantaged communities through their products, programs and activities.

Recommendation. IFLA should encourage library and information science schools to adopt a socially responsible orientation, including the promotion of a strong service ethic towards all population groups.

The Electronic Information Gap (Kagan)

The Dakar Declaration on the Internet and the African Media (1997) called for creating a culture of online communications and ensuring African content on the Internet. Kagan cites the Declaration as just one example that people and institutions everywhere want electronic access to information and are working towards their goals. As opposed to every country's elites, most of the world's people must contend with all the barriers associated with poverty. Regarding electronic access, Zulu noted the following barriers: lack of adequate electricity; lack of good computer environments (dust, humidity, and heat); poorly developed telecommunications infrastructures; few qualified people to maintain equipment; large illiterate or semi-literate populations, lack of foreign exchange, language barriers, lack of national information policies, and lack of ability to upgrade obsolete equipment. Let us be mildly optimistic that solar energy, microwave and satellite technologies may prove useful in addressing these enormous problems.

Herbert Schiller has described the phenomenal growth of corporate power in the rich countries including the deregulation of economic activities, privatization of functions once public, and commercialization of activities once social. To receive assistance, poor countries must contend with the World Bank's structural adjustment programs that mandate privatization, currency devaluation, removal of trade restrictions, cuts in subsidies, and severe reduction of services such as health and education. And such aid comes with Eurocentric cultural strings attached. Corporate media has the power to choose what ideas to present and regulate what people think and believe.

As opposed to a "public good," transnational corporations view electronic information as a commodity. Microsoft dominates personal computing and tries to control Internet content and commerce through the arrangement of selected icons on its desktop. Many have praised the Internet's diversity and profound democratic effect, but commercialization runs in a counter direction. There are also questions of language and local content. English is the dominant Internet language, and although most countries now have at least minimum presence of the web, the great majority of content is still provided from Europe and North America.

Furthermore, minorities within rich countries are also marginalized. For example, a recent study of United States students found that 73% of white students had their own computers as opposed to 32% of black students. Libraries have a social responsibility to try to equalize access to electronic information. We will need to become much more politically active within our professional associations and our societies to promote universal access to information.

Recommendations. IFLA should promote the development of local content electronic resources. IFLA should promote policies and develop programs that equalize access to the Internet.

North-South Library Cooperation (Abdullahi)

Ismail Abdullahi begins from the premise that national development necessitates the cooperation of all sectors of a national economy and the integration of economic, social and cultural advances. Development therefore requires increased access to information. The countries of the North have recognized this and use information extensively. The rapid growth of information technology is further increasing the already large gap between the information rich and poor. There is a lack of sufficient cooperation and resource sharing between North and South and a lack of development infrastructure in the South. The goals should be to remove all barriers of library resource sharing and provide equal access by any individual from any geographical location to the sum total of the world's knowledge.

We have recently seen a high degree of interest and activity in library development and cooperation in developing countries. But Salman has recognized the following problems: lack of essential infrastructures for national information systems, shortages of skilled people, underutilized information services, unsatisfactory access to locally produced information, access to a very limited quantity of foreign and international information literature, and lack of application of new technologies. Furthermore, government monopolies have often stifled the flow of information due to unwise telecommunications policies and lack of resources. Policymakers in Africa and elsewhere often do not perceive the importance of information for national development. Librarians must work to change these attitudes to information and technology transfer.

Recommendations. IFLA should promote greater resource sharing between the North and South, including Southern links to the information superhighway. IFLA should research the education and training needs of Southern countries in order to plan the development of appropriate information infrastructures. IFLA should urge appropriate government agencies to develop policies conducive to the development of information infrastructures.

The Profession, Library Associations, and IFLA Structure

The first open meeting of the Social Responsibilities Discussion Group was held on August 16, 1998 in Amsterdam. There were a number of comments addressing IFLA's structure and the need to mainstream the issues of social responsibility. One speaker asserted that IFLA's Regional Sections are marginalized within Division 8, and noted that there was a proposal coming for changing the structure. It was noted that the Regional Section on Latin America and the Caribbean was holding a panel on the information gap in Amsterdam. This speaker noted that there is probably more support than we know about within IFLA. Another participant noted that such issues are pervasive in librarianship, and that many of us are librarians precisely to address such concerns. Another speaker lamented that information gap issues are hardly talked about in one of the rich country associations, the American Library Association. There was consensus that the Discussion Group should try to mainstream social responsibility issues within IFLA.

Recommendations. IFLA should reevaluate its structure in order to better address information gap issues. IFLA should compile a report on how various library associations are addressing these issues.

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Internet use and training needs of staff of the esAL consortium, KwaZulu-Natal, South Africa: partnership between Historically Disadvantaged and Advantaged Institutions (HDI's and HAI's)

Andrew m. Kaniki
Information Studies
University of Natal
Pietermaritzburg
South Africa

Paper

The potential role and use of the Internet in the provision of information services for both research and study in South Africa's tertiary institutions is no longer a highly debatable issue. Although a big part of the academic community may not be fully aware of the full potential and limitations of the Internet in academic work, nevertheless, they are increasingly becoming aware of it through the publicity it continues to receive in the mass media, tertiary institutions themselves government pronouncements [for example, the "crusades" by Deputy President Thabo Mbeki on the country's move towards an information society and the role of information technology, particularly the Internet and Minister of Posts and Telecommunications, Jay Naidoo's Internet connectivity and establishment of Tele-centres], and so on.

Academic libraries in South Africa are and will increasingly come under pressure to provide Internet-based information services. Due to the historical background [the apartheid policies] however, some tertiary institutions were better endowed than others in terms of financial resources, library personnel, material resources and indeed with respect to the Internet facilities and services. Similarly, library and information science (LIS) education and training departments have in the past differed significantly in terms of resources and staff available to train library personnel who eventually staff academic libraries. Consequently, we have had institutions categorised as Historically Disadvantaged Institutions (HDI's) and Historically Advantaged Institutions (HAI's). In a sense there has historically been a gulf between the information rich and information poor, in terms of LIS education and training and library and information services and facilities available at HDI's and HAI's, respectively. In spite of this gulf however, library users irrespective of where they are based [HDI's or HAI's] expect the best service from their libraries.

While traditional library resources and services are best suited for meeting particular kinds of research and study information needs within the academic community, the Internet is best suited for other academic information needs and in other cases, it can supplement traditional library services. The question for academic libraries, even those of South Africa therefore, should not be so much as to when will the Internet replace the library or how best will librarians counter the challenge but rather, as Radcliff, du Mont and Gatten (1993:7) have argued, how best to incorporate the Internet into services offered by the library.

To effectively integrate the Internet into library and information services assumes *that Internet facilities are available within an institution and library.* A further assumption is that, *end users have the knowledge and skills to conduct their own Internet searches* for information related to research and study. Thus, the user must have the knowledge and skills necessary to conduct complex searches and sieve through the vast information to choose the most appropriate she/he needs. In traditional academic library services it has been accepted that researchers, academics and students (end-users) who have the information searching skills, to a large extent, conduct their own searches. However, where they do not possess the information searching skills, librarians either teach or guide them on how to find what they are looking for. In other circumstances, academic librarians or information specialists conduct searches on behalf of the information seekers. Similarly, where the Internet facilities exist in the library this [library] service philosophy must apply, academic librarians (or information specialists) should provide the necessary user education or perform required search(es) for and on behalf of the information seeker. In order for librarians to provide the intermediary or user education services in the use of and access to the Internet resources, further assumes that *they (librarians/information professionals) are knowledgeable about the Internet resources and posses better searching skills necessary in the use of the Internet for research and study needs, than students, researchers and academics*. To be relevant [to the end user] librarians or information specialists must provide the user with something more than what he/she [the user] him/herself can be able to do. In other words, librarians must provide value added information services and Internet services.

Basu (1995) has argued however, that [at the moment] subject librarians experience problems in dealing with the Internet as an information channel and they do not always find what they need when searching the Internet. To illustrate this point he made reference to a study conducted among reference librarians which showed that 29.6% of the study population found information they needed on the Internet between 21% and 30% of the time, while only 14.8% of them found it more than 50% of the time(Basu1995:38). In order for librarians to be of help to the users in the use of the Internet resources for academic research and study, as they have been in providing traditional library services, they need to be better skilled in searching and knowledgeable about the Internet resources. The scenario presented by Basu on the Internet usage among librarians is very similar to that of librarians in South Africa. The levels of awareness and knowledge of the potential and actual use of the Internet has only been on the increase in the last few years. In a survey conducted in 1996 among forty nine (49) academic professional librarians in the university libraries and their branches, of the Universities of Durban Westville, Natal and Zululand of KwaZulu-Natal Province, and reported in a paper (Kaniki, 1996) presented at the first Conference on Information Technology in Tertiary Education- CITTE, it was noted that their [academic librarians'] awareness levels of the Internet usage were very low [general level 9.10%] Table1 below shows librarians' [in 1996] views of the various uses.

Table 1

KwaZulu-Natal Province (1996)
Professional librarians' views of uses/possible uses of the Internet

TYPE OF USE	TOTAL (%)	POSSIBLE TOTALS
Access to/provision of online information	10(20.41%)	49
Current Awareness	8(16.33%)	49
Access to full text (electronic) journals	7(14.28%)	49
User groups/Bulletin boards and dedicated mail lists	5(10.20%)	49
Access to library catalogues	5(10.20%)	49
Email facilities	3(6.12%)	49
Interlibrary loan requests (not necessarily document delivery)	3(3.12%)	49
Running online tutorials/interactive library instruction	2(4.08%)	49
Access to Government Information	2(4.08%)	49
Merely a communication system and not a database	1(2.04%)	49
Uncertain	3(3.12%)	49
Totals	**49(9.10%)**	**539**

In order for librarians and information specialists to attain the necessary knowledge and skills in the use of the Internet resources and facilities there must be *library and information science education and training programmes and institutions to impart the Internet knowledge and skills to LIS staff either as part of pre-qualification or post-qualification education and training*. Provision of the Internet facilities and services, and the training of library staff is obviously expensive, especially in a country like South Africa.

South African academic libraries and LIS education and training departments [both at HDI's and HAI's] face the hush realities of lack of material, financial and human resources. This is further exacerbated by the fact that the country is faced with so many basic needs, that higher education and library services are not as a high priority for government funding as other sectors like health, housing, and basic education. This has led to the realization that no one library or institution is able to provide its users and trainees with all the resources and services they need on its own. Therefore, academic librarians and their libraries have been looking to partnerships and creation of library consortia for cooperation and resources sharing. These consortia have been regionally based. Some of the active consortia include CALICO (Cape Library Consortium) ; GAELIC (Gauteng and Environs Library Consortium) and esAL (eastern seaboard Association of Libraries) in KwaZulu Natal province. In the Western Cape area where CALICO is located for example, tertiary departments or units (both technikons and universities) their libraries and library and information science training institutions have developed a joint *Information Literacy* course, INFOLIT for undergraduate students. This course, with a standard subject content and expected outcomes, is "taught" both via the Internet [web based] and class contact by different institutions including technikons and universities of the Western Cape as needed.

The esAL consortium for cooperation among libraries was established in terms of an agreement signed by librarians and vice chancellors of the esATI (eastern seaboard Association of Tertiary Institutions) which includes the Universities of Durban-Westville, Natal and Zululand, and the technikons of, ML Sultan, Mangosuthu, and Natal. Specifically esAL:

aims at creating a coherent, regional library resource by promoting a range of interactive programmes, with the hope of creating the best library system in the country at the lowest cost in the country, thanks to co-operation that has guided the libraries in the past. Benefits include dedicated inter-library loan courier service, cross-institutional membership for staff and graduate students, shared staff development programmes, jointly developed modules for student orientation, and cost-savings through shared journals and abstract holdings, all of which advance the aim of wider accessibility and more efficient dissemination of knowledge and information (esATI. esATI Project info update, 1998)

"Cross-institutional membership for staff and graduate students, shared staff development programmes, and jointly developed modules for student orientation," as envisage in esAL agreement all have direct and immediate relevance and impact on the integration and use of the Internet services in the esAL libraries. Cross instructional membership of staff and students will mean that library users will expect a minimum service in any one of the libraries visited, which may necessarily include Internet services, among eaSAL members.

The esAL consortium provides a conducive environment for the shared development or adaptation of some already existing Internet training courses for training prospective library and information professionals and provision the Internet continuing education courses to practising librarians. It is obvious from various required competencies, like those published by the Special Libraries Association (1998) that in the future, library and information science professionals at all levels, will be required to have some competency in information technology [and particularly the Internet usage]. At a recent (May 7, 1999) seminar on *Library and information science in the next millennium*, organised by students of library and information science at the University of Zululand and attended by not only LIS students but also academic librarians and journalism students, it was evident that the current crop of trainee library and information professionals and indeed practising librarians realise that information technology knowledge and skills, particularly those of the Internet are critical to their work and future prospects. They all would want to be equipped with information technology skills and especially those related to the use of the Internet. In a paper presented at the same seminar, it was argued that "...the strength of information professionals and librarians will be to facilitate access to and accommodate a variety of information formats, collections and points of access so that print, microform, digital and audio-visual resources are accessible and distributable (Kaniki, 1999).

The Internet training course(s) can be developed and jointly offered by and among the esAL consortium in conjunction with the three esATI library and information science (LIS) departments. The LIS education and training departments are located at the universities of Natal (Pietermaritzburg) and Zululand, and the ML Sultan technikon. The LIS departments at the universities of Natal and Zululand, which are HAI and HDI respectively, have historically trained professional librarians, while the ML Sultan technikon (an HAI) has historically trained para-professionals or support staff [this trend may soon change with the technikons like ML Sultan have began training at the bachelor and master of technology levels]

The Internet courses can be offered jointly and with shared facilities as needs arise or they can be offered by individual institutions and libraries . The key factor is that the development and/or adaptation of existing Internet courses for different levels of trainees is shared thus having a broader base of resources and experts. The facilities for training library and information professional especially for continuing education purposes can also be shared and rotated between institutions. This will certainly enhance the spirit of the esAL consortium agreement.

To identify appropriate existing Internet courses or in order to develop appropriate ones requires an understanding of the training needs of those to be trained, the availability of Internet facilities within institutions and identification of persons to train library and information professionals. As a contribution to this process, this author embarked [in April 1999] on a survey to assess the Internet facilities, use and training needs within the esAL consortium, KwaZulu-Natal. Some of the preliminary findings are presented in this paper. The full findings of this survey will be published in dues course in 1999 and 2000.

The survey covered all tertiary institution libraries in KwaZulu-Natal and all library staff, both professional and support/paraprofessional staff, excluding those who have little direct contribution to librarya and information provision, like messengers, cleaners, bindery staff and so on. The institutions included were those of the esAL consortium, namely, the technikons of Mangosuthu (HDI), ML Sultan (HDI) Natal (HAI) and the universities Durban-Westville (HDI), Natal - Durban, Pietermaritzburg and Medical campuses (HAI) and Zululand, both main and Umlazi campuses (HDI). A total of three hundred and fifty (350) questionnaires have been distributed, collecting data on a variety of issues including: connectivity; computer facilities availability; usage of the Internet; skills and knowledge of the various resources and services; problems in the use of the Internet and training needs. At the time of preparing this paper (May 1999) eighty (80) questionnaires had been received.

It is evident that with the political changes at the beginning of the 1990's and more significantly after the democratic elections in 1994 and with the subsequent constitutional changes, the demarcation can not be said to be that crystal clear between HDI and HAI libraries, particularly with respect to their staff (and related knowledge and skills) and facilities and services. There has been a shift in employment patterns in both libraries and LIS education and training institutions in that persons who have trained at HAI's have gone on to work in HDI libraries and vice versa. There has also been changes towards open-access to pre- and post-qualification LIS education and training. Students are not restricted by virtue of their colour as to which institutions they can be admitted. In addition, the changes in financial allocations to HDI's and HAI's, and outside aid to especially the HDI's has been and will continue to change especially with respect to the facilities terrain in libraries. For example, the European Union has targeted its funding for the supply of information technology [and Internet connectivity] towards the HDI's. The Kellogg foundation has also made a substantial infusion of funding of the esAL consortium to facilitate networking. However, it is also evident that both HDI's and HAI's need to share their resources if they are to survive.

All the esAL members within KwaZulu-Natal have full Internet connectivity. The major difference however, is that many professional library staff at HDI's and support staff in both HDI and HAI libraries do not share Internet workstations. Out of the eighty responded, sixty (75%) feel that the Internet is useful and they use it in one way or the other in their work The heaviest usage among all the sixty who use the Internet is simply electronic mail. A high percentage, 70% (42 out of sixty) of those who use the Internet an unfamiliar with other capabilities of E-mail system like; filing E-mail messages; subscribing to E-mail mailing lists/listservs; attaching files to E-mail messages and /or opening and retrieving files attached to E-mail messages. The initial indication is that the Internet is very underutilised, mainly because of lack of skills and knowledge of its use among library staff of all categories.

Although, all professional librarians (33 out of the 80 respondents) indicate that they feel the world wide web, Newsgroups and listervs are important resources for the provision of library and information services, twenty (60.61%) of them indicated that they are not well skilled or not too comfortable in the use of these Internet services. In effect all respondents (eighty) feel that they need to learn varied aspects of the Internet, not only for their current job requirement, but in order to continue "to keep up with the trends" in the field. Among professional the thirty three professional librarians, fifteen use the world wide web, in varying degrees and have varying level of skills. However, sixty (out of the eighty respondents) who currently use the Internet in one way or the other, the identified [though in varying degrees] the following as the main problems they face in using the Internet:

- Slowness of the system
- Not enough time to get to grips with regular searching
- Frequency of downtime of the system
- The time it takes to access and search for relevant information (Too time consuming)
- Technical difficulties in accessing the Internet
- Lack of clarity about the pathways to follow to access relevant resources

- Too much "unnecessary" stuff.

Although the data used here does not provide a complete picture of the situation in among esAL members in KwaZulu Natal, it appears that there is a need for Internet training courses to be developed or adapted for the benefit of both practising librarians and pre-professional qualification students. It will be a waste of the limited resources for each institutions and library to develop its own courses as the needs for training appear to be similar across the esAL members. It appears logical therefore that esAL and LIS education and training departments should look to possibilities of developing joint Internet programme(s) and courses. It may not be necessary to develop entirely "new" Internet courses as the identified needs, problems in the use of the Internet and the available expertise, appears to be similar to those experienced elsewhere and can be satisfied by adapting some existing Internet training programmes and courses. As emphasised however, these courses must be linked to the training needs of the library staff with the libraries concerned . Among the key areas of internet training identified by respondents to the survey include the Following:

- Website development and maintenance;
- general skills about the Internet;
- surfing the web and criteria for valuating various search engines and web-sites;
- sophisticated [advanced] web searching
- working with listservs and newsgroups

Among the library staff who currently use the Internet, five from different institutions not only HAI's, indicated that they have sufficient skills to train other library staff Internet usage. The availability of potential Internet trainers from both HAIS's and HDI's is also a positive one in the development of the Internet training partnership between HAI's and HDI's because it will remove the feeling of continued "domination" by HAI's over HDI's. At each of the three library schools there are also individuals who have varying degree of knowledge and skills for Internet training. I believe that a shared programme based on identified needs and developed from existing Internet courses available around the world will enhance the esAL partnership and meet the required library and information competencies being expected of LIS professionals.

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Evaluation of web-based library instruction programs

Tess Tobin & Martin Kesselman
Rutgers University Library Media Services
Piscataway, New Jersey
USA

Paper

Purpose

The World Wide Web (WWW) is changing the way academic libraries teach and learn. Academic libraries have embraced the potential of the WWW developing innovative ways to meet the needs of users. One of these ways is to deliver automated bibliographic instruction in the form of web-based tutorials. This paper will review recommended guidelines for web-based instruction and will provide a framework for libraries worldwide in designing web-based instructional programs.

The stated purpose is to identify important design and evaluation criteria for web-based literacy/information instruction. Building on an initial investigation, the author examined library instruction literature to see what criteria was available for those wanting to create effective web-based training modules. The author also looked at non-library literature to find web-based training criteria, which was then compared to the criteria developed by library professionals. Over a two-year period, the author was able to note a progression and shift in the guidelines developed by library professionals, which reflects, not only, improvements in the technology itself, but a better understanding by librarians as to what elements are needed to structure an effective online bibliographic instruction program. The library guidelines were examined within the context of current research on bibliographic instruction to determine the usability or deficiency of the established criteria.

To date there are very few end-user studies in the library instruction literature regarding online tutorials. The last section of this paper will report on assessment and usability studies of web learning modules.

Introduction

Computer scientists have been researching the principals behind effective interface design of computer applications since the 1940's. Stover and Zink report that with the emergence of the World Wide Web in the early 1990's, organizations of all types are recognizing the importance of the World Wide Web as a tool, not only for gaining access to information, but also as a means of disseminating information about their activities, products, and services. [1]

Academic librarians have endorsed the possibilities of the WWW and first began to use web technology to create home pages, as starting points, or gateways for searching for information about the library. A home page reflects the institutional character of the university or college and is unique in that it gives the library the opportunity to express its own mission and philosophy.

With the growth of distance learning and the need to offer services to patrons off campus as well as in the library, the libraries needed to explore other ways to deliver library information skills. The WWW provides a dynamic environment for distributing information over a large network and web-based instruction is becoming the desired tool for these new users. In the web environment it doesn't matter if the user is connecting to library resources on the computer in the library, elsewhere on campus or from his/her home.

Developing an online module can be a challenge for many libraries. As librarians approach this task they should not overlook the groundwork laid by computer scientists in the field of computer interface design and computer/human interaction. The knowledge the instruction librarian brings to the task gathered from their classroom experiences and the findings from computer-assisted learning studies need to be considered when planning the design, content and evaluation of a web-based tutorial.

What is web-based instruction?

Web-based training (WBT) is an innovative approach to distance learning in which computer-based training is transformed by the technologies and methodologies of the World Wide Web (WWW), the Internet, and Intranets. [2] It allows self-directed, self-paced instruction in any topic. WBT is media-rich training fully capable of evaluation, adaptation, and remediation that can provide the available tools to organize and deliver content into well-crafted teaching systems.

WBT has certain distinguishing characteristics, which makes it an ideal tool for bibliographic instruction. WBT is an interactive tool. It expands upon computer-based training with activities like discussion forums, mail lists and chat sessions. The user sets his/her pace and direction.

The library instruction literature points to active learning as the best means to deliver bibliographic instruction. [3] The interactivity component of WBT is a two-way interaction. The user inputs to the system and the system provides feedback that either reinforces the user or provides guidance for learning. This can be measured by having the user select the correct response and guide the user to continue if an incorrect response is made. WBT can also meet the needs of diverse populations and learning styles. The multi-media used with online training modules can help all types of learning styles - visual, verbal and aural.

Web-based training is not a collection of information pages. Presently, an examination of many library instruction pages shows that libraries have rushed to embrace this new technology and they are using it effectively. Some librarians have created multiple pages full of text with complete verbal explanations of the objectives of the desired library skills. These sites are uninteresting and do not involve the user. Creating a table of contents with links to full page documents is a misuse of the technology and not an interactive learning tool.

An interactive component such as a quiz or feedback form tests the user's knowledge and allows the librarian to determine the effectiveness of the learning. Without this component, the librarian cannot monitor the learning, and thus cannot adapt the module to best suit the learner. Assessing the modules and reviewing them to alleviate confusion and frustration will go a long way to help keep the learner motivated and more willing to work through the objectives and attain information literacy.

The content and objectives of the web-based tutorials examined for this study varies greatly. Some tutorials take the user through the physical layout of the library with maps and pictures. The next type of tutorial explains basic library skills and can offer a glossary of library terms. Another type of tutorial offers instruction on using the library's OPAC, and leads the user through the steps of locating books, magazines and other library materials. To be effective these tutorials should be learning modules that promote the institutional needs of the library and relate the information library skills the library wises its users to achieve.

The next level of tutorial presents the more conceptual aspects of information literacy. These are tutorials on the research process and evaluation of sources. Some of these tutorials review various library networked databases while explaining Boolean and keyword and subject searching techniques. Searching the Internet is a focus of many tutorials, along with interactive modules that offer guidelines on how to evaluate Internet sources. Each tutorial is different in design, content and instruction level, reflecting the personality and nature of each library.

Web Design and Evaluation Criteria by Library Professionals

For librarians developing online instructional tutorials to supplement their bibliographic instruction programs, the web guidelines developed by the Library Instruction Round Table (LIRT) [4], of the American Library Association should be considered. LIRT advocates library instruction as a means for developing competent library and information use as a part of lifelong learning. The LIRT homepage has links to the Top Ten Instruction Articles for the past three years, and links to Library Instruction Tutorials. In July, 1997 the LIRT Research Committee posted a page on Website Evaluation Criteria. At that time the three basic elements recommended by LIRT to include in a web page were access, design and content. This page has evolved and now is called Web Standards and Guidelines. The section on access is no longer an element since web browsers and servers have become quicker and more stable. The content and design elements are more brief and list technical points. The importance is on elements to avoid rather than offering standards on what makes up a good web page. The new addition to the page is "Procedural/Technical." This new element refers to HTML coding and resolution requirements and settings. The Web Standards and Guides are useful from a technical standpoint and instruction librarians should review them.

The *Instruction Section Teachings Methods Committee*,[5] a committee of the American Association of College and Research Libraries (ACRL) has also prepared web criteria for instruction. This committee is charged with providing a forum for librarians interested in both the theoretical and practical aspects of teaching methods. These guidelines are intended to help libraries' efforts in web-based instruction and are more pedagogical in nature and reflective of the committee's mission to have librarians be successful in their instructional endeavors. Since online instruction is a new format for many, the guidelines are thorough, and the design standards are in keeping with what constitutes a successful web-based training program. These guidelines, updated three times over the last two years, are keeping up with advances in the technology.

The original page included Access, Design and Layout, Content and Audience. Updates have been made and the standard on content now states that pages should be tight and concise - they convey 'just the facts' without excess verbiage. Many library tutorials are heavy on text. Web-based material should not read like a book. The presentation and delivery of online information have their own unique characteristics. Research indicates that the page will either capture the attention of the user or it will not.

The evaluation criteria for design is now divided into two parts. General Design and Layout covers some basic design elements to web page development. Large pages should be broken down into discrete pages. Graphics should help to convey information and not just be decorative; each page should have a clear title and includes headers and footers.

The newest standard, Design and Layout of Interactive Tutorial Material, incorporates interactivity into the tutorials. Exercises, which provide feedback and test whether the student has grasped the concepts, are needed. This supports the learning theory behind bibliographic instruction that the modules need to engage and promote active learning. Navigational mechanisms which allow learners to repeat or move around within the tutorial have proven to be more effective ways to present information so it is not only accessible, but it is retained.

Last but not least, the criteria considers the audience as a necessary element. The content and links should be suitable to the user. The site should address a particular facet of library instruction. This would mean that the page should clearly state the objectives and goals of the instruction unit being presented. It is important to note that the IS Teaching Methods Committee referred to the LIRT Web Standards along with the guidelines and evaluation criteria used by Argus Clearinghouse[6], Cyberstacks[7]and the Reference Collection Development: A Manual [8] in selecting and revising their criteria.

Another ACRL committee, the *Instruction Section Emerging Technology Committee* [9] has acted more as an information sharing vehicle and facilitator for librarians interested in sharing instructional materials that they have designed in a networked environment. One of the committee's projects is the ACRL/CNI Internet Education Project[10], which has developed selection criteria used to review and evaluate instructional materials libraries wish to post on the web. The ten criteria statements require that the information is accurate, the material, content and language is clear, the material provides instruction using technology, the material makes effective use of good web design (graphics, examples, interactive elements) and the material enhances the learning experience. The committee has also created a Training Resources Bookmark[11] with links to numerous sites on web education, library instruction research and web design.

Web Design and Evaluation Criteria in Non-Library Sources

Business organizations delivered instructional models via the web long before the library community. Large corporations, which have spent millions on training, have found more cost-effective and successful ways of teaching employees using this platform. Their experience and research in this arena is valuable to librarians planning web-based tutorials. There are many sites that cover web design for training, but there are two worth mentioning for this study.

Walt Howe has posted a series of articles called Web Page Quality[12] including Evaluating Quality, Producing Quality Web Page Content, and Creating Web Page Design which have been covered in the library guidelines. Test Your Pages is an important component that does not appear in any of the library guidelines up to now.

Another site useful for this study is the WBT Information Center[13]. The section Primer has rules for Good Web Design and The Development Process guides one through the essential steps for developing web-based training from user analysis, interface design, usability testing, instructional design, scripting and coding. The Center also has links to Web Style Guides, Discussion Groups and Articles and Position Papers on web-based training. This site is attractive and is one stop shopping for those interested in creating web instruction guidelines and materials.

Assessment and Usability Studies

Evaluating instructional programs is essential. This appears to be the step lacking from the library guidelines and is absent in 90% of the library tutorials examined. There is no one way to evaluate student learning, and librarians have struggled with this issue long before web-based instruction.

Assessment can take many forms. Librarians could do a pretest and a posttest. It could be an evaluation form distributed after the class or it could simply, be a question and answer session. These formats cannot be included in many web-based training programs due to constraints of the software.

Usability studies are one way to make formal evaluations. Time, money and staffing are required. At the recent Association of College and Research Libraries Annual Conference in Detroit, Michigan in the presentation, "The User is the Expert, " [14] three librarians reported on their experience using usability studies to inform gateway and tutorial web designs. The design should be user-centered and the methods to achieve can include the more costly but accurate testing methods of formal usability testing, focus groups, group testing and survey. Less costly and less accurate means are design walk-throughs, heuristic evaluation, card sorting, matching test or icon intuitiveness evaluation and field tests. Some of the results indicate that students try to assign meaning to colors, navigation through frames is tricky, and links outside the tutorials are confusing.

The IFLA Study

The IFLA Study and presentation includes a detailed examination of these criteria while highlighting worldwide library websites that demonstrate effective use of these design features. The presentation will also review the library use of new web-based courseware products now on the market such as WebCT.

The Web is not a static environment and so any guidelines drawn up for web-based instruction have to change with the technology. The fact that these guidelines are being updated is a healthy sign that librarians are sharing the successes and the mistakes they have encountered when developing a web-based library. This is one of the best forms of evaluation. This is a sound progression and it is important that the focus of library instruction remains developing life-long learners and technology is the means to achieve this end.

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Addendum: Standards and Evaluation Criteria Outside the United States

The following are some projects outside the United States that are involved with teaching and learning in a networked environment:

- The Higher Education community of the United Kingdom has an initiative called the The Electronic Libraries Programmes (eLib). (http://www.ukoln.ac.uk/services/elib/) They have posted standard guidelines and recommendations for the selection and use of standards in eLib projects. (http://www.ukoln.ac.uk/services/elib/papers/other/standards/)

- The Tavistock Institute, which undertakes evaluation studies, produced the document, Guidelines for eLib Project Evaluation. Prepared by John Kelleher, Elizabeth Sommerlad and Elliot Stern this document provides useful guidelines for developing and implementing evaluation in individual eLib projects. (http://www.ukoln.ac.uk/services/elib/papers/tavistock/evaluation-guide/intro.html#defining.)

- NetLinkS, a U.K. Training and Awareness project supported by the Joint Information Systems Committee of the Higher Education Funding Council of England. Initially funded for one year, from September 1995, the project received further funding until May 1998. The NetLinkS Research Report is a detailed study of network learning. A link to other eLib projects throughout the United Kingdom is available from their home page. (http://netways.shef.ac.uk/about/overview.htm)

- Academic partnership in NLS resource design: a European case study by Jo Pye is a case study of European partner institutions concerned with electronic learning. This is a user needs analysis report addressing networked learner support in European partner institutions and development of an online course for librarians. This article was presented at the 2nd International Symposium on Networked Learner Support held in Sheffield, England in June 1997. (http://netways.shef.ac.uk/rbase/papers/pye.htm)

- DEDICATE is a good site with information on the development of distance education in Eastern Europe. The aim of the DEDICATE project is to develop cost-effective distance education courses in information literacy. The universities involved in this project are four library sites in Technological Universities in Estonia, Hungary, Latvia and Lithuania and at the International Center for Information Management, Systems, and Services, in Torun, Poland. (http://educate.lib.chalmers.se/DEDICATE/dedindex.html)

- The Multimedia Education Unit at the University of Melbourne provides assistance to major educational projects aimed at transforming units, subjects or whole courses with the use of multimedia and educational technology. They are developing some distance education course. (http://www.meu.unimelb.edu.au/)

- A web-based library education project worth looking at in Finland is one created by Irma Pasanen-Toumainen at Helsinki University of Technology. (http://www.hut.fi/Yksikot/Kirjasto/Palvelut/Koulutus/Informatiikka/)

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Current Issues in Library and Information Science Profession and its Education in Japan

Hiroya TAKEUCHI
University of Shizuoka, Hamamatsu College
Shizuoka, 432-8012 Japan
E-mail: takeutir@ham.t.u-shizuoka-ken.ac.jp
fax: +81-53-457-4555

Yong Won KIM
Faculty of Cultural Information Resources
Surugadai University, Japan
E-mail: kimyw@surugadai.ac.jp
fax: +81-429-74-7123

Abstract

More than 200 Japanese colleges and universities including junior colleges provide "20-credit librarianship courses" qualified under the Library Law and produce more than 10,000 "qualified" librarians annually. The Ministry of Education, Science, Sports and Culture governs qualifications and education of librarians and certifies the levels of librarian and assistant librarian as they meet the conditions indicated in the Library Law. There are 9 four-year universities with departments or sections specialized in library and information science and 8 master's and 4 doctoral programs in Japan. However it is recognized that the Library and Information Science(LIS) profession in Japan is still weak. In this paper the authors tried to analyze the elements affecting the weakness in terms of quality of education, employment system and career development of Japanese librarians.

Paper

I. Introduction

The purpose of this paper is to analyze the elements affecting the weakness of the LIS profession in Japan in terms of quality of education, employment system and career development of Japanese librarians. It also provides an overview of the current status of the library and information science education in Japan, and examines the implications of the rapid growth of this field while noting some of its significant issues and problems.

II. The Legal Qualifications of Librarians

The goal of library and information science education is to produce qualified librarians. According to Japan's Library Law, which is actually the public library law and was enacted in 1950, qualified or professional librarians are classified as librarian(shisho) or assistant librarian(shishoho). The requisite qualifications are :

Article 4:
The professional staff is called librarian(shisho) or assistant librarian(shishoho). The librarian should engage in professional work. The assistant librarian should assist the librarian.

Article 5:
Qualifications of librarians and assistant librarians.

1. *A person is qualified as a librarian provided one of the following conditions is met:*
    i. *a graduate of a university or technical college who has completed a training program stipulated by Article 6 of the Law.*
    ii. *a graduate of a university who has studied courses in library science offered by the university.*
    iii. *a person with work experience as an assistant librarian for more than three years(including staff of the National Diet Library and university libraries who are equivalent with assistant librarian)who has completed a training program stipulated in Article 6.*
2. *A person is qualified as an assistant librarian provided one of the following conditions is met:*
    i. *a person with qualification for librarian*
    ii. *a graduate of a high school who has completed a training program stipulated in Article 6.*

Article 6:
Training program for librarians and assistant librarians.

1. *A training program for librarian and assistant librarian is given by universities in compliance with the request by the Minister of Education, Science, Sports and Culture*
2. *Courses, credit units, and other necessary matters should be specified by ordinance of the Ministry. Minimum credits should be 15.*

According to the ordinance issued by the Ministry in August 1996, however, 20 credits must be acquired. The Ministry governs the qualifications and education of librarians and certifies the levels of librarians and assistants of librarians as they meet the conditions indicated in the Library Law.

Teacher-librarian(shisho-kyoyu) must also met the qualifications set forth in the School Library Law. Graduates who have teacher's certificates and have taken selected courses at a university or college are entitled to a shisho-kyoyu certificates as well.

III. LIS Education in Japan

1. Historical Background

The Library Law opened the door for the LIS education at university level in Japan. Toyo University started its librarianship course under the Department of Sociology in 1950. What we would call formal, professional education of librarians, however, began in 1951 at the Japan Library School, today's School of Library and Information Science at Keio University. This was the first comprehensive, university-level program for librarians in Japan. The School began under the auspices of the American Library Association.

Further progress was made in the late 1960s when the Keio University's library school added a two-year master's program in 1967 with a curriculum that placed more emphasis on "information". Keio University similarly revised its undergraduate curriculum in 1968 and added the words "Information Science" to the name of its library school. In 1975, the school introduced a doctoral program, the first in Japan, to educate highly qualified personnel for research, education, and other professional positions in the field of library and information. Its curriculum emphasized research as well as service.

Another significant development in library education occurred in 1979 when the National Junior College for Librarianship, established in 1954 by the Ministry of Education, became the University of Library and Information Science (ULIS). While called a university, it is a college in the American sense. Still, it is the only independent, national institution of higher education devoted solely to library and information science. It offers a four-year program leading to a Bachelor of Arts and Sciences degree(Gakugei gakushi), and since 1984, additional course work for a master's degree. ULIS has planned to establish a doctoral program and is waiting for the approval by the Ministry.

Some other Japanese universities continue to offer degree programs in librarianship. Aichi Shukutoku University, for examples, formed library and information science departments in 1985 and started master's and doctoral programs in 1989 and 1991 respectively. One of the most recent is Surugadai University which, in 1994, opened a Faculty of Cultural Information Resources. Its purpose was to stimulate and promote research in the additional fields of information science by offering professional training in archival science, record management, and museum curatorship as well as librarianship. The Surugadai University started a master's degree program in 1999.

2. Educational Institutions

Including the above-mentioned departments/faculty, there are 9 four-year universities with departments or sections specialized in library and information science and 8 master's and 4 doctoral programs in Japan. In addition, there are some 200 colleges and universities, including junior colleges, offering a varying number of courses in librarianship. However, the majority of these schools offer a very limited, minimum 20-credit courses prescribed in the Library Law and the Ministry's ordinance attached to the Law. Moreover, summer intensive 20-credit courses, which are mainly for non-qualified library workers, are organized by several (11 in 1998 and 10 in 1999) universities/colleges in cooperation with the Ministry of Education, Science, Sports and Culture annually. These summer courses are also recognized as qualifying education for library profession in the Library Law.

3. Curriculum.

Education for librarians in Japan has been provided at different levels. Students are required to complete no less than 124 credits over four years and submit a thesis in their final semester for a Bachelor degree. Students of a library and information science department receive a bachelor of either arts or art and science, along with a certificate of "qualified librarian " upon request. There is a big gap between the quality of education in the LIS departments providing comprehensive programs and the ones offered in the 20-credit courses.

4. Students

One criterion for success of professional education is the number of graduates entering the profession. In Japan, approximately 10,000 "qualified" librarians are produced under the Library Law yearly. Summer training courses produce an additional 1,000 librarians annually.

IV. Issues and Problems

Despite progress in educating librarians and information specialists, Japan faces several problems in library and information science education and profession. Three of the major areas are summarized below.

1. Curriculum development:

While more than 200 Japanese universities, colleges, and junior colleges offer some kind of library science course, the number of subjects taught is limited. Course offerings barely meet the government requirements for certification of professional librarians or teacher-librarians. These minimal requirements are lower than in other developed countries of the world. The number of information-related courses offered in colleges and universities will be accelerated, but they will be concentrated more in computer science and business administration than in library science.

The University Standards Association of Japan?Daigaku Kijun Kyokai?issued "Standards for Education for Librarianship" in 1954 (now called "Standards for Education of Library and Information Science). They call for 38 credits. The Standards are accepted in principle by the profession, but lack the necessary legal force for application. It is crucial for the library profession in Japan to define the evolving responsibilities of information professionals in an information society, and to agree upon the requirements for qualifying specialists in a rapidly changing field.

2. Employment of Graduates

Only three to four percent of all qualified graduates find employment in libraries. The reminders are employed in other fields. This low rate of professional employment in the field for which students have studied clearly implies that there should be careful planning to limit the number of graduates having similar qualifications and competencies.

In addition to professional qualifications, librarians working for national and public libraries must pass civil service examinations for public official status. The Bureau of Personnel conducts the examination in the subject of librarianship in the category II of the scheme. in order to employ the library staff of the national universities and other central governmental organizations. In this examination, the certificate of librarianship is not always required for the candidates, but the graduates of the LIS departments occupy the big portion of the successful candidates. Many local authorities responsible for their public libraries, on the other hand, tend to hire librarians as general administration staff, because the Japanese bureaucracy generally does not like to have specialists in their systems. The fact that the qualification of librarianship can be obtained easily through the summer courses also spurs on such tendency. Under such circumstances, the graduates form the LIS departments tend to lose the competitions with other candidates who major in public administration or law in universities. It is reported that only some 50% of the library workers in public libraries have the certificate of librarianship in Japan.

3. Career Development

We understand that professionals generally move from one place to another, in many cases from a small organization to a big one, in some case with promotion, and gain experience and brush up their professional skills and knowledge. In Japan, however, the mobility of librarians is very low. It would be because the life-long employment habit is still very rigid, specially for the civil servants in Japan. If there is only one library under the local government, the librarians will work for the same library up to their retirement age. This means that the librarians in Japan generally lack the opportunities to develop their professional skills and knowledge to improve their services by having many kinds of experiences. Instead, many librarians working in the public libraries are forced to move to other departments out of the libraries under the same local authorities to have more experience and administrative skills. Librarians working in the national university libraries exceptionally have such opportunities of moving because the Ministry of Education, Science, Sports and Culture is responsible for the administrations including the personnel issue of all the national universities.

V. Conclusion

It seems that there is a chain starting the over production of qualified "professional" librarian, which leads to the low recognition of library profession. Such low recognition results in the less opportunity of the employment of the well-trained librarians. In order to improve the status of library profession, hence the quality of library services in Japan, this chain should be cut. Unfortunately, the over production will continue and there is little chance for raising the qualifications for certification in the near future. Graduates of library and information science programs can be expected to continue seeking jobs in business and industry after graduation. The schools, therefore, should try to equip their students with the skills and knowledge for solving the employment problems inherent in this type of job market.

It becomes more important to provide the systematic continuing education for librarians to improve their skill, otherwise they will not be able to keep current with the rapidly changes in the field. It is clear that digital information can be more effective for the users and cheaper for information professionals. Information and communication technologies including networking have had the bigger impact to the library services for the recent years. We need professionals who can function not only in existing library and information environments, but who can also design, build, and manage new digital information systems and services from a human-centered perspective. We must take actions immediately in order not the libraries to be info-poor places in the info-rich world.

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Voice of India's Disabled: Demanding Equality in Library Services

Rangashri Kishore
Library, UNICEF
New Delhi, India

Abstract

Individuals with disabilities have varying degrees of need. Their needs are just like those of the people who are not disabled. This paper describes the nature of various types of disability that may affect the normal lives of persons, such as physical and mental disabilities. Since libraries are a common platform , one of the ways and means of bridging the gap of ability and disability is by ensuring an effective library service for the disadvantaged. There is therefore an urgent need for training 'Library Managers' and 'Library workers' to understand the nature of disability and help such users according to the severity of their disability. This paper also thus enumerates a training plan which broadly encompasses the needs of the disabled that can help librarians to become agents of social change.

Paper

INTRODUCTION:

A comprehensive country wide survey of persons with disability revealed that approx: over 90 million people are suffering from one or the other kind of disability. It can be said that about 12 million are blind, 28.5 are partially visually impaired, 12 million people have speech and hearing defects, 6 million are orthopaedically handicapped, 24 million are mentally retarded, 7.5 million are mentally ill and 1.1 are cured of leprosy. The National Sample Survey Organisation (NSSO- 1991) revealed that 1.9% of the country's total population were affected with physical and sensory disabilities and surveys conducted by various research organisations indicate that about 3% are mentally disabled. Disabled people in India have been subjected to direct and indirect discrimination for centuries. There is little doubt that it is discrimination not disability that disables people. They deserve a comprehensive legislation to tackle the blatant discrimination against them. With human rights organisations voicing their concerns both nationally and internationally and also acting as their guardians, an increasing number of countries are vigorously preparing policies favourable to the disabled people. In India the recent guidelines framed by the Govt called "THE PERSONS WITH DISABILITIES (Equal opportunities, protection of rights and full participation) ACT 1995 ensures that the appropriate Govts and local authorities implement the Act which says:

a. ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years
b. endeavour to promote the integration of students with disabilities in the normal school.
c. promote setting up special schools in govt and private sector for those in need of special education in such a manner that children with disabilities living in any part of the country have access to such schools.
d. endeavour to equip the special schools for children with disabilities with vocational training facilities.

Although the new Act will help to develop positive action programmes, there are no positive guidelines for helping the disabled to have access to an effective library and information services programme. If the law offers them equal opportunities they must also ensure that people serving the disabled such as the Govts and NGO's find new ways of serving the disabled. Here, Libraries and Library workers can play their part to hasten the process of full and total integration of the disabled in the society in a big way.

NEEDS OF THE DISABLED:

Individuals with disability have varying degrees of need. Their needs are just like those who are not disabled. They often strive hard for a high quality of life as other normal individuals. Unfortunately many a times people fail to understand that disability in simple terms is nothing but a natural part of the human experience. Often they are shrouded by misconceptions such as, that the disabled are forced to lead a poor quality of life. But the fact is, a person with disability with all limitations can carry out normal activities of living if they have an easy access to community based long term services such as an attendant care, accesses to buildings, public transportation, side walks etc . Even the severely disabled, when provided with quality health care services and the necessary equipments are able to carry on the tasks similar to those done by the non-disabled. One cannot but feel disturbed that inspite of having the capacity they have to continue remaining disabled because of lack of a strong community based support system. A disabled who is in the prime of his youth, demands an equal opportunity and must therefore be offered a range of assistance such as examination support, specialised equipments, library assistance, note taking in class, reader sign interpreters and parking provisions etc. Only when they have a strong support such as the ones mentioned above they can hope to lead normal lives.

TYPES OF DISABILITY:

In order to assist the disabled in leading an active and purposeful life it is important to identify and understand the various types of disability that can be assisted. They can broadly be classified as Physical and Mental disabilities.

I. Physical Disabilities:

   a. Spinal Chord Injury:
   It is an injury or damage done to the spinal chord due to an accident or a fall, which may result in partial or complete paralysis. The most common condition

that occurs when there is a spinal injury is Paraplegia- meaning, paralysis of legs affecting both movements and sensation. Another condition is Quadriplegia- a degree of paralysis in all four extremities such as arms and legs.

b. Amputated Limbs:
Amputees are those persons who have one or more missing limbs as a result of accidents caused by vehicles, machinery or any other deformity caused during birth. Such persons can be partially mobile.

c. Blindness/ Visual impairment:
There are several kinds of visual impairment of which the most common is blindness which can occur due to various reasons such as malnutrition during childhood, illness, or due to accidents. Persons with visual disability have a wide range of abilities as well as limitations. They may be able to read large print and may even move about without any mobility equipments in most situations or sometimes they may be able to perceive light and darkness and perhaps even colours.

d. Hearing Impairment:
Individuals may be affected by hearing impairment at all ages, the extent of which could be mild or severe depending upon the age of onset, degree and type of loss. Each individuals adjustment to hearing loss is different from one another. Some can be assisted with hearing aids while others are not affected by it. Persons who are deaf due to hearing loss after the age of 20, tend to have fair understanding, near normal speech and hearing but may require instructions to gain useful speech reading.

II. Mental Disabilities

a. Learning disability:
It is a disorder which affects the basic psychological processes of understanding or using written or spoken language. It can damage the ability to speak, read, write, listen, spell or do mathematical calculations. Conditions such as brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia are examples of learning disabilities.

b. Mental Illnesses:
These encompass Schizophrenia, anxiety disorders and depressive disorders. Schizophrenia is a highly complex disorder which is caused due to a series of chemical changes in the brain. It usually occurs between the age groups of 15-25 years and is characterised by fragmented thoughts followed by an inability to process information. The condition affects the individuals family, professional and social life making him incapable of functioning normally. Surprizingly their intelligence is not affected and many of them are capable of leading partially normal life if they follow their regular pattern of medication and rehabilitation programmes such as those offered by half-way-homes.

c. Mental Retardation:
It is distinguished from mental illness because of its presence before birth. A condition characterised by abnormal brain development in the womb not corresponding with normal physical growth. Their learning ability, reasoning power and judgement all develop at a slower pace. Accidents, poisoning, or illness after birth can be a cause for mental retardation. Many of the mentally retarded people are able to participate in activities with non-disabled people given an appropriate adaptation and support. Others may require a long term structured programme. With adequate training and education such persons can be more self reliant citizens. They can be found holding non-skilled or semi skilled jobs and

can be made to effectively integrated into the social structure.

CREATING A MODEL LIBRARY PROGRAMME FOR THE DISABLED:

In order to create an efficient and effective library programme for the disabled, Libraries need managers who are upto date and are aware of the latest developments that are likely to have profound effect on their services. It is their collective responsibility to promote quality services by gaining a good insight into the problems faced by the disabled. Library staff must recognise that some disabled persons have no control over their behaviour and must be competent enough to handle difficult situations. They must be prepared to give individual attention so as to understand their strongest communication mode . Therefore the following aspects are essential to develop a model library programme for them by way of: a) Training of Library staff, b)Developing User Assistance Schemes, c) Offering Special Services

a) TRAINING OF LIBRARY STAFF

Professional library services depends largely on the continuous upgrading of staff through training on a regular basis. It could be fortnightly, monthly, or seasonal training. Special training requirements can be determined by the Library management and training Officers depending upon the skills and training needs of the individuals. Once the need has been assessed the method of training can be planned. Here is a simple and effective training plan that can be implemented:

Objective:
To familiarize with important aspects of disability and disabled users in a Library environment.

Structure:
A five day course of lectures, discussions and practical work. The practical training could be held in small groups giving each group an opportunity to work with all types of disabled users.

Materials:
A resource package of the training manual.

Contents:

- Concepts on disability: (visits to hospitals, centres for the blind and other kinds of handicapped persons).
- Developing communication and counselling skills.
- Professional library services, single line of command, concentration of effort, time bound work, field orientation and linkage with research.
- Case studies.

Review:
In training and work review sessions staff of all levels can report and discuss their successes from which lessons may be drawn.

b) DEVELOPING USER ASSISTANCE SCHEMES:

Once the Library worker gets trained they will feel that it is their collective responsibility to provide quality services by gaining a good insight into the problems faced by the disabled and thereby he/ she will be competent enough to create an efficient and effective user assistance scheme such as:

- Providing the disabled users with reading lists and catalogues, high demand materials

and lecture tapes that are held in open reservation.
- Delivering books and other documents from library shelves.
- Photocopying of Library materials and enlarging for the partially blind.
- Paging books from stacks and shelf areas.
- Extending loan periods or modifying other lending rules on an individual basis.
- Accepting telephone requests and providing reference service.
- Conducting orientation tours and information skills sessions.
- Providing audio visual equipments.
- Assisting in the use of computer aided learning equipments such as CD-ROMS, optical disks etc.
- Providing access to library facilities by ensuring that directional signs are labelled at appropriate locations with large, simple and clear messages.

c) OFFERING SPECIAL SERVICES:

Different types of disability require different types of specialised services. The same theory holds good for library services as well and hence the trained library personnel will taken into consideration the following points to fulfil the objectives:

- Library services for the blind must enable them to have access to equipments such as Braille printers, Braille embosser and tape duplicators, Kuzweil reader (a text- to speed reading machine with synthesised speech output) , closed circuit TVs for magnifying regular text, PCs with CD ROMS, Powermacs with CD ROMS, large print tape writers, special track tape recorders, computers that are having adaptable equipments such as voice eyes.
- Services for speech and hearing impaired users must include TTD communications (a device also known as TTY-text type telephone) for those needing library questions answered on telephone. Librarians must also familiarise themselves with American sign language which is considered to be the common language of the deaf community.
- For the physically challenged the library facility must be barrier free to wheel chairs and other mobility devices and ensuring that all devices including door handles are designed for easy manipulation.
- Persons suffering from mental disability can be served by helping to locate and retrieve materials. Because reading is a common problem for them they may enquire assistance in identifying the materials of both the print and electronic types of documents. They also need help in turning catalogue cards or keying in commands on the computer. People suffering from mental illness such as Schizophrenia must be motivated to read books on self-development and may require constant counselling to use library resources to overcome their depression. This is termed as "Bibliotherapy", that is, using books for therapy.

CONCLUSION:

Libraries and library workers can thus play a significant role in bringing hope to the otherwise dismal situations of the disabled world. Adequate financial support must be sought in order to sustain the above mentioned library services and subsequently expand them to suit the latest technological advancement. There is a need to explore new sources of funding taking into account the reality that the networking of Indian libraries can save funds by way of avoiding duplication of services and also help in providing an efficient inter library loan service thus reducing the time of the reader considerably. Like normal individuals the disabled also need information and other services to help them raise above their disability. Library and information centres in educational institutions must be encouraged to raise funds by marketing their services. In the process they must try to integrate not only persons with disability with normal users but also integrate the electronic media with their collections and develop local networks. Libraries and Librarians will thus bridge the gap of disability and ability by creating a networked society where in, every individual will be connected without any discrimination.

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Matching preservation decisions with collection development policy

Galina Khislovskaya
IFLA PAC Programme, Eastern Europe and the CIS
M. I. Rudomino All-Russia State Library for Foreign Literature
Moscow, Russian Federation

Paper

There is overwhelming evidence of a basic transformation in collection management resulting from and accompany the paradigm shift to a global digitized information library service. Constrained budgets coupled with rising prices, expanding networks and sophisticated technology, along with an explosion of electronic publishing and copyright, have placed limitations on library services. This makes for a challenging transition and in many cases provocative ones. The effects of these difficult external forces on collection management are multiple and profound. Nonetheless, the principles of collection development and collection preservation which constitute collection management seem to remain basically the same, namely:

- acquisition of materials and making accessible resources that are of relevance to current information needs of a library clientele;
- inclusion into collection and preservation projects of documents that will serve future generations;
- creation of new cooperative schemes avoiding duplication and title-for-title preservation selection approach;

Collection management which controls the processes for identification, selection, acquisition, organisation, evaluation, maintaining and making resources available, has been playing one of the most decisive roles in satisfying users' needs which is a library's ultimate goal and objective, and the essence of action plans.

Collection development and preservation policies that stem from an overall institutional mission have been, if not always at least over the last 2 decades, designed in such a way as to avoid unnecessary duplication among institutions.

Another common attribute of these interelated notions is transparency of allocated budgets or accountability to external agencies to prove expediency of expenditures, since unprecedented explosion of a number of appearing publications and a threatening scale and speed of deterioration of documents mandates only reasonable and justified expenditures. Staff cuttings affecting both collection development and preservation stimulates application of appropriate approaches based on increased productivity.

All of these are characteristics of any coherent collection development and preservation policies and are forcing the need for applying large scale preservation strategies.

I beleive we all agree that dichotomy "warehouse-gateway" manifests itself in a most varied way throughout the world. This paradigm shift affects all libraries and their policies, collection development and preservation inclusive, but local variations are very tangible due to the specific conditions found in each country or group of countries. In this respect Eastern Europe and CIS is a very diverse area. The closer the country to West the more similarities with neighbouring Germany, France, Scandinavian countries you may find. Moving to East shows less similarities, but more problems inherited from the past and deepened by the present.

What is common to understanding the inner links between collection development and preservation policies is the usage of a more or less the similar terminology defining collection management. This helps to draw lines of comparison between different practices.

My report is based on communication with librarians from Russia some other CIS countries Mongola, Baltic states, Bulgaria, Slovenia, Czech Republic and Romania. It is quite a large sampling, justifying broader extrapolation of findings.

I would like to extend my sincere gratitude to colleagues from all these countries who helped me gather missing data for this report. I suspect it is very superficial, since collected data originated mainly from national libraries. Still I hope it will give you a little insight into what is happening in Eastern Europe and CIS countries in regard of large scale preservation programs.

The starting point for an overview will be availability or absence of mission statements and of collection management policies.

All national libraries, with a few exceptions have articulated their mission statements and derived from them policies for collection development. In quite a number of cases preservation policies were also generated in compliance with the stated missions.

For example in Latvia priorities in collection preservation are as follows:

- archival collection of Latvian piblications
- Letonica
- rare books and maniscripts.

In principle, all National libraries in a region, as national repositories are doing the same with respect to the national repertoire, exteriorica and special collections.

Regional libraries at least in Russia are in the process of redefining their mission statements and reconsidering collection management approaches. Their preservation efforts are focused mainly on regional publications and special collections with a few deviations stemming from economic or cultural differences like, say, in Karelia which industrial profile- timber - necessiates collecting and preservation of related material regardless of the place of publication. Written collection development statements are widely spread practice, whereas fixed preservation policies are still a rare case on a regional level and, in general, in public, special and university libraries. Again this conclusion is based on my Russian and CIS experience.

A second important point is availability of a formal structure responsible for collection management that binds the relationship in the institution. Again geographical diversity leads to diversity in the forms of delegating responsibility for collections management.

Less money intensifies competition for sharing allocated resources between different departments. Hence, there is growing understanding that a library has to delegate functions of collection management to a certain structure or a particular person which will handle both collection development and preservation.. This new agenda is being supported for example, in the National Library of Chech Republic which set up collection and preservation division, by the National and University Library of Slovenia (with its Preservation Department). In Russia, there are also marks of treating current selection and acquisition and collection preservation as inseparably linked functions. Therefore it is normarly a deputy director who is in charge of making institutional decisions related to collection management. Regrettably, in major Russian federal and regional libraries subject bibliographers, conservators, staff responsible for digitization, microfilming or maintaining collections in reality do not communicate as they should because of structural barriers.

The conservation department is traditionally under a deputy responsible for research activity whereas collection development is supervised by the deputy in charge of selection, acquisition, cataloguing, circulation, and as we say "other library activities". The impact of this tradition on collection preservation is not the best one. Very often reporting to different heads hinders communication, badly affects decision making and consequently leads to misuse of avalaible funds and to losses in preservation. Appropriate and unbiased inter-institutional decisions are often made at different sorts of library councils representing different specialists from different departments. This practice may be found in Russia, Ukraine, Lithuania, and Bulgaria.

Third important line of comparison is adherance to large scale preservation programmes versus title-for-title preservation. Proper accomodation of collections in stable environment and their careful handling was named as most significant mass preservation strategy.

Items added to collections have been chosen as a result of a long process of identification and selection . Therefore by definition they deserve to be preserved. Hence adequate storage and handling for all previously selected materials is considered prior to other mass treatments. This strategy is especially strong in less economically stable countries, where there are fewer opportunities to apply other large scale preservation options. This does not mean, however, that all libraries have achieved ideal storage conditions or solved all handling problems. Not at all. But these strategies are pointed out by all libraries as fundamental institutional goals.

For example, National Library of Latvia is building a new repository to provide better storage that will prolong the lifespan of collections; the National Library of Slovenia is planning to complete a new building for housing collections in 2001. In 1997 the same library built a special safety 80 square meters vault to accomodate most valuable artifacts. Provisions are made to safeguard other collections by purchasing equipment, like dehumidifiers. The Czech National Library completed a new building in 1995 which has a housing capacity for 4 million volumes. It's aim to accomodate old foreign literature contributed to proper housing of historic collections in the old library building.

For the majority of Russian , CIS and as far as I know for Bulgarian libraries, this strategy is the only affordable strategy in the current financial situation. During my recent visits to Moldova National Library, Kemerovo (Siberia) and Smolensk Regional libraries, my assessment was confirmed on this point: tidiness, cleanliness of these repositories is beyond any criticism .

Boxing is identified as another preventive measure which all libraries are favorable toward. Boxing programmes in general are designed for special collections. Therefore identification and selection of materials for boxing is not so complicated. Curators of collections recom-

mend for boxing artifacts into which libraries made great capital investment. For example Russian Library of the Academy of Science (BAN) a couple of years ago boxed all the documents from the Peter the Great Library.

The LFL boxed all the documents dated 15,16th,17 th century. NL of Latvia keeps most of all its rare books collection in boxes. In Slovenia after a condition suvey of medieval codices an extensive boxing program was designed and is currently under way.

In most cases productivity of boxing is a critical ussue. Only BAN has a highly productive boxing machine donated to it by LC. Other libraries make boxes manually. It is true that making a box takes less time than conservation treatment, but still it hasn't reached the point where this preservation method might be called a mass treatment without any reservations. Another factor hindering the process is the high price of acid free cardboard and dependance on importing materials from Germany, UK, an France. As far as I know, the Czech Republic and Hungary manufacture acid-free cardboard but the marketing of these products is poor, even though their prices are quite competitive. For this reason, we in Russia launched a project supported by OSI on production of domestic acid free cardboard. This is a joint project of BAN, Research Institute of Paper in St. Petersburg and IFLA PAC Regional Center. In a few months RNL, RSL, BAN, LFL, 3 regional conservation centers and the Federal Archive will get their portion of acid free cardboard on conditon these institutions submit lists of selected documents for boxing. This requirement will stimulate taking very weighed decisions.

As for as I know, LFL is going to box its rare collection. The Rostov upon Don Library is selecting its most valuable items from its historical regional collection. Likewise the Vladimir regional library has chosen rare regional periodicals.

As soon as Russia starts to manufacture acid-free cardbord other CIS countries will be able to order it without the difficulties which connected not so much with money as with customs procedures.

Meanwhile some libraries in CIS and Russia are using acid cardboard for boxing. IFLA PAC Regional Center is trying to raise the level of awareness of the threats in using non-archival materials.

Binding, is by large the one area where selection decisions are made not by subject bibliographers but by staff working in the stacks and in readers services departments. It is a long established practice (say, in Bulgaria, Russia, Uzbekistan, Moldova etc) originated from the assumption that if a title is worn and torn, it should be bounded. In fact this is an example of pure title-for-title approach even though libraries bind quite a lot. Practically each library has a binding department. In the majority of cases these workshops serve general collections like a department of the Care of Modern collections (responsible for binding boxing, cleaning) in the NL of Czeck Republic, or Binding department in the NL of Latvia, or yet another example of Kemerovo Reginal Library LFL where identification and selection of materials for binding in fact has nothing to do with involvement of subject bibliographers although under current limitations it is their duty to make a decision on consultation with other staff. We, at the LFL, once made an attempt to bring subject bibliographers to the stack where preidentified materials returned from circulation were collected and waited for the final verdict of subject bibliographers. This attempt resulted in mutual frustration: subject bibliographers refused to spend their precious time and expressed readiness to pass the responsibility to circulation and stacks staff, who in turn were irritated by the speed of work of subject bibliographers. So the experiment ended with mutual dissatisfaction, which doesn't mean though that creation of a mechanism linking bibliographers and technical staff should be postponded. In fact recent developments made us in the LFL to once again revise old practice.

Microfilming is an area where there is greater spread in which subject bibliographers should play a decisive role during a selection phase. Should does not mean , however, that they do play that. In some countries, the burden of decision is on stacks staff, like in Bulgaria and in some Russian and CIS libraries.

In Eastern Europe in the majority of cases, microfilming programmes focus on newspapers as most endangered and bulky parts of collections. For example, in the Czech Republic a cooperative project named Kramerius has joined efforts with 4 libraries (under the leadership of the NL) for microfilming 18 dailies.

In Latvia the project "Heritage-1" ("Mantojums-1') is aimed at microfilming rare Latvian regional newspapers available only in the National and Academic Libraries. In Russia , rare regional newspapers are being microfilmed (Eparchialnyie and Gubernskiie Vedomosty from Tula, Tver, Vladimir). Also current regional dailies from 7 regions are being microfilmed by Rusian agency "Repronics".

Mass deacidification has not become a mass treatment due to economic constraints. Therefore no examples on selection can be given. But once Eastern Europe recovers from the economic crises this strategy will pose specific selection questions to managers of collections.

Even with this surface examination of the selection practices from several libraries in Eastern Europe and CIS countries, makes me think that the efficency of selection in collection management is a hard issue to tackle. Ensuring long term accessability of relevant collections in future requires creating current reliable mechanisms that will enable an institution to have the best possible collection today and in the future. A whole array of already existing techniques like the conspectus, evaluation of user demands and usage of acquired and required documents, collections duplications studies, collection's preservation identification surveys have to be included into a planning process to identify those parts of collections or even entire collections that may be preserved with the help of mass preservation methods. My own view on the use of these techniques in Eastern Europe is that they should be used more intensively and if when used be applied more consistently in making preservation decisions. Additionally, they should be used in consultation with staff responsible for developing current collections.

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The roles of knowledge professionals for Knowledge Management

Seonghee Kim
Faculty of Library and Information Science
Dongduk Women's University
E-mail: shkim@www.dongduk.ac.kr

Abstract

Knowledge and Knowledge Management have emerged as a current 'hot issue' for many organizations. This paper starts by exploring the definition of knowledge and knowledge management. It then considers the partnership for knowledge management, and especially how librarians as knowledge professionals, users, and technology experts can contribute to effective knowledge management. It is concluded that knowledge professionals will have to move from the background to the center of the organizational stage, to jointly hold the reins of knowledge management.

Paper

Introduction

In this information and knowledge age, knowledge is the most important factor in the long term success of both an individual and organization. In fact, knowledge may soon be the only source of competitive advantage for an organization. These knowledge assets reside in many different places such as: database, knowledge bases, filing cabinets and peoples's heads and are distributed right across the organization. All too often one part of an organization repeats work of another part simply because it is impossible to keep track of, and make use of knowledge in other parts. Libraries as major functions of an organization need to know what the organization's corporate knowledge assets are and how to manage and make use of these assets to get maximum return. This paper explores the phenomenon of Knowledge Management(KM) from the viewpoint of a management academic with a professional background as a librarian. Then, the paper proposes new roles of librarians for maximizing the value of knowledge in an intelligent organization.

Knowledge and Knowledge Management

The organization's success depends critically on a successful knowledge management. Knowledge assets are the knowledge that an organization owns or needs to own to achieve its goals. Knowledge equals information, extracted, filtered or formatted in some way.

Knowledge can be divided into two types. They are tacit knowledge and explicit knowledge. Tacit knowledge consists of the hands-on skills, best practices, special know-how, heuristic, intuitions, and so on. Tacit knowledge is personal knowledge that is hard to formalize or articulate(Polanyi 1973). The transfer of tacit knowledge is by tradition and shared experience, through for example, apprenticeship or job training. Tacit knowledge in an organization ensures task effectiveness -- that the right things are being done so that the work unit could attain its objectives. It also provides for a kind of creative robustness -- intuition and heuristic can often tackle tough problems that would otherwise be difficult to solve. Whereas tacit knowledge is implicit, explicit knowledge is rule-based knowledge that is used to match actions to situations by invoking appropriate rules. Explicit knowledge guides action by answering three questions: what kind of situation is this? What kind of person am I or What kind of organization is this? and finally, What does a person or an organization do in a situation such as this? (March 1994). Explicit knowledge is used in the design of routines, standard operation procedures, and the structure of data records. Explicit knowledge enables the organization to enjoy a certain level of operational efficiency and control. It also promotes equable, consistent organizational responses. Those forms of knowledge can be found in any organization. The organization however, is skilled at continuously expanding, renewing, and refreshing its knowledge in all categories. The organization promotes the learning of tacit knowledge to increase the skill and creative capacity of its employees and takes advantage of explicit knowledge to maximize efficiency. In effect, the organization has acquired a third class of knowledge - meta-knowledge- that it uses to create and integrate all its intellectual resources in order to achieve high levels of performance.

The organization adopts a holistic approach to knowledge management that successfully combines tacit and explicit knowledge at all levels of the organization. Tacit knowledge is cultivated in an organizational culture that motivates through shared vision and common purpose. Personal knowledge is leveraged with explicit knowledge for the design and development of innovative products, services and processes. Strategic vision and operational expertise are fused in creative action.

Where an organization's performance is heavily reliant on knowledge work then knowledge management is pivotal. Knowledge work emphasizes the use of professional intellect in activities which use individual and external knowledge.

Knowledge Management is a discipline that promotes an integrated approach to identifying, managing and sharing all of an organization's knowledge assets including unarticulated expertise and experience resident in individual workers. In other words, knowledge management is taking advantage of what you know. Knowledge Management involves the identification and analysis of available and required knowledge, and the subsequent planning and control of actions to develop knowledge assets so as to fulfill organizational objectives. Knowledge Management is not about managing or organizing books or journals, searching the inherent for clients or arranging for the circulation of materials. However, each of these activities can in some way be part of the knowledge management spectrum and processes. Knowledge Management is about enhancing the use of organizational knowledge through sound practices of knowledge management and organizational learning. Thus, Knowledge Management is a combination of information Management, Communications, and Human

Resources.

The purpose of Knowledge Management is to deliver value to organization. The basic goal of knowledge management is to harness the knowledge resources and knowledge capabilities of the organization in order to enable the organization to learn and adapt to its changing environment(Auster and Choo, 1995). Therefore, Knowledge Management practices aim to draw out the tacit knowledge people have, what they carry around with them, what they observe and learn from experience, rather than what is usually explicitly stated. Managing knowledge goes much further than capturing data and manipulating it to obtain information. Davenport(1993) explains that knowledge management process is about acquisition, creation, packaging, and application or reuse of knowledge. Some examples of each of these types of knowledge management process are:

- Knowledge Acquisition: finding existing knowledge, understanding requirements, searching among multiple sources.
- Knowledge Creation: research activities, creative processes in advertising, writing books or articles, making movies, and so on.
- Packaging: publishing, editing, design work
- Applying or using existing knowledge : auditing, medical diagnosis;
- Reuse of knowledge for new purpose: leveraging knowledge in product development processes, software development.

The partnerships for knowledge management

I have described the concept of knowledge and knowledge management. Knowledge -based systems forge new partnerships that bring together the organization's capabilities to create and use knowledge, organize knowledge, and build infrastructures that enable the effective management of knowledge.

Three groups of experts who need to work together as teams of knowledge partners are at the heart of the knowledge center. They are users, knowledge professionals including librarians, and technology experts.

Users are the individuals in the organization who are personally involved in the act of creating and using knowledge. Users, including the professionals, technologists, managers, and many others possess and apply the tacit knowledge and explicit knowledge. The knowledge and expertise they have is specialized and focused on the organization's domain of activity. Through their coordinated effort the organization as a whole performs its role and attains its goals. Through their knowledge creation and use, the organization learns, makes discoveries, creates innovations, and undergoes adaptation.

Knowledge professionals are the individuals in the knowledge center who have the skills, training and know-how to organize knowledge into systems and structures that facilitate the productive use of knowledge resources. They include librarians, records managers, archivists, and other information specialists. Their tasks include the representation of the various kinds of organizational knowledge; developing methods and systems of structuring and accessing knowledge; knowledge distribution and delivery; amplifying the usefulness and value of knowledge; knowledge storage and retrieval; and so on. Their general focus is to enhance the accessibility and quality of knowledge so that the organization will have an enlightened view of itself and its environment. The knowledge professionals design and develop knowledge products and services that promote learning and awareness; they preserve the organization's memory to provide the continuity and context for action and interpretation.

The knowledge technology(KT) experts are the individuals in the organization who have the specialized expertise to fashion the knowledge infrastructure of the organization. The knowledge technology experts include the system analysts, system designers, software engineers, programmers, data administrators, network managers, and other specialists who develop knowledge based systems and networks. Their general focus is to establish and maintain an knowledge infrastructure that models the flow and transaction of knowledge, and accelerates the processing of data and communication of messages. The knowledge technology experts build applications, databases, networks that allow the organization to do its work with accuracy, reliability, and speed.

In the intelligent organization, the knowledge of the three groups of users, knowledge managers, and KT experts congeal into a superstructure for organizational learning and growth. In order to work together in teams of users, knowledge professionals, and knowledge technology experts, each group will need to re-orientate its traditional mindset. Users will need to separate the management of knowledge from the management of knowledge technology. Knowledge technology in most cases has been heavily managed, whereas the management of knowledge processes -- identifying needs, acquiring knowledge, organizing and storing knowledge, developing knowledge services, distributing knowledge, and using knowledge -- has been largely neglected. Users need to understand that the goals and principles of knowledge management are quite different from the objectives and methods of knowledge technology management. Users could participate fully in these knowledge processes, not just as end-consumers of knowledge services, but as active agents in every activity of the knowledge management cycle, especially in clarifying knowledge needs, collecting knowledge, sharing knowledge, and transforming raw data into useable knowledge. Users should share the responsibility of identifying and communicating their knowledge needs, and not abdicate this work completely to the knowledge professionals(librarians) or knowledge technology experts. The most valuable knowledge sources in the organization are the people themselves, and they should participate actively in an organizationwide knowledge collection and knowledge sharing network. KT experts are the most prominent group in today's technology-dominated environment. The management of knowledge technology has remained in the media's spotlight for many years. KT experts have become proficient at fashioning knowledge-based systems that dramatically increase operational efficiency and task productivity. At the same time, the same systems are equally well known for the their inability to provide more holistic information about processes, subject areas, or even documents. Computer-based information systems concentrate on formal, structured, internal data, leaving out the informal, unstructured, external information that most decision makers require. KT experts need to move the user to the center of their focus -- develop a behavior-based, process-oriented understanding of the knowledge user in terms of their needs and knowledge use dispositions. People in organizations are not content with structured transactional data, they also want knowledge technology to simplify the use of the informal, unstructured information that forms the bulk of the organization's knowledge resources. They also want external data: knowledge to help them understand how the external environment is changing, what other organizations are doing, and how the organization is doing. In other words, users want a web of formal and informal data, internal and external data that are meaningful to them for cultivating insight and developing choices.

The intelligent organization understands that the discovery and use of knowledge can best be achieved through strategic knowledge partnerships that combine the skills and expertise of its users, librarians as knowledge professionals, and KT experts. This collective synergy is necessary to weave an knowledge tapestry that draws together structured and unstructured, internal and external, as well as historical, current, and future-oriented knowledge; to create the tools and methods to access knowledge and select the best available knowledge sources; to design knowledge architectures based on a rich understanding of users' knowledge and communication requirements; and to integrate the organization's knowledge processes into a springboard for organizational learning and development. Through strategic knowledge partnerships, the intelligent organization can significantly enhance each of the knowledge processes that make up the knowledge management cycle.

The roles of knowledge professionals for knowledge management

Knowledge Management has emerged as a key concern of organizations. Librarians have long been regarded as part of the support staff of the organization, working quietly in the background, often uninvolved in any of the critical functions of the organization. Information professionals have to recast their roles as an knowledge professional. In other words, librarians need to work as knowledge worker. Knowledge work is characterized by variety and exception rather than routine and is performed by professional or technical workers with a high level of skill and expertise. So those who excercise their intellects in any of these types of activities are knowledge workers. If librarian's work can be or is totally routinized, then they are an administrative worker(for example, gatekeeper), not a knowledge worker. That means that librarian's roles should be not limited to being the custodians or gatekeepers of information. Knowledge professionals will have to move from the background to the center of the organizational stage, to jointly hold the reins of knowledge management with users and the technology experts, to help steer and shape the knowledge policies, structures, processes, and systems that will nurture organizational learning. Knowledge professionals should be able to extract, filter and disseminate vital external knowledge. They also will design and develop workgroup application suites that are effectively platforms for knowledge management. Finally, they will work side by side with users in collecting and analyzing strategic intelligence; and to act as trainers and consultants who transfer knowledge gathering and research skills throughout the organization.

Conclusion

This study described the notion of knowledge and knowledge management and investigated the roles of librarians as knowledge professionals for obtaining an organization goals. The knowledge professional position will continue to evolve as the knowledge infrastructure develops. The precise role of the knowledge professional will depend on the organization structure and knowledge needs. The emphasis in roles of knowledge professional will likely change according to the needs of the user community and the level of technological sophistication.

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Reading ability and the New Technology - Developments in Germany

Susanne Krueger
Fachhochschule Stuttgart
Hochschule für Bibliotheks- und Informationswesen

Rita Schmitt
Deutsches Bibliotheksinstitut
Berlin, Germany

Abstract

We want to begin our talk by examining various aspects of children's and young people's reading ability and their use of the new media CD-ROM and the Internet. We will then consider the way public libraries see their role in the teaching of media skills and take a look at the statistics on the library provision of new media with special reference to services for children and young people. At present the sheer variety of media skills teaching activities in children's libraries far outshines actual media provision and we will be showing several practical examples of this.

Paper

1. Children and media use

New media use by children is a many-facetted phenomenon. Constant change and development in media choice and availability exert a permanent influence on media behaviour, not only in children. An essential part of children's leisure activity consists in the use of all kinds of media. Books and reading form an integral part of this media mix, although print does not per se assume a pre-eminent position. Books are not necessarily „better" than other media, indeed some children may find access to books more difficult than to audiovisual or electronic media, according to the stage of their individual development.

As you can see from the following table, children are not only media users, they are also media owners:

Children´s media use and ownership.

Table: Children´s media ownership (exclusive) 1995[1]
By sex and age-group

Medium	Boys	Girls	6-9 years	10-11 years	12-13 years	Total
Walkman/ Cassette recorder	79	79	74	82	87	79
Radio	70	63	52	75	83	66
Record or CD player	32	37	12	42	67	34
Stereo equipment	28	31	10	36	58	29
Television	19	13	8	18	30	16
Computer	11	11	8	9	18	11
Video recorder	5	3	1	5	7	4
At least 6 of the above	3	4	1	3	8	3
None of the above	14	17	20	14	8	15

As this table shows, here in Germany - and the same can almost certainly be said of the other Western industrial nations - we can assume that a comprehensive and constantly increasing selection of media playback equipment is to be found in children´s bedrooms. Also to be borne in mind are of course the opportunities children have of using other pieces of equipment owned by the family. The ownership of playback equipment enables children to choose when and how to use it. The stock of the children´s library is of particular importance in those areas where children themselves determine programme content and combination, as in the case of the cassette recorder, walkman, PC player and computer, as opposed to the ready-made packages of radio and television; library holdings can cover a wide qualitative spectrum and help guide children through the vast selection available.

Multicultural aspects

About 7 million persons of non-German background (8,5% of the population) live in Germany. In the immediate vicinity of individual libraries the proportion of foreigners is even higher. For many children´s libraries this means users whose parents come from many different countries. These groups of non-nationals are often considerably less homogenous than was the case ten years ago. Libraries are confronted with rapid fluctuations in the nationalities and languages of resident refugees. Children´s language skills are as varied as their backgrounds. Although it could be assumed until recently that the children of non-German parents would aquire a knowledge of the German language by the time they started school at nursery level, it was found last year in Berlin that this was no longer the case. The size of the foreign communities - especially the Turkish community which numbers about 150,000 members - and the discontinuation of language teaching programmes have led to a situation in which children no longer learn German automatically, as it were. Language tests among first-years have further revealed that a considerable number of German children from socially disadvantaged families are unable to express themselves adequately. The studies showed that language problems were often accompanied by a family indifference to education. Observations made during the Berlin children´s libraries´ Multimedia Week in the autumn of 1998 confirmed that though many children own game consoles, few possess a PC and libraries can therefore play an important role in providing children with access to information technology.

2. The role of the library and opportunities for action

We must ask ourselves what role public libraries can play in view of the challenge presented by the new technology and how they themselves see this role.

Well-developed reading ability as a pre-requisite of media skills competence

Libraries must pay particular attention to the development of reading ability, since this is an essential pre-requisite to the achievement of competence in media skills. The term „media competence" has itself many varied meanings, as a recent publication of the Ministry of Education implies: „Competence in media use does not simply mean the acquisition of technical skills. Of much greater importance is the ability to trace information quickly, to select and evaluate it appropriately and to apply it advantageously. We must not allow society to be split into those with media access and those without".[2] This requirement was by no means first voiced with the advent of the new media CD ROM and the internet. It arose in conjunction with research into the knowledge gap conducted in the 1970s.

Providing media access and teaching media skills

Media skills can be acquired not only within the educational system but also during leisure activities. Alongside the important role played in media instruction within the leisure sector by youth organisations outside the school, libraries, too, have a tradition of media educational activity.

This media educational activity on the part of libraries aims to supplement the media knowledge already acquired by children and young people in the course of their daily experience, with particular emphasis on a structured approach to media content, presentation and effect. Public libraries have always seen themselves in the function of intermediary. Their aim is not only to compensate for unequal opportunities among their (potential) clientele and ensure fair access to all media forms (indeed they feel under an obligation to do so) ; they must also liaise with schools and youth education organisations.

Library policy positions

The Federation of German Library Associations has outlined the role of public libraries in the teaching of media skills in its paper „Libraries '93" [3] as follows:

- Guidance in media choice and the establishment of links between electronic and print media through the provision of multimedia facilities.
- Freely available access to all forms of information technology with especial emphasis on new media; the library should challenge its users to creative media use.
- The encouragement of reading skills through the provision of appropriate media and cooperation with schools, nursery schools and other organisations responsible for reading instruction.

In order to achieve these aims public libraries must be able to offer 20% of their stock in the form of audio-visual and electronic or digital media. In actual fact, in 1997 only 6,6% of total public library stock and 11% of children's library or department stock was in this form.

In its policy paper „Library work with children" the German Library Institute's Commission on Children's and Young People's Libraries described the task of children's libraries in the promotion of media skills thus: „For many of those children without access to electronic media in the home the library represents the sole opportunity of gaining media experience. The library is responsible for examining the available material, making it available and offering guidance on usage. This is the only way a child can learn to use these media for his or her own autonomous, goal-oriented ends. Children's libraries are under an even greater obligation than schools and other organisations to provide access to the entire media spectrum".[4]

Reality (Statistics)

In view of the inadequacy of school library provision and access to new forms of information technology public libraries have a particularly important role to play. In the spring of 1998 only 6,500 of a total of 43,000 schools were online (15%) and 41 pupils had to share each computer (in the USA there was one computer to every 16 pupils).

Public libraries in Germany are well on the way to integrating access to many media forms into the services they offer. Alongside books and periodicals, which will naturally continue to form the core of library provision, large numbers of audio cassettes, videos and CDs are available in children's libraries. In addition to these there has been an increase in the past 2-3 years in the provision of CD-ROMs and internet services. The latest statistical survey, dating from the end of the year 1997, revealed that CD-ROMs, which represented only about 1% of non-book materials in children's libraries, played a minimal role. At the time of the survey 13,7% of libraries made software available to children, twice as many offered a software service to adult users. Those libraries offering software services to children held on average 50 CD-ROMs or children's software on floppy disk (holdings for adult users: 195).

By providing work-stations for the use of CD-ROMs and internet, libraries can ensure that these new media are made available to those children who have no access to them at home or in school. At the end of 1997 only one library in twenty (5.1%) offered CD-ROM access and only one in 50 (1.8%) internet access in the children's department (adult provision: CD-ROM 15.6%, internet 9.7%). A total of 133 CD-ROM and 39 internet work-stations were available to children. Only a small number of libraries had more than one work-station for children (CD-ROM work-stations: about 20 libraries; internet work-stations: scarcely 10).

It is thus obvious that children's libraries have not played a leading role in the establishment of electronic media services in the public library sector. There is clearly a need for action if children's libraries are to make rapid progress along the path they have already adopted towards the fulfilment of their media skills teaching aims.

In view of the recognized deficit in schools and public libraries the President of the Federal Republic, Roman Herzog, called for a concerted effort on the part of both the state and the business sector during an education conference in April 1999:

„Our aim must be to equip all German classrooms and public libraries with a sufficient number of networked computers within the next five years".[5]

3. The teaching of media skills - children's libraries in practice

The principles of media education activity in children's libraries

It is of prime importance in the work of children's libraries that all obtainable media forms not only be made available for loan but that they form an active part of the libraries'events programme. A number of media educational programmes are at present running as models or pilot projects, we shall be looking at some of them later.

The range of projects presently on trial in individual German children's libraries is very much wider than might be supposed from the modest levels of equipment provision. All kinds of activities connected with the new media have been initiated by children's libraries, often in cooperation with partners and sponsors such as computer schools, computer companies or software producers, who often provide the necessary hard and software for the event itself and sometimes beyond it. These events exemplify the possibilities afforded by the new media and thus underline the necessity of adequate provision in children's libraries.

Libraries' initiatives in the media education field are generally activity-centred, i.e. focussed on the child's own actions. In the course of designing or producing books, videos, spoken drama or web pages children learn to recognize structural characteristcs, stylistic tools and production methods, all of which help them to learn to use the media with confidence. The aim is to teach children to recognize the strengths and weaknesses of the individual media forms and the appropriate uses to which they can be put, and to decide which form is best suited to the purpose in hand.

The principles are briefly (Transparency):

- a play-centred approach
- an activity-centred approach with the emphasis on the child's own actions
- the integration of all media forms
- the presentation of the library's media range

Three directions in media educational activitties in children's libraries:

I. Creation of special links lists for children on the internet
II. Creative activities - getting to know new media forms
III. Creative activities - new media production

I. The creation of special link lists for children on the internet

Link lists are the modern electronic form of a service libraries have always provided: collecting media, material and information, indexing it and making it easily available to the user for his or her individual use. A number of children's libraries are already active in this field and the fact that the same sites crop up in their links lists is certainly no coincidence.

Examples

Cologne City library
http://www.stbib-koeln.de/kids/ie3/index.htm

Ludwigsburg City library
http://www.lb.shuttle.de/stadtbibliothek/kidshome.htm

ZLB/AGB Halle's Comet Young People's Library
http://www.spinnenwerk.de/jiz/katalog.htm
Extremely comprehensive links lists on youth-related subjects: TELEVISION & FILM, MUSIC SCENE, THE WORLD OF FASHION, HISTORY, JUST NATURE, SPORT LIVE; THE FANTASTIC UNIVERSE; WORTH KNOWING:

Centrally produced link lists for children

The internet is predestined for the cooperative or, even better, the central production of link lists for children's libraries. Stuttgart University Library and Information School's Institute for Applied Research into Children's Media has made a start with its Multikids site (http://machno.hbi-stuttgart.de/fak/multikids/), which incorporates all significant supraregional children's links. Individual libraries are thus able to limit their efforts to supplementing these with local and regional links.

II. Creative activities - getting to know new media forms

Media rallies

Fairytale Media Rally (e.g. Stuttgart City Library)

The aim of the rally is to acquaint children with the various media forms on offer in the library. The children are required to use various media at a number of different work-stations to solve puzzles or particular problems.

Audiocassette with puzzle story (The witch and the 7 little frogs), combining several different fairytales which the children have to identify.

Fairytale CD-ROM (Snow White and the seven Hansels, Tivola). A history question has to be answered.

Fairytale puzzle. A puzzle has to be fitted together and a question anwered.

Complete a story starting with the beginning of a well-known fairytale.

Feely-box with fairytale objects which have to be used to identify the tales.

A variation on this idea is the computer rally, during which the various computer functions can be tried out at the different work-stations: OPAC search, word-processing, finding information on CD-ROM and the internet and a computer puzzle on paper.

Media Night

(Example from the Children´s and Young People´s Libraries of Berlin - 6 participating libraries)

Reading nights have become one of the most popular reading promotion activities in children´s libraries. [6] The children spend the whole night in the library together with the library staff, reading together - often ghost stories - with additional activities to bring the stories to life. Last autumn the reading night was expanded into a media night for the first time.

Children have the opportunity to explore a particular subject by means of various games and puzzles on CD-ROM and in books. The subject was the ghost Boggart from the book "The Boggart" by Susan Cooper, in which the Boggart gets caught up in a computer game by mistake. The media night was organized along the lines of a computer game: the players had to solve problems. The children had to combine various objects and solutions to complete the game successfully. At the end of the event the ghost was dispatched back to Scotland via the internet. The children had to solve various problems in books and on CD-ROMS, e.g. they had to find the plan of a mediaeval castle watch-tower and collect objects needed to send the ghost home. At midnight the children from all six libraries met in the chat room to bid the ghost farewell in Gaelic. They had looked up the Gaelic for „goodbye"on the CD-ROM encyclopaedia „Encarta" and had used a route-planner to find out the best way of getting from Berlin to Scotland, to prevent the ghost getting lost again.

III. Creative activities - new media production

Virtual city tours

The „Multimedia in schools" project

(Example: Göppingen City Library)

Getting to know the local city was the task set to 5th and 8th year children on this project in February 1997. The city library, a media education institution and an internet provider collaborated on this event, the aim of which was to produce an electronic school newspaper.[7] The schoolgirls and boys explored the following local places of interest , visiting the actual sites and looking at the way they were presented in the media provided by the city library (books, newspapers, the internet): the Natural History Museum, the Jewish Museum, the City Library, the Zoo, the Reserve Police and various leisure and sporting venues. They used the information they had gathered to write texts, paint pictures and make photos and puzzles which were published both on the internet and in print form.

CD-ROM workshops

The basic idea of the workshop, which was organized by a children´s software publishing company in collaboration with children´s libraries, was to explain to children how animation works, in other words „How do I get a figure from the printed page into my computer?" and „What do I have to do to get the figure to come to life on the screen?" The best way to explain the production process to children proved to be to compare it to flip picture-books.

The aim of the workshop was to enable the children to make something they could take home at the end of the workshop - their own home-made CD-ROM. The libraries organized a competition in which school classes produced flip picture-books which served as the graphics basis for computer animations. The winners were invited to come to a programming workshop organized by the Tivola Publishing Company, where they could see how publishing staff used their ideas and designs to develop computer animation scenes.

Internet reporters (Chilias)

(Example: Stuttgart City Library)

The City Library internet reporters designed their own internet pages. The participants of the two-day workshop wrote text and produced illustrations on a particular subject, e.g. Children present their favourite books, or Children present the local city sights, using the children´s library stock. Each child was then able to scan and process his or her own picture under supervision and afterwards to design his or her own web page with the help of a web editor. The text was then entered, a collective home page designed and the individual web pages linked up to each other. [8]

Notes:

1 From: Weiler, Stefan: Computernutzung und Fernsehkonsum von Kindern. Ergebnisse qualitativ-empirischer Studien 1993 und 1995. (Computer use and television viewing patterns among children. The results of qualitative empirical studies in 1993 and 1995). In: Media Perspektiven 1/97, p.43-53, here p.45.

2 Multimedia möglich machen. Deutschlands Weg in die Wissensgesellschaft. (Making multimedia possible. Germany en route to the information society). BMBF. URL: http://www.iid.de/mmm_bmbf/index.html

3 Bibliotheken ´93. Strukturen - Aufgaben - Positionen (Libraries ´93. Structures, tasks, policies) / Bundesvereinigung deutscher Bibliotheksverbände. Berlin ; Göttingen, 1994.

4. Bibliotheksarbeit für Kinder. Ein Positionspapier (Library work with children. A policy paper) / Kommission des DBI für Kinder- und Jugendbibliotheken. Berlin: DBI, 1997, p.14.

5 http://www.welt.de/extra/dokumentation/reden/990414herzog.htm

6 e.g. Nordenham Town Library´s Titanic Night: http://www.bra.shuttle.de/stbue-nordenham/titan.htm

7 Comprehensive project documentation at http://www.stabifto.de/proj0297/index.htm. Further projects of this kind: „Kufior" (http://www.stuttgart.de/chilias -click on „Unsere Stadt" (our town) in the left-hand bottom frame and „Emil and the detectives" (http://zlb.de/projekte/kaestner)

8 Sample page: http://www.stuttgart.de/chilias/literatur/act/reporter/lilian.htm

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Genealogical geography: place identification in the map library

William H. Lamble
Perth, Western Australia

Abstract

This paper examines the factors, which govern identification of place in its environment, its literature and its description as presented to the reference librarian by the genealogical researcher. The concept of place seems a simple enough idea, but the more it is studied the greater grows the realisation of its complexity. The study of toponymy becomes more necessary in the effective identification of place and the retrieval of required spatial data.

Toponyms and exonyms, their elements of activity, status, extent, focus and boundaries are. examined, explicated and defined. The techniques, sources and tools needed by the map and geography librarian to provide adequate services to genealogical researchers are considered, together with the researchers' varying levels of carto-literacy and the accuracy of their source documents in identifying place.

Paper

Introduction

One major and very popular approach to enlightenment is family history research. Map libraries form essential gateways to achieving such enlightenment. This paper is based on years of experience as a map librarian answering enquiries from genealogical researchers. The wording of such enquiries would be very precise but for a number of reasons, as I shall explain, ineffective in information retrieval from the normal descriptive sources of a library's collection. Enquiries were complicated by the fact that there appeared to be a multiplicity of vocabularies used - by geographers, cataloguers, other librarians and the readers themselves. Place name requests were generated from documents which may have corrupted the specific place name recorded and have not related the place to the jurisdiction involved and rarely linked other relevant jurisdictions. Hierarchies in geographical identification are difficult to establish both in "jurisdictional" and "status" orders. The terminology prescribed in LCSH (Library of Congress List of Subject Headings) is at odds with the international jargon of geographical terms and in many cases is imprecise. Precision is made more difficult by temporal changes in nomenclature and geographical location or extent. This paper draws from a number of presentations made to family history groups and is part of a more intensive investigation into geographic classification and carto-bibliographical information retrieval.

In much of the paper I am referring to traditional hard copy maps. As historical information is the objective of genealogical research, most of the maps required will be older and not likely to be available in digitised form. Modern technology allows the creation of maps in layers, and the user can choose the layers of information required. The number of layers available on one screen is however limited by readability. Hard copy maps and also those earlier maps which have been scanned and digitised do not at the moment allow separation of layers.

The Question of Place

One of the most frequently asked questions is phrased as "Where are you from?" or "Where do you live?" This is one of the most difficult questions to answer simply and in a meaningful way. This emphasises the point that we are not place specific in our everyday living and that our reference terminology for places is never consistent, neither exclusive nor inclusive.

Determinants of Location Description and Identification

There are a number of factors involved in identifying place. Location is governed by the activity or event considered in that location and the location also has a status. The location is circumscribed by a boundary and has a focal point and may also have temporal limitations. These factors are not spatially or temporarily exclusive and the specific locations will often overlap or coincide, as I demonstrate below. However, before studying the factors in detail it is necessary to consider three aspects used in the transfer of locational information.

Official usage may be prescribed - as is often the case currently due to the existence of official geographical nomenclature authorities, or may be accepted through patterns of long usage. On the other hand names are often applied for commercial reasons without meeting the strictures of or acceptance by the authorities. There is also the weight of popular tradition, which has restricted accurate cartography down the ages - but this is another study entirely. The matter is further complicated by the vagaries of mental maps and their inaccuracies, about which much has been written. These last two factors can be described as the common *"Worldview"* or *"Weltbild"*. Government topographic maps usually only contain official names and these names are used in the compilation of national gazetteers. Other thematic maps, including government maps are not so restrictive, e.g. geological maps and tend to record the popular or vernacular place names with restriction. There is an atlas of Western Australia that contains 34 maps of the State. (Drawing the line/ compiled by J.F. Berry). Each map is a map of the administrative boundaries of divisions of the State adopted by different agencies, Commonwealth, State and Local. Names and boundaries sometimes vary, sometimes not. It seems unbelievable but it is quite logical - there is nothing to stop the absurd being logical.

Activity, Event or Object in Space

References to location are also effectually references to a particular event or activity as much as an area or an object. I use the terms activity or event with broad meanings. What is shown on the map is either "cultural" or "natural" - these are cartographic jargon terms and on the one hand "artificial, built or human" and on the other "something occurring independently of human intervention". The activity is defined and limited by two things - it has a focal point and a boundary that localises it and attracts a name. We are most concerned in using this aspect when we create or use geographical subdivisions for topical subject headings - but this approach is often misused. A specific geographical location should be described directly by its appropriate name, but allowance for linkage to other forms of the name is required in automated retrieval systems. In indirect subject access, one has to consider if this is for a comprehensive work on the locality (direct access required) or topic specific. If the latter, is it unique for the geopolity (indirect use of locality name) or topic specific for one of a type of localities in a wider geopolity? In the second instance, retrieval requirements indicate that the geographical subdivision should be for the wider geopolity. In a card catalogue it is reasonable to use:

Stroud (England)-Maps.
Streets-England-Stroud-Maps.
But in an automated catalogue, and these usually search indirect headings, the second heading should be:
Streets-England-Gloucestershire-Maps.

The Status of Place

Status appears to have a cultural connotation only, but the choice of terms to describe geographical locations must also be applied to natural aspects, as they cannot be divorced from the cultural in any form of spatial data transfer. Terms for natural divisions are more subject to jargon and national language practices. We are all familiar with the concept of mountain ranges, but perhaps are less familiar with the broader term cordillera or orogen. We can readily grasp the term botanical province and most know the word tundra if not taiga or other regional descriptors.

It is when we consider the human aspect that the system becomes complicated, both hierarchically and jurisdictionally. The areas encompassed by these settlements have evolved in the case of "old world" countries and to a certain extent devolved before resuming evolution in the ex-colonial countries. Town plans were created on square mile blocks in North America and "county" or "shire" boundaries drawn by straight lines on a blank map before settlement. The matter of territoriality derived from aristocratic titles and the associated landholdings will be dealt with later. In retrieving information about a specific location it is important to recognise status as this can determine the wider geographical area to be used as an access term for searching

Jurisdiction

For the genealogist a major purpose is to locate the jurisdictional repository for documentary records as well as locating events on the map. Subject classifiers and cataloguers blithely use the term jurisdiction to create and apply hierarchical subject headings and classification notation as if this is a unique and exhaustive method of handling the problem. Reference practice requires the supplementation by gazetteers and historical topographic dictionaries and histories to determine bibliographical search terms. Jurisdictions are not a simple and single identification process. Constitutionally these are defined in acts which separate, allocate and delegate powers politically, administratively and ecclesiastically, creating "tiers of government. Jurisdiction is a subdivision of activity and to meet the needs of the researcher both the location of an event and the appropriate jurisdictions in which it is sited are to be identified. When considering the ecclesiastical nature of jurisdiction, attention must be paid to the differing practices of the Roman Catholic and Anglican Churches. The former names dioceses by their extent while the latter by their cathedral city - although the territory administered may be the same, e.g. Sees of Iceland (Catholic) and Reykjavik (Anglican).

Boundaries and focal points

Every activity has a focal point and its area is circumscribed by boundaries. With the passage of time areas expand and the boundaries change. When I first moved to Perth, Western Australia in 1961 the Perth Metropolitan Area was considered to be that area within a 20-mile (32-km) radius of the Perth General Post Office. This latter is considered the geographical focus for the area, consisting of the City of Perth and a number of cities, towns and road districts (now called shires). Today the Metropolitan Area now extends 105 km from north to south and 60 km from West to East. By 2005 the north to south extent will be 175 km, several rural shires and even all or major portions of some previously non-metropolitan regions being absorbed by the growing conurbation. This is not an isolated example of global urbanisation. Natural features generally have stable and recognised boundaries, human boundaries have either evolved or devolved to correspond to natural obstacles which form good defences although this stricture is not always so compelling nowadays.

Laws governing the distribution of electoral divisions are a rare but useful example of the definition of a community and its boundaries. Statutory terms of reference demonstrate the nature of specified place, but are complicated by the need to equalise as far as possible the population numbers within each division. This, of course, does cause some distortion in regard to meeting the other requirements.

The focal point of any area is dependent on the activity. Cathedrals, town halls, schools, shopping centres, to give a few examples, can all be focal points for activities that have the name in common, a portion of the same territory but different boundaries. Shopping centres in particular may have quite a catchment area in relation to the community in which it is situated. The example of map sheet titles is interesting. The Landranger maps at a scale of 1:50 000 of the British Ordnance Survey each cover an area 40 x 40 km. and are centred on the major feature or group of features covered by the map and uses these for its title. The International map of the world at a scale of 1:1 000 000 and the Australian topographic series at a scale of 1:100 000 are based on a grid formed by the use of geographical co-ordinates, 6 x 4 degrees for the IMW and 30 minutes for the Australian series. The Perth Metropolitan area appears in both series split into northern and southern parts, respectively in the bottom left and the top left hand corners of two sheets. The IMW sheets are titled Perth and Albany; the Australian maps are titled Perth and Fremantle. In neither case do the sheet titles demonstrate the area covered by the map sheets nor do they automatically present identification of the boundaries.

History of Human Settlement Development and Identification

As I have already mentioned human habitations have either evolved or devolved. Nomad civilisations are not considered to have had fixed settlements but they did have favoured grazing and hunting areas camping and wintering areas and there was competition for these. Not only would there have been some form of identification but also a necessity for defence. In identifying places we find the first emergence of place name elements - words which describe the nature or quality of the place. Current modern examples are -field, -up or -ville, but they are not just limited to suffixes. The change to agriculture saw the use of more long lasting settlements and these expanded with the growth of trade and industrialisation. Thus places and their name evolved. Conquest in its turn brought enforced changes - there are plenty of examples in ancient and modern history. Throughout this process there was also the sense of a focal point for the "activity" with its boundaries.

The 16th century brought a change - colonisation of new worlds. First the Americas, latterly Australasia and to a certain extent Africa. Terra Nullius was a concept embraced in practice if not stated policy. The difference of course was in the state of geographical knowledge - maps showed wide-open spaces and there was little indigenous information available as there was in Eurasia. Surveyors drew potential settlements and administrative areas on blank sheets and sent pioneers out to settle and multiply. One only has to look at the county boundary maps of the USA and Australia and the 1 square mile town block plans of US cities to see what I mean. These plans took no heed of natural boundaries and obstacles. The result - a redrawing of boundaries and unplanned population transit contrary to the plans of the colonial powers. It is interesting to see how few of the original counties of Western Australia retain their names, let alone their original boundaries. So we have two patterns of development in settlements - evolution and devolution with both processes reversible after a certain stage of development.

Status evolved as well. To look at English development from the Middle Ages on we must look at the administrative structure. Under the feudal system, land devolved from the crown through an infrastructure of counties, baronies and manors; each level responsible for providing just so much service through to the level above up to the crown. The territoriality of aristocratic titles which originally presupposed jurisdiction are now irrelevant - the Duchy of Cornwall with major landholdings in London is a separate entity from the County of Cornwall (political entity), the Duchies of Devon, Norfolk, Northumberland and Westminster are grounded in Derbyshire, Sussex, London and Cumbria respectively. With the reformation we find a partial democratisation of the upper levels (due to the growth of the merchant class) and the transformation of the manor to the parish - the ecclesiastical parish. It was not until 1824 as part of wholesale legislative measures to cope with the industrial revolution that the civil parish separate from the church parish was created. The two types of parish then developed in their own ways, one depending on population changes, the other on changes to church membership. Names may have been retained or new ones coined - here one is very interested in the status applicable to each place and its name. The exercise in 1972, which caused the County boundary revision in the UK in 1974, has been repeated and boundaries are being changed again. For instance, the former County of Rutland has been restored!

Toponyms and Exonyms

A toponym is a place name. More specifically it is the officially recognised name of a place within its own jurisdiction. Most countries and states have geographical names authorities who approve the nomenclature for that jurisdiction. They have generally only existed since World War II and have only received formal international recognition since the 1970s. This has not stopped the adoption and usage of unofficial names and there has also been a proliferation of place name changes - for various reasons. The existence of differing official and unofficial names has already been mentioned. This however only referred to names within one language community. Considerable international effort through United Nations conferences, global and regional has been made to provide an agreed geographical nomenclature throughout the world. As the toponym is the recognised form of a place name within a polity, so an exonym is the officially recognised usage for place names in another country - London, Londres; Bruxelles, Brussels and Praha, Prague. The OPALINE database of the Bibliotheque nationale de France does provide a solution to this problem in accessing the map collections from a subject approach.

Most official records created more than a 100 years ago were copied from oral reports and this caused errors due to phonetic rendering and speech corruption. "The back of Hill End farm" was corrupted by elision and dialect and ended up on a document as Backhill End in one example I have dealt with. Variant spellings abound for the same pronunciation - Street and Strete. Bristol was originally called Bricg Stowe (place of the bridge), became Bristowe and then because of the local dialect with its terminal L became Bristol. The same happens on the continent, the island of Funnen in Denmark is shown on Danish maps as Fyn.

Toponymy and the History of Place Names

The history of particular place names is sometimes obvious, sometimes not. There are at least two Colognes. This name developed from the Roman habit of naming settlements (founded in the provinces to settle retired soldiers) Colonia Aggripina or Augustalis, etc, (depending on the then emperor, his heir or favourite). The first became known to the English and French as Cologne, to the Germans as Koln. Political correctness abounds in toponymy. Not only conquest but international rivalry and sensitivity as well as ideology, religions and politics also make their mark. There is a plethora of competing French and German names on the French, German and Swiss border areas e.g. Lorraine or Lotharingia. The Baltic States provide a variety of names in Polish, German, Russian and Slavic. I particularly enjoyed Michener's Poland, which gave an enthralling and readily understandable account of boundary and name changes in Eastern Europe. We must also remember such name changes as St Petersburg, or Petrograd or Leningrad and pay attention to name changes in places like Vietnam.

I have mentioned the move towards authorising names. People have always been contrary and done their own thing. This is very noticeable in the mining areas. Prospectors have consistently named their diggings independently. Some of the names have survived to be recognised and shown on topographic maps. As I have stated above place name indexes are not comprehensive gazetteers and only list officially recognised names. However, they are also subject to human and typographical error. Thomsons Brook in W.A. (the official name) appears in the Australian Master place name index as both Thompson Brook and Thomson Brook. However the geological maps are less severe and record most of the unofficial names. Developers are also name providers. Nowadays they are generally well controlled and work within limits set by the Geographic Name Authorities. This was not so in the past. Names for new land releases would be selected for their selling power and gradually be lost, other than on personal records created during their brief life - names almost guaranteed to appear on some of the documentary records cited by family historians and thus used as their search terms. One last difficulty is a process I call creep. A place name moves. When I was in the Air Force in the 1950's I used to go home via Bath (Aqua Sulis = Hot springs to the Romans) and passed successively through Batheaston, Bathhampton and Bathwick - each with their own railway stations (closed in 1956). In the 1970's I was asked to find Bathwick on a map and horrors - a Bathwick House and a Bathwick Road but no Bathwick. Then in the 1980's a new map of Bath shows the locality of Bathwick. Localities may decline, cease to be fashionable and a new area spring up alongside. This goes through the same process and the next new development is named "historically" so a lost name re-emerges but not necessarily in the same spot. I have found aspects of this phenomenon in many areas while researching geographical locations for clients.

The Objectives of the Genealogical Researcher

Some genealogical researchers are aware of all the objectives in using maps in their research. Having made several presentations to family historians of varying expertise and experience, I have consistently amended or refined my coverage of the subject. Beginners and the less cartographically sophisticated tend only to request a map to show the location of a place mainly as a simple illustration without realising the benefits. However, the main function of map use in genealogical research is its use as a tool in effective pursuit of family history; the production of effective maps to illustrate the compiled family history is often a separate exercise.

The researcher depends upon documentary evidence to support his genealogy. The prime purpose of his map use is to locate activities and events, which led to the creation of records, and to identify the repositories where those records may be found. The repositories will be determined by the activity or event and will not share the same name necessarily. The example of a street address in Walton-on-the-Hill in 1830 shows how many jurisdictional locations it has had over the next 150 years. A database is being created in Western Australia linking place names and jurisdictions for all communities of 200 or more population; it will also need to incorporate isolated place names.

The enquirer in framing a request usually does not distinguish between the different sets of information required and the limits inherent in maps due to scale and size. Essentially three maps are required:

1. Small scale showing the major area in which the enquirer's family lived and its geographical relationships to major known locations.

2. Medium scale (1:50 000 to 1:250 000) showing the environment in which the family lived - physiography and topography, lines of communication and commercial centres.

3. Large scale (1:10 000 or larger) showing building details or on which such details can be plotted.

Also required will be boundary, cadastral and other thematic information. Given the temporal changes that have occurred, the need for a wider range of maps is implicit. It is also not always feasible to provide the maps for the reader to do the rest. Some personal readers need map reading and drafting assistance. When providing a remote service, as happens in the Western Australian library service, it is often necessary to provide annotated copies from maps to meet the needs shown above. It is a problem facing all reference librarians as to how far they should go in providing service.

Tools and Strategies for Genealogical Map Reference Work

Maps are the obvious tools to be found in map libraries. They are often more than they claim to be. Cartographers produce a map for a particular purpose with prime thematic information. This is reflected in the title and the catalogue record. The main information is usually supported by other information to provide a base and context. It is often this secondary information which is the specific detail needed by the map user. The terminology used by the researcher does not correspond to that prescribed by the arbiters of cataloguing practice for place names. The authoritative sources cited in cataloguing manuals are fixed in time and limited to officially approved names. Names given may be corrupted - "Backhill End" turned out to be "at the back of Hillend Farm" and "Churchaasmartin" as "Church House, Marton (Middlesbrough)". Eastern Europe in particular was subject to major boundary and imposed language shifts as Empires flowed and ebbed. Documents I have handled from one region in southeast Poland and the Ukraine have been multilingual.

To cope with these the map library should hold or have access to, as well as current and historical gazetteers and map indexes, topographical dictionaries and histories, travel guides (the 19th century Baedekars I have found extremely useful). There should also be access to a wide range of directories (local and professional) and official and university lists and registers. The British War Office issued some useful multilingual gazetteers of Eastern European countries after the Second World War. Toponymical works such as those of the English Place Name Society are also desirable. As more countries are making their official gazetteers and place name indexes available on-line, it is becoming easier, but "How can you look up a word in the dictionary if you don't know how to spell it?" The map librarian must gain some knowledge of the principles of toponymy - especially of place name elements and be able to think laterally to decipher handwritten phonetically spelt names and locate or plot them on maps.

Conclusion - Skills and Outcomes

Nearly twenty years ago I participated in a workshop on the qualifications required for a map curator. Both library and cartographic/geographic skills were considered essential components, together with physical bibliographic knowledge. To these I now add some specialisation in toponymy. Maps are an information media and may require interpretation to make their contents available to the user - the map librarian must be able to do this. As mentioned, such is the physical make-up of maps that most provide other information in support of their primary theme. It is often this supporting information and interpretation that is required by the researcher. If we are to succeed as gatekeepers on the path to enlightenment, we need to empower ourselves to release the wealth of information for which we care.

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Prison librarians needed: a challenging career for those with the right professional and human skills

Vibeke Lehmann
Library Services
Wisconsin Department of Corrections
Madison, Wisconsin, USA

Abstract

The paper examines the background and roles of prison libraries in North America and Europe. The similarities and differences between public libraries and prison are described. The information needs and reading interests of inmates are highlighted, and reference is made to international and national prison library standards and guidelines.

The author also looks at the educational and human qualifications needed to be a successful prison librarian and explains the difficulties and rewards inherent in this still "untraditional" career choice.

Paper

Background on prison libraries and their patrons

Incarcerated persons generally have the same reading interests and information needs as individuals in the free world; they can, however, be considered disadvantaged by the mere fact that they do not have physical access to libraries in the outside community. Demographic data show that they are further disadvantaged by a disproportionally high level of illiteracy, lack of educational attainment, insufficient vocational skills, and a high rate of mental illness and emotional instability. This is certainly the case in North America and Western Europe, the geographical areas with which this author is most familiar.

Very little research has been published on the nature and extent of prison libraries in other parts of the world, so any generalizations and conclusions made in this paper pertain primarily to the situation in the United States, Canada, and Western Europe. In these countries most prisons provide access to reading materials for recreational, educational, and informational purposes, and many have well established libraries that function much like regular public libraries or combined public/school libraries. In the United States alone there are over 900 libraries in correctional facilities (prisons) operated by state and federal government authorities), as well as hundreds more library service arrangements in local jails and detention centers.

Much progress has been made over the last three decades in both North America and Europe in developing professionally staffed prison libraries, mainly through the efforts of national library associations, state library agencies, public library systems/authorities, and academic institutions. The governance model for prison libraries may be in the form contracted services between public libraries and/or institutions of higher learning, operation solely by the prison authority, and formal or informal arrangements by volunteer groups. It is not unusual to see a combination of these service methods in a single institution. Regardless of the funding and staffing source, librarians who choose to work in prisons face some very special challenges. Before examining the professional and human factors that determine if a professional librarian can function effectively and be successful in the prison environment, it is useful to take a look the purpose of imprisonment today, the size and composition of incarcerated population groups, and the needs the library can fill for both inmate users and prison staff.

Over time, the Western world has seen changes in the philosophy of what constitutes the nature and purpose of incarceration in society. Today there is still considerable difference among nations on this issue, a fact that is reflected in their widely varying incarceration rates. The pendulum has swung back and forth between emphasis on rehabilitation and punishment/retribution. Today most Western nations attempt to strike a balance between rehabilitation of the offender and public safety. Recently the concept of "restorative justice" (making the victim "whole") has begun to influence prison programs. Rehabilitation, i.e. preparing the offender to function productively as a law abiding citizen in society, is very costly and such programs as academic and vocational education, drug and alcohol treatment, and psychological and social services usually suffer when incarceration rates rise. The United States today has the dubious distinction of having doubled its incarceration rate in the 1985-95 decade, although overall crime rates have remained virtually unchanged. According to data by the U.S. Bureau of Justice Statistics, the U.S. incarceration rate is 600 per 100,000, only surpassed by Russia with 690. In contrast, the incarceration rate in Scandinavia is 62, the Netherlands 65, Germany 85, Spain 105, and Japan 37. With a total prison and jail population today of over 1.5 million, the United States has experienced a major prison construction boom over the last fifteen years. Most of these new facilities include a library with general interest materials and legal collections. Hundreds of new prison librarian and support staff positions have been created, but the supply of qualified candidates has not kept up with demand.

Professional librarians work in both adult and juvenile institutions and their patrons range in age from school children to older adults. In the Unites States, the fastest growing inmate group is the elderly, primarily due to increasingly longer sentences, less frequent use of parole, and the higher percentage of the incarcerated population being violent offenders. Due to overcrowding, non-violent offenders are more likely to be supervised in less restrictive community settings. The incarceration rate of racial/ethnic minorities is disproportionately high and the percentage of non- or limited English speaking inmates is growing, primarily Hispanics and Southeast Asians. In some states, the percentage of inmates with drug and alcohol treatment needs is as high as 60 or 70 percent. A large number of inmates (between 50 and 60 percent) have not completed high school, and many adults and juveniles associate the traditional school system with a long string of academic and personal failures. This fact is, of course, related to the offenders' lack of vocational skills and their inability to find and maintain gainful employment in today's technology dominated job market. The next logical step in this vicious circle is often the commitment of a crime.

One can safely say that incarcerated persons have a large number of unmet needs, which translate into a high demand for information, learning materials, and self-improvement resources; the library, in cooperation with other prison programs, can play a vital role in meeting these needs. An inmate who wants to use his time constructively is likely to become an avid library user, and when time comes to prepare for release, the prison library can provide him with a wealth of job and career related materials as well as community information that may help him survive the first critical months on the outside.

The modern prison library

What constitutes the most important roles of a modern prison library? They are not very different than those of a public library. In 1992, Rhea Joyce Rubin developed a library planning model specifically for prison libraries that has been used in the states of Massachusetts and Wisconsin in the United States. This model evolved from the widely used ***Planning and Role Setting in Public Libraries*** (1987) and ***Output Measures for Public Libraries*** (1987) by McClure et. al.[1] Rubin's ***Planning Process for Wisconsin Institution Libraries: A Workbook*** (1997) identifies the following possible roles for the prison library:

- **Popular reading materials center** (i.e. circulation of recreational reading materials)
- **Independent learning center** (e.g. assistance in self-directed reading for lifelong learning and personal needs, information on careers and vocational skills, reference services, and assistance with correspondence courses)
- **Formal education support center** (i.e. information on educational opportunities, and materials and services supporting adult basic education, English for non-native speakers, vocational education, and post secondary education courses)
- **Leisure and recreation activities center** (e.g. book discussions, film showings, cultural programs, chess club)
- **Legal information center** (e.g. legal research tools, case materials, legal forms)
- **Treatment program support center** (e.g. resources to support substance abuse and anger control programs)
- **Information center on outside community** (e.g. reentry information, contact information, social service agency referrals)
- **Personal retreat center** (i.e. place for patrons to find privacy, quiet, and independent choice)
- **Staff research center** (i.e. resource provider or clearinghouse for work-related materials and information
- **School curriculum support center** (in juvenile facilities, provide materials that supplement textbooks and enhance classroom activities and study).[2]

Because of limited civilian staff, funding and space, no single prison library can perform all these roles. Often the librarian is the only professional employed and all support staff are inmate workers. The librarian must manage all aspects of the library operation and is forced to concentrate on services that have the most impact and serve the largest number of patrons. Other factors influence the decision of which roles to emphasize; they include the size and security level of the institution, the method of library access (restricted or free), the demographics of the inmate population, the length of sentences they are serving, and the range and nature of other activities and services available, such as treatment and education programs, social services, and inmate employment opportunities.

Whether the selection of primary and secondary roles is the result of a thorough needs assessment or simply dictated by necessity, the fact is that the majority of prison libraries in the Unites States see their primary functions as popular materials center and legal information center. The support role for independent learning is also very important, as is that of community information center. Inmates use libraries very heavily -- up to ten times as much as people on the outside. If the library has a current and well balanced collection, indicators like circulation per capita and collection turnover rate (average annual circulation per item) can be very high in a prison library.[3]

The library program does not function independently but operates within the larger prison environment, whose mission and security policies often conflict with the library profession's code of ethics and its belief in free access to information. The prison environment is an untraditional and inhospitable territory with priorities that challenge "traditional" librarianship and philosophies. How does one provide information freely in a tightly controlled environment with rules and regulations governing almost all aspects of daily life? How does one encourage library patrons to make choices about their reading matter and the pursuit of individual interests, when in almost all other aspects of their lives they have no autonomy? How does one meet the information and diverse reading needs of a large multicultural population?

In a major 1974 U.S. study of prison libraries, Marjorie LeDonne observed: "I have come to realize that while space, time, money, training, and adequate support staff are all important, the key to quality correctional library service is the turn of mind, the energy and the sense of dedication which the librarian ... brings to the job."[4] In other words, it takes a very special person with not only a sound educational background, but also certain human qualities. It is easier to define and quantify the academic requirements than the more intangible human skills; existing standards and guidelines mainly deal with the former.

Preparation and attitude

The 1995 IFLA ***Guidelines for Library Services to Prisoners*** and the fairly recent U.S. ***Library Standards for Adult Correctional Institutions*** and British ***Guidelines for Prison Libraries*** all address library staff qualifications and staffing levels.[5] The IFLA document states that the person employed as librarian should have "the necessary qualifications in library science skills and the ability to work effectively in a prison environment" (p. 12). It also emphasizes the importance of being aware of prisoners' immediate and potential needs.

The U.S. standards are very specific as to academic qualifications and work experience for all library staff. They call for a library director with an ALA accredited MLS or equivalent AND two years experience in a professional capacity in a library. This position should act as department head and direct all library services and operations in the institution. Familiarity with all aspects of library management is required. Staffing levels are indicated in accordance with institution size, and where additional professional positions are called for, the basic academic qualification is likewise a ALA accredited MLS degree. In addition to the specific academic and work experience, the standards state that library staff at all levels shall be selected for their ability to work in a correctional environment. The standards also recommend that each state employ a central coordinator of prison library services with extensive administrative and consultant experience. Research by this author indicates that twenty-two of the fifty states have such a position; where it does not exist, many of the prison library related functions are performed by the consultant in the state library agency who works with other disadvantaged population groups.

The newly revised British guidelines are also very helpful in defining the qualifications of professional library staff and library security staff. The publication even includes a specific training program for each position, which each new employee must undergo. For the librarian, these "induction" modules include orientation on job responsibilities and organizational structure. The guidelines were developed according to the governance model in the UK, under which the national Prison Service contracts with local public library authorities for staffing. The prison librarian must be a Chartered Member of the Library Association and should also be a member of the Prison Libraries Group of the Library Association. The guidelines call for the head librarian to be recognized as a supervisor and to be a member of the prison management team. The requirements for prison library officer (combining security and library specific functions) and library orderly are also included.

In the state of Wisconsin, USA, this author developed the generic correctional librarian position description on which the civil service exam is based. The vast majority of position functions and responsibilities fall under the definition of traditional library management and service, like reference and information retrieval, collection development, readers' advisory, circulation, interlibrary loan, bibliographic instruction, and patron programs (strong emphasis on adult literacy programs). Only about ten percent of the time is taken up with prison specific activities, like inmate supervision, disciplinary hearings, and prison committees. All librarians are required to participate in regular training related to information technology, library skills, and correctional issues.

In 1995-96, IFLA's Section of Libraries Serving Disadvantaged Persons conducted an international survey of library schools to gather information on the extent to which their curricula included courses or components on how to provide library services to disadvantaged persons. Prisoners was one of the thirteen disadvantaged population groups identified. Of the 88 library schools that responded, only 24 indicated that they included service to prisoners in their curriculation.[6] [IFLA Journal 23 (1997) 5/6, p.369] This survey and extensive information obtained from conversation and correspondence with library school faculty in the United States, Canada and Europe, confirm this author's belief that prison librarianship is still not widely recognized as a viable career option. And even those academic institutions that do teach courses on how to serve users with special needs or include reference to such services in their general courses, do not necessarily encourage careers in prison librarianship.

In the Unites States, correctional agencies have difficulty hiring qualified librarians in spite of aggressive recruitment. And the salaries and benefits are generally competitive with the public library sector. To make library school students more aware of existing prison libraries and their growing number of patrons, professor Linda Lucas Walling of the University of South Carolina, USA, has developed a special course on correctional librarianship. The objectives of the course are to make the students able to

- identify and discuss issues related to contemporary corrections
- identify and discuss issues related to contemporary librarianship in correctional institutions
- discuss the relationship between the library and the institution
- describe the differences and similarities among correctional, public and school libraries
- discuss basic activities and services typically carried out in libraries in correctional institutions.

The textbook for the course is ***Libraries Inside: A Practical Guide for Prison Librarians,*** [7] one of the few recent publications covering all aspects of prison libraries. An eight-part video series and nine audiotapes were also developed in conjunction with the course. This author has used these resources for orientation of new prison librarians.

The similarities between prison libraries and public libraries are greater than the differences. A broad academic education in traditional librarianship that includes coursework in outreach services, literacy, multicultural resources, legal collections, and materials for the learning disabled, is probably the best foundation on which to build a career in prison librarianship. If this training also provides the opportunity to pursue special interest topics, a practicum or internship in a prison library, so much the better. Experienced prison librarians can also provide library school students with insight into their work world through lectures, seminars, and symposia. In the state of Wisconsin, such cooperation exists between the Department of Corrections and the state's two ALA accredited library schools. The Department has also provided occasional part-time jobs for library school students.

Experience has shown that new prison librarians have a better chance for success, if they have additional education or work experience in other areas like psychology, criminology, teaching, social work, or counseling. It also helps to have worked a few years in a non-prison library. Since many prison librarians work in relative isolation from colleagues in the outside world, it is very important that they be involved in professional associations, meet with other prison and non-prison librarians for mutual support and problem solving, participate in workshops to upgrade skills, and have the opportunity to communicate with other professionals through e-mail and electronic discussion groups. Having a mentor program that pairs a new librarian with an experienced professional is also very helpful. All the academic training, networking, and work experience, however, will not guarantee a librarian success in a prison environment -- certain other human skills are absolutely essential, and not all of them can be taught!

It is important to understand that many people do not have the personality needed to work in a prison. All prison staff must understand the purpose of the organization and the dynamics of the prison community. They must have the ability to internalize basic values and goals while working effectively within this environment often filled with ambiguity. The work requires flexibility, patience, emotional stability, a high tolerance for stress, and a sense of humor.

In prison crises occur regularly and one must adjust quickly to changing situations, like a lockdown, sudden transfer of inmate workers, irrational outbursts, unexpected budget cuts, and equipment breakdown. Not loosing one's cool is essential, since it may appear as a weakness that can be exploited. Stressful situations abound, since inmates are very needy, demanding and impatient. One patron will often monopolize the librarian's attention with the result that other pressing tasks are postponed. Support from the administration may not always be forthcoming, and the prison bureaucracy may seem formidable. Some administrative decisions may appear arbitrary. A sense of humor is essential; it relieves stress and defuses tense situations. Humor also improves relationships with inmates and co-workers and can reduce the inevitable barrier between security and program staff. It helps a person see problems in perspective and avoid "burnout", an occupational hazard generally defined as a state of indifference or cynicism resulting from frustration and a feeling of helplessness. Being mentally able to leave work behind at the end of the day helps one stay sane.

Librarians are service providers -- if they do not have a genuine desire to help, they are in the wrong job! In the prison milieu, the antagonistic mentality of the "powerful against the powerless" is pervasive. By being responsive to needs and interests, the librarian can have much impact on the inmates' lives while exemplifying the exception to the hostility rule. The library is one of the few places in the prison where the inmate can feel at ease and be confident that his requests will be attended to. This responsiveness makes the librarian and the library appreciated.

Helpfulness is related to sincerity. Doing what one promises establishes credibility -- if the librarian does not have it, no inmate will respect him or the library. Fairness and tolerance are equally important. The librarian must be comfortable working with persons from many different social, racial and cultural backgrounds and must be able to leave any personal bias aside when selecting materials and responding to inmate preferences and interests. Treating everybody fairly without showing favoritism is equally important; that also means following policies and procedures to the letter both with inmate patrons and inmate library workers. All inmates should receive the same treatment regardless of the offense committed, and the librarian should be able to respect them as individual human beings. Making exceptions opens one to manipulation and the loss of control. Fairness, however, does not exclude firmness and assertiveness -- these are other personality traits that enable the librarian to be effective. And in order to be considered a mature professional, the librarian should always exhibit good judgment and be willing to make decisions and take responsibility.

Certain human skills can make working with inmates much easier. Good communications skills can be learned and are essential when dealing with a culturally diverse population; this includes the ability to listen and understand non-verbal clues. Library staff interact with many sociopaths and persons with behavior disorders, and almost all inmates have personal problems. It takes a wise person to draw the line between showing empathy and getting emotionally involved in the inmates' personal problems.

Problem solving skills are equally important and are also related to the provision of good reference and referral service. And it helps to use common sense and rational thinking in dealing with demands that are often irrational.

Teaching skills are most useful; most inmates are not "traditional" library users and need to learn how to use the library and the available technology. Inmate library workers must also be trained and closely supervised. It is important to develop professional relationships with the workers, since their cooperation and support are essential to the smooth operation of the library.

The librarians must have expertise in public relations and marketing techniques. Library services must be promoted to potential patrons who, although they constitute a "captive" audience, will not necessarily use the library.

Censorship is a touchy subject with prison librarians. In spite of their personal commitment to free access to information, they must recognize that certain materials may pose a threat to institution security, e.g. topics on bomb making, prison escapes, and martial arts. Being able to accept that certain restrictions are imposed on the selection of materials can make the difference in whether or not one survives on the job.

With so many demands on one's time, the librarian must learn how to see the big picture, to plan and set priorities. One must accept that it is impossible to satisfy all people all the time; this author has seen several prison libraries fall to pieces, while the librarian was drowning in details.

There are, however, many rewards for a good prison librarian. This person must take satisfaction in providing direct services and creating and creating a library suited to the specific needs of a diverse and receptive group. The majority of the inmates value the library and appreciate what the librarian does. Many become library users for the first time in prison and see a whole new world open up. There are success stories of inmates who have learned to read with the help of a librarian or a library literacy program.

Inmate library workers often test a new librarian, but once he or she has passed the test by being fair, firm, and respectful of the workers as individuals, they usually become very protective and staunch promoters of the library.

It may sound trite, but it is indeed gratifying to know that one has made a difference in somebody's life and is remembered with fondness, like a Wisconsin inmate who responded to a library survey with the following comment: "The librarian is a good and sincere person who makes me think of many new things -- although she won't let me chew gum!"

Notes:

1. Charles R. McClure et al., Planning & Role Setting for Public Libraries (Chicago: American Library Association, 1987); Nancy A. Van House et al., Output Measures for Public Libraries (Chicago: American Library Association, 1987).

2. Rhea Joyce Rubin, The Planning Process for Wisconsin Institution Libraries (Oakland, CA: Rubin Consulting, 1997).

3. From annual statistical reports produced by adult and juvenile correctional libraries, Wisconsin Department of Corrections, USA.

4. Marjorie LeDonne, "Survey of Library and Information Problems in Correctional Facilities: A Retrospective Review," Library Trends 26/1, p. 69.

5. Frances E. Kaiser, ed., Guidelines for Library Service to Prisoners, 2nd rev. ed., (The Hague: IFLA , 1995); Library Standards for Adult Correctional Institutions (Chicago: American Library Association/Association of Specialized and Cooperative Library Agencies, 1992); Roy Collis and Liz Boden, eds., Guidelines for Prison Libraries (London: Library Association Publishing, 1997).

6. Anne M. Galler, "The Inclusion of Library Services to Disadvantaged Persons in Library School Curricula," IFLA Journal vol.23, No. 5/6, 1997.

7. Rhea Joyce Rubin and Daniel Suvak, eds., Libraries Inside: A Practical Guide for Prison Librarians (Jefferson, NC: McFarland & Co., 1995).

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Public Library in Thailand

Kulthorn Lerdsuriyakul
Information Education Promotion Centre
Bangkok, Thailand

Paper

Public Library in the Past

"Public library" was developed from the "public reading room", which was firstly established in Bangkok in 1916 by the Education Department, in which the first three "public reading room" were organized to make use of existing facilities of the following schools : Wat Sutat Thepwararham, Sam Chean and Prayoonrawongsawas, Thonburi, in 1949, Ministry of Education had set up more public libraries to expand both quantity and quality, as well as promulgated public library regulation. Its purpose was to inculcate reading and learning habits into people's minds. Those libraries were also utilized for providing training and giving knowledge to people in terms of discussion, conversation, and excursion. At that time there were 20 public libraries in various provinces, after which it increased to 64 public libraries in 1950.

In 1952, the Ministry of Education, in cooperation with the Ministry of Interior, had made the policy to expand public library to district level. The Ministry of Interior provided the places in the community areas, while the Ministry of Education supported the budget for construction. In the same year, the former public library regulation was improved and repromulgated, in which the public libraries were classified into 3 categories, namely provincial public library, district public library and mobile library to give services to people both inside and outside library by circulating the books to people in the rural areas.

In 1973, the public library was upgraded to an educational unit attached to the Adult Education Division of General Education Department. It was operated to serve the following functions.

1. To provide nonformal education services to general people.

2. To promote people's reading and learning habits.
3. To provide people with up-to-date information and knowledge.
4. To promote and give advice on Knowledge to people, as well as attitudes and
5. To promote and disseminate culture.
6. To promote and give advice to people on spending their spare time usefully.

In 1979, the Department of Non-Formal Education was established and the public library was transferred to come under the supervision of the Provincial NFE Centre responsible to promote, support, and assist in public library's administration and personnel so that the public library could be carried out more actively and effectively according to the public library regulation 1986 issued by the Non-formal Education Department.

Later on, Non-Formal Education Department public library regulation 1992 to make public library be community information centre for promotion of community learning and activities, as well as for development of community learning network.

At present, there are altogether 850 public libraries over the country, which can be classified into 3 sizes as follows:

1. Large-sized public library

1.1 Provincial public library was firstly established in 1939 in Ubon Ratchathani, giving services to the people within the provincial areas. It also acted as the centre for circulating books and materials within the province. Later on in 1949, the government had policy to expand adult education more widely and suitably to the condition . Currently, there are 73 provincial public libraries, which are classified in the large size. Provincial public library will be set up in the municipality, which is under the responsibility of Provincial NFE Centre. Besides providing various kinds of book service, audio-visual room or nonformal education room has been organized to give service on text books and materials according to the NFE curricula, as well as providing Sukothaithammathirat Open University and Ramkhamhaeng University corners.

1.2 Rajamangalapisek Library, Klai Kangwon Palace, Prachuap Khiri Khan is the only one organized particularly within the front areas of the Palace due to the Rajamangalapisek Royal Ceremony of His Majesty the King. In the library, there are 11 rooms used for reading, organizing seminal or meeting, as well as official receptions. In addition, there are various parts set up for presenting exhibition, giving information service and being resting areas.

2. Middle-sized public library

Chalemrajgumari Public Library was established to serve Her Royal Highness Princess Maha Jakri Sirindhorn's resolution and ideas to promote people's education as she addressed in various occasions, such as in the World Assembly on Adult Education on 12 January 1990, the Princess kindly bestow statement in handwriting : "Let's join in making a literate world."

In honour of Her Royal Highness Princess Maha Jakri Sirindhorn and to celebrate Her Royal Highness' 36th birthday in 1991, Chalemrajgumari Public Library was established with the Princess' permission, the name of which was kindly bestowed by the Princess, as well.

Chalermrajgumari Public Library was set up in cooperation with local people, government and private sectors. Its characteristic is the 2 storey-building comprising various rooms, for instance the rooms for royal exhibition, for local information, for audiovisual media and computer, as well as for general exhibition upstairs. Downstairs, there are the rooms for general Libraries altogether joining in the project.

3. Small-sized public library

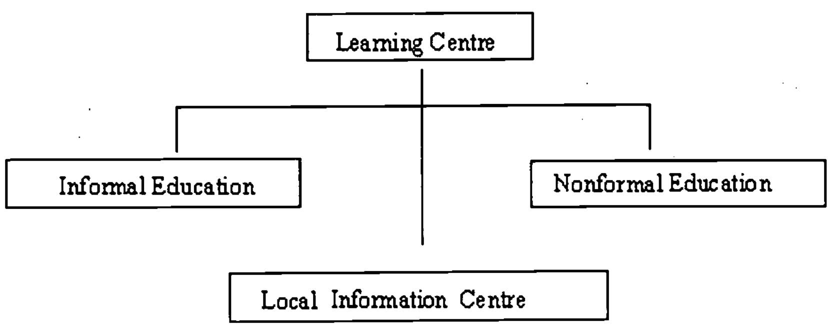
District and sub-district public libraries are classified in this acting as the network of provincial public library to give services to people within the district areas in terms of informative and materials sources for their studies. In addition, these public libraries can help to inculcate reading habit into their minds, as well as to disseminate culture. The construction of most district libraries is partially supported by the community, who helps to donate land, money and materials and by the government budget, as well. Bang Bor District Public Library, Samut Prakan was the first one established in 1943.

In 1952, the government had a resolution to establish a district library in every district, the task of which the Ministry of Education was assigned to carry out in order to promote learning and teaching of both formal and nonformal education. At present, there are only 665 district public libraries and 35 sub-district public libraries due to the constraints of budget and personnel.

Tasks of the Current Public Library

To develop the tasks of public library, in 1995 The Department of Non-Formal Education had the policy to make all kinds of public library be learning centre giving services as follows:

Tasks of the Current Public Library



1. Informal Education

Informal Education is providing the general public with educational opportunities. They can learn through resource persons, working experiences, society, surroundings, printed materials, radio, television, electronic media and from other sources through their whole lives. In addition, the learners can transfer their grades gained from informal education to formal and nonformal education.

Informal education is an educational system provided for supporting persons to learn without particular system and planning. That is learners can learn by themselves from various kinds of materials and media, as well as from other sources such as from environment, experience and local intelligence, which are the real thing in their wary of life. Informal education is provided in terms of the following :

1.1 Self-study from books and various kinds of materials.
1.2 Study from learning package CAI with knowledge evaluation service.
1.3 Education exhibitions.
1.4 Particular learning group.
1.5 Internet and computer online

2. Nonformal Education

Nonformal education is providing nonformal education activities to persons who miss the opportunity to learn in schooling system with flexible methods and response to the needs of learners of each level in various models as follows :

1.6 Provision of learning and teaching materials according to NFE curricula of all levels.
1.7 Provision of educational and vocational guidance.
1.8 Provision of activities to promote NFE students' learning
1.9 Setting up center to provide distance education programme through Thaicom satellite.

3. Local Information Centre

Local informal centre is the centre that collects various kinds of local information in various forms for giving services, for provision of learning and teaching activities, for vocational development, as well as for exchange of information among networks and for giving services to those interested.

Local information centre in public library is the form of organizing system and disseminating necessary information useful to both village level and provincial level. It puts the emphasis on the collecting community information within the areas of the public library established. That way, the public library will be able to give various forms of services to specific groups, general people, government and private sectors, as well as to businessmen. In addition , its information will be collected in terms of information technology system. At least, there will be 9 accounts of information, namely general information of community, society, politics and local administration, education, culture and local intelligence, local science and technology, agriculture, industry, as well as economy.

There are various forms of collecting data and information through the following :

1.10 Data file in the form of document and pictures classified by sub-district or types of data, such as population data, local vocational data, as well as local small enterprise data, etc.
1.11 Exhibition of history, culture, local wisdom etc.
1.12 Poster with electronic mobile letters, brochure and pamphlet, etc.
1.13 Internet or or CD-Rom, and or computer online.

Expansion of Public Library Services

1. Public library plays an important role as a learning and service network circulating books and materials to the community learning centre in sub-districts and to the village reading centre within the service areas of public library established. All population of those areas are the target to which the services will be provided.

2. Homepage of local information and developmental projects initiated by His Majesty the King have been made for dissemination on Internet by all provincial public libraries, "Chalermrajgumary" public libraries, including 50 district public libraries. <

3. Mobile floating library began to provide service in January 1999 with intention to expand service to promote reading and learning of people living along the rivers and canals in terms of books, toys, videos, exhibitions and learning packages concerning reservation of water resources to make those people realize and participate in keeping their rivers and canals, as well as their environment clean. In addition, volunteers are provided for giving service by carrying the book bag to the doors for those who are inconvenient to travel from their homes to the floating library to get service.

4. Mobile learning centre public library van will provide in form of library, as weel as learning package, video, computer, exhibition and group activities for learning focusing on current condition and problems of people such as drug, family, election, villagers' law, environmental reservation, as well as the way to perform jobs, etc. The target groups are for example population in condensed areas, the underprivileged sources and educational services.

Besides 850 public libraries under the responsibility of the department of Non-Formal Education, there are still 13 public libraries attached to the Bangkok Metropolis Administration, 30 municipal public libraries, as well as 7 public libraries of Srinakorn Bank.

Public library is considered as a significant knowledge source and learning centre for population of all sexes and ages. They will have the opportunities in studying continuously. Thus, it is seen significant to improve public library to have more efficiency and ability response to the needs of learning of all target groups so that Thai society will finally turn to be a learning society.

Future Plan of Public Library in Thailand

PROJECT TITLE : ELECTRONIC LIBRARIES

1. Background Information and Justification for the Project

At present more than 700 public libraries at provincial, district and local levels have already bee established by Department of Non-formal Education. The Department has also set up a policy to construct public libraries in all districts throughout the country within the 8th Education Development Plan because these public libraries are regarded as nearby learning centers for out-of-school people where they can seek knowledge from various types of learning materials in the libraries. However all activities currently carried out by our public libraries can not serve their users' needs efficiently. In order to make people keep pace with today's technological advancement, information technology, computer, multimedia from CAI package, programming computer on CD ROM, research and study at local levels and internet networks should be brought in. Besides programming computers should be utilized for service and administration systems to meet the needs of library users as well.

In attempts to develop our public libraries to have such aforementioned efficiency according to the electronic public library project, it will make them all become learning centers and learning networks at international level which are able to link with various sources of information nationwide and worldwide leading to the support in providing effective nonformal educational activities both in formal and out of schooling systems in an effective manner.

2. Objectives

1. Develop all types of public libraries as learning centers with the standardized system of information and information technology services in terms of multimedia computerizing system and as international learning networks which are able to link and exchange educational information technology nationwide and worldwide

2. Utilize modern technology information system to support the quality of learning and teaching development according to NFE curricula at all levels and types particularly on individual self-study and student-centered principle.

3. Facilitate NFE students and people in remote rural areas with more educational opportunities by obtaining modern information technology learning services.

4. Develop administration, management and monitoring systems of public library implementation by using information technology systems reporting on their progress, exchanging experiences and implementation through computer online.

3. Project Implementation

1. Appoint a working group on electronic libraries comprising experts from outside agencies.
2. Study on uses of computerizing systems in libraries of various agencies and educational

institutions.

3. Organize a workshop for the working group with following purposes :
   3.1 Set up DNFE's electronic library models
   3.2 Specify material, equipment and computer qualifications
   3.3 Develop computerizing programs for library management and services for library uses
   3.4 Identify curricula and methods for training library personnel to be able to work electronic libraries properly.
4. Provide materials, equipment and media appropriate to the needs of target groups.
5. Conduct trainings for personnel, administrators, concerned and operating staff.
6. Carry out target libraries as planned.
7. Set up supervision, follow-up and evaluation systems.

4. Project Methodology

1. Development of working systems
   a. Use computer as multimedia to facilitate target groups' self-study from various types of CAI programming computer on CD ROM as well as self-testing from computer
   b. Employ computer systems I the following library commissions :
      i. Conduct catalog cards, book registration, membership registration and lending-borrowing records.
      ii. Conduct self-information searching systems by developing working systems in such a way that library users are able to link with all information such as media or books in the library, network libraries as well as internet networks.
      iii. Undertake information systems and information technology for library management at all levels : district, provincial, regional and department e.g. numbers of library users, memberships, resources, activities and statistics.
   c. Develop Website/HTML/CGI/Java systems for searching and recording data through computer online concerning.
      i. Local information of each library
      ii. rare, meagre or expensive books
      iii. NFE learning materials and packages
      iv. Develop information systems by linking with network public libraries, other networks nationwide and worldwide.

2. Provision of hardware and software.
   a. An electronic public library's equipment comprises the following :
      i. Two computers for processing data at high level and information communication
      ii. One set of a network system card with installed equipment
      iii. One Fax/Modem machine
      iv. One ink Jet printing machine
      v. One scanner
      vi. One electricity controlling and sparing machine
      vii. One printing machine with speed limit not less than 300 letters per second
   b. A library's equipment comprises the following :
      i. One set of server
      ii. Two UPS machines with the size not less than 1 KVA
      iii. One set of 16 port-Hub network equipment
      iv. One set of 12 Port-Hub network equipment
      v. One set of 32 Port-Router
      vi. Seven sets of micro computer
      vii. Seven sets of Card Land
      viii. One Laser printing machine
      ix. One Ink Jet color printing machine

x. One scanner
xi. One CD ROM Drive
xii. Two Rack Cabinets
xiii. One Rack Modem

3. Personnel development
   a. Organize trainings for two operating personnel in each public library who must have basic skills in computerizing Dos and Windows.
   b. A seven-day training curriculum has the following contents :
      i. Policies, administration, management and implementation of electronic libraries.
      ii. Fundamental knowledge on electronic library working system
      iii. Fundamental knowledge on Internet
      iv. Use and maintenance of equipment
      v. Construct local data base by using Netscape Navigator program
      vi. Construct local data base on Internet
      vii. use electronic library management program
      viii. use information communication computerizing program
4. methods of organizing library services.
   a. Disseminate target groups and library users about learning activity services held in the library through information technology systems.
   b. Coordinate with institutions and teachers to arrange service time-tables to facilitate as many learners as possible within the limitation of available resources.
   c. Organize trainings for giving direction or orientation to learners and public through information technology system.
   d. Conduct materials, documents and video-tapes as manuals and self-learning aids to facilitate learners in an efficient manner.
   e. Encourage library users to take part in identifying their needs as well as recommending proper ways of services in the library.
   f. Organize volunteer groups to assist the development of information technology for better services.

5. Target Group Services.

1 NFE students of all types, curricula and levels 2 General public 3 Formal schooling students

6. Follow-up and Evaluation

1 Establish a working group to follow up the project implementation continually by dividing areas responsible distinctively. 2 Evaluate the project by using research and evaluation instruments to study on management, administration and service systems as well as the satisfaction and efficiency of electronic media. 3 Evaluate viewpoints of administrators, library managers, library users, and concerned public.

7. Responsible Agency.

Informal Education Promotion Centre, Department of Non-Formal Education, Ministry of Education, Thailand

8. Expected Benefits

1 Students and target groups have better opportunities to learn from telecommunication and information technology. 2 Students and target groups can save time and cost for obtaining news and useful knowledge and information. 3 Information services between public libraries and other agency libraries are increased in an efficient manner. 4 Utilization of information technology are encouraged broadly.

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Southeast Asian Subject gateways: examination of their classification practices

Edward Lim
University Librarian
Monash University
Melbourne, Australia

Paper

The problem

The traditional library has always built collections or provided access to information resources designed to meet the needs of its primary clientele. That is to say, the information space within which its users have to navigate tend to be more focused, confined and finite. The Internet, on the other hand, with its almost infinite information space and lack of coherent organisation, poses serious navigational problems for researchers and other information seekers. To facilitate access to the large quantity of information available, a number of indexing services have sprung up to index a large proportion of the World Wide Web. Unfortunately, however, the major search engines or directory services like Alta Vista, Northern Light, HotBot, Excite and Lycos are not wholly satisfactory for effective information retrieval for a variety of reasons.

- They only index a fraction of the total number of documents available on the Web, and their individual coverage varies widely. Because no single search service is comprehensive, more than one search engine must be used for retrieval if high precision is required. Thus Lawrence and Giles have shown that by combining six engines about 3.5 times as much information can be retrieved as by one engine (Reuters, 1998).
- Many studies have shown that the quality of the search results using different search engines vary greatly.
- Most of the search engines undertake full text indexing, but they do not necessarily index the entire contents of the documents they encounter. Frequently only the first few

lines are indexed. Furthermore, since there is a lack of vocabulary control, keyword searches can result in hundreds if not thousands of items being retrieved - much of which might not be relevant.

- Most of the search engines are almost useless for searching and retrieving non-textual documents and objects like audio, video and executable programs.
- Most search engines cannot search and retrieve password controlled sites.
- Because many Web documents do not undergo the authoritative accreditation process, which is usually found in the print environment in peer reviewed journals or in the monographs published by prestigious publishers, it is frequently difficult to separate the wheat from the chaff. Thus the problem is not only one of retrieving relevant information but also one of retrieving quality information.

Added to the problem of locating resources using any one of the major search engines is the difficulty that users have in formulating good search strategies. Reference librarians have long known that users usually express their requests in a fairly imprecise way, and it takes great skill to elicit the exact requirements of users. The problem with unmediated access, which is the direction to which libraries are being driven by financial and economic considerations, is that left to their own devices and without adequate training and guidance, users will have great difficulty in finding the information that they want from the Internet.

The solutions

A number of solutions have been suggested to improve Internet searching and retrieval. They fall into three broad categories.The first relates to efforts to assist end users to use the search engines more effectively. This can be done through the provision of information literacy programs, printed guides, or direct assistance by librarians. The second category relates to efforts to improve the capabilities and functionalities of search engines, e.g. improving the harvesting or data gathering and indexing process, allowing natural language searching, adding the capability to mix boolean operators, increasing the limits on the number of search keys, improving the ranking algorithm, supporting truncation and wild card searching, indexing more fields, and so on. The third category involves more human intervention. This category can be divided into two sub-categories:

- The first sub-category includes the use of metadata to improve the harvesting and retrieval process.
- The second sub-category relates to attempts to build subject or information gateways which will assist users to discover quality information quickly and effectively. A subject gateway, in the context of network-based resource access, has been defined as "some facility that allows easier access to network-based resources in a defined subject area. The simplest types of subject gateways are sets of Web pages containing lists of links to resources." (Kirriemuir, 1998)

The Development of a European Service for Information on Research and Education Project, DESIRE (1998) has described the major characteristics of subject gateways as follows:

In the traditional information environment human intermediaries, such as publishers and librarians, filter and process information so that users can search catalogues and indexes of organised knowledge as opposed to raw data and disparate information. Subject gateways work on the same principle - they employ subject experts and information professionals to select, classify and catalogue Internet resources to aid search and retrieval for the users. Users are offered access to a database of Internet resource descriptions which they can search by keyword or browse by subject areas. They can do this in the knowledge that they are looking at a quality controlled collection of resources. A description of each resource is provided to help users assess very quickly its origin, content and nature, enabling them to decide if it is worth investigating further.

It is interesting that the problems identified in the Internet environment have always been problems faced in the information science field - problems relating to the organisation of knowledge, problems caused by the vast quantity of published information (information explosion), problems of identifying, categorising and retrieving information when required, and problems that are intrinsic to complex subjects which are difficult to describe even using the traditional classification schemes. It is certainly ironic that to deal with the complex problems of information storage and retrieval, computing professionals and others are rediscovering the traditional or classical tools long used by librarians to organise and retrieve information.

Reasons for classifying

Steps to improve the retrieval of information now combine the use of robot based search engines as well as the creation of subject gateways listing useful Web sites in specific subject areas. To improve the browsing capability of these subject gateways, some form of hierarchical browsing becomes necessary, and this in turn has led to the adoption of library classification schemes to provide the subject hierarchy.

Vizine-Goetz (1998, p.93) states that "The knowledge structures that form traditional classification schemes hold great potential for improving resource description and discovery on the Internet and for organizing electronic document collections."

The DESIRE (1999) project has produced a report outlining some of the advantages of using classification schemes to aid information retrieval in a network environment. These include:

- A classification scheme can facilitate browsing for inexperienced users.
- The hierarchical nature of classifications allows searching to be broadened or narrowed when required.
- A classification scheme gives context to search terms.
- A classification scheme permits multilingual access to a collection because the notation used is independent of any language
- The logical division of a classification scheme provides a mechanism for partitioning and manipulating the results sets.
- The use of an approved classification scheme can facilitate browsing across multiple databases.
- An established classification scheme is likely to be kept up to date.
- Library classification schemes have the potential to be well-known to their users.
- Many classification schemes are now available in machine readable form.

An examination of the practices of a number of Web sites shows that the vast majority arrange their subjects in alphabetical order, using subject descriptors, sometimes based on the controlled vocabulary of a specific subject thesaurus. Others make use of a hierarchical classification scheme. The DESIRE (1999) project has identified the classification schemes used as:

- Established schemes like the Dewey Decimal Classification (DDC), the Universal Decimal Classification (UDC) or the Library of Congress Classification (LCC).
- National general schemes, e.g. Nederlandse Basisclassificatie (BC); Sveriges Allmäma Biblioteksförening (SAB).
- Subject specific schemes, e.g. Iconclass for art resources; National Library of Medicine (NLM) scheme.
- Home-grown schemes.

The Internet in Southeast Asia

It should be stressed that while the use of the Internet has spread quite considerably in Southeast Asia, usage on a per capita basis is still not as great as in the developed countries .

By way of contrast the number of Internet users in Australia as at December 1998 was reported to be 4.36 million, representing 24.2% of the total population (NUA Ltd, 1998). Even the number of Internet Service Providers (ISP's) in Southeast Asia is fairly small. Most of these ISP's are regulated. The number of libraries that have Internet access is also very limited. Most of these are university, college or national libraries.

Case studies

The statistics point to the fact that one should not expect too many subject gateways to be developed within Southeast Asia. Basically, Southeast Asian subject gateways can be divided into three broad groups according to their creators.

- Gateways created outside the region
- Gateways created by commercial organisations
- Gateways created by Southeast Asian libraries
- In this paper, some typical examples in each of these categories will be examined.

International

It is probably not surprising that the largest subject gateway on Southeast Asia (Southeast Asian Studies WWW Virtual Library, 199?) is actually located outside the region at Leiden University in the Netherlands via the IIAS (International Institute for Asian Studies) gateway (Gateway to Asian Studies, 199?). This gateway was developed:

- to publicise Dutch research on Asian studies on the Internet by providing information relating to Dutch networked information on Asian studies;
- to provide a "window to networked information on the Internet world wide, with an emphasis on the World Wide Web".

The Southeast Asian Studies WWW Virtual Library is actually a division of the Asian Studies WWW Virtual Library, maintained by Dr T. Matthew Ciolek of the Australian National University (Asian Studies WWW Virtual Library, 1994-1999).

The classification scheme used appears to have been developed in-house. The country links show great inconsistency in the categorisation of Web sites. For example, the Philippines site is maintained by IIAS, and has therefore the same look and feel of the Southeast Asian WWW Virtual Library Homepage.

On the other hand, the Singapore and Malaysian sites, because they are maintained by different organisations, have their own idiosyncratic arrangements. The Malaysian site is maintained by the Malaysian Timber Council (Asian Studies - Malaysia, 1997) and is the least professional of all from a librarian's perspective. The Singapore site is maintained by the South/Southeast Asia Library Service (SSEALS) of the University of California, Berkeley (Singapore WWW Virtual Library, 1998) and has a more professional look. With the requisite software plug-in to a web browser, it is also possible to view the Chinese characters on that site.

Commercial

Most of the major Web sites relating to Southeast Asian topics are maintained by commercial organisations. For example, the Internet Service Provider Jaring maintains a gateway to Malaysian information resources (Malaysia {HYPERLINK mailto:homep@ge} , 1999). It provides hotlinks to a large number of Malaysian web sites (Hotlinks, 1999). The Hotlinks site is very professionally designed, and provides an A-Z index of the links as well as a classification of the various resources.

Libraries

Most of the Subject Gateways provided by libraries are those by university, college or national libraries, largely because these libraries tend to be better resourced and supported than public or school libraries. In spite of this, the sites do not appear to be better classified than those established by commercial sites. The three sites examined in this paper are those at Universiti Sains Malaysia (USM), the National University of Singapore (NUS) and the Asian Institute of Technology (AIT) in Thailand.

The USM site (Virtual Subject Libraries, 1996-1999) classifies the sites according to the academic schools existing in that university, viz. Biology, Chemical Sciences, Education, Humanities, Industrial Technology, Management, Social Sciences, Pharmaceutical Sciences, Housing, Building and Planning.

The NUS site (Subject Guides to Web Resources, 1999) also organises the Web resources roughly by faculty, viz. Area Studies, Arts & Humanities, Business, Engineering, Law, Library & Information Science, Social Sciences, Medicine and Science. In addition, it provides an alphabetical list of resources mainly by form or type, e.g. Electronic journals, Citation guides, Indexes, Internet site reviews, Listservs, Newspapers, Patents, Reference shelves, Travel, Universities and Colleges.

The AIT site has a page on Asian Information as well as Thai information (Guide to Thai Information on the Internet, 1998). It is clear from the brief descriptions of the above subject gateways that they are very poorly organised from a classifier's viewpoint.

- The subject groupings are not very logical or consistent. For example, the Southeast Asian WWW Virtual Library web site subdivides topics by broad subject groupings such as Arts & Humanities, Science, Social Studies, but for some unknown reason specifically excludes Government and Politics and Business (from the Arts & Humanities or Social Studies categories) and lists them separately.
- Even when subject descriptors are used, they are not always arranged alphabetically by topic.
- The arrangement appears to be random in many instances, and the reasons why the subjects are so arranged are often not made clear.
- In many instances, the groupings after the first couple of levels abandon even the fiction of logic.
- The contents appear to be a hotchpotch of web sites and individual titles of books and journals.
- The sites can be characterised more by what they do not do rather than by what they do.

Conclusion

The above analysis shows that Southeast Asian gateways have still not adopted many of the mechanisms or technologies for facilitating efficient and effective access to Web resources. Although some of these techniques are still at the experimental level, many are based on the methodologies which have been and continue to be used by librarians to organise knowledge.

Apart from the use of traditional classification schemes, the methods or techniques used to improve access include the provision of alphabetical indexes, the creation of mechanisms for cross-searching or cross-browsing, and the ability to undertake automatic classification. CyberStacks ™, for example, which classifies its resources using LCC, provides two alphabetical indexes to the classified approach - the Cross-Classification Index and the Title Index. The Cross-Classification Index is actually no different from the traditional classified index used in the Classified Catalogue of old. CyberStacks™, however, proposes to improve the search and browse capability of this tool by introducing a structured thesaurus of subject headings in place of the currently loosely created subject descriptors (McKiernan, 1997).

While classification schemes provide a convenient means of browsing the resources in specific subject areas, the proliferation of similar subject gateways has led to an identified need for improving resource discovery without requiring the user to go through the time consuming effort of searching several gateways in each of these areas. It has been pointed out that what is required is some mechanism to allow users to execute "a single cross-search of several subject gateways in these areas" and to have the results of this search provided in a single cumulative listing (Kirriemuir et al., 1998). In spite of the problems involved in cross-searching, a demonstrator system has been developed, using the Common Indexing Protocol, which allows various remote databases to "forward knowledge" (i.e. knowledge of the data that they each hold in advance of the end user's query being processed), and to provide 'query routing' from "a single initial database server on to others that are likely to hold relevant information."

While cross-searching across subject gateways might provide one solution to bringing together all relevant information, the truth is that many subject gateways have been set up to encourage browsing using hierarchical classification systems rather than searching. To solve the problem of "cross-browsing" or searching across different subject gateways, which use different classification schemes, writers have suggested the following solutions:

- mapping the different classification schemes of subject gateways;
- using an agreed thesaurus scheme as an index to a number of classification schemes;
- using the WWW Consortium's Resource Description Framework (RDF) to provide a common framework for the exchange of machine-readable information on the Web.

Classification is obviously a labour intensive operation. As a result there are a number of experiments to develop automatic classification mechanisms (DESIRE, 1999; Dolin et al., 1998). The most important project in this area is probably OCLC's Scorpion project, which seeks "to address the challenge of applying classification schemes and subject headings cost effectively to electronic information" (Thompson et al., 1997).

Thus, although there are many techniques and methodologies which can be used to improve access to information resources on the Internet, many Southeast Asian libraries and organisations, unfortunately, still do not have the expertise, knowledge or resources to make use of these. This situation is not unexpected, as many Southeast Asian libraries continue to work within very tight financial constraints and suffer from a lack of trained staff; and so their ability to make use of the more sophisticated techniques and mechanisms available is limited.

If there is an area that IFLA wishes to make a contribution, perhaps this is the one. There is an obvious need to conduct workshops to train Southeast Asian librarians to use many of the classification techniques to improve and enhance access to their Web subject gateways.

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Social Science information - the poor relation

Maurice B. Line
Information and Library Consultant
Harrogate, UK
E-mail: mbl@hgte.demon.co.uk

Abstract

Several characteristics make the social sciences less amenable to bibliographic control than the sciences: inherent instability of the subject matter, the lack of a terminology that is common over time and across countries, strong political and national biases, low penalties for duplication of research, and an apparent lack of interest on the part of social scientists in improvement of information services. A large body of research carried out 25 years ago shed much light on the information needs and uses of social scientists and indicated means of improvement, but led to no action. In an information world radically changed by the Internet, we need to carry out new studies into information uses and needs.

Paper

Thirty years ago I initiated some research into social science information needs and services. The first study was called INFROSS - Information Requirements of the Social Sciences - and aimed to discover how social scientists, practitioners as well as researchers, used information. One of the reasons I gave when seeking funding for the research was that nearly all previous studies of information needs and use had been in the natural sciences, and I considered that there was a danger that solutions adopted for science would be applied to the social sciences, without thought for the many differences between the two broad areas of study. Let me summarize some special characteristics of the social sciences.

What makes the social sciences different?

First, there is no agreement as to what constitutes the social sciences, beyond sociology, political science and economics. Most would include social anthropology, social psychology and management; some would include education, and others history. The common thread is that the discipline is concerned with human beings interacting or acting in groupsn, The interaction of largely unpredictable with other largely unpredictable beings produces great scope for instability and uncertainty. Most of the social sciences are relatively young, and scarcely organized as coherent disciplines.

There is also considerable diversity between different social sciences. Economics, one of the younger social sciences, has in econometrics a sub-discipline that is virtually a branch of mathematics, and might therefore be considered a 'hard' science (though it has to be said that most of the data fed into econometric models is very 'soft': the superstructure may be meticulously constructed, but the infrastructure is often shifting sand). Some social sciences are soft through-and-through: the probability that two social surveys carried out on the same subject in the same district within a few months of one another will agree at all closely is not high - one has only to look at political polls.

It follows that concepts and terminology are not international, or consistent over time; there is some agreement within certain regions and across similar political systems and cultures, but even then there tends to be a national bias. In consequence, subject control and access are far harder than in the sciences; by comparison, the humanities are far more amenable to control. And unlike the sciences, nearly all social scientists write in their native language (some would say in their own private language); there is no de facto common language. These factors together mean that it is much harder to develop satisfactory international information services.

Because of a relative lack of coherence and consistency in the social sciences, and because the subject matter is very unstable, the penalties for ignorance of previous work in supposedly similar areas are far less than in the pure or applied sciences. And while there are certainly associations (both visible and invisible) of social scientists, they are not nearly so well organized to speak with one voice. Scientists across the world can and do make their views clear, on information services as on other topics - witness the several congresses that have taken place on information problems and needs in the sciences. The net result of all this is that social scientists do not seem particularly concerned as a body about information services or deficiencies, not apparently are they organized to say or do much about it.

In any case, the market for information services is small; the total world market is quite large, but for the reasons given above international services, where they exist at all, have to be supplemented by national services. Nor is the market a rich one. This perhaps helps to explain why there are so many small indexing and abstracting services, and why almost any social scientist has to search at least three or four to obtain reasonable coverage of a topic. Very few of them do, of course, partly because it is too much trouble, partly because they do not think it matters much if they miss something.

We found out quite a lot from INFROSS about the needs and uses of social scientists in the United Kingdom - not merely researchers, but practitioners of various kinds. This knowledge was supplemented during a second research project, called DISISS - Design of Information Systems in the Social Sciences. A main part of this was a massive bibliometric analysis of citations, before it was possible to do machine analysis on large bodies of computerized data. This had two features that were in those days unique to citation studies, and are still very rare: they included references in books as well as journals, and references in lowly ranked as well as highly ranked journals. The patterns of citation revealed by the different sets of references proved to be quite different; in the light of this, and of the fact that monographs are almost as important as journals in most social sciences, it astonishes me that subsequent social science citation studies draw confident conclusions from the analysis of references restricted to journals. One finding of our studies was a very heavy dependence of subjects such as sociology on other disciplines; this clearly magnifies the problem of providing services.

What to do about it?

DISISS was intended to offer some solutions to the information problems of social scientists, and to this end it included some other studies. One of these looked at the size and growth of social science literature, and produced much illumination and some surprises. Another examined coverage and overlap of secondary services in two fields. A third evaluated two information services in social welfare. However, the most interesting for the purposes of this paper was a practical experiment concerned with the optimization of indexing and abstracting tools, e.g. achieving the best balance between frequency of issue and size. No work has, to my knowledge, been done in this area before or since. Some interesting and potentially useful conclusions were reached.

Overlapping INFROSS and DISISS, another study took place: a three-year Experimental Information Service in the Social Sciences, aimed at researchers and teachers at Bath and Bristol Universities. This showed that a personal information service given by two persons, themselves both social scientists, was not only greatly appreciated, after some initial cynicism; it achieved a far better information flow than could have been achieved in any other way.

What was done about it?

What happened as a result of all this research, which we did our best to disseminate? Nothing, except that the studies were widely cited for a long time - too long, since inevitably some of the findings went out of date as the information scene entered a period of dramatic change. The citations were made by academics; but, as said above, the research was intended as a basis for action, especially by producers of secondary tools. Unfortunately, it proved impossible to interest them. They tended to be either rather amateur bodies running shoe-string services, which almost certainly did not cover their costs, or big publishers, who were not interested in changing so long as they were making profits; no-one seemed especially concerned to give users better services. The only real chance of change was if new and better services put existing services out of business, but the field was not lucrative enough to attract much competition.

The points I made earlier in this paper about the social sciences are still, I believe, valid. However, my fear that social science information services would follow blindly science information services was misplaced: if they had done, they would be far better than they are now.

Where to go from here?

If previous efforts at improvement failed, what can we do now? There are three stages. The first is to make a new diagnosis. The information world has changed radically since INFROSS and DISISS. It is now possible to find all sorts of interesting things on the Web, if one is prepared to risk wasting a lot of time in the process. Some things can be found with far less effort than before; for example, direct access can now be gained to many datasets, including collections of statistics and social survey information. How far can access to this poorly controlled, hit-and-miss mass of unrefereed information compensate for, or complement, the inadequate miscellany of 'organized' services? Does it merely add confusion? Whether we like it or not, the Internet exists, and we need to know what sort of uses social scientists are making of it, and if and how it is changing their information habits. We certainly need to know how their information uses, and their perceptions of their needs, have changed over the 30 years since INFROSS. Uses are not difficult to ascertain, but needs are another matter; we tried in INFROSS to take a step back from uses and ask what research each respondent was involved in, but this took us only so far, and I would now favour the use of 'softer' methodologies like focus groups in addition to questionnaires, which seem to me essential if we are to get a broad enough sample. This time the study should if possible take place in several countries, using the same methods to make comparison possible. I would also carry out more bibliometric studies, not because they tell us much about either needs nor uses (they don't), but because they reveal a lot about interdisciplinary relationships, and they are now much easier to do than they were 30 years ago.

Then we need to make renewed efforts to see that something is done about whatever problems social scientists prove to have. We could of course just leave them to muddle along, and some might feel they deserve to be so left, since they seem to have done so little to help themselves. But our job as information scientists is not to criticize people for being as they are but to design services for them. I have never been happy about trying to redesign human beings to fit information services. We might have more success trying to provide access to the Web than we have been in trying to get producers of secondary services to improve them, since - at present, anyway - fewer commercial interests are involved.

This is not the first time that a plea has been made for new studies into social science information needs and services. Previous pleas have had no success because the persons doing the pleading - and here I must include myself - were unable for various reasons (mainly pressure of work) to do much themselves, because there were few others who seemed to be interested, and because sources of funds to carry out the necessary research were not found. Let's try again to make sure that information services in the social sciences are no longer the poor relation of those in science and technology.

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Library and Information Services to Disadvantaged Users: the way forward

Sue Lithgow
Chair, Section of Libraries Serving Disadvantaged Persons
Open Learning Unit, University of Wales
Aberystwyth, UK

Abstract

The following paper provides a brief outline of the main objectives of the IFLA Section of Libraries Serving Disadvantaged Persons, the general need for services in these groups and a summary of past and present initiatives through which the Section aims to promote and develop such services. Consideration is also given to the future of these often marginal services and the role of the Section within that future.

Paper

It is now widely accepted that we are living in an information society,

> *'A society characterised by a high level of information intensity in the everyday life of most citizens, in most organisations and workplaces; by the use of common or compatible technology for a wide range of personal, social, educational and business activities, by the ability to transmit and receive digital data rapidly between places irrespective of distance.'*(1)

However, whilst we may be well aware of the existence and continued development of the information society, not everyone has the same membership rights. It can be said that some people have automatic life membership, some are offered ordinary membership and some are on a waiting list. Yet there are others who are clearly non-members and may well remain non-members, some through individual choice but others through circumstances outside their control.

These marginal groups who are denied full membership of the information society are of particular concern to the IFLA Section of Libraries Serving Disadvantaged Persons (LSDP). Central to this Section is the provision of library and information services to those individuals within the community who for whatever reasons are unable to make full use of conventional services. These include; hospital patients, prisoners, the elderly in nursing homes and care facilities, the homebound, the deaf and those with physical, developmental or learning difficulties.

Amongst the principal objectives of this Section therefore, is the need to maximise access to and the availability of effective library and information services for disadvantaged persons. In doing so, the LSDP Section acknowledges the current imbalance in service provision to these groups and the resultant information deprivation that they experience. Arguably, information deprivation can be experienced by all individuals, but for those already disadvantaged in some way, that level of deprivation is intensified. In order to prevent marginalised groups from becoming further marginalised, it is therefore crucial that future information society related developments fully address the needs of disadvantaged persons.

The work of the LSDP Section is therefore centred upon appropriate awareness raising through tailored projects and the dissemination of examples of best practice at an international level. Recent Annual Conference Open Sessions have addressed such issues as the role of technology for library and information services to disadvantaged groups and the training needs of library and information staff working in this field. The Section is also anxious to promote co-operative ventures and has organised a number of joint workshops as part of Annual Conference programmes. Recent workshops have been held in co-operation with the European Dyslexia Association and the IFLA Section for the Blind.

An integral part of the Section's Medium Term Programme is the development of specific projects designed to further advance library and information services to disadvantaged persons. A number of service guidelines have been produced such as guidelines for library services to the deaf and prisoners, and more recently the Section has published guidelines for easy-to-read materials.(2) As with all its publications the Section has endeavoured to translate them into as many languages as possible in order to maximise their practical application. Based on international examples of best practice, the purpose of such guidelines is to outline minimum service level requirements and to provide practical suggestions on how to develop and maintain effective services in this area. No matter what stage of development a service may have reached, it is hoped that guidelines of this nature can be further used as a bargaining tool with which to secure funding and additional support.

Current LSDP Section Projects include the development of guidelines for library services to hospital patients and the development of a Section Resource Book. The Resource Book will include a history of the Section, a bibliography of Section publications and relevant conference papers and a subject bibliography for literature in the field of library and information services to disadvantaged persons. Projects planned for the future include the development of guidelines for library and information services to dyslexic users. Following a highly successful workshop on dyslexia and a planned poster session, the Section wishes to capitalise on these developments and formally document the resulting information so that it can be disseminated throughout the profession.

With less than 80 members, the Section of Libraries Serving Disadvantaged Persons is one of the smallest IFLA Sections, yet arguably it is one of the most active. In addition to the above programme of work, the Section has for many years managed to organise Mid-Year Standing Committee Meetings and study visits at various locations around the world. Not only do these enable the Standing Committee to maintain a demanding schedule of project commitments but they also further enhance the international exchange of principles and practice. The full extent of this Section's activities is reported in its biannual newsletter and web pages on IFLANet.

However, whilst the Section of Libraries Serving Disadvantaged Persons is highly active and makes a significant contribution towards promoting and developing relevant services in this field, it cannot champion the cause of disadvantaged users single handedly. Many disadvantaged users have highly specific needs which are often beyond the immediate expertise of LSDP Section members. In recognising this deficiency, the Section further acknowledges that the need for collaborative ventures far exceeds that of internal co-operation with other IFLA Sections and Divisions and needs to embrace a multi-agency approach. The Section has already developed a close working relationship with the European Dyslexia Association and has recently successfully campaigned for the awarding of consultative status to the World Federation of the Deaf. Such multi-agency involvement is essential if library and information services to disadvantaged users are to keep pace with ICT and service developments. Such involvement will also help to ensure that mainstream library and information provision developments incorporate the specific needs of disadvantaged users.

Many countries are moving towards the age of teledemocracy but there are still many parts of the world where internet access remains a distant reality and the information superhighway 'is a one-way street from the First World to the Third'.(3) Thus,

> *'despite the convergence of a whole range of new information technologies, access to information that can really empower and liberate people, still looks set to be the preserve of an affluent minority.'*(4)

In this respect there is a very real danger that the information gap between information rich and information poor will widen still further and marginal or socially excluded groups such as those supported by the LSDP Section are amongst those most at risk. It is thus imperative that the work of the Section remains both multi-agency and multi-national in nature. Whilst local initiatives are invaluable as examples of best practice, their outcomes need to be translated into policy documents and taken forward on an international scale and at a governmental level if they are to bring about change. LSDP Section members and all those concerned with library and information services to disadvantaged persons therefore also need to act as advocates for the very groups they aim to serve. In this way, although we may have to accept that there will always be an information gap, we can at the very least hope to contain its growth.

Notes:

1 IBM. The Net Result: Social Inclusion in the Information Society. London: IBM, 1997.

2 John Day, ed. Guidelines for Library Services to the Deaf. The Hague: IFLA, 1994. Frances Kaiser ed. Guidelines for Library Services to Prisoners. The Hague: IFLA, 1995. Bror Tronbacke, ed. Guidelines for Easy-to-Read Materials. The Hague: IFLA, 1998.

3 Christopher Zielinski. 'The electronic age and the information poor: threats and opportunities.' On-line Information '95. Oxford: Learned Information Europe, 1996.

4 Trevor Haywood. Info-rich Info-poor: Access and Exchange in the Global Information Society. London: Bowker, 1995.

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Managing library staff from a different cultural background - the East-West conflict in Berlin

Claudia Lux
Zentral- und Landesbibliothek Berlin
(Berlin Central and Regional Library)
Berlin, Germany

Abstract

After the fall of the Berlin wall in November 1989 the time of euphorie didn't last very long. When the staff of the East-Berlin City-Library and the West-Berlin America-Memorial Library was united in a new organisation called Berlin Central and Regional Library in 1995 the situation had already changed. Misunderstanding or blaming each other were normal habitudes between east and west. To come to a deeper understanding of the staff from a different cultural background was a challenge for the management of the united library. They mainly focused on twelve important points to develop the organisation together with the staff.

Paper

Nearly ten years after the fall of the Berlin Wall on 9 November 1989, the differences between East and West in Germany have still not completely disappeared. After Reunification in autumn 1990 Berlin's libraries were very quick to establish common associations and bodies between the East and the West. Many institutions which were once duplicated in the two halves of the city were unified. However it was only five years later, in autumn 1995, that the unification of the two central libraries of the city came about. The normal conflict which arises when two institutions are merged - as is commonly seen today in banks and businesses everywhere - was thus overlaid with the East-West conflict, marking the way the merger of these libraries developed and making particular demands on the management.
Forward-looking changes at the Central and State Library had, therefore, three elements to

take into account:

a. the history of the two libraries;

b. the East-West conflict that was generally present in Berlin;

c. new approaches to conflict resolution.

A. A potted history of the two libraries, the Berlin Municipal Library and the America Memorial Library, which merged to form the Central and State Library.

Berlin Municipal Library was founded as a central library for Berlin in 1901 in Berlin-Mitte, which later became part of East Berlin. In its early years it was supported by the enthusiasm among some German librarians for the Public Library system of the United States. When West Berliners were no longer allowed to borrow from the Municipal Library in East Berlin following the division of the city, the local authority in West Berlin gratefully accepted an offer from the Americans to donate a library. Hence the America Memorial/Berlin Central Library, which was opened in West Berlin in 1951. Citizens of East Berlin were able to borrow from the America Memorial Library until the building of the Berlin Wall in August 1961 finally divided the city. In the following period, the two libraries pursued their separate paths but were still related to each other. In their openness, their vision of modern library practice, their user-oriented attitude and the breadth of the services they offered, they each played a leading role in librarianship in their respective parts of the city and beyond. Until 1989 the two libraries had roughly comparable figures for service levels, with 1.2m and 1.3m issues. After the fall of the Wall, East Berliners flooded to the America Memorial Library in West Berlin, as it was only there that they could find the contemporary Western literature that they wanted. Issues at the Municipal Library fell to a few hundred per day, while the America Memorial Library could scarcely keep up with demand, as users borrowed well over than 2 million books and audio-visual items per year. The two sister organisations lost their family likeness: bulk transactions and a high number of users in West Berlin, a sharp fall in usage in East Berlin. A factual situation, but one which reinforced the prejudices of the then 150 members of staff in East and West. When the Berlin authorities decided in October 1995 to unite the two institutions, each began to work on its own ideas of what the library service should be in order to attract for itself the required finances and development opportunities. A common path thus became hedged with mistrust.

B. The East-West conflict as generally present in Berlin and the defining aspects of this conflict in the unified Central and State Library.

Since 1995 the differences in the Eastern and Western outlook have been increasingly discussed. Crucial to this was the feelings each side experienced in their dealings with each other. After a first brief phase of euphoria about unification, changes began to occur in the course of collaborative work which lead to considerable amounts of friction, misunderstandings and problems. These were particularly prevalent in institutions where colleagues from East and West were united, as was the case with the Central and State Library. One study on the "German culture shock" listed five different stages of development in German-German relationships, beginning with euphoria, which was quickly followed by disillusionment and finally by recriminations. After that a first phase of understanding should begin, which accepts that there are mutual misunderstandings and can lead to a broader understanding, in which different ethical systems can be understood, learnt and respected1. These phases of understanding between East and West and their effect could be clearly recognised at the Central and State Library, even if the problems generally resulting from the merger of two organisations were overlaid or used.

1. Euphoria: After the fall of the Wall, there was mutual euphoria in visiting each other. East

Berlin staff got to know the West German book market, the publishing houses and the statutory regulations governing western libraries. Relationships were open and trusting, the West helped out the East with donations of books, equipment and extra money. Between the American Memorial Library and the Berlin Municipal Library it was also the Western example and Western help that ruled. Initial plans were made for a common future of equal partnership in one building. Due to retirements, both institutions acquired new leadership, from the West for the America Memorial Library and from the East for the Municipal Library.

2. Disillusion and mistrust: Disillusionment with each other set in throughout the city. Everyone became conscious of the differences in speech and behaviour between East and West. Similar concepts did not have the same meaning. The new common State did not only meet with approval in East and West. Economic enterprise was dominant in the West but in West Berlin in particular many people were very critical of the free market and supported social justice. However, they seemed to agree in their rejection of "Ossis": the business world accused East Germans of wanting to preserve their old social system with its job security among other things and thereby of hindering economic development, while workers accuse the Eat Germans of being worse than Western employers in concentrating on the pursuit of money with no thought for the social consequences. The East Germans had no chance, whichever way you looked at it. This West German superiority was unbearable for East Berliners. The situation with wages and salaries also promoted differences and prejudice. First of all the income supplement for West Berliners was cut. Then pay for East Berliners was matched to that of West Berliners - in return for longer hours of work and less holiday and Christmas compensation, however. So negative differentials remained. Just at this point the decision was taken to merge the two libraries into one foundation, and each of the libraries began working to defend its own characteristic aspects for the future and to try and convince the other side.

3. The third phase of mutual recrimination began. Reproaches began to be heard between the two libraries. The frank, highly critical and aggressive tone which had been used in discussions in the western half of the city for many years, including in the America Memorial Library, alienated and was rejected by colleagues from the East, who were used to resolving their differences in a different way. The merger into one institution lead to there being duplication at various levels in the management structure and required decisive action to be taken. Staff from the West were repeatedly preferred to those from the East. Each side's particular attitudes hardened: thus the East Berlin Municipal Library concentrated on high-value academic collections and the Western part regarded its increase in lending figures as the decisive criterion of quality. The situation in the East Berlin library was worsened by the fact many who had not fitted in in the old DDR system, many of whom had found a refuge in the library , criticised the others. The same people who had once supported the DDR Party line had once again got hold of important functions or had managed to get the best jobs. They had a better education, since they had been allowed to study, and in the new western State educational background had become a decisive factor in filling positions. So internal relationships in the East Berlin Municipal Library were also marked by these insecurities.

4. The first phase of understanding, where misapprehensions are recognised. Many attempts were made by both staff and management to alleviate the atmosphere of misunderstanding. A workshop at which members of staff explained to each other their way of looking at things and how it had developed was poorly attended but was a beginning. A statement on problems in the library's organisation at the beginning of 1997 allowed rather more of the unsuccessful initiatives and similar conceptions of the two organisations in the past to be seen, having been overlaid by current misunderstandings and prejudices. Such mutual exchanges of information slowly began to bring about changes in the situation. A careful phase of preliminary understanding began, even in there were frequent regressions to the third phase of recrimination.

5. The second phase of understanding, in which the respective ethical systems are understood, learnt and respected, has not really come into effect yet. Nothing will just happen by itself here, but mutual tolerance must be brought into play. If unity is to be achieved, conscious changes must be made to the internal situation of the merged organisations.

C. Opportunities to resolve conflict.

Elements in the merging of businesses from differing commercial cultures can act as example for the unification of the two libraries. On the one hand the situation is worsened by the fact that all differences and also the private life of all the members of staff is constantly affected by the conflict between East and West in Berlin. Since the beginning of 1997 particular measures related to unification have been introduced which could mitigate the East-West conflict:

1. External leadership: the most important decision the political masters made was not to appoint the top layer of management from either of the two institutions. No matter how honourable and earnest anyone's intentions were, accusations of a take-over and of bias would have been around for years and would have skewed all discussions. It was therefore necessary to choose someone from outside to be in charge.

2. Complete neutrality. When asked to manage two merging organisations of such opposing natures, even a leader from outside has to demonstrate neutrality and equal consideration for both sides. This was difficult to put into practice, but had to be strictly adhered to. Even so there were complaints that one side was being favoured. Since they came from both sides, it seemed to balance out.

3. Common long-term goal. First of all a common objective, in this case a shared new building, had to be adopted, giving all developments a clear goal to aim for. Having one objective for everyone meant that the staff could begin to be reoriented in a new, shared, direction.

4. Short-term improvements in service with mixed staffing. The next decision was to establish common service provision in a different locations and hence to merge departments. This decision was very important since a careful but consistent mixing of staff led to changes in attitude.

5. Reaching understanding of different points of view by working together. While staff from the East who moved West soon adjusted to new tasks and fitted in, Western colleagues did not always manage to do so. They were not as welcome as they had hoped and had problems with the different way of reaching agreement. There was no overt criticism and they only discovered about problems they had caused afterwards. Probably no-one wanted to upset them. but this was completely misunderstood. They first had to learn that differences in opinion had been seen in the East as divisive and destructive rather than as a natural part of life in a democratic society.

6. Different clientele required different behaviour. The introduction of a large open access area in the East quickly attracted new readers to the Municipal Library. They were no longer pleading and submissive, but demanding and vocal. This behaviour was not acceptable to the Eastern staff who responded negatively. In the West, mainly older clients complained about the lack of a reading room, and that they received a less generous and expert service than before. Staff in the West had to learn how to deal with this. Both sides had to cope on a daily basis with many new problems and challenges.

7. Clear decisions, anticipation of difficulties resulting from compromises: Decisions had to be taken about common structures, a common classification, cataloguing practice and new work processes. There was always a tension in the air as to whether an Eastern or a Western solution would be preferred. Universal approval was always available for compromises which united aspects of both - whether these will however lead to more problems in the long run remains to be seen.

8. Improving the information culture. An individual's access to information was very dependent on who she knew. Therefore a new discussion culture with a clear structure was introduced, which included those levels who had not previously passed on information received from higher up and which were now expected to transmit questions and information up the structure from below. The implementation of this process must be continually monitored, or it will be blocked by the various levels of hierarchy.

9. Conscious fostering of changes in behaviour to each other. After the first changes were put in to effect, changes in behaviour were also encouraged. Colleagues were to be treated in a friendly and equitable manner. This meant that the differences in the social significance of the West's critical discussions and the East's silent criticism had to be tackled. A new culture of discussion was therefore introduced, which immediately reprimanded any discussion that would hurt another person and fostered a more friendly yet open manner in dealing with each other.

10. Changing the nature of discussions. The different ways of discussing and of dealing with disagreements made a new way of conducting discussions necessary. The most important element is that a decision is not delayed by an exchange of opinions between those who are not directly involved in carrying it out, instead of the person responsible for implementing the decision receiving advice.

11. Delegating responsibility to the shop floor: To try and keep everybody happy, for a long time even matters of detail were referred to the top level for decision. If the differences between East and West are really to be set aside and staff are to participate actively in the process of changing their own library, decisions in the future should be taken at as low a level as possible. This will only become effective once decisions can be accepted irrespective of East and West.

12. Unanimity is neither achievable nor necessary, acceptability will do: In dealing with East and West and their different socialisations, it became clear that decisions in the library could no longer expect to receive universal approval, for example after a long discussion in the West or surface agreement in the East out of fear of disagreement. It was therefore important that everyone understood and accepted that people might hold very different opinions. The important thing is readiness to go along with a decision, to put it into effect and not to boycott it. We are still working on developing this, but we see it as offering a new way of managing that can guarantee that changes come into effect.

The Berlin Central and State Library thus began to turn the disadvantages of the East-West conflict into a new strength and to profit from the different capabilities of colleagues from East and West in making radical changes to the library, its organisation and its services.

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Internet: contribution to Asia and Oceania information resources' construction

Liu Luyin
Renmin University Library
Beijing, China

Abstract

Internet is exerting a tremendous influence to our lives. There are three stages in the developing of Internet in Asia and Oceania. And there are some problems in using Internet. This paper discuss about these questions.

Paper

1. Development and Present Situation of Internet

Internet is the biggest, open and inter-connected computer network in the world. In1967, sponsored by American "Advanced Research Project Agency"------a military administration, a project ------the Internetting Project (in short "internet"), was carried out. To meet the research requirements, 4 computer sets were linked together and named "ARPA network", trying to find a way to supply normal communications in case some computer were damaged. During the research, an agreement had been reached ------TCP/IP AGREEMENT, to stipulate the standards and rules that made it possible to allow dependable data exchange among inter-connected computers. Thanks to this agreement, computers made by different producers of different sizes and models could be joined with.

Due to the successful TCP/IP AGREENEBNT, the quantity of computer increased rapidly. In mid 1970s,computers on network had spread to west Europe and Japan. In late 1970s,universities and research institutes of US began to apply to get enrolled in the Internet, resulted in district net being linked together with country network to form a larger internet. In mid 1980s,Ametican NSF set up a computer network that made all the computers and scientists of US connected together------NSF NETWORK, under the TIP/IP AGREENENT. In late 1980s and early 1990s,sponsored by US government and NSF, several large firms re-set up the above mentioned Internet. As a result of limitation lessening to get enrolled in the network, more and more computer networks all over the world joined the network to consume the information resources. So, the main computer network of the present using Internet came out.

Internet has swept across the world. At present Internet has spread in 170 countries, linking 60,000 computer networks, with 15 million computer sets and 100 million users, becoming the largest computer network, and 500 million consumers are predicted by 2000.

By now, not only applied in science and education, Internet has also been used as a network of trading, entertainment, advertisement, publishing and news. It supplies text information, drawings and pictures, images, even audio and cartoon information. With the functions of www, E-mail, discussion group, and document transmission agreement, internet has been widely utilized in all respects in human activities, playing an important role in promoting scientific research, economy growth, and human civilization, and also has become the engine of information industry development.

From the beginning of 1990s, Internet experienced a flourishing growth, with Europe and America developed the fastest, Asia and Oceania area came next by 3 steps:

1.1 E-mail Using stage

(1980s) The characteristics of it are applying of long-distance network in some areas, mainly to undertake transmitting of E-mails. The huge function of Internet had not been developed yet, just used in a limited extent.

1.2 Network Growing Stage

(early 1990s) Following US "Information High Way" plan, Asia and Oceania countries posed their own information network construction plans.

From 1993-1995, Japan invested JP¥50 billion to construct high speed research information network, i.e. information communication research network,to link 30 dominant research institutes together, in order to put super computer and research database under united government administrations` control, that will help to improve utilization efficiency.

Singapore invested $1.25 billion to lay down a cable of 16,000 kilometer's long, linking the communication network, computer database and consumer electric equipment, setting up 3 systems------TRADENT, MEDINET and LAWNET.

Besides Australia, other Asia and Oceania countries have also set up their own information networks. The foundation, inter-connecting and operation of the "information high ways" will certainly influence the competition advantages of different counties, also the banking service's globalization and information networking, even the global economic prospect.

1.3 Commercial Utilization Stage

(mid 1990s) As the internet grows, there comes many new business chances and new job opportunities, which changed people's daily life deeply.

2. Influence of Internet to Asia and Oceania

2.1 To Science and Technology Exchanging

Internet has changed the ways of science and technology communicating, the face-to-face discussion is no longer the only fashion. In the past, due to lack of fund and limitations of location, scientific exchanging could not be done in a large extent. Now, Internet offers the possibilities, such as network-meeting, to utilize the foreign advance technology. Internet has liberated the information transmitting methods between research fellows of different places.

As the industry revolution and construction of high way, the utilization of high-speed computer network has greatly speeded up the information transmitting rate and increased the transmitting volume, overcoming the backwards of time, location, nationality and language. More developed the Internet in a region, more effective the information transferred, and more dominant position it holds in the international competition.

The Internet popularization opened a new field of international co-operations. With the function the internet offers, by means of netting communications, scientists and specialists all over the world could carry out a same project research while they stay where they are, quickly responding to all problems and exchanging messages at the time being, that will lead to full utilization of human knowledge and occupational skills.

2.2 To "Network Economy"

At the end of this century, the booming of global Internet brought out the "network economy". The developing of technology, also the sales and marketing, specialized service, education and training, that related to Internet. The network economy model is already on its way world wide quietly.

There are 3 reasons why the network economy is booming: the first is short returning time of investment; the second, by ways of net technology, links of production and segments of demand and supply have been reduced, resulting in cost cutting down; the third is high technical content of information.

Rising of network economy not only promoted the speeding up of itself in the world, but also led to "global network economic circle". Conventional agriculture and industry are bound to earth, influenced by boundary and settlement. The settling economy could not live without earth, all kind of fund are invested to ground, even real estate is over-invested. Net economy will lessen restraint of land, boundary and business customs, so as to set up a "moving economic circle" in global network. Although network economy is still a new concept, it has clearly showed us the economic form of 21st century.

As a new respect, network economy is a favorable opportunity of Asia and Oceania countries to spring up their economic positions.

2.3 To Education

The education fashion has also changed by Internet. Going to school is still an important conventional education style, but by means of Internet, far-distance education has been changing education ways. Education content is more and more rich, and the concept of educating has been changed, too. A new kind of Internet school, library, even electronic campus, will substitute the present school pattern. The old concentrated education will be replaced by scattering net education model, and the old "teaching" education will be changed into "exchanging" education.

Especially to developing countries, education investment is not able to meet the demand, internet is an economical way to improve the situation. Remote places far away from higher institutions can receive education through Internet, to improve national education level and quality.

2.4 Influence of Internet to China:

Internet develops quickly in China. Its features include: Internet is used wider in bigcities than in small cities,such as Beijing,Shanghai and Guangzhou.·It is widely used in universities and science reach institutes.Citizen use it less time,but now more and more people look for information through Internet., University libraries resources develop fast.[1] The main strength of contructing China Internet is from official.

3. Present problems of Internet construction in Asia and Oceania countries

3.1 The information of the US and other developed countries dominates the Internet while there is much less information of developing countries

There are all kinds of information in the Internet, mostly of America and other developed countries, very little of Asia and Oceania. It needs to develop local network information resources, especially of regional cultural background, to protect and foster regional culture and characteristics.

After the cold war, the world has come into a multi-power time. Each civilization has its own position in the world. Located in east Asia, China is building up socialism of her own characteristics, while carrying on her ancient culture. It needs equal conversation and exchange between different civilizations. All sorts of culture formed in history, their values belong to all human race. The coming of information time will break the boundaries of many things, which will be consumed by all people. In 21st century, the communications and interchange of different cultures will make people closer in space and soul. Without one's own features in net, other developed countries could easily benefit from its net resources. On the other hand, when one country seeks help from other countries, who has digitalization and networking their information resources, its own network resources can't be completely independent.

1.3 Paying more attention to actual effect of network information resources, and improving network service level

Network consumers want practical new messages. However, they often complaints about short volume and out-of-date content, also less authoritative information the network offers.

The booming of global information high way is a huge progress of science and technology, also to human society. Different from industrial products, massages imported to information high way naturally come with political and cultural influence. In the future, those who holds information, will hold rights and wealth, and even hold the world.

4. Problem Resolving

4.1 Emphasizing information collecting, utilizing, developing, and making it digitalization and convenient for consumers. There are many kinds of document in Asian and Oceania. In the period of networking, it is necessary to make them digital. And supply people all over the World with them.

4.2 Treatment of Network Garbage

There is many "information pollution" caused by information garbage, so it's important to distinguish information quality.

4.3 Information Law Making

Legislation guarantees effective development and utilization of net information. To be recognized as international law, information legislation may protect and stipulate information transmitting.

Information is important wealth and strategic resources of a country, and basic of social economic development, as well as science and technology. The stage of utilizing of information resources marks a nation's comprehensive power. Developed countries lead the hardware, while the competing focus between developed countries and developing countries is information resource industry. If developing counties fail in competing, they have to depend on developed countries as before. We are advancing from industry society to information society, it's high time to promote information industry of national culture and background, meeting the advanced international network technology and speeding up industrialization of information service. Only by that can the developing countries be in a favorable competing position in the coming new century.

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ICNBS 1998
New Recommendations for the National Bibliography

Mona Madsen
Royal School of Library and Information Science
Copenhagen, Denmark
mm@db.dk

Abstract

The outcome of the International Conference on National Bibliographic Services (ICNBS) held in November 1998 is a set of revised recommendations for the national bibliography, its basis, scope and production. After a brief introduction to the concept of national bibliography and former recommendations for national bibliographic services, the paper presents the major changes introduced by the new recommendations

Paper

Introduction

Representatives of national libraries and national bibliographic agencies from more that 70 countries all over the world were gathered when the *International Conference on National Bibliographic Services* (ICNBS) was held in Copenhagen in November 1998. The conference was initiated and planned by IFLA's Division on Bibliographic Control and the Section on National Libraries in co-operation with the IFLA UBCIM Office, and it was held under the auspices of IFLA and the Royal Library, the Royal School of Library and Information Science and the Danish Library Centre in Denmark (1). The aim of the conference was to review and update the recommendations of the 1977 International Congress on National Bibliographies in the light of new developments.

National Bibliography

"The primary sources for all types of bibliography are the national bibliographies, i.e. each country's records of the literature that is published or have been published within the borders of that country. Only when this material has been obtained, can we say that it is possible to find the part of the whole world's production that is needed in the individual cases" [from Danish] (8, p. 299).

The quoted text dates back from 1959 and it reflects the fact that the information carriers at that time predominantly were "literature" (i.e. books and periodicals). If the word "literature" is replaced by "documents" this brief description of the aim of the national bibliography corresponds very well with the ideas expressed by the IFLA programme for UBC: Universal Bibliographic Control (3). The UBC programme aims at a world wide network of national bibliographies to secure a basic standardised registration of - and through that a possibility for retrieval of - documents published all over the world. Besides that, the national bibliography has a specific national significance expressed by UNESCO and IFLA in *Guidelines for the National Bibliographic Agency and the National Bibliography* (7, p. 12):

"The improvement of national bibliographic control also has its own special significance and value within each country:

- *to discover, identify and record all publications produced in a country; in order to build up the national library and archival collections;*
- *to satisfy the information needs of the national;*
- *to contribute to the development of an integrated library, documentation and archival infrastructure"*

And its practical function is to be a tool for selection and acquisition of material as well as for information retrieval. Besides, the national bibliographic registration may function as a model for library cataloguing and on a long view act as retrospective national bibliography and, finally, serve as a source of information on the social, cultural and economical development of the country. Expressed by Barbara Bell as: *"A current national bibliography is a mirror that reflects the culture, character and current interest of a country by listing its publishing output. Not only does it serve as an historical recorder, but when distributed to other countries, it serves as a "window" to that country"* (5, p. 29).

International Recommendations

The national bibliography defined as a system or as a national bibliographic service is fairly new. The expression "national bibliography" appears in the literature about the middle of the previous century - primarily as a designation of the national book list. It is not until the first half of this century that the present broad definition is recognised. An important basis for this "new" perception is the international conferences arranged by UNESCO and IFLA. The outcomes of these conferences are sets of recommendations, which have had - and will have in the future, I am sure - a strong influence on the development of national bibliographic services around the world. Cf. Bell (4).

The first of these conferences was arranged by UNESCO in 1950 (6). The theme of the conference was bibliographic services in general, but with national bibliographic services as one of the main issues. The recommendations (resolutions) from the conference point out that a national bibliography is not only a single bibliography. It is a system of bibliographies listing the different types of documents published in the country. It is worth noticing that the recommendations mention that not only book material but also audio-visual material published in the country should be subject to the national bibliographic registration. Besides very detailed recommendations about the types of document that should be listed in the national bibliography, the 1950 conference includes only brief remarks on such issues as level of bibliographic description, publication and frequency of the national bibliography.

The UNESCO recommendations from 1950 are now being cited very rarely in the literature. They have been superseded by the recommendations from 1977. Still, they are worth remembering because they became of significance by showing that the national bibliography is not just a book list but a system of bibliographies and by introducing the concept of "national bibliographic service".

The outcome of the following IFLA/UNESCO conference in 1977 was published in *Guidelines for the National Bibliographic Agency and the National Bibliography* (7). It includes a set of recommendations on issues such as legal deposit, selection of material, level of description and presentation, and frequency of the printed national bibliography. According to *Guidelines* the national bibliography is defined as *"... the cumulation of the authoritative and comprehensive records of the national imprint of a country, published in a printed form (and/or produced in other physical form, such as catalogue cards, machine-readable tapes) regularly, and with the least possible delay"* (7, p. 4). Interpretations of "national imprint" may vary from country to country but according to *Guidelines* a country's national imprint is defined as the *"products of the national publishing industry"*, i.e. documents published in the country.

In many ways there are great differences between the two sets of recommendations. While the 1950 conference makes a point of listing the different types of document to be covered by the national bibliography, the IFLA/UNESCO recommendations from 1977 indicate a minimum of coverage:

"National bibliographies, as a minimum, should include the records for monographs and first issues and title changes of serials, including official publications, of the national imprint; and other categories should be included as rapidly as possible to meet the requirements of the national library community and the resources of the national bibliographic agency ..." (7, Recommendation 5).

In the text, however, it is pointed out that *"... the definition of national imprint clearly includes:*

- *publications produced by minority ethnic groups within a country appearing in languages and /or scripts different from those in general use in the country;*
- *the official and semi-official publications produced by government ministries and departments and by official councils, research institutes, etc.;*
- *printed non-text publications, such as maps, music, etc.;*
- *non-text publications: that is, non-book and/or audio-visual materials, such as films, cassettes, video-tapes, machine-readable files, etc."* (7, p. 8).

It is also mentioned that certain categories of material that are not part of the national imprint may be included - for example documents by the country's authors, documents in the language of the country, documents about the country, and documents otherwise related to the country published outside the country.

Besides the above cited recommendations concerning the coverage of the national bibliography, Guidelines attach great importance to the national bibliography as the basic, authoritative record of the national imprint, and that this record is prepared according to international principles and standards. It also points out the importance of compatibility between the bibliographic formats used, nationally as well as internationally. The national bibliography of each country is seen as a part of a whole: Universal Bibliographic Control, and the possibility for exchange and reuse of data world-wide.

Both the 1950 and the 1977 conferences contain recommendations for the printed national bibliography. Although the 1977 *Guidelines* also mention briefly that the national bibliography might be published electronically and that efforts should be made to utilise the national records as input to information systems, it recommends a printed bibliography. This should be seen in the light of the fact that the purpose of the recommendations is to support the development and use of national bibliographic systems all over the world, also in countries where information technology had not - or had just recently - been introduced.

Even if many of the 1977 recommendations are still appropriate, there has been a great need for a revised view of the scope and production of the national bibliography. The technological development, including the new ways of publishing information in different electronic formats has made it urgently necessary to re-evaluate most aspects of the national bibliography: its object and domain, its foundation, the relation between national preservation and registration, etc.

New Recommendations 1998

The Copenhagen conference 1998 comprised a number of invited papers on important issues in modern national bibliography followed by panel, group and plenary discussions. The major outcome of the conference was a revised set of recommendations. The papers and the final set of recommendations are available on the IFLA server (2).

The preamble of the final recommendations contains similar preliminary statements of the frames of reference as the 1977 recommendations:

- ***Endorsing*** *the concept of Universal Bibliographic Control (UBC) as a long-term programme for the development of a world-wide system for the control and exchange of bibliographic information,*
- ***Emphasising*** *the need to strengthen national bibliographic control as a prerequisite for universal bibliographic control,*
- ***Recognising*** *the importance of the national bibliography as a major instrument in ensuring a full record of the national published heritage and achieving effective bibliographic control.*

But two additional paragraphs have been added pointing out the responsibility of the national bibliographic agency and underlining the importance of legal deposit:

- ***Affirming*** *that national libraries and national bibliographic agencies may work co-operatively with other agencies but that the overall responsibility for co-ordination and implementation of standards should rest with the national bibliographic agency,*
- ***Reaffirming*** *the value of legal deposit as a means of ensuring that the cultural and intellectual heritage and linguistic diversity of the State is preserved and made accessible for current and future users.*

Some of the most important changes as compared with the 1977 recommendations are:

Legal deposit (Recommendations 1-3)

While the former recommendations only used words such as "examine" and "consider" the new recommendations point out that legal deposit regulations as the basis for national bibliographic services are a matter of urgency:

- *"States should, as a matter of urgency, examine existing deposit legislation and consider its provisions in relation to present and future requirements; and, where necessary, existing legislation should be revised "* (Recommendation 1)
- *"States currently without legal deposit legislation are urged to introduce it"* (Recommendation 2)

Coverage of the national bibliography (Recommendations 4-5)

In stead of pointing at certain types of documents to be covered by the national bibliography the new recommendations indicate that it should include the current national output, i.e. all documents published in the country whether in print, audio-visual or electronic formats.

- *National bibliographies should include the current national output, and where practicable they should provide retrospective coverage. When necessary, selection criteria should be defined and published by the national bibliographic agency* (Recommendation 4).

The comprehensive coverage is of course an ideal but it recognises that important parts of the "national heritage" today are published in non-book formats. In terms of bibliographic control the "new" types of publication, including also Internet documents, should be handled alongside the more traditional content of a national bibliography.

The presentation and timeliness of the national bibliography (Recommendations 6-10)

While the 1977 recommendations were concerned only with the printed bibliography, the new recommendations accept that national bibliographies now are published in a variety of formats. It is also worth noticing that the needs of the users, including the users with special needs (e.g. visually handicapped), are emphasised.

- *"Given the availability of a variety of formats with which to distribute the national bibliography, national bibliographic services should use one or more appropriate to meet the needs of their users, including the users with special needs, and these formats should follow internationally- approved standards. At least one of the formats used to distribute the national bibliography should be capable of meeting archiving and preservation needs of the national bibliography and should be permanently accessible"* (Recommendation 6).
- *"The bibliographic records included in the national bibliography should be based on international standards and arranged in an appropriate manner and with access points which satisfy the needs of the users, in accordance with the characteristics of the format(s) used for distribution"* (Recommendation 10)

International standards used (Recommendations 11-15)

In general the new recommendations underlines the importance of internationally approved standards and principles.

- *"The national bibliographic agency should undertake responsibility for preparing comprehensive bibliographic records of the national imprint (or co-ordinating their preparation), and should adopt national and international standards and principles for cataloguing, identification systems such as ISBN and ISSN, script conversion, authority control, classification schemes, metadata and permanent naming of digital objects"* (Recommendation 11).

It is also pointed out that the national bibliographic agencies should adopt the components of the Basic Level Record recommended in the final report of the IFLA Study Group on the Functional Requirements for Bibliographic Records.

Further it is recommended that the national bibliographic agencies should be pro-active in the updating and maintenance of existing standards and principles and in the development of new bibliographic tools.

Future activities (Recommendations 16-23)

This part of the 1998 recommendations calls upon IFLA as well as the national bibliographic agencies to undertake a number of responsibilities and activities necessary to the development of national bibliographic services in the future.

IFLA is encouraged to:

- support revision of existing sets of guidelines to make provision for all new and future forms of publication
- promote studies into issuing multinational bibliographies in areas where for any reason it is not feasible at present to publish national bibliographies
- encourage intergovernmental and international non-governmental organisations to record their publications in bibliographies, according to internationally agreed standards
- assist national bibliographic agencies to develop their national bibliographic activities, where needed, by for example establishing pilot schemes to develop national bibliographies, establishing guidelines for producing national bibliographies, and organising national, regional or international seminars and training workshops.

The national bibliographic agencies are encouraged to:

- be proactive in promoting new bibliographic standards and new legal deposit legislation, including holding seminars and training courses in order to ensure that both professionals and end-users are familiar with the new practices
- regularly evaluate their success in fulfilling the recommendations.

Conclusion

The major outcome of ICNBS 1998 is the revised set of recommendations that take into account today's new technologies and media. The actual implementation of the recommendations will of course depend on local circumstances and resources. But, it seems to me that the interest expressed from all over the world has confirmed that the national bibliography plays an important role - both as a record of the national published heritage and as a contribution to universal bibliographic control. It has also shown that international recommendations are important tools for the national bibliographic agencies in persuading the governments to grant adequate resources for the national bibliography. Therefore, and because of the dynamic development of information technology and publishing industry, a review and updating of the present recommendations will probably be necessary within a few years.

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2. All the papers, the final recommendations and the pre-conference booklet are available on the IFLA Server at IFLA UBCIM Programme (http://www.ifla.org/VI/3/icnbs/icnbs.htm). The Conference Proceedings including revised versions of the papers, the panel presentations, a summary of the group discussions and the final recommendations will be published by the Royal Library in 1999.

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Current publishing and information trends in Southeast Asia: Indonesia
Freedom of the press

Oliver Mann
National Library of Australia
Regional Officer - Asia Jakarta, Indonesia
Kingston, Australia

Abstract

The resignation of President Soeharto in May 1998 has been followed by freedom of the press, resulting in a huge increase in the number of newspaper and serial titles in Indonesia despite the economic crisis. The book publishing scene has also witnessed dramatic change. The author discusses the implications of these profound and rapid changes for the acquisition of Indonesian publications.

Paper

Newspapers and serials

In the days immediately following the resignation of President Soeharto in May 1998 there was a great feeling of uncertainty in the country with regard to the currency of official regulations and unwritten restrictions which had characterised the 32 years of Soeharto's New Order.

In fact the last six weeks of Soeharto's rule were frequently criticised in an unprecedented fashion by a press emboldened by the rising tide of popular resentment. After the resignation, and in the current transition phase, the press has capitalised on its interpretation of what it can get away with and has continued on its crusading path. 1999 is regarded as the second year of true press freedom after the first in 1945 when Indonesia declared its independence.

It is openly critical of the government, the President, and his Ministers in a daring style that would have been met with a severe official response a year ago. It is making the most of what was initially feared to a "Prague Spring" in Indonesia but has thus far survived and flowered.

At the beginning of last June, two of Indonesia's best-known news weeklies, *Tempo* and *De Tik*, which were banned in 1994, took advantage of the current climate of freedom to announce that they planned to resume publication despite the fact that they were still officially banned.

They have reappeared and remained despite apprehension that the economic crisis in Indonesia would curtail their activities, for the economic crisis in Indonesia has affected newspaper, magazine and book production.

Last year we were frequently told that two-third's of the country's 286 newspapers and magazines were on the brink of bankruptcy, victims of the high price of newsprint, the plunge in the value of the Rupiah, scant advertising and falling circulation.

In fact, not many titles have folded, and the market has been flooded with new titles - many of them being sensational topical weeklies which may not endure - for times are tough in a tight market, and there is only so much news to be reported and analysed.

Nonetheless, despite the pessimistic predictions, in the 10 months from May 1998 to March 1999, the Department of Information issued 740 new press licenses (SIUPPs), and 40% - or almost 300 publications - are reported to have started appearing on the news stands. At the time President Soeharto resigned there were only 289 press licences in operation. What we are witnessing in Indonesia today is a huge increase in the number of publications, and an unfettered freedom in their content. This two-fold proliferation is taking place both in Jakarta and the provinces - there is a noticeable shift away from the previous concentration of publications sourced mainly in the capital and the island of Java.

This proliferation in press publishing was initiated by a crucial milestone which was reached on 5 June 1998 when Minister of Information Yunus Yosfiah removed a controversial press regulation enacted 14 years ago which gave the Minister the right to revoke publishers' licences. The government's power to revoke licences was widely acknowledged as a major obstacle to freedom of the press in Indonesia. Although there was no official censorship, publishers frequently had to suppress or alter news and exercise self-censorship in order to avoid censure.

Following his appointment as Minister of Information by President Habibie, the Minister undertook to respect freedom of the press which he views as crucial to democracy and an important instrument in bringing an end to KKN - Korupsi, Kolusi, Nepotisme (Corruption, Collusion, Nepotism) - now regarded as hallmarks of the Soeharto regime.

Yunus Yosfiah has honoured his word by easing restrictions and simplifying licensing procedures for the press, eliminating all fees to obtain licences, deregulating radio news broadcasting, easing controls on the private television stations, and pledging that the state-run television network TVRI will become more independent and less prone to government interference.

Thus, the Minister believes that freedom of the press is essential for the nurturing of democracy in Indonesia, and that the quality of the national press will improve with increased competition.

Ten months after these profound changes the Minister of Information has not changed his mind on the matter. Some legislators are critical of the press for being too free, too liberal in their reports. But the Minister believes the press has not over-stepped its boundaries, and that he would prefer "newspapers without a government to a government without newspapers".

There is an ironic twist to all the new-found freedom: with the easing of restrictions, some publications now find that they have to redefine their identity. The weekly news magazine D&R is the best case in point: it was one of very few publications that dared to be a frequent critic of Soeharto, always pushing the limits of official tolerance. Now its solo voice is merely part of a chorus. Articles that until recently D&R would have been usually alone in featuring about corruption and the abuse of power are now regular fare in every publication.

Books

The more liberal attitude towards the press has also manifested itself in the book publishing world, though of course it is just as exposed to the economic crisis, and in a sense even more so, because of the higher cost of books. Production costs have risen while peoples' buying power has plummeted.

One interesting trend that has emerged is the publication of a steady stream of slim monographs, known as "buku cepat" or quick books, most of which are critical of the current or previous regime. Books of this nature and on the topic of reform sell well, particularly now that they can be sold openly in bookshops. There are a few reasons for this trend to slim publications:

- the high cost of producing more substantial works in difficult economic circumstances (for example, the cost of paper for printing books rose three fold in one year.)
- cheaper publications are likely to sell in larger numbers.
- a rush of enthusiasm to publish now that there is freedom of expression after three decades of control.

But it is still a challenge for publishers to survive in the tough economic circumstances that beset Indonesia at present. IKAPI, the Indonesian publishers' association, has 600 members, only 10% of whom are currently producing new books. Approximately 20% of its members have suspended operations, and many others are only reprinting titles that were successful sellers in the past.

Other publishers have responded in different ways. Mizan is a publisher which in the past had mainly concentrated on Islamic publications. It has now broadened its field, and very successfully, into the reform area. It sponsors seminars of this nature, and publishes the papers and proceedings. Mizan is one of several publishers which have capitalised on the freedom of expression and the popularity of the reform theme.

Challenges in acquisitions

Curiously, the ramifications of these new era developments have presented new challenges to the National Library of Australia's Indonesian Acquisitions Program.

The impact of the economic crisis on the publishing industry means that it is more difficult to publish books, and those titles that do succeed are appearing in much smaller print runs. Consequently, despite greater freedom it is now more of a challenge to acquire Indonesian imprints, both from the government and commercial sectors.

Other challenges in Indonesian acquisitions include:

1. The structure, or rather the lack of structure of the Indonesian publishing industry. For the National Library of Australia to acquire a consistent flow of quality Indonesian publications it needs to have a representative in Indonesia to actually identify, pursue

and coordinate their acquisition.

2. The National Bibliography is out of date by the time it appears, so it does not really assist in acquiring publications. Because of small print runs, particularly at the moment, acquiring a title that is more than six months old is very difficult.

3. New publications are erratically announced or advertised, if at all, and certainly not government publications.

4. Newspapers , serials and books published in the provinces are very difficult if not impossible to obtain in Jakarta, thus necessitating travel to acquire provincial publications, where a surprising amount is published. Thus, the industry is characterised by small, localised print runs across an expansive archipelago of 6,000 kilometres.

5. Serial titles that come and go - particularly in recent times with the flush of enthusiasm for "reformasi." Pursuing missing issues of serial titles is one of the most difficult and time-consuming tasks in Indonesian acquisitions.

6. The importance of contacts when acquiring government publications. The first challenge is to find out what is being published and then a reliable supplier with initiative is needed.

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Toward the Twenty First Century: Research on the Development of Social Science Information Services of University Libraries in China

Ma Wenfeng
&
Wang Liqing
Library of Renmin University of China
Beijing, China

Abstract

At the turn of the century, China' social sciences and higher education is experiencing a great innovation and development. It is pressing for the university libraries to adapt themselves to the new situation and strengthen their social science information services.

This paper discusses some major problems of the social science information services of the university libraries in China, including the object, the aim, the users' needs of information, the requirement behaviours, the processed and transmitted content, the social and economic benefit as well as the theoretical research. This article also provides some specific and positive proposals concerning the related problems.

Paper

Introduction

Social science information services of higher education have always been neglected among all activities of information services in China today. They are not so attractive as the information services of science and technology of higher education and nor they can be compared with those in the Chinese Academy of Social Sciences in which they are also well concerned. It is by no means to say that the work is less important in the higher education in China. On the contrary, the teaching and research of social sciences rely more than ever before upon the library information services in higher education in China. It is more than necessary for social science information services of higher education to be seriously investigated so as to further the reform and improve their prosperity and development at this period of time. Therefore, in accordance with the characteristics of social science study and the law of the higher education development at this cross-centurial period of time, the writer did some research on some of the major questions that the social science information services of higher education's are confronted with.

1. The Object of Social Science Information Services for University Libraries

Those who could get access to social science information services from university libraries in China used to be students of arts, teachers and academic researchers. So the users of Chinese university libraries at that time were unitary. There is a remarkable change nowadays. It is becoming the important direction of the reform for higher education to give more attention to the education of social sciences and to lay stress on humanistic spirit cultivating and talented students training. As a result, the range of Chinese higher education in social sciences has been widened more and more. This has appeared mainly in two ways: One is the educational scale of arts that has been expanded. In 1949, the university students of arts in China took 33.1% of the year total. There was a readjustment of universities and departments in 1952 and the number of the students of arts reduced to 20.5% and only 6.8% in 1962. The higher education of arts began developing when it came to the 1980s. There was a fast increase in 1995 for the number of the students of arts in universities, which in 1980 was 8.9% of the year total and became 37% of the total in 1995. The other is the criss-cross penetration between liberal arts and science and engineering. The science and engineering universities now began changing their attitude from which they used to give their consideration only to science and technology on campus to which now they pay equal attention to arts and humanities as well. It is becoming a trend of development in China for the science and engineering universities to set up departments of social sciences and open up new courses on social sciences.

For the reasons above, the objects of higher education on social sciences are enlarging and these objects are expanding from the subjects of arts to the subjects of non-arts in former concept. Learning social sciences is becoming more and more common to every student of universities. It is an inevitable responsibility for the social science information services of university libraries to play a part in training of talented students in higher education. The expanding objects mentioned above now surely decide the extension of the range of their social science information services for university libraries in China. The more consideration given by Chinese higher education to the training of more qualified students apparently suggests the necessity and the urgency of strengthening the social science information services in university libraries and much higher and more updated services being called for. Therefore, the libraries should be aware of their social status for their social science information work that ought to be adapted to the development of educational reform in China's higher education.

2. The Aim of the Social Science Information Services of University Libraries

The higher education exists differently from other social phenomenon in society. They are relatively independent and have their own inner laws, which decide the facts that they have to take the knowledge delivering and studying as their everlasting pursuit and the training of talented persons and scientific studies as their main tasks.

The following figures may be convincing properly: By the end of 1995, the universities totaled 1,054 and on campus were 5,400,000 students. There were 7,822 scientific research institutions and 44,800 professional scientific researchers at universities who undertook enormous tasks of the major national scientific research projects. There are nearly 100,000 research programs every year. A lot of accomplishments have been awarded by the national government or the provincial governments or the ministries of the state council.

In a new network environment, the university libraries will also serve all the public who need information from them through CERNET or other networks. But it doesn't mean that the basic task of the university libraries will be changed. It is still the most important work for the university libraries to meet the information requirement for the teaching and scientific researches to a maximum.

3. The Needs of Information on Social Sciences in Chinese Universities

Since teaching and scientific researches are major tasks of universities in China, there have been obvious differences in the needs of information on social science between the universities and the society. For example, in September 1997, the library of Renmin University made a sample survey of social science information needs in its twenty-four specialities and the result shows the problem.

In respect of document content, influenced by the research of social sciences, the needs of information on social science in universities appear diversified and extensive. The needs for comprehensive or interdisciplinary information, data information and countermeasure or decision making information are clearly growing up. In the survey, the need for the comprehensive or interdisciplinary information amount to 44%, data information amount to 47% and the countermeasure or decision making information amount to 43%. Meanwhile, universities must pass on fundamental theory systematically and basic knowledge and deepen study of basic scientific theory and improve teaching quality, which is the chief task of universities. So the needs for basic theory information of social science and academic development information will be the main demand of social science information users.

In respect of document type, monographs of social sciences are still in users' good graces due to their enormous information capacities, complete discussion and mature content. (83%) Meanwhile, social science periodicals having strong effectiveness for a given period time, especially key periodicals, become the main part of users' demand day by day. (81%)

In respect of document information products, users have an urgent need for secondary documents of social sciences. The result of the survey shows that 63% readers hope that libraries could provide secondary information service such as bibliographies, indexes and abstracts.

In respect of document time limits, compared with natural sciences, the aging speed of social science documents is slow. In general, users of social science are still much more interested in historical materials. Particularly, those whose specialities are literature, history, philosophy, spoken and written language, need much more for retrospective documents. But with social scientific research gradually extending into practical fields, it is becoming a trend of social science needs in China universities to get the latest information conveyed fast. According to the statistics of the request forms, there are 85% persons having a need for social science books published after 90's and there are 80% persons needing social science periodicals published within recent one or two years'.

Information needs are the basis of university social science information work. If we didn't know well what users needed and didn't grasp the need features of users, we wouldn't serve the users well. University social science information work should be led by information needs of users and the ways of passive services should be changed. We should carefully look into users and find out the information needs and utilization in teaching and scientific research, and analyze the features and laws of social science information needs and take appropriate measures to meet the needs of users to a maximum.

4. The Requirement Behaviors of University Social Science Information Users

Affected and restrained by various factors including information environment and research system of social sciences, the need behaviors of university social science users have obviously traditional and backward characteristics comparing with that of natural science.

For example, in the way of exchanging and utilizing information, they like to get it in an informal way. Most of them gain the needed information in individual or from academic activities. We made the survey called „sample survey on humanities and social science information requirement." One of the questions is „How do you often get the documents and information?" There were 102 persons answered that they got their information by taking part in academic meetings, which amount to 58% of the total. Sixty-one persons choose the way of „communicate with colleagues," which amount to 35% of the total. As for the ways of information access, there are only 10 answers being „consult librarians," which amount to 6%. All of these figures demonstrate that social scientists are used to depending on themselves but not on libraries. Although they have the desire to obtain information, they lack the techniques of information retrieval. Most of them are willing to survey primary materials troublesomely, while the knowledge of using reference book or modern retrieval means are seldom known. According to the statistics, there are 54% researchers have never utilized the reference books. Only 0.5% researchers used CD-ROM or online retrieval. In the way of choosing the information, they are rarely influenced by new types of document media. Most of them take the printing document as their main information sources.

There are many reasons why the users of social science information in universities are traditional and backward. The main points are below: firstly, the research of social sciences hasn't completely escaped from the closed, half-closed and separated situation. Most social scientists are backward in their research means and methods, which leads to the backward requirement behaviors; Secondly, library users have an obscure recognition of the social science information work. When they need some information, they seldom think of depending on libraries for help. The third, most university libraries have not finished the change from document delivery to information delivery. The wholesome information consciousness of libraries is low. The ability of providing information is inefficient. It makes a great influence on the users' requirement behaviors.

To change this situation, we should develop information consciousness of university social science users and give more effective training on retrieval techniques to users in order to promote the adoption of advanced research means and methods in their work. Meanwhile, we will improve and deepen information service and make information environment better. We will try to make the role and value of information work fully embodied in the teaching and scientific research activities, so as to promote the users' requirement behaviors changing toward scientific direction.

5. The Content Processed and Transmitted by University Social Science Information Work

Scientific information is the core of social science information and also the major content processed and transmitted by university social science information work. Social science information has the general features of natural science information. However, the different research objects determine the different methods and result.

There are many features of social science information. Among them, the most important trait is the complexity of its content. It demonstrates as the following: Firstly, social science information is quite vague, because social phenomena are irregular and unrepeatable, and the body of knowledge can hardly be imitated, controlled or quantified. Secondly, research objects of social sciences are the current human beings as well as their activities, behaviors, consciousness, and relationships. The body of knowledge can't be taken with a neutral or purely objective attitude. Subjective factors affect the cognition a great deal. So social science information has strong subjective elements. Thirdly, because of the unrepeatability of social events and the strong penetration from the main body, the truth of social science knowledge is only relative and it takes a long time to test the theory of social sciences' correct or wrong. Fourthly, formal logic is often used in natural scientific research, while social sciences usually uses dialectical logic in its research, such as concept system, judgement and reasoning. There is a strong sense of sophistic thinking in the research of social sciences. Fifthly, affected by the vagueness of human knowledge and restrained by academic quality of knowledge body, there exist much invalid and redundant information in social sciences.

The complex nature of social science information content determines that its collection and sorting are more difficult than that of natural science information. The processing and handling depends more on the quality and the capacity of social science information work. Especially at present, the information of social sciences increases sharply and great changes have been taken place in the requirement content, the requirement methods and the requirement environment of the information of teaching and research. University social science information users are no longer satisfied with the access to books or periodicals. More and more users pay attention to obtaining the valid information of documents. As a result, university information services are transformed from document transportation to knowledge and information transportation. It is particularly imperative that university libraries organize information effectively and process information deeply and make document information utilized validly to meet the requirement of users.

The complex nature of social science information content asks librarians to have more reasonable knowledge structure, richer practical experience, stronger theoretical thinking ability, selecting and judging ability, better psychological quality and more excellent thought morality. So it is an urgent and important problem to improve the quality capacity of university social science formation body as fast as possible.

6. The Benefit of Social Science Information Work in University Libraries

The beneficial result of social science information work in university libraries is different from other information institutions.

The social beneficial result is the focus of university social science information work. The objects of social scientific research are human and society. Its value shows even more in ideological, cultural and educational function and forecasting and decision making function, which determines that the social beneficial result is the main result of social science information. Social science information work in university libraries must serve for university teaching and scientific research. So its greatest and most important social benefit is to provide all kinds of services to improve the quality of teaching and efficiency of scientific research and adapt the trained persons to the all-round requirement of economic, political, cultural and social development. However, the social benefit has potential, slowly effective and indirect traits, the objective results can't be demonstrated in figures or indexes.

It is hard for social science information services in university libraries to create economic benefit. Except a few subjects closely related to economy, most research results in the fields of social sciences, especially literature, history, philosophy, religion and ethics, couldn't be changed into productive forces. So social scientific research results can't be totally merchandised. In subjects related closely to economy, only the researches for exploiting can get into economic field and produce economic benefit. But the benefit cannot be shown directly like natural science and technical science in quality, types, and nature of products. It reflects even more as indirect and macro economic benefit or economic benefit of society. The idea „social science information should be merchandised or industrialized" is not scientific. Certainly, social science information work in university libraries can also gain economic benefit. But the result is manifested indirectly by the way of serving for the teaching and scientific research and developing excellent market body and promoting the development of economic society in all side.

For the above reasons, the significance and value of social science information work in university libraries are always neglected. The only way to change this situation is that social sciences are developed, the public understanding is improved, and the information services of good quality and high efficiency are provided to win a new appraisal of teachers and students. Certainly, there is no cause for much criticism for university libraries to acquire some economic benefit by providing information to society. However, in the circumstance that there is a great deficiency of qualified social science information staffs, the economic benefit is gained at the cost of weakening information services for the teaching and scientific research, in which we lose more than we gain.

7. The Research of the Theory of Social Science Information Work in University Libraries

On the whole, we haven't made brilliant achievement in serving the teaching and scientific research. The scale and level of social science information work in China university libraries are much lower than that of developed countries. It is far away from the function that social science information work should exert. One of the important reasons is the lack of applicable theoretical guidance.

Surely, the theory and methods of traditional information science may direct the practice of social science information work to a certain extent. But it stresses science and technology information and ignores the particularity of social science information. When the cause of social science keeps advancing unceasingly today, it is evidently unsuited to the practice enriched day by day. The theory of social science information work comes from the information activities in social scientific research field and the guidable and inspirational role of it to practice is easy to be known. However, the theoretical system of social scientific information science hasn't been perfect. It overlooks the information activities in universities that are very important and have distinctive features. It couldn't answer many actual questions systematically and definitely that social science information work is faced with. Due to the lack of the proper theory's guidance, most of social science information work in universities is in a blind and passive situation.

Social science information work is restrained by the elements from two aspects. As a branch of social science information system, it is controlled by the general law of social science information work. At the same time, as a component part of university teaching and scientific research, it is dominated by the particular law of higher education development. Universities are not only the important base of social scientific research, but also undertake the historical mission of training qualified students, which determines that social science information work has its inner laws and motion mechanism. It can't copy the work mode of science and technology or imitate that of the social science research institution as well as other information systems. If it is to extricate itself from a predicament, the information activities in social science teaching and scientific research of universities must be studied carefully. We must grasp the nature and the content of social science information work and go further into the mold and system of services. Besides, we must raise it to the level of theory to widen the practical basis of information science of social sciences and enrich the theoretical system. As a result, its theory and methods will play stronger and more widespread roles for the guidance of the practice. Thus, based on this solid foundation, social science information work will obtain energies of development and exert its functions and roles fully.

Concluding Remarks

The Twentieth Century is soon coming to an end and the social science information services of China's higher education are at a historical turning period of time. We ought to take the advantage of this rare and valuable opportunity and change the rigid way of thinking for a dauntless frontier spirit. We must do serious research and tackle well all the problems in front of us during the development of the social science information services of higher education and keep a close pace with the prosperous development of China's social sciences.

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The impermanence of maps in the information age

Patrick McGlamery
University of Connecticut
Storrs, Connecticut, USA

Paper

It seems to me that maps are, by their nature, reports. Rarely lyrical or narrative, maps report either the state of the earth's surface, a plan for the earth's surface or a report of people and resources on the earth. The earliest existing map, a property survey pressed into a wet clay tablet and found in the Nineveh library is indicative of the reporting nature of maps. It's cousin document, a blueprint survey in the Mansfield Town Hall in Mansfield, Connecticut, USA, of the McGlamery's property is not that distant a relative. Both are "records of understanding" or contracts of ownership. Of course there are fictional maps: allegorical maps of fairylands, maps of heaven and hell, maps of worlds created in novels and conceptual maps of land developments. However, most maps are representative of the earth's surface and are cartographic reports of scientific information.

I maintain that maps are not **meant** to be long-lived. They are created to satisfy a particular scientific hypothesis that relates to time and space. For example, a topographic survey of the Spring Hill Quadrangle, where I live. This map was published by the US Geological Society in 1897, 1947, 1957, 1967, and 1987. Each edition or revision was created to portray this particular place in time. There is no cartographic intent to transition, or synthesize changes in the landscape, physical or administrative. While the user can infer changes, by comparing one edition to the other, it is not the intent of the map to show changes. Each map is simply a report of the topographic state of Spring Hill at a point in time. One can only get the most recent edition from the US Geological Survey. The back issues are available from libraries and archives... map libraries. These libraries have collected, preserved and cataloged the maps knowing that if they didn't, **the maps would disappear**. The scientific process would use them up, consume them. Maps are, by their very nature, impermanent.

This is different than books. Written scientific reports certainly exist. But there are other genres such as fiction, history, biography, and poetry, which are as vital now as when they were first written down. The Ramakien, the Bible, Shakespeare's plays have not changed significantly over the centuries. They were meant to last, to be a permanent part of the cultural environment. Issues of the permanence of the content of these works and artifacts are significantly different than for maps.

The impermanent nature of maps, therefore, is grounded in its **content**. This is an important distinct to make. This paper is concerned more with the collection development of spatial information in cartographic format than it is with the preservation of material. . Map content has been extremely fragile, residing as it has on single sheets of paper. While preservation of physical materials is critical, unless the information content is recognized as important enough to collection and manage, preservation will never be undertaken. For while maps are impermanent on either paper or digital media, they are totally lost if the information professional, that is the librarian or archivist, fails to recognize their true cultural worth in the first-place and does not add them to a managed collection.

Maps have always had a habit of falling through the cracks in the publishing distribution system. They have always suffered a backwater existence in mainstream publishing... and in libraries. While maps probably are represented in all libraries and archives, typically they are under-cataloged, under-preserved and poorly stored and retrieved. Sheet maps are large, fragile and pretty. Often they hang on walls... until they either fade or fall off... Be that as it may, the mission of the library is to collect, describe and provide access to information; and in the case of maps spatial information.

Maps are often considered working papers by an agency. They end up off, at the end of the stack, rolled up and stuffed in a box. In agencies they are most often collected until there is a need for space, and then they are dumped. Or saved. If they are fortunate enough to be saved they are often separated from textual material, or indices, the parts of the larger project. While state and federal agencies are often required to archive their published materials with a library or archives, there often are no requirements to archive 'working papers.'

An aggressive collecting strategy for the research library is to make its archival mission known to the agency or author. When the agency realizes that a library will take the material that they have collected, they will more often than not, deposit it with the library. After all, they thought enough of it to keep it neatly rolled for all those years. Periodic letters of interest to agencies only need to work once in order to save one-of-a-kind material.

Preservation of paper maps is well documented and the IFLA Geography and Map Section has a program for teaching map preservation strategies and tactics around the world. Today I want to focus on the uniques issues of the impermanence of digital spatial information.

Few information formats have been as profoundly effected by digital computing as maps. In 1999, the issue before us with spatial information is not simply one of maps. Maps have always been compilations of datum writ graphically... cartographically. The art and craft of cartography draws the coordinate numbers as points and lines, classes and colors a country's population. The user, the map-reader, never sees the numeric data, though they can extrapolate the value if a grid or legend is given.

Twenty years ago, debate raged over the definition of cartography and maps. The International Cartographic Association (ICA) invited re-definitions of cartography in light of innovations in computer technology. Two camps emerged, stressing the importance of the map on one hand, and the spatial database on the other. M. Visvalingum articulated a middle ground, focusing not on product, but on content. She said, "If cartography is concerned with the making and use of maps, then it is not just concerned with visual products: it is equally concerned with the processes of mapping, from data collection, transformation and simplification through to symbolism and with map reading, analysis and interpretation. These intellectual processes are expressed in terms of prevailing technologies and computer-based Information Technology is fast becoming the dominant technology of the day." (Visvalingum, 1989)

The past ten years have seen profound changes in spatial information creation, storage, processing and management. In the past decade, the dropping costs of computer and network charges and the ready availability of computer mapping and 'GIS' or Geographic Information Systems software should alert the information professional to emerging issues of permanence of spatial information.

In the United States economic considerations have required the Geological Survey to re-evaluate its printed map production.

The USGS's Open-file Reports, begun thirty years ago, have include unpublished manuscript reports, maps, and other material that are made available for public consultation at depositories. These reports are a nonpermanent form of publication that may be cited in other publications as sources of information. Typically this series has been distributed on microfiche to depository libraries. Though they are not cited in the private *Guide to USGS Publications*, they are listed in the public document *Publications of the U.S. Geological Survey*.

In recent years the USGS scientist has been able to overcome the economics of print technology by publishing digitally. USGS Open-file Report 99-149 "Geology and Mineral Deposits of the Keweenaw Peninsula, Michigan" is an excellent example of such a report. The geologic map included in this report was compiled in Arc/Info, a Geographic Information System, or GIS . The complete report contains: 1.) color maps as image files 2.) text describing the geology 3.) spatial database files. Instead of the viewing the map, the user must now 'process' it. The many steps in OF99-149 <http://pubs.usgs.gov/openfile/of99-149/index.html> require that the user:

- Consult the readme.txt file for a complete description of the report, including instructions for downloading and importing the files.
- View the database explanation as an unformatted, ASCII text file: readme.txt (14 Kb)
- View the text pamphlet of the report in Adobe Acrobat Portable Document Format: of998pam.pdf (397 Kb). Go to Adobe Acrobat to download the free Acrobat Reader software if you you don't already have it. The PDF file is 18 pages on 8.5" x 11" paper and prints best on a 600 dpi laser printer.
- Download the compressed data files in unprojected geographic coordinates with units in decimal degrees of998.tar.gz (1.3 Mb)
- Download the compressed data files in Michigan Stateplane coordinates with units in feet: of998198.tar.gz (1.5 Mb)
- Download the compressed file for printing the paper map (34" tall x 66" wide) in PostScript format. The map was designed and tested on Hewlett Packard DesignJet 650, 750, and 2500 series printers. Select this option if you have access to a large format printer capable of plotting PostScript files: of998.ps.gz (4.2 Mb compressed and 20.8 Mb uncompressed). This file has been successfully printed from Arc/Info, Adobe Illustrator, and from the MS-DOS prompt using the "print" command.
- Download the compressed Arc/Info graphics file: of998.gra.gz (1.8 Mb compressed and 6.0 Mb uncompressed). This file will only plot in Arc/Info.
- Order a paper copy of the map from the USGS Maps on Demand facility.
- View the metadata files for the Arc/Info coverages.

- View parts of the map in Adobe Acrobat Portable Document Format. These parts are sub-sets of the full paper map, and can be used for on-screen viewing.

Previously this report would have been relegated to a black and white microfiche publication. It would have lived an obscure and grainy existence. The user's ability to 'process' the information would have been to print a copy of a part of the map at high or low resolution. While the microform series continues, less material is going in.

Despite its complexity, the digital version is an resounding improvement, limited only by the users' hardware capabilities, as we shall see.

The USGS defines a digital map product as data intended both for display as a map and for processing by scientific or technical application software. The data may be geologic, geo-chemical, or geophysical databases, sample locations, or associated text. This subsumes the range of products that the Division has included in *the Miscellaneous Geological Investigations*-and *Miscellaneous Field Studies* series, and their predecessor series. This definition does not include geo-referenced data that are not intended for viewing as a map; the best examples of these are time series at specific point locations. Stand-alone raster images (e.g. satellite data) are not here considered as digital map products; however, such raster imagery may form one layer of a digital map product when it is accompanied by other interpretative geologic map information.

Currently, the USGS uses conventional lithographic printing techniques to produce paper copies of the majority of its mapping products. This practice is not economical for those products where the demand is low. With the advent of newer technologies, high speed, large format printers have been coupled with innovative computer technologies to turn digital map data into a printed map. It is now possible to store and retrieve data from vast geospatial data bases, and print a map on an as-needed basis, that is print on demand--thereby eliminating the need to warehouse a paper inventory of maps for which there is low demand. (USGS, 1999)

Using print-on-demand technology, USGS is implementing map-on-demand (MOD) printing, for selected infrequently requested map products. By providing MOD products, USGS can provide an alternative to traditional large volume printing and can improve the responsiveness to customers by providing access to USGS scientific data in a format that other wise might not be available.

However, we should not assume that what the USGS is doing with published digital maps is necessarily what others are doing. The USGS is an example of excellent distribution of this emerging cartographic format. The Survey and the US Depository Library program bring these digital maps to the libraries door. The more critical problem is acquiring map material that is not in a standard distribution network.

Indeed the maps published by ESRI in their *Map Book* series are representative of maps produced by the ARC/INFO program by private and public agencies internationally. ARC/INFO is a world leader in GIS software. Each year since 1985 users have gathered to share examples of digital cartography in the ESRI User's Conference. Each year maps are exhibited and the 'best of show' are published in a glossy presentation volume. The series is a good representation of the evolution of computer based mapping. The contemporary cartographer can now plot a limited number of high quality color maps for decision-makers in the office, rather than incurring the costs of time and money of traditional map publishing. In the past decade report map publishing has declined while individual map creation has increase. We can speculate that less than 20 copies of a map are plotted, 19 for reports and one for the cartographer to put up in his or her cubicle.

These maps are typically not collected in libraries because they exist outside the publishing system. They are not created for sale. They are created as reports and as one-time use for decision making. What this means is that the paper trail created in the past is broken in the digital age. The impermanence of maps will make the reconstruction of our thoughts and worldviews all that much more difficult for historians in the future. The Map Book maps have only one thing in common; the cartographers used ARC/INFO to create them. We only know of them because the cartographers wanted to share them with the cartographic community, not with an extended community of users. Librarians need to collect more aggressively in order to insure that these sorts of maps will be shared with a broader community.

A brief bibliographic search of maps published in the *Map Book* series reveals that only since 1993, when ESRI began donating the selected maps to the Library of Congress, have these digital maps been cataloged. Libraries will have to market their skills as catalogers, indexers and conservators to the burgeoning community of digital map publishers if we hope to preserve of cartographic history.

Maps generated on the Internet represent an even more fragile picture of digital cartography.

MapQuest, the Internet mapping business, is the largest map publisher in the history of the cartography. More maps have been produced in the past seven years than ever before. MapQuest uses maps as navigational tools, but mapping is also a powerful visualization tool. Now, as data visualization emerges as the new 'killer app' maps are quickly being integrated into information standards.

Mapnet is a tool for visualizing the Internet. Visualization beyond the purview of a single provider has become a challenging task that has received little attention from the research community. Commercial Internet service providers grow increasingly hesitant to voluntarily publish topology or peering information about their networks, and those that do so use no standard format, leading to the problem that any existing maps are fairly incomparable with each other. At the same time, the evolution of cooperative research networks, currently framed by the U. S. National Science Foundation, new connections to the very Broadband Network System (vBNS) and cooperating U.S. federal agencies, has given rise to the desire to be able to share performance information across infrastructures, perhaps even commercial ones.

Mapnet has developed a tool for visualizing the dynamic infrastructure of multiple backbone providers simultaneously, and for updating and correcting information that may be invalid or out of date (Mapnet Update). The tool's accuracy relies on the cooperation of providers in keeping the information accurate. Mapnet is also developing a module that will allow one to request performance or routing information across arbitrary points of the infrastructure amenable to measurement.

Mapnet begs the question of map publishing in a different way than MapQuest, it explores the notion of data visualization. Is this publishing? The Mapnet map is a map of relationships, not of wires in the ground or under the water. If it is part of a dynamic decision making process that is a cartographic snap-shot of the state of the InterNet.

In conclusion, maps have always been an impermanent part of our information environment. Maps are inherently "reports." As spatial information transitions from paper to digital, the library community will need to monitor both media. There are a number of map collecting issues which are worth noting:

- Maps, either paper or digital, are elusive
    1. Maps are often part of a textual report, seen as addenda, and overlooked.
    2. Paper maps are easily separated from other parts of the report.

- Maps are transformative
  Paper maps are a presentation of compiled data, which computer-based Information Technology can include as a spatial database.

- Libraries have well defined roles

1. Strong collection development policies that respond to the users needs, and not just to the publisher's catalogs are important.
2. Cataloging maps and cataloging spatial data are changing and evolving with developing spatial metadata standards.
3. Preservation and archiving of digital spatial data is poorly defined, but practitioners understand the issue.

- Networked maps are innovative and unpredictable
    1. The networked environment is introducing new types of maps and data visualization.
    2. New networked communities are new information consumers.

During this time of continuing transition, librarians should be extra diligent. The vagaries of information at the end of the Twentieth Century are severe. Maps and spatial data are particularly susceptible. The library community should take a leadership role, defining the problems and developing solutions. However, it is incumbent on librarian's to take the responsibility for collecting these impermanent information artifacts.

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Latest Revision: *September 28, 1999*

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

IFLA 1999 BANGKOK
Conference Proceedings

Code Number: 082-80-E
Division Number: IV
Professional Group: Division of Bibliographic Control
Joint Meeting with: -
Meeting Number: 80
Simultaneous Interpretation: *Yes*

Section on Classification and Indexing Review of activities, 1998-99

Ia C. McIlwaine
School of Library, Archive and Information Studies
University College London
London, UK

Paper

Aim

The aim of the Section on Classification and Indexing is to act as a forum for users and producers of classification and subject indexing tools. Its terms of reference are to promote standardization and uniform application of classification and subject indexing tools by institutions generating or utilizing bibliographic records; to initiate and promote advice on research in the subject approach to information; and to disseminate research results through open meetings and publications.

Working Group on Principles Underlying Subject Heading Language (SHLs)

The Working Group on Principles Underlying Subject Heading Languages (SHLs) chaired by Maria Inês Lopes (Fundação Calouste Gulbenkian, Lisbon, Portugal) has completed its work, the report has been reviewed and it should be with the publisher by mid 1999.

Requirements for a Format for Classification Data

The Section has monitored and supported implementation of the recommendations of the Joint Working Group on a Classification Format of the IFLA Sections on Classification and Indexing and Information Technology. The chair is a member of the Working Group and has also attended meetings of the Permanent UNIMARC Committee by invitation.

Implementation involves modification of the *USMARC Format for Classification Data* and development of a UNIMARC format for classification data. It is hoped that work will be completed by August 1999.

The State of the Art Survey of Subject Heading Systems

A working group has been established to follow up on the State of the Art Survey of Subject Heading Systems. The survey sought to learn what countries provide subject access, how long they have done so, what systems they use, and whether they have manuals to provide guidance in application; 45 out of 123 national libraries responded. A follow-up survey brought results from an additional 38 countries. The Working Group, under the chairmanship of Magda Heiner-Freiling met twice during the Amsterdam conference to discuss the next steps and resolved that when the findings were complete, analysed and written up, they should be published as a journal article. The intention is to offer the article to *International Cataloguing and Bibliographic Control*.

International Conference on National Bibliographic Services

The Committee was invited to prepare a 3-4 page position paper from the Section to be given to attendees before the International Conference on National Bibliographic Services in 1998. This was prepared by Ia McIlwaine and Lois Mai Chan, in consultation with committee members and forwarded in December 1997. The conference was attended by the chair and several members of the section.

Division project on OPAC displays

Representatives of the Committee attended meetings of the Working Group at the Amsterdam IFLA and the Section intends to maintain this involvement.

Programme for Bangkok conference

The Section has a full programme for Bangkok. The theme is: "Subject retrieval in a Web environment" and the following papers will be presented:

Lois Mai CHAN, Xia LIN, Marcia Lei ZENG (USA). "Structural and multilingual approaches to subject access on the Web"; Edward LIM HUCK TEE (Monash University, Australia); "Subject gateways in Southeast Asia: an examination of classification practices"; WANG Dongbo, ZHANG Qiyu and HOU Hanqing (National Library of China). "Chinese translation of DDC index: problems and resolutions"; Irina TSVETKOVA Julia SELIVANOVA (National Library of Russia, St Petersburg). "Problems of development of the National Russian Subject Authority File".

Section newsletter

The section continues to publish a *Newsletter* for Section members, for members of the Standing Committee and for others interested in classification and indexing. Two issues have been published during the past year, an increase on former years. This acts as a channel for imparting information about what is happening at national level and for sharing in the experiences of others. It is also an excellent forum for the discussion of matters of international concern relating to classification and indexing. Contributions are always very welcome.

Standing committee membership and officers

Membership of the Section at present stands at 99. The newly elected standing committee has 19 members, representing 14 different countries. Elections for the chair, at present Ia

McIlwaine, and Secretary, at present Edward Swanson, will take place during the Bangkok meeting. Both have served two years to date, so may serve a further term, if proposed.

Co-operative projects

Ia McIlwaine (University College London) and Edward Swanson (Minnesota Historical Society) attended the meeting of the Co-ordinating Board of Bibliographic Control at the Bibliothèque nationale de France on April 14-15 1999.

The Section continues to cooperate with other IFLA Sections and Divisions and with the Permanent UNIMARC Committee in various projects and activities.

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65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

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Meeting Number: 140
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A window on to the world: newspaper collecting in the National Library of Australia

Amelia McKenzie
Senior Manager, Technical Services
National Library of Australia
Canberra, Australia

Paper

Introduction

In this paper I will give a brief survey of Australian newspaper publishing history and a description of the National Library's Australian newspaper holdings. I will outline its newspaper collecting policy and some of the national issues and initiatives being undertaken to ensure access to and preservation of Australian newspapers.

I don't think anyone who has read a newspaper from another country could argue with the idea that newspapers are a window on to the world. They give us a glimpse of the affairs of a country in the most direct and immediate way, and in their singular status as a contemporary record of events they show us not only what is happening but what was thought of it at the time - unique primary source material for researchers for several different reasons.

A brief history

The history of newspaper publishing in Australia has been described as 'varied, spectacular and honourable'[1] The first newspaper appeared in 1803, with the publication by the military government of the *Sydney Gazette and New South Wales Advertiser*. This was only fifteen years after Governor Phillip's First Fleet landed and established a colony of convicts in the native bush of Sydney Cove. The *Sydney Gazette* carried the optimistic banner 'Thus we hope to prosper', and remained the colony's only newspaper until 1810, when the *Derwent Star* made a brief appearance in Hobart, to be followed in 1814 by the *Van Diemen's Land Gazette.*

Throughout the 1800s, many newspapers prospered briefly and disappeared, while the *Sydney Gazette* ceased publishing in 1842. It was calculated in the 1950s that in the preceding 100 years New South Wales had had at least 800 newspapers, of which only 163 then remained.[2] Australia's oldest capital city newspaper is the *Sydney Morning Herald*, first published in 1842 and still owned by the Fairfax family, and its oldest country newspaper is the *Maitland Mercury*, from NSW, first published in 1843.

As in other countries, newspaper publishing in Australia simply reflected the tribulations of the country itself, whether natural, economic or political. Factors affecting the closure of newspapers included droughts, floods, financial crises, the end of the gold rush in the Victorian goldfields and a shortage of newsprint during World War II. Political pressure was also brought to bear on the first Australian newspaper publishers by the colonial authorities - in fact, as soon as independent newspapers began to appear. From the 1820s onwards, Governors or Lieutenant Generals of the day attempted to impose governmental control of the press, which was strongly resisted. These actions created a long-standing tradition of the free press in Australia. However, opinions were sometimes divided on what constitutes a free press. The dilemma was neatly summarised by a contemporary observer, showing how little the issues have changed to this day. E.D. Burn, Tasmanian essayist and dramatist, wrote in 1842:

> A portion of the local press, remarkable for scurrility and low personality, poured forth its low hebdomadal tirades in loud and savage invectives, and in the hope of wounding in the tenderest point a ribald malignity was indulged ...The liberty of the press is a blessing of most inappreciable value; its licence is sometimes too contemptible even for restraint. A large portion of the Tasmanian press has long obtained an unenviable celebrity, so much so as to have subjected it to the severe, reiterated and merited castigation both of its Australasian and British contemporaries.[3]

I think it is fair to say that the basic fight for the freedom of the press had its genesis in authoritarian actions by vice-regal rulers, but that on the other hand it also extended into unrestrained invective on the part of the newspapers. Perhaps because of this basic struggle the more successful newspapers began to gain and maintain some influence within their communities in the second half of the 19th century, and it was commonly believed, for example, that newspapers could and did sway parliamentary elections. There is debate as to whether that influence extends to this day, with a view that it very much does in the non-metropolitan centres of Australia like Adelaide and Brisbane.

The course of time has changed both the influence of newspapers and attitudes towards them. At present in Australia it is estimated that newspaper circulation has fallen by approximately 15% over the last five years, while readership of daily newspapers in metropolitan markets is relatively stable at 63% of the total capital city population.[4] (Australia's total population is 18 million). Small circulation growth has come from the introduction of Sunday editions in some capital cities, while the main national business daily, the *Australian financial review* has gone against the trend and increased its circulation. Using a media-defined figure, there are currently estimated to be[5]:

1 national weekly
2 national dailies
8 metropolitan dailies
9 metropolitan weeklies (usually Sundays)
38 regional dailies
315 regional non-dailies
155 suburban newspapers

The largest network of ownership is Rupert Murdoch's News Limited, which owns eleven metropolitan titles.

The National Library's Australian newspaper collection

Most of these titles will be found in the collections of the National Library of Australia, as the Library acquires Australian newspaper titles by virtue of the legal deposit provisions of the *Copyright Act 1968*. (The Act does not currently apply to microform or electronic formats.) There are some exclusions - the Library does not acquire suburban newspapers or those of a purely local community interest. These are considered to be the responsibility of the appropriate state or territory library.

The Library completed cataloguing all of its current and non-current Australian newspaper titles on to the National Bibliographic Database in the late 1980s. Up till then, newspaper holdings were listed in a National Library publication entitled *Newspapers in Australian libraries* (1985, now out of print), which probably still stands as the most complete union listing as of that date, but with many bibliographic inaccuracies.

A survey of the Library's holdings indicates that as of July 1999 522 current Australian print newspapers are held, together with 1,558 ceased titles. 147 current titles are also received in microform, while 1,417 non-current titles are held in microform.

Australia is a multicultural society, with a history of immigration from all parts of the world, and our newspaper collection reflects this. Of the current print newspaper collection, just over 18% of the titles held are in languages other than English. We believe this represents an under-estimate of the actual proportion, as ethnic language newspapers are often not deposited with the National Library. The ethnic publishing community is one of the more elusive publishing communities with which we engage, and a consistent resource-intensive effort to maintain contact is required. The pattern of ethnic newspaper publishing has varied over the years according to the pattern of new arrivals and the traditions within each community: the Chinese and Vietnamese languages are dominant among newspaper titles currently received, while Italian, Polish and German are all on the decline.

The Library's collecting policy for Australian newspapers was reviewed in 1996 and issued as part of its latest Collection Development Policy, which was published in July of this year. The full text can be found on the Library's Web site and the newspaper collecting policy is reproduced in full in Appendix 1.

Retention and preservation issues

Newspaper collecting within Australia is well covered by the National Library and the state and territory libraries who together hold the most complete record of Australian newspaper publishing. However although Australia's newspaper history is only 200 years old, it is known that many early, small or local newspapers have not survived, or only a handful of issues exist. For example, only four issues of the *English and Chinese Advertiser* are known to have survived. This fascinating newspaper was published in English and Chinese during the early gold rush in Ballarat, Victoria. A survey conducted in the early 1990s identified gaps in 164 newspaper titles published in Australia, mostly dating back to the 1800s, but some as recently as 1956. It was also found that some local newspaper sets were held in university collections but not in the relevant state library.

Retention, preservation and access issues are therefore a concern for all the libraries, In early 1992 the Council of Australian State Libraries agreed on a cooperative effort between the state libraries and the National Library to carry out a national newspaper preservation plan (NPLAN). In the U.S. the United States Newspaper Program has similar aims, as does the British NEWSPLAN, which focuses on local newspapers.

The National Newspaper Plan's stated goal is to preserve all Australian newspapers and to ensure the public has acces to them. A basic principle of the NPLAN is that primary responsibility for retention of newspapers in hardcopy rests with the State or Territory library in the State or Territory of the newspaper's origin. Its objectives areas follows:

- Acquisitions
  To collect hard copies of all newspapers as published
  To identify, locate and collect missing issues
- Bibliographic control
  To record all hard copies and reproductions on the National Bibliographic Database
  To produce a national register of microform masters from the NBD
- Preservation
  To retain as long as feasible at least one hard copy of every newspaper
  To create or purchase an archival standard microfilm master of every newspaper for permanent preservation
  To create a copying master and working copies

Progress with NPLAN

One of NPLAN's objectives was to run a publicity campaign to locate missing or unknown newspapers held in private homes, community organisations, newspaper offices and local authorities. Under the rubric 'Australia's most wanted newspapers' a list of titles was advertised which had large gaps, such as the *Bendigo Advertiser* from Victoria, the *Huon Times* from Tasmania and the *Swan River Guardian* from Western Australia. The idea for the campaign came from the very successful 'Last film search' conducted by the National Film and Sound Archive in the 1980s to locate film stock held in private hands; however it has to be said that the search for missing issues of newspapers was much less successful. While some issues were donated by the public, the majority of the titles sought never turned up, perhaps reflecting the transitory nature of the newspaper both physically and in the public perception.

However, NPLAN did fulfil the function of raising awareness of newspaper preservation issues amongst Australian libraries themselves. Good progress has been made on microfilming of newspapers, both by individual libraries and in cooperative projects. The State Library of New South Wales in Sydney claims that it will have all of its newspaper collection filmed by 2000, while the National Library continues its successful program of cooperative filming, of which more below.

The National Library's retention and preservation policy

The National Library is committed to the preservation within Australia of the total output of Australian newspapers, and developed its newspaper retention and preservation policy with the national newspaper plan in mind. The full text of the National Library's Policy on the Retention, Preservation and Repatriation of Australian Newspapers is attached at Appendix 2. In keeping with the spirit of NPLAN's principles, the National Library will:

- accept responsibility for the preservation, in hardcopy and surrogate form, of titles that are national in scope, coverage and distribution, as well as newspapers published in the Australian Capital Terrritory, where the Library is located;
- continue to develop an extensive hardcopy collection of Australian newspapers that have are not yet been microfilmed;
- repatriate hardcopy holdings to allow preservation microfilming to occur (the Library will repatriate to allow a State or Territory library to microfilm a title for which they are primarily responsible, or if the Library's holdings are duplicated by microfilm working

copy);

- enter into and partially fund cooperative microfilming projects;
- provide free Cold Store storage for archival standard preservation masters;
- record all newspaper holdings (hardcopy and microform) and preservation intentions on the National Bibliographic Database (NBD).

Repatriation

The repatriation issue was a particular initiative of the state and territory libraries, which in some cases lacked newspaper issues held by the National Library or university libraries. In NPLAN's early days there was some success in achieving the repatriation of particular titles, mainly from university library collections to the State or territory library, but there has been little activity recently. The National Library will repatriate titles if fairly stringent preservation and access conditions can be met, and it has emerged that few libraries have been able to meet these standards.

Cooperative microfilming projects

An effective way for the Library to encourage adherence to good preservation standards as well as to advance the preservation effort is to work with other libraries and provide financial support to microfilm newspaper titles. The Cooperative Microfilming Project was established in the mid-1990s with a budget of $20,000-$30,000 a year for the last five or six years. Requests for assistance from Australian libraries are considered on the basis of available funding, forward work plans, and conformity with the Library's criteria. For newspapers the first criterion is age: newspaper backsets more than thirty years old are considered to be at the greatest risk of loss due to the quality of the paper on which it is printed. The highest priority for filming is given to newspapers which are:

- defined by the holding institution as either heavily used, brittle or at risk because of poor storage conditions
- defined by the National Library of Australia as unique or at risk because of the dispersal of the few remaining
- defined by agreement between the holding institution and the National Library of Australia as being of particular importance.

Progress with cooperative microfilming has been slow but satisfactory, underling the importance of a long term approach with reliable funding and administrative support.

Looking into the future: the Australian Cooperative Digitisation Project

Underpinning the Library's newspaper preservation policy is a commitment to microfilming as the most viable current preservation format for newspapers, and it is committed to promoting the use of Australian and international standards for preservation microfilming. The archival standards applied are listed in Appendix 2.

However, microfilming has always been just one of a number of reformatting options. Digitisation as both a preservation and access strategy is clearly an important area for newspapers, and I will close this paper with a brief account of the Australian Cooperative Digitisation project. This project, led by the University of Sydney Library, was a trial of the digital conversion of several significant nineteenth century Australian books and journals, including newspapers. The project partners are University of Sydney Library, the State Library of New South Wales, the National Library of Australia and Monash University Library, supported by ten other institutional and industry groups. The full content - text and images - of a range of journals, newspapers, novels and short stories published in Australia from the period 1840-45 was digitised using OCR technology and is progressively being made available on the Internet.

The purpose of this collaborative project is to ensure both increased access to, and preservation of, this material through an integrated process of preservation microfilming, digital scanning, network access and selected full-text enhancement. One of the project's aims is to investigate and develop technical benchmarks for similar digital library projects involving the conversion of retrospective print material. It is an opportunity to develop technical and management experience and skills in such work at both the library and vendor level for the benefit of future projects in Australia. Close contact has been kept with US institutions carrying out similar work, particularly Cornell University's Digital Library project and Yale's Open Book Project. Other projects taking place that have assisted or will assist in the Australian trial include the Library of Congress digital project, the Making of America (Cornell and Michigan Universities) and the UK Elib sponsored project, the Internet Library of Early Journals.

The newspapers of the period 1840-1845 represent a unique record of the settlements, but their physical size presents particular problems in digitisation, especially in the delivery of the images and print reproduction.

Methods employed

Technical and user specifications for the project were developed by the ACDP partners and the production work of filming and digital conversion was contracted to commercial vendors.

The identification and checking of the original material proved to be rather complex, much more so than anticipated. Identifying complete sets, or filling gaps when parts of titles may be held by different institutions was part of this process and required the input of staff with very highly developed bibliographic skills. It also required the selection of the best copy for the project. A good deal of the material in the time period of this project had already been microfilmed. Consideration was given to the utility of these existing microfilm sets as a source for scanning, particularly in regard to quality and page orientation on the film (the digital image must appear in "portrait" style with the image appearing on the screen as straight up and down). Older microfilm was replaced by technically superior modern film to ensure the highest fidelity was achieved during the digitisation process. While the print material itself was out of copyright, issues such as rights over the master microfilm, and rights over the final digital images needed to be considered. Some initial conservation work was done on the original material. Fundamental to the project was the maintenance of the integrity of the original material. The material is scarce and of cultural significance, so no actions were taken that might have damaged the originals.

Of the 90-odd serial titles listed for the period in the Ferguson *Bibliography of Australia*, there were 11 titles that could not be tracked down anywhere in Australia, and another five titles that were withdrawn from the project because they proved to be impossible to digitise adequately with current techniques - mainly because of the page size and the poor quality text. This left about 74 titles, of which five proved to be unsuitable for scanning from microfilm. These are now being filmed directly from the source using digital cameras. This is an experimental addition to the project, and looks to be quite successful; 2,000 images of the *Geelong Advertiser* have just been produced and the production methods will be compared and assessed.

For the periodicals and newspapers, the basic approach was to create TIFF images at resolutions of 400 dots per inch, converting to PDF format for multi-page delivery. This meant images of pages are obtained, rather than searchable text. The images have been mounted on the Library's website and are retrievable both through the navigational tools on the Project pages and at title level through the NLA catalogue. They will be maintained and developed as part of the National Library's growing collection of digital research materials.

Outcomes so far

The message of the Australian Cooperative Digitisation Project so far is very simple: it's not easy. Digitisation of large format materials like newspapers continues to be difficult and time-consuming. OCR scanning of this kind of material is very difficult because of the great variety of print fonts and the variable image quality, and digitisation does not solve legibility problems. Another critical technical issue in the development of the specifications is the data file size of the images - the larger the file size the slower it is for the image to be retrieved across the internet, the slower to download, and the more space it will take on disks to which the images have been downloaded.

In investigating these problems the ACDP team consulted with several digital projects working with newspapers, and all (at least for now) rejected using the Internet as the delivery means of images of large format newspapers. The document structure developed for the project can be used for organising and browsing newspaper pages, and similarly for the provision of images on CD- ROM. This seems the likely option for the newspaper situation, but further investigation is required. Desirable solutions to at least some of the problems are the ability to deliver large quantities of data over the Internet is needed, together with improved software for the manipulation of images to cope with the variability of print formats. In addition, OCR technology does not solve the issue of text searchability.

However the fact remains that it is now possible for researchers anywhere in Australia or the world to call up images of the Sydney Advertiser, the Dispatch or the Sun over the Internet and view every page directly from the screen. That is a great advance on accessibility and certainly on preservation. The ACDP site will be formally launched in Canberra in August or September and a seminar on the project will be held in Sydney in November 1999. Titles are accessible now, at http://www.nla.gov.au/ferg/. There were 24 titles available when I last checked, it is growing almost daily and you will also find several articles about the project by those involved, amongst whom is my colleague Colin Webb, Preservation Services Manager at the National Library. Anyone interested in knowing more about it is very welcome to contact Colin direct. Work remains to be done on the site, improving the contextual information and the navigational tools, but it is already a valuable research resource. Finally, anyone interested in looking at how the National Library plans to manage these and other digital resources should look at our Digital Services Project site, at http://www.nla.gov.au/dsp/.

Conclusion

I opened this paper by talking about newspapers being windows on to worlds, and it seems fitting to have closed it with an account of another kind of window being opened through the availability of 19th century newspapers on the Internet. While newspaper readership appears to be declining, research demand for newspapers as primary source material is increasing, and the problems for libraries of managing newspaper collections grow with the collections themselves. In Australia the National and State libraries have generally taken a cooperative approach to dealing with the issues of access and preservation, with real progress being made on microfilming and bibliographic control. The technical possibilities of digitisation as a medium for newspaper preservation and access have been explored and will provide a foundation for further work. And although Australia is a relatively small country, with only a 200 year newspaper publishing history, there remains a great deal to be done.

Endnotes:

1 Australian encyclopaedia, 1955, vol. VI, p. 312

2 Ibid.

3 Burn, David. Narrative of the overland journey of Sir John and Lady Franklin and party from Hobart Town to Macquarie Harbour, 1842. Sydney, 1955.

4 B & T magazine, July 1999

5 Press radio and TV guide 35th edition 1998-99

Appendix 1

National Library of Australia's Australian newspaper collecting policy

[Excerpt from Collection Development Policy, 1999, pp. 23-24, available at: http://www.nla.gov.au/policy/cdp/]

3.62 The Library will collect all Australian newspapers except those that fall into the following categories:

- those intended primarily for advertising purposes and consisting mainly of advertisements, including real estate papers
- newspapers distributed at the suburban and regional levels which consist of generic text that is used for distribution to different communities and towns accompanied by a cover page that localises the newspaper by containing information relevant only to the particular community or town. A sample of the generic text will be collected in each case, but not all the local editions distributed.
- titles containing predominantly information that would be largely of local community interest only in that it concerns local social, sporting and community events and local services information and advertising.

3.63 These categories are considered the responsibility of the relevant State or Territory library and any titles received by the National Library that fall into the categories above will be referred to that library.

3.64 In deciding whether to collect a specific title, emphasis is placed on content. Newspapers that are a primary source of current news connected with public affairs either regional, national and/or international in scope, including titles published by ethnic groups and political organisations, and those representing special interests, will be collected. If intended for a general audience, they should contain a broad range of news on all subjects and activities, but if intended for a special interest group they should include features and topical news of particular interest to that group.

3.65 Generally back issues and retrospective runs of newspapers will only be acquired if they are available in microform. In general, the retrospective acquisition of newspapers in microform will follow the policy for the acquisition of current titles except that additional factors such as length of coverage, cost, historic and geographical significance, and research value will also be taken into consideration. Often the last two factors only become apparent in retrospect. The increasing availability of runs of newspapers in microform as once only acquisitions makes the wider selection of retrospective titles more feasible.

3.66 The Library is committed to the preservation within Australia of the total output of Australian newspapers and will cooperate with other institutions through the mechanism of the National Plan for Australian Newspapers (NPLAN) to achieve this. It accepts that it is responsible for preserving national and Australian Capital Territory newspapers in paper and microform formats, and that preservation of local, regional and State newspapers is the responsibility of the appropriate State or Territory library. Where the relevant State library has agreed to retain the hard copy of a newspaper the Library will repatriate or discard its hard copy as long as a microform copy exists.

3.67 The Library will also enter into selected cooperative filming projects to preserve unique/rare and other newspaper titles considered of importance.

Appendix 2

National Library of Australia Policy on the Retention, Preservation & Repatriation of Australian Newspapers

[available at: [http://www.nla.gov.au/policy/revnpan.html]

1. In late 1990, the National Library initiated a major review of its policies and procedures associated with the acquisition, control and preservation of Australian newspapers. The review was initiated at about the same time as the Council of Australian State Libraries (CASL) - at the time known as the State Libraries Council (SLC) - was discussing the feasibility of developing a national newspaper plan. The plan, subsequently named the National Plan for Australian Newspapers (NPLAN), was announced in early 1992. The Library was involved in the formulation of the Plan and its basic principles and aims have influenced to a large degree the Library's revised policies on Australian newspapers, especially in the area of preservation.

2. The basic understanding of the NPLAN is that each State or Territory library is responsible for the collecting, control and preservation of newspapers that originate in their State or Territory. While the NPLAN does not identify a significant role for the National Library, the Library considers that it does have a major part to play in working with the State and Territory libraries to ensure the goals of the NPLAN are realised.

In summary, the Library will:

- accept responsibility for the preservation, in hardcopy and surrogate form, of titles identified in this policy;
- continue to develop an extensive hardcopy collection of Australian newspapers that have are not yet been microfilmed;
- repatriate hardcopy holdings to allow preservation microfilming to occur; enter into and partially fund cooperative microfilming projects;
- provide free Cold Store storage for archival standard preservation masters;
- record all newspaper holdings (hardcopy and microform) and preservation intentions on the NationalBibliographic Database (NBD).

Note: In this document the term preservation master is used for first generation master (1st generation); copying master for printing master (2nd generation); and working copy for service copy (3rd generation).

3. In July 1999 the Library issued its Collection Development Policy for Australian printed materials which includes collecting policy for newspapers. The Library's collecting role in this field is much wider than its preservation responsibility under NPLAN and is not influenced by the principles underlying the Plan. The Library will continue to develop an extensive Australian newspaper collection, in both hardcopy and microform, to support current and future research needs.

Retention in Hardcopy

4. A basic principle of the NPLAN is that primary responsibility for retention of newspapers in hardcopy rests with the State or Territory library in the State or Territory of the newspaper's origin. In keeping with the spirit of this principle, the National Library will accept responsibility for the retention in hardcopy of:

- newspapers that are national in scope, coverage and distribution. (To date, these have

been identified as the Australian (national edition), the Australian Financial Review, the National Times, the Nation Review, and the Independent. (This list is not intended to be definitive. Other titles may be added later if judged to fit the criterion. In this event, State and Territory libraries will be advised.)
- newspapers published in the ACT. Shared responsibility for these will be negotiated with the ACT Reference Library when established.

5. There may be issues or runs of other titles that the Library decides to retain in hardcopy because, for instance, they form part of a private collection or have particular research relevance to the Library. These will be decided on an individual basis. (Newspapers in this category will be housed in preservation conditions and microfilming for long-term preservation will be negotiated with the library primarily responsible for the title.)

Preservation Action

6. For national and ACT titles, as identified in paragraph 4 above, the Library accepts responsibility for retaining hardcopy for as long as feasible and for preserving information content in surrogate form. The following action will be taken to achieve this:

- where there are gaps in runs of titles the Library will seek to fill them and where the condition of the Library's hardcopy is poor, copies in better condition will be sought;
- the best available hardcopy will be housed in preservation conditions (see paragraph 13) to minimise the rate of deterioration. No attempt will be made to reverse chemical deterioration unless a cost effective technology becomes available;
- where they do not already exist, an archival quality preservation master and a copying master of each title will beproduced and stored in preservation conditions (see paragraph 13);
- access to hardcopy will be restricted. For general use, a microfilm working copy will be acquired or created ifone is not already available;
- where archival standard preservation and copying masters already exist but are not held at the Library, free storage at the NLA's Cold Store will be offered to institutions unable to meet the storage conditions required for preservation masters, as outlined in paragraph 13. Free storage will be contingent on the institution's ability to guarantee that the preservation master meets standards outlined in paragraph 13.

7. To ensure national access to newspapers for which the National Library accepts responsibility all hardcopy and microfilm versions will be recorded on the NBD.

Repatriation of Hardcopy Newspapers in the Library's Collection

8. In support of the goals of the NPLAN, The Library will repatriate to the relevant State or Territory library hardcopy newspapers for which it does not accept prime preservation responsibility. However, in the interest of ensuring long-term preservation and future access to information in the newspapers, repatriation will be subject to certain understandings and agreements as outlined below.

9. The Library is aware that there are risks in relying on microfilming to preserve and ensure future access to the information content of newspapers. For instance, its useful life or usefulness as a preservation surrogate can be compromised by:

- An unstable film base (such as cellulose acetate) or inappropriate film type (such as diazo for preservation masters);
- Inappropriate environmental storage conditions;
- Copying master not produced, threatening the integrity of the preservation master; Incomplete filming, producing film which has, for example, missing pages;
- Poor quality of the original and/or poor filming, producing images which are faint or illegible;

- Inappropriate use;
- Inappropriate storage security.

10. The Library therefore considers the conditions under which hardcopies are housed and the standards used for production and storage of preservation masters are critical considerations in ensuring long-term preservation of the newspaper component of the national heritage.

11. The library will repatriate in the following cases:
a request for repatriation is made by a State or Territory library because they intend to microfilm the title in the near future, the Library's holdings of hardcopy newspapers are duplicated by microfilm working copies. If the paper copy (whether held by the NLA or the relevant State or Territory Library) is in sufficiently good condition to allow the prospect of future re-filming should problems with the microfilm later emerge, the NLA will repatriate its paper copy without undertaking quality control checks on the microfilm service copy; However, if the paper copy is in poor condition, the NLA would negotiate with the relevant State or Territory Library to establish procedures and priorities for undertaking a frame by frame check of the preservation or copying master, with the view to future re-filming if necessary.

12. The following understandings will apply when repatriation occurs:

- the National Library will meet the costs of repatriation;
- the receiving library is able to provide equivalent or superior preservation storage for the hardcopy (Seeparagraph 13);
- where issues of the hardcopy are duplicated, those in the best condition will be retained;
- the receiving library will record holdings of repatriated hardcopy on ABN;
- where a title has already been microfilmed, the relevant library accepts responsibility for ensuring the preservation master, wherever located, has been produced according to national archival standards, is housed inappropriate preservation conditions, and is recorded on the National Bibliographic Database (NBD). If the master has not been produced according to national archival standards or has been degraded as a result of inappropriate storage, it is assumed refilming will be scheduled;

When repatriation occurs to enable preservation filming:

- filming will be to current archival standards (see paragraph 13) and a copying master will be produced as well as the preservation master;
- the masters will be stored in appropriate conditions (see paragraph 14);
- the National Library will have continuing access to a free working copy for on-site use and one will also be made available for use in the library holding the preservation master;
- the existence and location of the preservation and copying masters will be recorded on ABN according to agreed standards. (The National Library will consider assisting with this if necessary.)

When repatriation is agreed to by both parties, the Library will assume that it is based on an acceptance by the receiving library of the understandings outlined above. Repatriation can be initiated by either a State or Territory library or the National Library.

Preservation Standards

13. The preservation standards followed by the National Library are outlined below. It is expected that when a title is repatriated, the minimum preservation conditions and treatment that will be provided by the receiving library will be at least to the same level, regardless of the form of preservation undertaken.

Preservation Storage for Newspapers

PACKAGING:
Heavily used titles are stored in specially designed polypropylene boxes. Low use titles are shrink wrapped.

STORAGE EQUIPMENT:
Items are stored horizontally on appropriate sized fixed or mobile library shelving elevated off the floor, not in close proximity to light sources or fire sprinklers.

STORAGE ENVIRONMENT:
Environmental conditions are monitored, and appropriate air conditioning and filtration systems are in place to maintain stable and appropriate levels of temperature, relative humidity, and air quality. Temperature is maintained at the lowest level consistent with human co-habitation. Relative humidity is maintained between 35-45%. Light levels are low, with undetectable levels of ultraviolet radiation. Light are switched off when not in use. A high level of cleanliness is maintained. Precautions are taken to exclude animal and insect pests and active pest control procedures are taken as a necessary part of an integrated pest control system.

SECURITY:
Protection is at a high level, with restricted access. All material is identified clearly. A fully implemented disaster preparedness and response plan exists. The NLA building provides a high standard of protection from natural disasters. Fire protection includes a Very Early Smoke Detection Apparatus (VESDA) system. Boxing or shrink wrapping provides added protection against risk of damage from water.

CONTROL OF USE:
For material available in surrogate form, use of originals is restricted to last resort use under supervision.

Microfilming standards

The latest versions of:

ANSI.IT9.1
1992 American national standard for imaging media (film) - silver-gelatine type - specifications for stability

ANSI.IT9.5
1992 American national standard for imaging media (film) ammonia-processed diazo films - specifications for stability

AS2840
1986 Microfilming of newspapers for archival purposes

ISO 4332
1986 Photography - processed photographic black and white film for archive records - silver gelatine type on poly(ethyleneterephthalate) base - specifications

Preservation Storage for Microfilm

Microfilm masters are stored in the Library's Cold Store. The environmental conditions in the room are normally maintained at a temperature of 8 +1C and a relative humidity of 35 +5%, in which collection material entering or leaving the room is required to acclimatise for 24 hours.

Higher temperature levels are acceptable, but RH levels must be set within this range. Stability in temperature and RH, and air quality including the absences of gaseous contaminants, are considered to be critical. Unstable film and acidic packaging are excluded.

Fire protection is provided by a VESDA system and a dry pipe sprinkler system. Access to the area is restricted to key personnel.

Co-operative Microfilming

14. The National Library accepts that it has a responsibility to ensure preservation of the national documentary heritage through national cooperation. An effective way in which it can contribute to the long-term preservation of Australian newspapers is by participating in cooperative projects to microfilm backsets which are more than thirty years old, subject to the criteria outlined in the Library document Policy on participation in Co-operative Microfilming projects with Other Institutions.

Use of National Library Cold Store for Storage of Masters

15. If necessary to ensure appropriate storage, the National Library will store free of charge preservation microfilm masters which are silver halide emulsion on a stable film base (polyester/polyethylene terephthalate, not a cellulose acetate), processed to the archival standards outlined above, in good chemical condition, packaged in appropriate stable containers, and unlikely to require frequent retrieval.

Discard of Hardcopy Newspapers

16. The Library will consider discarding hardcopy newspapers in its collection if its holdings are duplicated in the State or Territory library primarily responsible for preserving the titles concerned, and the holdings of the State or Territory library are in as good or better condition as the Library's holdings.

17. Where a State or Territory library considers it important to preserve a second hardcopy set of a title somewhere in the country, the Library will repatriate to the institution nominated by the relevant State or Territory Library. The Library will not itself maintain duplicate hardcopy sets of State or Territory titles.

For additional information about the Library's policies on preservation and retention of Australian newspapers, cooperative microfilming and use of the Cold Store, contact Colin Webb, Senior Manager, Preservation Services Section Telephone (06) 2621662; E-mail: cwebb@nla.gov.au

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Fitness for Purpose: The Role of Stabilization in a Collections Conservation Program

Debra McKern
Chief, Binding & Collections Care Division
Library of Congress

Abstract

Library preservation programs have focused traditionally on twoareas: (1) conservation or restoration techniques to preserve the original item as an artifact or (2) reformatting of items to microfilm or digital formats to preserve the intellectual content. A collections conservation program focuses on the maintenance or stabilization of endangered research materials. The cost effectiveness of treatments is maximized by batching work; using permanent, durable materials; and employing sound methods.

This collections conservation concept will be demonstrated by illustrating treatments used by the Library of Congress and their comparative costs, including:

- *library binding;*
- *mass deacidification;*
- *in-house repair and binding;*
- *box-making using the CMI automated machine; and,*
- *labeling using the Z39.50 protocol to download bibliographic information.*

Training and level of staff are also discussed.

Paper

Today, there is a greater array of treatment options available to us in the preservation community and a greater emphasis on «collections conservation,» a term used in the United States to describe both preventive conservation and stabilization measures. Examples are shown in the lefthand and center columns of the chart. Collections conservation shares with conservation the use of permanent, durable materials and sound methods but is further characterized by the cost effectiveness achieved through batching work and standardizing procedures. Because a collections conservation program emphasizes more routine activities such as staff and user education, cleaning, boxing, environmental controls, and emergency preparedness, it is often undervalued. I am particularly pleased that IFLA, in holding this workshop on Binding, Boxing, and Storage, has recognized the important role these activities play in preserving collections.

Table 1. LEVELS OF TREATMENT

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Before we can talk in detail about «Binding, Boxing, and Storage», we need to define the framework in which these treatment options reside. Traditionally, library preservation programs have focused on two areas: (1) conservation or restoration techniques to preserve the original item as an artifact, or (2) reformatting of items to microfilm or digital formats to preserve the intellectual content or provide a surrogate copy. These are shown in the right-hand column of the chart, under «Item Level» treatment.

This graphic illustrates the relative costs of the four treatment categories. The least expensive treatment in terms of unit cost is PREVENTIVE. While the cost of building renovation to provide optimal environmental conditions can amount to millions of dollars, the cost is small when spread across the millions of items contained in that building and the hundreds of years added to the longevity of the items. Economy of scale is achieved in the STABILIZATION of collections. Handled at the item level, stabilization is often used when the value of the item does not merit more elaborate treatment. The importance of value on preservation treatment decision-making will be explored shortly.

Table 2 RELATIVE COSTS

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REFORMATTING/SURROGATE TREATMENT provides another copy (in the same format or other formats) in order to «retire» the delicate or deteriorated original from further use. For example, the Library microfilmed the papers of Margaret Mead, a famous anthropologist, to make them more widely available and to protect the originals from further use. Digital reformatting can sometimes exceed the cost of major conservation treatment, however. Full CONSERVATION TREATMENT is the most costly because it require the skills of a trained conservator, a fully-equipped lab, testing prior to treatment, and extensive photodocumentation throughout the process.

Keeping in mind these four treatment categories and their relative costs, let's examine the criteria used to set preservation priorities at LC. In treatment decision-making, collections are evaluated by VALUE, USE, and CONDITION. VALUE is further broken down into four tiers:

Table 3 VALUES

Platinum	The most priceless items, also referred to as the Top Treasures. An example is the contents of Abraham Lincoln's pockets on the night of his assassination.
Gold	Rare items having prohibitive replacement cost, high market value, and significant cultural, historical, and/or artifactual importance.
Bronze	The general research collections.
Copper	Items that are not retained permanently.

USE is measured by the frequency of circulation (internal or external); assignment to a reference collection; degree of shifting and other processing of the item; or need for exhibition. CONDITION is assessed by noting whether the item is damaged or not intact, poorly housed, or on an unstable medium.

Table 4. PRESERVATION PRIORITIES

Table is unavailable. Please contact author.

The matrix you see here shows the intersection of the three criteria (VALUE, USE, and CONDITION) which determine preservation priorities. By using this approach, LC is able to ensure that items are selected for treatment which are both worthy (due to content) and vulnerable (due to condition and past or future use). We refer to this approach as «Fitness for Purpose.» In other words, an item of high value in poor condition or on an unstable medium which is used or exhibited on a regular basis would receive a «Rolls Royce» treatment, while a newspaper which is also acquired in microform would be allowed to deteriorate. Applying this matrix minimizes the «cart-before-the-horse» phenomenon which occurs when a popular treatment option (e.g., preservation microfilming, digitization) drives the selection process instead of the reverse.

The platinum collections, because of their extreme rarity, are given the highest priority regardless of use or condition. Often they receive «duplicate» treatment, meaning the original is given intensive conservation treatment, it is stored in a custom microclimate, and surrogates are made. The item you see here is an architectural drawing of the U.S. Capitol building from the Washingtoniana Collection. Treatment included removal of poor quality backings, washing, and construction of custom housing.

The gold collections are further prioritized by frequency of use and state of deterioration (condition). The George Washington Papers, for example, are routinely studied by historians (high use) but they are in good condition on a stable medium (good quality paper). Therefore, stabilization is indicated (Category 3). However, another gold collection item, a wax cylinder recording by Thomas Edison, is considered more vulnerable or at risk because it is frequently exhibited (high use) and on an unstable medium (poor condition). Thus it is placed in Category 2 and given surrogate and stabilization treatment.

The gold and bronze collections are the main focus of LC's stabilization efforts. Because of the vast size of these collections, an economical approach such as stabilization is a necessity. Table 5 shows the relationship between the preservation priorities and the four treatment categories.

Table 5. Preservation Priorities and Treatment Options

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Now that the context has been established, I would like to talk in greater detail about three of the collections conservation treatment options: binding, boxing, and mass deacidification. (Storage is covered ably by my colleagues on the panel.)

BINDING

For the bronze (general) collections, the Library of Congress feels it is necessary to bind paperbacks as acquired for the following reasons: (1) poor quality publishers' binding; (2) crowded conditions in the stacks; (3) lack of online holdings records to verify that other copies are held. We do not bind paperbacks which receive minimal-level cataloging. There are also categories of materials which are not «bindable.» These include those that have artifactual value, those that have accompanying material in another format, those whose margin is inadequate, or those that are made of a material that is too stiff or slick to bind. In these cases, a protective enclosure is constructed instead.

The fitness for purpose philosophy applies also to categories of library binding. The Library of Congress contracts with a commercial library binder to provide different products or styles of binding. Staff sort the incoming paperbacks and unbound serial issues into these styles based on existing physical structure (whether in signature format or single sheets, for example) and projected use. This series of slides [Olga: I'm sending these as a separate WordPerfect file.] shows the range of products and their cost. Note the three categories: custom, standard, and economy. These are used to make distinctions between products which meet the NISO/LBI Standard for Library Binding and those which do not. «Standard» binding meets the requirements; «Custom» binding exceeds the requirements; and, «Economy» binding falls below the standard requirements. The turnaround time is four weeks, with an option for rush binding on a two-week schedule.

Increasingly, economy binding is relied upon for lesser-used materials. The binding method (or method of leaf attachment) is the same as in Standard Binding. Savings are realized by using a less durable covering material (e.g., bookcloth rather than buckram) and by using a flat-back structure rather than rounding and backing.

The United States is fortunate to have a very strong trade association, the Library Binding Institute, which works closely with preservation librarians to maintain high quality at a reasonable cost. In order to stay competitive in the library binding market, commercial binders are making constant improvements. Many cost savings have been achieved in recent years through the enhancement of automated processes for capturing bibliographic information without rekeying it. LC is now using the Z39.50 gateway to download author, title, and call number information to the binder's automation system, eliminating all printing errors. This becomes important when you understand the sheer size of the Library's binding program. The Library ships approximately 5,000 volumes each week to the contract binder.

To complement the library binding program, LC also has several in-house binding options for bronze collections. Pamphlet binding is done by collections care technician staff, using preservation-quality binders purchased in a variety of standard sizes. Single-signature pamphlets are sewn in a Figure 8 stitch into the binder, making the procedure non-invasive and completely reversible. «Stiffening» is an in-house technique used for annual serials or other high use, short life span items. The process involves affixing a 20-point board and a Tyvek hinge to the inside front and back covers of a paperback volume to provide support for the text block. This treatment is reserved for items which are needed by users immediately and cannot be out of circulation the length of time required for commercial binding. Because this type of material also becomes outdated quickly, there is no need to be concerned about providing a hardcover for long-term use.

DEACIDIFICATION

The Library of Congress estimates that it costs 500% more to microfilm a volume after it has become embrittled than to deacidify it when the paper is still strong. This philosophy has driven our aggressive program to mass deacidify large portions of our collections. Following a lengthy period of research and testing, LC established a contract with Preservation

Technologies Limited Partnership (PTLP) to use the firm's Bookkeeper process to treat materials through 2001. To date, LC has deacidified over 200,000 books from its permanent collections. A new testing phase has begun to evaluate the efficacy of treating manuscript and archival materials using PTLP's new chamber designed for this purpose.

The types of materials selected for treatment include: high use, good condition, gold; high use, poor condition, bronze; low use, poor condition, bronze; and high use, good condition, bronze. Within these criteria, the focus is on Americana materials central to the mission of the Library. Treatment has been completed for the following classes:

- Class E American History
- Class F1-975 U.S. Local History
- Class CS71 U.S. Family History
- Classes PZ3-4 Fiction in English

Treatment is scheduled for the following classes:

- Class PS American Literature
- Class KF U.S. Federal Law
- Class JK U.S. Political Science
- Class PN Literary History and Collections

So far the emphasis has been on retrospective collections. In the next contract period, LC will begin treating collections at the point of acquisition, particularly those materials acquired through LC's field offices.

BOXING

Another important stabilization option is the construction of protective enclosures. Enclosures are used in the following circumstances:

- when an item is not bindable, such as loose folded maps, loose plates;
- when an item is brittle but serviceable;
- when artifactual items are in need of extra protection;
- when an item is at risk but funds are not available for more extensive treatment; and,
- when an item consists of several parts which are shelved in one location, such as a book with accompanying audio cassette.

The Library of Congress is fortunate to own an automated box-making machine which makes it possible to stabilize major parts of our collections. There are similar machines in St. Petersburg, Russia, and the Netherlands. The machine can produce either a phase box, clam-shell box, or a wrapper. The next series of slides will illustrate how it operates.

Measuring.

The operator enters the dimensions of the book into a laptop computer either by typing in the height, width, and depth, or by scanning these measurements into the laptop using an electronic measuring device. Author/title/call number information needed for later labeling is keyed into the laptop at this time as well.

Box-Making.

The measuring and labeling information collected in the database on the laptop is then imported to the desktop computer attached to the box-making machine. The list of book measurements is displayed on the screen of the computer. The operator selects a group. The box shapes are then displayed on the computer screen. The operator arranges the box shapes to minimize the material waste. Typically, 8-10 boxes can be produced from a single sheet of board (assuming the books are of standard size).

The operator then loads a 4' x 8' sheet of archival board onto the machine bed. The machine's rollers pull the sheet into place. The operator selects "Run Group" which starts the box-making process. The computer program controls the machine. The machine's rollers move the sheet back and forth in the machine, allowing the sheet to be cut, creased, or marked in the correct location. This is done by the tool head which slides back and forth on a rail. Tools in the tool head include a cutter, a creaser and a pen which adds a control number to each box. The order of the machine operation is: mark, crease, then cut Box 1; mark, crease, then cut Box 2; until all boxes on an individual sheet are completed. After all machine movement has ceased, the operator presses a button on the screen labeled "Fast Forward" and the machine rollers unload the 4' x 8' sheet.

Folding.

Each (flat) box is separated manually from the 4' x 8' sheet. The flat boxes are then folded and assembled, ready to match with the book.

Labeling.

A third computer in the box-making system is used to produce a spine label from data imported from the database on the laptop. The same control number marked on each box by the box-making machine is also printed on the spine label, allowing the label and box to be matched at the end point of assembly.

LC also purchases a wide variety of standard-size enclosures. These enclosures are even more cost effective than the automated, custom-fitted boxes, although use of the standard sizes is restricted to materials which would not suffer mechanical damage. Specifications for each type and size of enclosure approved by LC's conservation and research & testing staff are described in this catalog. Some are custom designs which have been developed by working in consort with vendors and manufacturers. In the near future LC will add specifications to the catalog for the range of acceptable label products.

SUMMARY

The emphasis on stabilization measures as the cornerstone of LC's preservation program allows more items to be protected - a less-is-more philosophy, if you will. Application of the use/condition/value criteria is critical in helping us to know where to place scarce staff resources. LC's collections conservation program is not yet fully developed. More conservation technicians are needed, yet there are few trained conservation technicians in the market place. As the preservation profession matures, the emphasis on collections conservation and the role of technician-level staff will increase.

Library of Congress FY00 prices
Binding & Collections Care Division

Styles of Binding

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International Exchange of Official Publications

Johannes Metz
Staatsbibliothek zu Berlin
Preussischer Kulturbesitz
Berlin, Germany

Abstract

International exchange agreements potentially serve to facilitate the free access to official materials from abroad, similar to depository programs for national official publications collections and with corresponding issues of collecting and archiving electronic publications. In this connection, we have to distinguish between exchange relations of individual institutions and those of States intending to inform each other of their activities as expressed in government publications. Therefore, this report mainly aims to review the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention of 1958 Concerning the International Exchange of Official Publications and Government Documents between States, considering its most important statements and determinations as well as describing the practice of their implementation in Germany by the responsible Exchange Centre in the Berlin State Library.

Paper

Preliminary Note

It is the object of this report to review the concept and the legal foundations of the international exchange of official publications, as well as to describe their implementation by the German Exchange Centre which is part of the Berlin State Library. With respect to the future of international exchanges, there are much the same questions and problems as regards national depository programs, and there are corresponding deliberations as to how they can be resolved.

As technology develops and world-wide networking increases, new methods are applied to the exchange of official information between states. It is all the more important therefore to provide free access to such information in electronic format, not only at home, but also in at least some central places abroad set up for that purpose. The central idea in international exchanges is that each participating country will obtain official material from its exchange partner in order to provide it directly to its own domestic users. At least, this will be the case when foreign publications remain in the library where the exchange centre is situated, instead of being distributed to various institutions around the country.

It will not do to have Internet access to foreign material if it remains uncertain how long documents will be retained on these databases. Even if long-term access is secured, it might still be preferable to collect foreign public documents in electronic formats in order to have an independent and continuous collection for future historical research. Governments and their political interests change, and authorities are established only to vanish again. Using electronic collections in national libraries, for example, requires that the libraries themselves receive and store everything and are able to guarantee permanent access under varying technical conditions. Moreover, it must be remembered that peaceful, friendly relations between nations are also subject to change. If this reality is fully appreciated in central government documents libraries, it means that texts available on the Internet should be downloaded, copied or printed out, and entered into the general or the special electronic publications collections. However, at present the exchange is still largely following traditional ways, with CD-ROMs and diskettes being distributed in the same manner as conventional printed material. In order to preserve them, they have to be recopied from time to time, like all other electronic formats. But there are additional problems of maintaining the respective software necessary for reading such publications (e.g. Adobe Acrobat Reader).

The 1958 UNESCO Conventions

Let me now describe the current international legal basis of international exchanges the principles of which may also be valid for the future. At its tenth session, on 3 December 1958, the General Conference of the UNESCO in Paris adopted two conventions: the Convention Concerning the International Exchange of Publications, and the Convention Concerning the Exchange of Official Publications and Government Documents between States. It would take too long to enter into the preceding discussions and negotiations, above all of the conferences of experts organized by the Directorate-General of UNESCO in February 1956 and May/June 1958, as interesting as this might be. I want however to mention the following points.

Originally, a single Convention for the exchange of official and non-official publications had been scheduled. On the suggestion of France, it was finally decided to adopt two separate Conventions, thus emphasizing the distinction between "official" and general "scientific" exchanges. The second case applies to individual exchange relations between institutions (including official bodies) which are merely to be encouraged and facilitated by the Contracting States, whereas in the first case the Contracting States engage themselves (within the reservations following from the Convention) to enter into exchange relations in order to inform each other on their activities as expressed in government publications.

The new Conventions were destined to replace the earlier "Convention for the International Exchange of Official Documents, Scientific and Literary Publications", concluded in Brussels in 1886 (1), which had turned out to be inadequate. Its main defect was that the participating states were obliged to exchange all their official publications with each other, in consequence of which a number of important states, such as France, Germany, Great Britain, and the USSR, did not accede. Besides, the Brussels Convention was criticized for its vague and out-of-date definition of official exchange material which included apart from "official documents, parliamentary and administrative, which are published in the country of their origin" also all "works executed by the order and at the expense of the governments". This appeared to be problematic above all with regard to those countries where book production was largely financed with public funds. However, in the deliberations for the new Convention concerning official publications, the authors also refrained from attempting a more exact definition of this term.

Let us consider the most important statements and determinations of the Convention Concerning the Exchange of Official Publications and Government Documents between States (2). This term alone expresses already that direct exchange relations between the Contracting States are concerned. The principles of these exchange relations are put down in Articles 1 to 3. In Article 1, "the Contracting States express their willingness to exchange their official publications and government documents, on a reciprocal basis, in accordance with the provisions of the present Convention". The formula "express their willingness" avoids the direct commitment of individual states to enter into exchange relations with all other Contracting States, circumventing the problem inherent in the Brussels Convention of 1886. Thus, the unanimous adoption of the Convention by the General Conference of UNESCO and its subsequent ratification or acceptance by the States implies nothing more, from a legal point of view, than informal assent to the reciprocal exchange of official publications. Still, it implies support for establishing and implementing such exchange relations with individual states. Accordingly, our Exchange Service in Berlin when establishing new exchange relations, in each case points out that the exchange is taking place in accordance with the definitions of this Convention, even when dealing with those states which have not yet acceded to the Convention. Relating to the "reciprocal basis", it should be noted that with all exchange relations the principle of balanced shipments is always maintained. This regulation guides the volume of exchanges. The individual state may contribute additional material, especially when they have an interest in maintaining a presence in the other country.

Article 2 presents a "Definition of Official Publications and Government Documents" without pretending to be exhaustive, giving a general idea of the objects of exchange. This is done by the enumeration of typical official publications, as eventually agreed upon in the preparatory expert talks, namely "parliamentary documents, reports and journals and other legislative papers; administrative publications and reports from central, federal and regional governmental bodies; national bibliographies, State handbooks, bodies of law, decisions of the Courts of Justice; and other publications as may be agreed". The expression "and other publications ..." encourages inclusion of any additional documents regarded as official in individual countries and therefore liable for exchange. At all events, the publications concerned have to be "executed by the order and at the expense of any national government authority". This narrow definition of official materials was taken almost word by word from the Brussels Convention of 1886, where it appeared however in another context. In the new Convention, it precedes all items listed as examples of "official" materials. In my opinion, this definition is highly problematic, as there may very well be official publications only partly or indirectly financed by public funds. The decisive question should be the official status of the issuing or ordering agency regardless of its financial involvement. In normal practice, this will hardly make a difference, as exchange partners will offer only such publications which pass for "official" in their own country. Anyway, according to Article 2.2, the Contracting States are generally "free to determine the official publications and government documents which shall constitute exchange material"; excluded however are "confidential documents, circulars and other items which have not been made public" (Article 2.3).

Special weight is carried by Article 3 which determines that "the Contracting States, whenever they deem it appropriate, shall enter into bilateral agreements for the purpose of implementing the present Convention and regulating matters of common concern arising out of its application". This means "formal" inter-governmental agreements normally concluded by the exchange of notes. The alternative are direct "informal" arrangements or the conclusion of so-called "administrative agreements" between the exchange authorities. In any case, bilateral agreements - in whatever form - are necessary to set in motion the exchange between the individual Contracting States, especially since the Convention leaves the clarification of certain questions, like the publications due for exchange, to such agreements. In connection with Article 1, they are also required from the legal point of view, as only then is the "willingness" replaced by a commitment to the exchange of official publications. Informal arrangements are generally realized by an exchange of letters, one side proposing to establish exchange relations, and the other side accepting. Arrangements on available and requested material will then be effected by subsequent correspondence. It should be noted that for all practical purposes it has no effect on either volume or quality of exchange relations whether they have been established by government agreement or by informal arrangement. To be sure, an informal exchange arrangement may be terminated just as informally by either side, whereas a government agreement has normally to be cancelled through diplomatic channels. In some countries, exchange centres may prefer a government agreement in order to facilitate procuring publications for exchange purposes.

The following Articles are concerned with technical realization of the exchange. According to Article 4, "in each Contracting State, the national exchange service or, where no such service exists, the central authority or authorities designated for the purpose, shall carry out the functions of exchange". These "exchange authorities shall be responsible within each Contracting State for the implementation of the present Convention and of bilateral agreements as referred to in Article 3, whenever appropriate". For that purpose, they shall be given "the powers required to obtain the material to be exchanged and sufficient financial means to carry out the functions of exchange". The exchange centers must have the authority and resources, including access to copies, to fulfill their responsibilities. A clear set of national procedures is the prerequisite. These procedures may well provide funds for purchase of the exchange copies required. However, the primary intent of Convention is for national decrees to supply free copies for exchange purposes. At all events, I understand the text of the Article to the effect that it is obliging the Contracting States to provide "sufficient financial means" not in order to obtain exchange material, but primarily to maintain the functions of the exchange centre itself, inclusive shipping costs etc. The essential matter is that each side supply its own official publications (including parliamentary papers) as arranged. There are no regulations for handling received materials. Many exchange offices in national or parliamentary libraries will retain them in their own collections but, of course, they are free to redirect any publications received on exchange terms to other domestic libraries or official bodies which, in such cases, should also make them available to the public and guarantee long-term preservation and access.

Article 5 states that "the List and number of official publications and government documents for exchange shall be agreed between the exchange authorities of the Contracting States", and that this list and the number of documents "may be modified by arrangements between such authorities". In practice, however, this usually means that each side lists current official periodicals and serials in an offer of exchange material, and that this list will be modified unilaterally if certain publications cease to be published or for any other reason are no more available for exchange, and also if additional publications are offered. I think this practice will likewise come to apply to electronic documents.

Articles 6 to 9 address questions of transmission and transport of exchange material. "Transmissions may be made directly to exchange authorities or to recipients named by them." The cost of transmission as far as destination shall be borne, as a rule, by the exchange authority concerned, "but for transport by sea, the cost of packing and carriage shall be paid only as far as the customs office of the port of arrival". In this connection, the Contracting States are obliged to "take all the necessary measures to ensure that the exchange authorities benefit from the most favourable existing rates and transport conditions, whatever the means of transport chosen: post, road, rail, inland or sea transport, airmail or air cargo". Furthermore, they shall "grant its exchange authorities exemption from customs duties for both imported and exported material under the provisions of the present Convention or under any agreement in implementation thereof and shall accord them the most favourable treatment as regards customs and other facilities".

The remaining Articles 10 to 22 of the Convention mainly refer to administrative or legal details. I should like to mention here only Articles 15.1 and 16: The Convention "shall be subject to ratification or acceptance by States members" of UNESCO, "in accordance with their respective constitutional procedures". It "shall be open for accession by all States not members of the Organization invited to do so by the Executive Board" of UNESCO.

As of 31 December 1993, 50 states have either ratified, accepted or acceded to this Convention, among them recently: Estonia (ratification in 1993), Lithuania (acceptance in 1993), the Czech Republic, the Slovak Republic, Georgia, and Tajikistan (notifications of succession in 1992 and 1993, respectively). (3)

International Exchange of Official Publications in Germany

Finally, I should like to report briefly on the exchange of official publications as practiced in the Federal Republic of Germany. The central exchange authority responsible for the implementation of the UNESCO Convention is the Department Official Publications and International Exchanges (Abteilung Amtsdruckschriften und Internationaler Amtlicher Schriftentausch) of the Berlin State Library. The ratification of the Convention by the Federal Republic did not take place until 1969. (4) This comparatively late ratification is connected with the participation of the federal States in the ratification procedure, as provided by the federal system of government in Germany, since according to Article 2.1 of the Convention not only publications from central governmental bodies, but also those from "federal and regional" bodies are covered by the exchange.

For the exchange transactions of the Department, there are decrees of the Federal and most of the State governments regulating the delivery of free copies of their publications (whatever the mode of publication) for international exchange purposes to the Berlin State Library or to the Department concerned, allowing requests of up to 20 copies (in the Federal decree) or up to 10 copies (in the State decrees). Parliamentary papers (Federal Council, House of Parliament, State Parliaments), although not covered by the decrees of the "executive", are likewise supplied free for exchange purposes. All these regulations enable the Department to make up a List of Current Official Periodicals and Series of the Federal Republic of Germany which are available for Exchange. This List is revised from time to time when titles which ceased to be published or are no longer available for exchange are cancelled and eventually replaced by new, suitable ones. Quite recently, some problems arose when individual federal agencies were repeatedly reluctant to supply copies, especially when additional copies had to be requested due to new demands from exchange partners. In such cases, the Department usually points out that it can exercise the functions of the International Official Exchange for the Federal Republic of Germany only if supply of the publications of the federal institutions concerned is guaranteed in the quantity required. A loophole in these arrangements, contained both in the federal and state decrees, permits restriction in the supply of publications for budgetary reasons, in particular "unacceptable" or "unjustifiable" encumbrance of the budget. The federal decree leaves undefined when an "unacceptable budget encumbrance" has to be considered. The state decrees are more specific, referring to the production costs of the individual item. We can suppose that the federal decree is also based on the same idea. In my opinion, an unacceptable budget encumbrance can be an excuse only if it concerns a very expensive publication, but not on account of the total quantity of exchange copies. Otherwise, the margin of up to 20 possible copies would not make any sense. In view of the restriction mentioned above, CD-ROMs or diskettes are still not offered in our official exchange list, even if they may partly be available for exchange purposes.

At present, exchange relations with thirty-eight states are maintained, with ten of these states based on bilateral agreements (Belgium, Canada, Denmark, France, Israel, the Netherlands, Norway, Spain, the United Kingdom, and the U.S.A.), with the others on informal arrangements or "administrative agreements" with the exchange centres concerned, frequently National Libraries (outside of Europe, among others: Japan, the Republic of Korea, and Taiwan). Until 1995 and 1998 respectively, we also had exchange relations with Australia and South Africa. Being informal agreements or arrangements, they could be cancelled by our partners without notice. The National Library of Australia (Canberra) gave as reason its new collecting priorities, which emphasize materials from the Asia Pacific region. The South African State Library (Pretoria) referred to a declining budget as well as a new collection policy and informed us that they had terminated all their exchange agreements for materials in languages other than English.

As I already mentioned, official publications received in exchange are as a rule not passed on to other German institutions, but are collected in the State Library and are here made available without restrictions to visiting users and by inter-library loan. Volume and contents of incoming foreign materials are determined by the exchange partner. This corresponds to the terms of the UNESCO Convention and to the practice in bilateral arrangements, irrespective of their form. For this reason, the exchange of official publications between states varies very much both in quality and quantity. Of primary importance are parliamentary papers, law gazettes, statistical reports and other publications of ministries and central state institutions. The selection of foreign publications is made by the Department by means of supply lists and national bibliographies, among other sources. From the United States, Canada, and Japan, the Department receives the "full set", which is to say a comprehensive set of publications from the respective country. With respect to Canada, the Berlin State Library has the status of a Full Depository Library. U.S. publications (from the Federal Government and the Congress only) since 1982 have been supplied 95% in the form of microfiche. Because of its volume, this collection is not catalogued, but stored in a body inside the Department, arranged according to the "Superintendent of Documents classification number".

Objects of the exchange are chiefly current periodicals and series. As a rule, "print media" (paper editions and microforms) form the bulk of the material. In some cases, diskettes (partly as accompanying material) and CD-ROMs are received. Since 1996 the Library of Congress in Washington has been supplying U.S. official publications, including statistical and other materials from nearly all departments of the Federal Government, on CD-ROM. Although the number of items supplied and received should normally be approximately balanced, it is true that with those countries supplying a full set of publications, their publications considerably exceed those supplied by Germany. However, in the light of the rapid expansion of electronic publishing and Internet access the future of the full sets is uncertain. Similar to the United States, which is in transition to an electronic Depository Library Program, Canada is remodelling its Depository Services Program, introducing "resource" libraries with special responsibilities for electronic information. (5) At present, only Canadian institutions are concerned, so we do not yet know how it will affect foreign and exchange programs. A number of Canadian federal government publications are offered only on the Internet, among them "low demand titles" of Statistics Canada. On our request, the IP address of a PC in our Department has been added to the access file of the Depository Services Program (DSP) in order to have free web access to all the titles in the DSP's collection of electronic publications, including those of Statistics Canada.

An exchange of official publications with as many countries as possible is in practice prohibitive, for reasons of different interests, political systems, languages, and cultures, unless there are traditional relations to the countries concerned. The Department is above all anxious to conclude exchange treaties with those European countries with which as yet no exchange relations exist. The continuing difficulties have different reasons. For instance, in some National Libraries bottlenecks in their personnel and budget situation will not allow at present the implementation of exchanges, or it is impossible to procure sufficient free copies of official publications for exchange purposes. Problems may also develop when the Exchange of Publications between States and the "institutional" exchange of the State Library with central and east European national libraries overlap, as these libraries sometimes do not know how to separate the different kinds of exchange or else do not distinguish between official and non-official publications. Therefore, our Department is in close contact with the East European Department of our Library to find practical solutions for offers or requisitions for non-official publications.

The philosophy of the Exchange of Official Publications between States is "the free exchange of ideas and knowledge among the peoples of the world" (preamble of the Convention). From a practical point of view, the purpose of exchange programs is to insure that in participating countries there are designated, comprehensive collections of foreign official publications. Without these programs, such collections are unlikely to exist, due to decreasing budgets, the low priority of foreign official publications in collection plans, and sometimes inadequate bibliographic control. At any rate, the establishment of the International Exchange of Official Publications cannot serve its purpose if the states which joined in the Convention do not provide to their exchange authority the necessary number of free copies or corresponding funds for their procurement. This will apply as well to the exchange of government information in the electronic age. The methods may change, but not the obligations and purposes as laid down in the Convention.

Notes

1. On 15 March 1886 in Brussels, two international exchange conventions were concluded, the "Convention A for the International Exchange of Official Documents, Scientific and Literary Publications" which is treated here, and the "Convention B for the Immediate Exchange of Official Journals, Public Parliamentary Annals and Documents", in which the governments concerned engaged themselves besides to transmit one copy each of the publications mentioned as soon as published to the "legislative chambers of each Contracting State". Among the contracting states of both conventions in 1886 were Belgium, Brazil, Italy, Portugal, Serbia, Spain, the U.S.A., and (only signatory to Convention A) Switzerland. - For the text of the Conventions, cf. Handbook on the International Exchange of Publications. Manuel des échanges internationaux de publications. ... 3rd edition. Paris: UNESCO, 1964, pp.61-62 (English versions of the French original texts; Russian versions are on pp. 302-303).

2. Quoted from the Law of 20 May 1969 on the Convention of 5 December 1958 Concerning the Exchange of Official Publications and Government Documents between States, in: Bundesgesetzblatt [Federal Law Journal], Part II, 1969, pp. 997-1011.

3. UNESCO's Standard-Setting Instruments. V.1.A.2. Paris 1980, including suppl. 3 (1994).

4. See note 2.

5. Cf. the report of Vivienne Monty (Chair of the Depository Services Remodelling Committee): Proposal for a revised Model Depository System, June 2, 1998.

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Serial murder in Southeast Asia: collecting and preserving serials in changing landscape

Carol L. Mitchell
Memorial Library, University of Wisconsin-Madison
Madison, Wisconsin, USA

Paper

SETTING THE STAGE

Whether due to the age of a resource, its accessibility at the time of publication, its mode of publication and distribution, its topic of interest, or the "popular" stuff of the masses, scores of journals, newsletters, and newspapers have fallen victim to time and history. They are victims of "serial murder." The scenarios that follow examples are drawn from Southeast Asia; however, the scene is played out daily across the globe for every day we loose valuable the information and unique cultural artifacts offered to us in serial publications.

A student or scholar approaches the librarian with a reference to a scholarly journal published in the colonial era newspaper. Our librarian sleuth checks major online databases then moves on to small printed bibliographies, but can find not evidence of this title. Has a serial murder been committed? Most sleuths will tell you that without a body, it is hard will be difficulty to prove murder has been committed much less find the culprit.

Non-governmental organizations representing everything from women, to peasants, to forests and the wildlife came of age in the Philippines after the fall of Marcos. The NGOs are spread all across the archipelago. If our librarian sleuth can find them, it is likely she will find broadsheets published on cheap, acidic paper. Can she get there in time to save these threatened species?

Last year it was election time in the Indonesia, or perhaps Thailand, Cambodia, or the Philippines. Astute politicians and non-governmental organizations promoted their views on the issues and people using electronic newsletters that have now apparently disappeared. Is this a virtual murder of important artifact?

Music, fashion, movies, and MTV are the stuff of a thriving pop culture. Slick magazines decorated with movie stars and slim models may line the check-out counters of the modern Southeast Asian grocery store, but what of their predecessors? The hard-boiled librarian detective finds few on a library shelf.

As a librarian and mystery afficionado, I see a parallel between my job of finding a serial victim and that of the hard-boiled female detective (my favorite type of heroine) who stumbles into murderous trouble. Like most of you who deal with specialized area collections, I regularly discover a serial victim. It may be minor reference to some long lost journal title or the existence of present-day advocacy group newsletter, but I am faced inadequate bibliographic control or no address to pursue the printed record of its existence. I no longer puzzle over the reasons why or how I may have discovered some skeleton, a remnant of the past or peripheral culture. My job is find evidence of the victim and ensure its preservation for some unknown scholarly detective seeking to solve other historical and cultural mysteries

INTRODUCTION

In this paper, I survey the sad, but still inevitable loss of important serials from and about Southeast Asia. As librarian-sleuth with a knowledge and interest in Southeast, I will introduce you to the victims of "serial murder" and investigate the usual suspects with war, time, and ignorance the prime suspects on my list. I optimistically conclude that we can save past, present, and future serials through strong cooperative acquisition, document delivery, and preservation programs and outline some possible alliances.

Why serials. Serials provide a very regular glimpse at a society's workings. Statistics of trade provide us with a look at the basis of wealth for a particular nation. Health statistics give us ideas about disease and sanitation. While comics might delight us with visual appeal, they carry political overtones about underlying social and cultural trends. Ideas of beauty and women's issues can be found in evolving women's magazines. There are many reasons for an area studies specialist to focus on serial collecting. The very nature of this printed resource - its seriality - makes it an ideal artifact for detecting change and shifts in society. Yet serials are one of the most problematic of all library resources. Identifying, acquiring, cataloging, and inevitable claiming make managing Southeast Asian serial collections a labor intensive challenge. But the challenge is not without rewards. In my work on women's resources, and more recently on women's serials in Southeast Asia, I have found absolute gems that exist because of a resourceful librarian-sleuth was at hand to collect and preserve an unique cultural artifact.

Substantial increases to periodical titles, especially in science-technology-medicine, coupled with relatively stagnant budgets have forced many U.S. libraries to cancel sizable numbers of periodical titles. As usage becomes a driving factor in justifying acquistions and retention, less common taught languages (in the United States), like all of those of Southeast Asia, become prime targets for cancellations. Within Southeast Asian studies, cancellations may also be driven cost in combination with use. A recent study of domestic serials cancellations in the United States indicated that most of the titles targeted for cancellation were unique (Chrazastowski and Schmidt, 1997). I suspect that the same would be true if we studied cancellation patterns for Southeast Asian serials in U.S. and European libraries. A systematic analysis of serials resources to ascertain the rate of new subscription titles and cancellations is needed if we are to develop strong national and international collections.

The Victims: At risk titles:

Statistical serials: While annual statistical compilations may appear to be safe, closer scrutiny reveals serious gaps in the colonial-era statistical record. In an effort deserving accolades from

Interpol, Hitotsubashi University in Japan has mounted an international program to collect and preserve historical statistics of Asia. As a result, several unsolved mysteries have been resolved. For the Philippines, Yoshiko Nagano, an economic historian, has compiled a very comprehensive picture of colonial activity by piecing together runs of statistics for much of the nineteenth century from the Library of Congress, the National Library of Spain, and the National Library of the Philippines. Similar crusades for agricultural, climatic and election statistics to the monthly level are needed.

Regional press: We have done a fair job of ensuring the major metropolitan newspapers of Southeast Asia are acquired and preserved. I wonder whether our careful attention to the cities of Bangkok, Jakarta, or Manila has had the unintentional consequence of poor holdings for the dailies and weeklies from secondary centers of commerce. Because of the presence of the Library of Congress in Jakarta, there are far better holdings for the regional press than there is for the Philippines or Thailand. How can future generations understand the events of Davao of Vigan without adequate access to the daily or week press of those regions of the Philippines?

Minority language magazines: Like the regional press, languages other than the national or official languages, are likely to be underrepresented in Southeast Asia collections. Such serials are often small monthlies published by a chamber of commerce or local history society or irregular literary journals issued by a local group of authors.

Science and Technology: I suspect there is little systematic coverage of science publishing. Given the widespread interest in the Southeast Asian environment, U.S. libraries have collected a wide range of environmental titles. Yet their contents often are more social science and advocacy than science. What is needed is an international effort to assess our current and historical collections of theorectical, applied, and popular science titles. Southeast Asian librarians need to determine if titles such as *New InfoScience* (an information science title published by the Dept. of Science and Technology in the Philippines), *Majalah Geografi Indonesia*, *Anima* (an Indonesian psychology journal), or the popular environmental, *National Geographic*-type magazine of Thailand, *Nittayasan Sarakhadi = Feature* are being collected and preserved. The study and understanding of the history of science will be poorer if Southeast Asian titles are not available for future reference. In the U.S., area studies librarians await the development and implementation of the Center for Research Libraries' Science Research Materials Project (SRMP). This project will enhance their current scientific serials collection by creating centralized collection of important scientific journals from outside North America, focusing especially on "the burgeoning world of scientific publishing in the developing world."

Political and non-governmental organizations: I am referring here to advocacy organizations and issue-oriented campaigns rather than official or governmental political parties. Often with only a brief reference from a newspaper clipping, a librarian must try to locate a small political organization's publications, like the *Bulletin Board* of the National Movement for Civil Liberties in the Philippines, or the Tambuyog Development Center's *Lundayan Journal*. There is little to guide our librarian-sleuth in her pursuit. And once discovered, she may have trouble acquiring. Although subscriptions are inexpensive, large research libraries with large bureaucracies disdain making such small payments. Furthermore, the organizations themselves may not welcome a small check paid from a U.S. bank account.

Popular or mass press: In addition to the large portion of women's magazines that constitute the majority of mass market magazine publishing, the University of Wisconsin-Madison has collected car magazines, gardening and other hobby sorts of magazines, slick music/video/tv or mass media magazines, and sports magazines. Teen magazines tend towards a female market although I have seen some that appear to be produced for the teen male. Few in number are the serious gay and lesbian magazine, like Indonesia's *Gaya Nusantara* of the Philippines, *BreakOut*. Far more common are the gay sex magazines; however, these number far fewer than the porno magazines with women as their subjects.

Women's magazines: I believe the publications of and for women continue to be victims of oversight. Women's journal or magazine publishing falls into three broad categories: scholarly, advocacy, and popular. Research libraries now collect the contemporary scholarly and advocacy journals. Popular fashion, advice, and home magazines are far less represented in our collections.

Electronic including computers, cameras, and video: The explosion of an electronics industry that has ushered in access to relatively cheap electronic goods ranging from pocket cameras to sophisticated computer systems has been accompanied by the growth of a publishing sector for aficionados of high tech gadgets. With possible exception of computer magazines, few titles that document the dramatic rise in access to electronic goods by the middle class are held in our research libraries.

Children's: Research libraries collect very little in the way of children's publications. It is not surprising than that so few of the puzzle, readers, and other magazines, which provide clues to the transmission of morals and values, are available to researchers.

Many of these categories of magazines did not exist in Southeast Asia ten years ago. Today's titles will remain nonexistent if they are not in many of our collections. How much of these do we need to collect? Not much, but certainly far more than we are collecting. At the very least, Southeast Asia collections need strong representative collections of popular, mass-market magazines. For these titles, like all serials, serve as important barometers of change.

The Suspects: Problems and Issues

Physical conditions of libraries and archives. Nearly every article on tropical libraries and preservation in tropical libraries, including Southeast Asia, describes humid storage conditions and open windows bringing in not only street dust and smog but also rain and an open invitation for "biological" infestation and mold. "Poor" and "inadequate" describe not only the facilities in which resources are housed but also the resources themselves. The poverty of many nations forces publishers to use highly acid paper for book and serial production. It is not uncommon to find high quality publications in newsprint. Newsprint, humidity, and bugs are a deadly combination.

War and turmoil: Few Southeast Asian countries have escaped the tragedies of war and the destruction it brings to cultural heritage. Judith Henchy notes a dearth of early historical resources in Vietnam caused by the Chinese invasion of 1407-1427, "during which time the Chinese Emperor ordered that all original Vietnamese books be sent to Nanjing" where they have been lost. This was the first of many such purges in Vietnamese history. Needless to say, the year between 1954 and 1975 were not kind to Vietnamese printed heritage. Vietnam is not alone. Cambodia under Pol Pot suffered the total destruction of its printed heritage. The Philippines lost important collection during World War II. After the U.S. forces bombed Manila in the closing months of the War, Ateneo de Manila University and the National Library lay in ruins.

Weak bibliographic control. Judith Henchy applied this term to the materials she worked on in Vietnamese archives, but it can aptly be applied to serials for much of Southeast Asia. She describes bibliographic access to Vietnamese records as "limited to the original card catalogs produced by the French librarians at the Central Library in Hanoi and the EFEO library." Unfortunately, such multiple printed and card catalogs are not uncommon. And the idea of national bibliographic networks, much less a single regional network is remains a vision. Only careful bibliographic control, including periodical indexing, will provide researchers with the access they need to collections. It is also a prerequisite to successful cooperative collection development and preservation programs.

Scattered collections. It is not unusual to find miscellaneous issues of a single title spread over several locations. Although not lost to posterity, such titles are of little value to the researcher who wants to consult long runs of statistics or look for trends and rhetoric in magazines. Cooperative preservation efforts can bring these scattered collections together.

Secrecy and censorship. For those of us accustomed to free and open access to government documents, acquiring Southeast Asian government serials can be frustrating. Even when government information is not officially suppressed, limited print runs and strict limitations placed on access to physical copies make acquiring government titles a challenge. Limited distribution may appear to serve a short-term purpose, but poses a serious threat to future generations seeking knowledge about the growth and change in their Southeast Asian societies.

Indexing and bibliographic access: There is no comprehensive index to the region's best journals and magazines much less to popular and peripheral titles. Indexing capabilities vary greatly from country to country in both quality and the costs of acquiring or accessing.

Training and expertise. Developing coherent Southeast Asia serials collections that will meet both the immediate and long-term research needs, requires multiple levels of expertise. Librarians must have broad knowledge of a vast and complex region, be aware of research trends as they emerge, be conversant in the book and knowledge industry not only of Southeast Asia but also of the United States and Europe where much specialized secondary research is taking place, and be attuned to multi-institutional collaborative projects from cooperative collection development to large-scale microfilming projects.

Privatization. For those of us developing Southeast Asia collections, see the trend towards devolution as the commercialization of important sectors of the knowledge industries. Publications and resources once developed in the public sector have been devolved to a commercial sector that seeks to recoup more than its investment. The consequence of marketing Southeast Asian dictionaries, bibliographies, directories, and indexes in a highly competitive information sector, will be limited less rather than more information.

Shifts in collection management philosophy: Limited resources, a seemingly expanding universe of publications, and explosion of Internet and associated technologies have changed assumptions about collections. Emerging from this "crisis" in scholarly publishing is a philosophy of collection management that dismisses the model of a large self-sufficient library collection developed for some unknown user of the future. Today's collections are managed rather than developed not for future generations but for a known clientele. During the 1997 ALA Midwinter panel, "Collection Assessment in the Library without Walls," Ross Atkinson succinctly stated this shift, "Priority is given to immediacy: meeting local needs now rather than national needs in the future." In the wake of the digital library, we, in U.S. libraries, are being encouraged to think not in terms of collection management rather in terms of "content management". Our libraries are no longer storehouses, but gateways. Yet, for those of us working with materials from Southeast Asia, the printed artifact is very much alive. As libraries seek to justify spending on high use resources, the foreign language printed is increasingly. As academic libraries develop core collections of highly used materials and depend on resource sharing for those resources outside this core, it is essential that we have strong cooperative programs that provide long-term access.

Shifting attitudes and laws regarding copyright: Following in the wake of development of the electronic delivery of scholarly content are the commercial publishers' lawyers and lobbyists who argue for sweeping reforms of our current copyright practices. Stricter laws and regulations regarding the sharing and delivery of resources will add a new level of complexity to cooperative development of serial collections.

Electronically formatted titles: The Internet disseminates news and information that is both unique and in printed versions. Most major dailies have mounted web sites that serve up the day's events and news. Archiving of these sites varies widely from nothing to years. Archiving of the major dailies is not problematic because the major printed papers are retained and filmed. Far more problematic are those serials that are published only electronically. Southeast Asia librarians have yet to set standards or develop protocols that move us towards the capture and preservation of important Internet serial titles.

CONCLUSION

Nearly fifty years ago American research libraries conceived a bold cooperative experiment -- the Farmington Plan.

"Its objective [was] to make sure that at least one copy of each new foreign book and pamphlet that might be reasonably be expected to interest a research worker in the United States will be acquired by an American library, promptly listed in the Union Catalogue at the Library of Congress, and made available by interlibrary loan or photographic reproduction."

Although perhaps naive in today's world of supposed global information exchange, the Plan provided libraries with a long-term vision of cooperatively developing collections for an unknown future scholar. It is perhaps ironic that in a world of global information, that future scholar's collection may again be at risk. It is imperative that area library specialists take positive steps towards developing an equally powerful vision for the 21st century. The programs under ASEAN along other regional organizations provide an excellent framework for developing and implementing cooperative programs that extend beyond the region.

It is imperative that we create a truly international Southeast Asian librarianship. Southeast Asia librarianship has yet to evolve to point were librarians from the region fully participate in meetings and forums in Europe and the United States and visa versa. Full international that fosters the exchange of ideas is a prerequisite to developing, managing, servicing, and preserving our unique serial collection from and about Southeast Asia. So what does it mean to be international? At the very least we need to invite the full participation of the following institutions:

Southeast Asia

All national libraries and archives, major university libraries from each country, and the Institute of South East Asian Studies in Singapore.

United States:

Members of Committee on Research Materials on Southeast Asia (CORMOSEA) -- Cornell University, Harvard University, Northern Illinois University, Ohio University, University of British Columbia, University of California-Berkeley, University of California-Los Angeles, University of Hawaii, University of Michigan, University of Oregon, University of Washington, University of Wisconsin-Madison, and Yale University

Library of Congress
Center for Research Libraries.

Europe

British Library
School of Oriental and African Studies
Koninklijk Instituut Voor Taal Land En Volkenkunde (Netherlands)
Hull University
École de Hautes Études en Sciences Sociales
École Française d'Extrême Orient
Nordic Institute of Asian Studies

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Through CORMOSEA and the Southeast Asia Microfilm Project (SEAM), Southeast Asia collections in the United States have had some success at coordinating the development and preservation of collections. We have been less successful at sharing these successes and building upon these successes:

- In assuming collecting responsibility for different geographical regions of Indonesia, CORMOSEA members effectively distributed responsibility for developing strong regional representation of Indonesian serials in our collections.
- Recently, SEAM with assistance from the Library of Congress, took on the task of ensuring the acquisition and preservation of the many political weeklies and party newsletters in pre-election Indonesia.
- Using start-up money from the U.S. Dept. of Education, CORMOSEA is working with the Library of Congress and Center for Research Libraries to establish a Thai resource collection of serials. The Library of Congress will support collecting serials from its Bangkok office; the Center for Research Libraries will house the collection; and CORMOSEA members will create the bibliographic resources that will give researchers access to the contents.
- As part of the larger Global Resources Program of the Association of Research Libraries, CORMOSEA is undertaking an indexing project that we hope to see develop into a global project.

Action agenda

- Undertake a broad fact-finding project to define scope of the serials acquisition and preserveration problem. More than anecdotal evidence is needed to determine the need for wide-scale coordinated effort to collect and preserve serials. Such a fact-finding report would identify those titles and categories most at risk of being lost or destroyed, recommend priorities, and offer a long-term plan for ensuring Southeast Asian serials are available as records of growth and change.
- Develop appropriate legal structure to enable development of international cooperative endeavors.
- Work with commercial microform publishers in their efforts to create complete editions on microfilm.
- Develop a strong program to ensure bibliographic control and physical access to cooperatively developed collections.
- Develop microfilm registry or registries for Southeast Asia in an effort to eliminate duplication of preservation efforts.
- As part of project management, develop strong evaluation tools that provide for constructive feedback that will help in the development of future programs.

In closing, I would like to remark on the importance of maintaining realistic expectations. In this "can do" era of electronic communications, we need to be reminded of the many hurdles that remain in our path. In the end, as Dan Hazen reminds us, "successful cooperation must make economic sense: a structure that replicates existing capabilities at higher prices should not survive. Economics remains central." (Hazen, 1997, p. 272) While Southeast Asianists may gain outside support for initial start-up costs, it is unrealistic to think such support will be sustaining. Ultimately, our cooperative models must be self-sustaining. To be self-sustaining there must be a vested interest by all participants.

A truly successful cooperative venture will require support, commitment, and leadership that encourages us to create "a spirit of interdependence [and] effective network organization and administration" to allow us to meet the collection needs of that unknown 21st century scholar. (Woods, 1997, 242)

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A New Zealand perspective on managing cultural diversity

John H Mohi
Services to Mäori
National Library of New Zealand Te Puna Mätauranga o Aotearoa
Wellington, New Zealand

Abstract

Describes the work of the New Zealand National Library and its commitment to being a context for diversity so that the collections within it are a reflection of the community it represents. The National Library consultation with Mäori has centred on a strategic partnership goal and acknowledges Mäori as the tangata whenua. It will have a strategy for developing an effective partnership with Mäori by 2002. The library is nothing if it is not part of the community it represents and the collections held within it are anything less than a reflection of New Zealanders.

Paper

Nga mihi nui ki a koutou /. greetings all

A library as a context for diversity.

The contention ***that a library and the collections held within it is a reflection of the community it represents*** is the underlying thesis of this presentation. Given the many and varied types of libraries and the greatly increased mobility of people within communities it is not surprising that libraries, like many social institutions, find it difficult if not impossible, to represent all the constituent members of their communities at any one time. The idea of a library as a context for diversity presents challenges to management, cataloguers, reference staff and most importantly to our clients. The library as a context for diversity has found a full spectrum of responses across several fronts throughout the world. For developments on managing diversity in New Zealand we draw on international experience and on Mäori perspectives. Mäori are the indigenous people of New Zealand.

From our near neighbours records of early white settlement in Australia, including materials from outback cattle stations have often been gifted to the Archives of Australia (http://www.archivenet.gov.au/jsredirect.exe). Recently the descendants of earlier Aboriginal Australians seeking clues as to their family identity have come in numbers to Australia's state and national archives. These people, including many from the stolen generation, come as new client groups. They bring new challenges to old institutions. Diversity means dealing with people we do not normally deal with and sometimes it includes witnessing their pain or their joy.

The USA is one of our major trading partners. From there in metropolitan Minneapolis, USA at the Hennepin County Library (http://www.hennepin.lib.mn.us/pub/feedback.html) staff have been systematically introducing a dynamic and responsive approach to cataloguing which is sensitive to a changing client base. Their process places demands on staff to address the cataloguing needs of clients. Their systems are dynamic and responsive to a diverse set of community needs. This library deals creatively with the diversity in its community.

We see our selves as similar in key respects to the Scandinavians and Mäori identify with Sami. In the Arctic Circle collaboration focussed on Sami documentary heritage material held in Norway, Denmark, Sweden, Finland and Russia is being collated as a Sami bibliographic record. This collaboration demonstrates the international recognition of the Sami as a community of information users who want the best of the world's knowledge, want to find a place for their unique contribution to that knowledge and want the world to know more of how Sami see themselves. You are able to contact this network of librarians and Sami under the constellation Berenice (http://www.nbo.uio.no/baser/samisk.html). Diversity both acknowledges and celebrates difference.

Closer to home in Wellington, New Zealand, the Wellington Public Library (http://www.wcl.govt.nz/) in a Business Process Re-engineering (BPR) management initiative has made clients the primary influence on new acquisitions. Clients are being given much greater access to a wider range of local body resources as well. BPR was very contentious for some staff at the beginning. It has progressively delighted an increasing number of ratepayer clients as the process has become more effective. The new services available from surviving branches of the library include the payment of rates and traffic fines, an information service about local building regulations and more electronic information stations. Their new focus on understanding the needs of existing clients, as well as acting to attract new ones, is a significant change in focus. The Wellington Public Library approach is characteristic of a new wave of libraries; libraries that never sleep. Electronically they are open for business 24 hours a day. In Mäori, Wellington Public Library, a window to the world (He Matapihi ki te Ao Nui) continues to investigate new means to respond to the diversity of the communities it serves as dynamic, responsive and flexible information hub.

The National Library of New Zealand Te Puna Matauranga o Aotearoa as a microcosm of the country.

The National Library of New Zealand Te Puna Matauranga o Aotearoa (http://intranet.natlib.govt.nz/Library/nlnzhome.htm) is a core government department employing 400 staff in over twelve locations. The National Library fulfils a comprehensive range of functions including managing the Crown's heritage collections, providing advice and guidance to the library community and providing policy advice to government (Atwool, 1998; NLNZ Fact Sheet, 1999). Specific legislation exists for the National Library and the heritage materials held within its Alexander Turnbull Library collections. A raft of other relevant legislation, including two notable Acts, is central to managing the diversity found in this microcosm of the nation. The thesis, ***that a library, and the collections held within it are a reflection of the community it represents***, has special relevance to our National Library. The two Acts which focus our attention on managing diversity in the government sector are the EEO provisions of The State Sector Act 1998 and the Treaty of Waitangi Act 1975.

The Chief Executive/National Librarian under section 58 of the State Sector Act 1998 is required to develop an Equal Employment Opportunities (EEO) (SSC, 1997) plan each year and report on progress for the past year. The government's EEO context for the period to 2010 is to develop credibility to withstand criticism. The Public service must reflect in its composition a commitment to tolerance, cultural consciousness and fair-mindedness. EEO contributes by promoting the composition of a workforce better able to respond to a diverse and demanding public. The composition of that workforce may one day mirror the composition of the society it serves. EEO promotes fairness, eliminates all forms of unfair discrimination yet is firmly based on the merit principle. EEO groups defined by under-representation in the Public Service compared to the labour force, and covered by the Act are women, Mäori, Pacific Islands peoples, ethnic or minority groups and people with disabilities.

The starting point for EEO is the premise that ability and talent are evenly spread between men and women and across all groups, allowing for the particular requirements of people with disabilities. This proactive initiative is a challenge to the status quo. Our National Library has a high majority of women distributed across all levels of management so women are not an EEO target group for us. All target groups have networks, which meet within work time to conduct their business of supporting both their group and the Library.

There are six other domestic Acts that support EEO and ten international conventions or covenants that our courts may refer to when adjudicating on EEO matters. EEO in New Zealand initially grew out of a strong social justice and anti-discrimination agenda. Today our Library is in the process of developing a business rationale to add further support to EEO in the current climate of the New Public Management.

The Treaty of Waitangi

The second main Act in the New Zealand context which promotes diversity and is central to the thesis, ***that a library, and the collections held within it are a reflection of the community it represents***, is the Treaty of Waitangi Act 1975 which established the Waitangi Tribunal.

The Treaty of Waitangi was a solemn compact signed by Mäori and the British Crown to build a nation together (Ward, 1999). The Mäori chiefs sought the overarching authority of the Crown in return for recognition of the tino rangatiratanga of the chiefs, the tribes and the people, including protection of Mäori property rights. However the Crown, in its endeavours to make land available for white settlers, increasingly breached the Treaty and marginalised Mäori. The Treaty of Waitangi Act 1975 provided a means of legal redress to hear Mäori claims of injury in the area of dispossessed lands. The provision of due process leading to settlements on Mäori land claims back to 1840 has allowed New Zealand's Treaty partners to engage in an outcome focussed debate that has lanced a 100 year old festering sore in our country. Although limited at this time to land settlements reached through The Waitangi Tribunal the effect of the Treaty of Waitangi Act 1975 has been to influence all government and local body decision making processes. Mäori perspectives are now seen as an expected component of any public debate on planning and resource allocation. Sir Robin Cooke, The President of the Court of Appeal, has described the Treaty in 1996 as 'simply the most important document in New Zealand's history' (Durie, 1998; Boston et al, 1996).

Obviously the need to consult with Mäori does not sit well with everyone. Less obvious is the fact that Mäori thinking is not homogenous. It is characteristically as diverse as Mäori tribal identity, individual Mäori identity and Mäori patterns of intermarriage throughout New Zealand and the world. If there is one single element that binds Mäori people it is whakapapa.

Whakapapa is all about being related, being connected and belonging to each other as the children of Papatuanuku (Earth). This cosmic, spiritual interconnectivity is highly valued by Mäori and forms the basis of their faith in the partnership that underpins the Treaty. The commitment to this partnership is more binding as a worthwhile goal to pursue across the generations, than the problems arising from any single failed contractual agreement from our history. As a Library we do not have a history of failed contracts. We do have years of imbalance faithfully locked into our cataloguing systems. It is a bias rooted in the world of yesterday's paper-based library systems, which if not addressed will perpetuate neo-colonial constructs of the world. This is our doing, ours alone. It is only in the last two years that we have begun to seriously address the need to enhance our electronic records, and catalogues, to incorporate a Mäori view of Mäori materials in our collections (Wairarapa Project, 1998). Diversity inevitably brings its own demands for libraries to adapt and change.

In the National Library consultation with Mäori has centred on our strategic partnership goal;

The National Library acknowledges Mäori as the tangata whenua and will have a strategy for developing an effective partnership with Mäori, by 2002. (NLNZ, 1998)

This goal impacts on both the number of staff within the organisation with Mäori competencies relevant to all our strategic goals and to the Mäori materials in the National Library collections and how these are organised. We have also had to face up to the demographics of our nation's current population mix. Of the total population 14.5% identify as Mäori and this percentage is considerably higher for the school age cohort. What then are the significant planning documents we have produced in the National Library? An examination of our strategic goals in the early 1990s reveals a strategic silence with a predilection to educate ourselves before really getting into any effective partnerships. By March 1994 (NLNZ, 1994) the strategic record shows that Mäori did not feature in any strategic goals although one of the eight key result areas did state the need for 'partnerships with Mäori to assist with access to and preservation of documentary resources relating to Mäori.' During the late 1990s some eloquent descriptive prose appears in our Annual Reports to government on our services to Mäori. I wrote some of this myself I confess, but it was not until 1998 that the above strategic goal was formulated over several months in a collaborative planning exercise involving all staff, Komiti Matua, and all our external stakeholders. This plan has shifted the balance from us employing the occasional stars and champions of matters Mäori, to implementing plans based on policy more inclusive of Mäori to deliver better outcomes for Mäori and clients seeking Mäori information. Deliberate targeting of resourcing and setting of performance targets for managers are two tools to help deliver on these outcomes.

It has taken us over 150 years to address the harm we have done each other. The healing of pain from the past can no longer be hidden or ignored. As partners we live too closely and care too much for each other to perpetuate our forefathers' misdeeds. Our Library is nothing if it is not part of ***the community it represents and the collections held within it are anything less than a reflection of ourselves.*** I am proud to be a member of our team at the National Library of New Zealand Te Puna Mätauranga o Aotearoa.

Partnership is the key. Partnership is the first step each New Zealander has taken. Each of us in our own way has moved towards understanding, accepting and then ultimately celebrating the diversity within our country, within the Pacific, within Asia and within the world at large. Partnership is one first step libraries anywhere can take to meet the challenges and opportunities afforded by diversity. That has been the New Zealand experience.

Kia ora tatou / Good health to us all.

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The Information Right and the Information Policies in Latin America

Estela Morales
National University Automomous of Mexico
Mexico City, Mexico

Abstract

The information's policies established should be in a close relation with the generals' policies from the country, just like the policies on education and culture with the historic and social reality

Besides the information's policies, the technology and the information waves present new ingredients that go in a new way of using the information, therefore if goes the implementation of the information' policies in the world and so in the whole world.

It's given a description ot the Mexican experience as far as the application of the information' policies and it's analyze also the experience of other countries of Latin America like Argentina, Colombia, Costa Rica, Chile, Peru and Venezuela.

It shows the importance of the information in the process of social development, therefore it is possible to make stronger the different projects toward the unification of national policies of information in Latin America

Paper

The flow of culture and its different manifestations requires all the possible means to allow opportunities of communication with and among everyone, shortening distances between those who have access to information and those who do not. This access requires further studies to strengthen the relationship between culture, development and political organization.

Society and Information

Information, as the representation of thought and knowledge, has led us to consider that society receives and is exposed to the information from the common language used by the mass media as well as to the one generated by the literary, scientific and technical language of specialized literature. In both cases society produces the information resulting in a conscious and unconscious interest of transmitting it individually and collectively. This strategic information may be available only to a select group or to everybody. It may be sought, needed and used by individuals or groups in power like the State, commercial partnerships or political groups. The participation of society is decisive in the process of generating and using information, and society is in charge of assigning it its value and function.

It is still thought that since information is generated so easily, it must be considered part of our natural heritage, as much as the forests, rivers, and the sea are. Different ecologist groups have reported that this heritage is endangered, with measures being adopted to prevent its loss. We have thus become aware of the cost to rescue it and preserve it. Such is the case with both oral and written information. We always believed that in as much as information is a required element in all our actions, no effort is involved in its production, access, organization and dissemination. However, the situation is very different. If we in Latin America fail to act and do not strive to acquire and deliver to our people the information needed for development, we will not be actually using it and this development will also become questionable.

Acquiring and organizing information is not enough. It is also necessary that it be available when required. Technologically we have all the facilities to make information available to all users. Nonetheless, securing information is not so simple because we cannot ignore political and economical restrictions, standardization deficiencies and the limitations imposed by groups in power like censorship, filter and influences that have an impact on information in each process. Information can also be enriched or impoverished by the interpretation of those who select, analyze or summarize it, by those who assign descriptors and search it in a catalogue or data base as a technical aspect of their work or for the convenience of political systems, economical groups or simple marketing elements.

The Right to Information

Information is a response to the need human beings have of expressing themselves and learning what other have expressed. It is the response to a need that at a certain moment becomes an essential human right because, as free people, we have the right to express ourselves, to inform and be informed. This natural privilege should be guaranteed by the State and defended by society. This right should also be considered as a whole. We must not only think in the creation of information and the manifestation of ideas and knowledge but also in its circulation, availability, use and interpretation.

As a result of the agreements reached in a meeting held in November 1995, UNESCO published a document in May 1966 entitled *UNESCO and an Information Society for All*, containing an educational, scientific and cultural project related to new information and communication technologies. One of the decrees of the General Assembly itself engages the participation of the UNO to promote the free flow of ideas by means of words and images. It also assumes the obligation of promoting international cooperation in communication, information and informatics in an effort to decrease the prevailing inequality between developed and developing countries. Regarding medium-term strategies planned for the years 1996-2001, there is special emphasis on the use of communication and information technologies at the service of development, democracy and peace.

This is the condition that will allow the information society to reach its ultimate goal:

autonomy for each and every citizen by means of access to knowledge, and the ability to use it.

The "information society for all" is both global and local, comprised by individuals and social groups which participate in the informational whole and contribute local information, their point of view and idiosyncrasy to the information whole surrounding us.

Information policies

To make the right to information come true, there must be a close relationship between society and the State, with mutual interactions so that, in face of the increasingly approaching future, the new behaviors, attitudes and values of the global society may be taken into account, with an awareness of the strategic value of knowledge, information and exchange in the development and democratization of Latin American societies.

The information policies we will establish will be closely related to the general policies of each country, with public policies pertaining to education and cultures, and the historical and social realities of the nation itself and the Latin American region.

The examples of information policies in Latin America are not necessarily all-embracing because it is possible to see partial efforts interrelated to the activities and products that enable the inhabitants of a country to use and read information. We have laws, agreements or State initiatives relevant to the policy a certain State has established in the public and cultural or information and literacy domain. There are also Acts from which policies on libraries, books, copyrights and information resources and systems may be inferred.

Informatic Policies

Information technologies and networks today own new ingredients converging into information and its use. Information networks, equipment programs and systems exist because they transmit information while life in today's world is surrounded by information and the possibilities involved in approaching and acquiring knowledge. Although they are an essential part of information policies, countries and international institutions generally consider technological issues separately and deal with them as informatic policies.

Following are some examples of the efforts in certain Latin American policies regarding information policies:

Mexico

Throughout its contemporary history, Mexico offers different examples of its attempt to consolidate cultural policies related to books and libraries as a means to make world culture available to its people.

Nonetheless, these policies have always been subjected to personalities who play an important part in the political and cultural life of the country, and are seldom translated into actions beyond these individuals' political term, their power domain and their decision-making possibilities. This at times is due to lack of a legal framework and at others to the scarce continuity of actions, the joint planning of the educational process and the poor relationship between cultural projects and development plans in the government segment.

a) The right to information

This right originated in the Mexican ordinance as a consequence of the freedom of speech, considered one of the fundamental privileges of human beings and the essence of 20th century liberal ideology.

The 6th article of Mexico's current Constitution states that "The manifestation of ideas shall not be subjected to any judicial or administrative inquisition. If the attack to moral and the rights of third parties provokes a crime or threatens public order, the right to information shall be warranted by the State."[1]

This article deals in fact with two aspects: firstly, the natural need of expression of human beings, and secondly, the preservation of the prerogative society demands from the State, engaging its compromise to warrant this exercise through the right to information.

b) General Library Act

The actions to guarantee the right to information should be simultaneous to the creation of mechanisms to guarantee its compliance and exercise regardless of the economical, social and political costs it may involve.

The General Library Act was passed on January 21, 1988, and is observed throughout the Republic, sustained on the objectives of the aforementioned program. This Act declares free attention to anybody who wishes to consult library material, and refers to public libraries as institutions that offer democratically book consultation services and other complementary cultural services enabling the population to acquire, transmit, increase and freely preserve knowledge from every domain and in any means containing information, while relating library policies to the National Plan of Development. [2]

c) The Copyright Federal Act

The current Mexican Copyright Federal Act was published in the Diario Oficial on December 24, 1886 and is a compilation of editorial concerns, rather than those related to library users.

The concern to protect an author's copyright, the result of his intellectual effort, is among the ones that has materialized more as a policy for the intellectual and artistic world, propitiating as act and ordinance for the protection of this right. Nonetheless, just as public opinion is in favor of defending this right, it is also true that citizens themselves violate this law too easily, at times because of ignorance and at others by deceit. This situation has led to extreme dangers which may attempt against the right to information, making the access to plural information and the possibilities to have and create knowledge considerably difficult.

The defense of an author's copyright is of interest to creators throughout the world and is positively accepted concerning formal aspects and the acknowledgment of authorship and bibliographical references. However, the intention to impose a restrictive use on information has been the object of study by high-ranking international associations that deal with information, such as the International Federation of Library Associations and Institutions (IFLA) and the International Federation of Documentation (FID), which have expressed their view about this and invited authors and publishers to accept the social role which institutions such as libraries must play, as institutions that offer free information to different social groups. On the other hand, these associations require libraries and information centers to make judicious and careful use of the reproduction means of original works and those received by electronic means.

d) The Book Act

Public policies concerning the culture of many Latin American countries, specially Mexico, acknowledge

technological development and the power of electronic media, although books are still one of its main decisive elements. This is why a legislation has been established to protect this tool and to promote its production, commercialization, and use.

Legislation attempts in this regards are actually derived from the interest publishers have to sell more books for the reason that this segment unfortunately measures reading rates in each country according to the number of copies they sell.

The most recent efforts to establish a book act in Mexico took place in 1996, as an initiative by the National Chamber of the Mexican Publishing Industry which proposed a project for the *Mexican Book Act and Promotion of Reading*, (as of yet not passed):

e) The Program for Informatic Development

At a national level, this program is found within the *National Development Plan 1995-2000* and considers informatics as a strategic element for national development owing to its value as an agent that has had an impact on practically all domains and activities. Information in turn is considered as inherent to the existence of human beings and societies in their search for knowledge.

The main goals of this program is to promote the use and development of the informatic industry, fostering the creation of an informatic culture and increasing the network and equipment infrastructure. However, not all of this is linked to the origins of development, education and the indispensable use of information as a requirement for knowledge acquisition.

Some Experiences in Latin America

Latin America has new means to disseminate information and knowledge and therefore new possibilities to construct an information society with a Latin American personality where the State will promote and promulgate informative and informatic resources.

Information policies in the area have been influenced by the guidelines of international institutions such as UNESCO, OAS, and IFLA which have worked on a constant basis to sensitize professionals and government officials. Highly developed countries in this domain have also been involved as technical and academic leaders and large producers of hardware and software programs.

Several Latin American countries have attempted to create their own information policies; sometimes holistically organized and, at others, as individual efforts considered relevant at certain moments. Most importantly, however, are the already existing efforts which have marked the beginning of a coordinated action for national coverage that will enable each country and the region itself to live in a currently globalized world.

Argentina

In 1995, eminent professionals from the 40's, like Carlos Víctor Penna and Josefa Sabor, felt the need to promote new efforts so that the Argentine Republic would have its own national Information System to implement previously defined information policies that would be useful for their country's development. They congregated young people in workshops and their efforts culminated in the plans for a project to legislate the creation of a Federal Systems of Library and Information Services.

The first workshop was held on April 1st., 1995 with the participation of information specialists who analyzed the document "National System of Library and Information Services" with the purpose to "[...] ensure that all Argentines, regardless of their schooling, geographical location in the national territory and their profession or activity, would have free access to bibliographical and documentary resources, notwithstanding their format, and without any kind of limitation [...]".

The final version includes a first chapter on national policies on library and information services, whose first articles states that:

Citizenship participation in the development of a fully democratic Republic; the modernization of State institutions and private organizations; the right to information and knowledge for all Argentines; the concurrence of the country in scientific, cultural, financial and commercial segments; its incorporation to regional integration projects such as MERCOSUR; and the implemented plans leading to the improvement of the level of life of the Argentine people increasingly require an efficiently informed population for the Nation to reach its high objectives and successfully participate in the concert of nations.

In April, too, the final version of the preliminary plan to legislate the Federal System of Library and Information Services was delivered to the Cultural Commission deputies. At the time the Act for the Promotion of Books and Reading was already in Congress, with the objectives of fostering the production of books and essentially to disseminate the habit of reading. As of now, neither of these laws has been passed by Congress. The efforts here reviewed are at a national level, although in the provinces there are two examples of information policies and local systems already underway.[3]

Colombia

This country has a long tradition in cooperative work related to information, reading and libraries. Thanks to this and the growing publishing industry, Colombia has created efficient national information policies, having even in the 70's set the groundwork for the National Information System. This system has been mainly supported by the organizations founded by the administrative reform, such as the Colombian Institute of Culture (Colcultura), the Colombian Institute for the Promotion of Higher Education (ICFES), the Colombian Fund for Scientific Research and Special Projects (Colciencias) and the National Council for Science and Technology, all which have constituted an institutional basis at national level to promote information-related policies.

In 1973 the project for the National Information System was legally integrated to Colciencias and a year later UNESCO designated Colombia as focal point of the UNISIST (Information System in Science Technology). The goals of this System were consequently outlined: "to make the existing information resources in the country available to the national community by coordinating actions and the necessary resources, and developing a network of national libraries and information services [...]".

In 1988, Colciencias established the basic guidelines for a national information policy, with the goal of guaranteeing the production, exchange, dissemination and use of information and knowledge to ensure its integration to national development processes in all its aspects. [4]

That National Culture Plan (1992-1994) cites as a priority the creation and implementation of the National Information System in the area in an effort to articulate culture and education as the main axis for the country's development.

Costa Rica

This is the Central American country that has more systematically worked on the field of information, advancing firmly towards the implementation of information policies to sustain public actions related to education and development. Although the National Information System was legally established in 1974, it has only been consolidated through sectional efforts, out of which those pertaining to science and technology are worthy of mention. In the 80's the Science and Technology Ministry coordinated national activities for the development of a program to advance scientific and technological development within the country. This required establishing four fundamental policies to constitute a National System of Science and

Technology: the necessary resources, industrial reconversion, aggregate value and the popularization of science and technology. Noteworthy is the system's following objective: "The development and conservation of an *information, statistical and documentation system* in science and technology at the service of different segments within the country".

All the actions needed to develop a national informatic policy were compiled in the *National Science and Technology Program* (1986-1990) and in 1990-1994, underscoring the necessity to strengthen state and private information services.

Costa Rica has also had as important purpose the promotion of high-speed links by means of advanced communication technology among scientist from universities, institutes and research laboratories, technological component industries and national and other Central American corporations with colleagues and peers worldwide.

There has also been an interest in intellectual copyright and Costa Rica boasts an important tradition concerning the legislation of "Copyright Registration and Related Issues" and is now part of the Universal Copyright Convention. Its national policy likewise considers introducing children to the use of information and its technology. Steps have also been taken in public and university libraries to promote information access and use, and to practice reading.[5]

Chile

With a similar tradition to other American Latin countries, Chile has also been interested in protecting authorship and has participated in the Bern and Paris Conventions on this subject. Decree 74, published on July 21, 1955[6] established the compliance of the agreements reached in the *Interamerican Copyright Convention* for literary, scientific and artistic works, which were signed by the American Republics in an effort to perfect authorship protection. This action was completed with the decree published on July 26, 1955 where the *Universal Copyright Convention*, was considered as own.

The content and coverage of these agreements were later enriched under Law 17.336 on *intellectual property*, published on October 2, 1970, according to which the rights of both Chilean and foreign authors living within national boundaries are protected.

Chile is interested in book policies and similar information registers and has joined efforts and actions to allow for a more extensive policy that will benefit the publishing industry, the availability of reading material and the readers themselves. The Act for the Promotion of Books and Reading was made public on July 1st, 1993 in a ceremony led by the President of the Republic; in other words, with utmost support. It is relevant to point out that besides protecting books from the publishing perspective with respect to piracy and illegal reproduction, this arrangement deals extensively with reading, the importance of books and literary creation.

The legal standards to protect computer programs date from 1970 and 1971 (with their respective modifications, undertaken in 1972, 1985, 1990 and 1991, having the same objectives). Just like printed matter, authors of programs have moral and patrimonial rights which are included in the Act of Intellectual Authorship. Additionally, the adaptation and lawful and unlawful reproduction of programs is specified.[7]

Likewise, by means of the National Commission for Scientific and Technological Research (CONICYT), the use of communication and information networks, like Internet, have been promoted to make this service available to Chileans, as well as giving them access to remote bases and all the information found on the Web.[8]

Peru

Peru has not been an exception. Outstanding among the efforts to develop an official policy in the informatic domain are the ones undertaken in 1981, in which the Peruvian Association of Librarians and the UNESCO, through its General Information Program (PGI), organized a National Congress on Library Science and Information having as main subject the lack of national information policies, the need for a *national information system for development*, and, therefore, the definition of public policies in this regard. A preliminary project was also present to legalize the organization and operations of the National System of Information for Development. This project privileged the role of libraries and considered that information in a developing country is dealt with and mainly transferred through these actions, thus collaborating with educational goals--an essential element in the plans for economic and social development.

After this project and other efforts undertaken in October 1993, a national regulation of information policies were partially achieved through declaration D.S. No. 33-83-DE that, once established, regulated the National Library System, where the National Library was the main organization to which four main activities were assigned, with a number of other Directions: of School Libraries, of Public Libraries, of National Bibliography and of Authorship. All this depending on the Ministry of Education. The National Library was in charge of specifying and implementing a policy to promote books and reading, while the other institutions had the responsibility of standardizing, guiding, coordinating, assessing and supervising the actions inherent to their field of action, directing and offering technical assistance to the institutions involved in their field and participating in the establishment of library policies. [9]

Venezuela

Owing to the work carried out by institutions and professionals related to books, libraries and reading, in 1976 the necessary resources were compiled for the creation on September 9 of that same year of the National Commission for the Organization of the National System of Library Services and Humanistic, Scientific and Technological Information, which depended directly on the Presidency of the Republic.[10] This initiative considered humanistic, scientific and technological *information* as an indispensable resource for an *integral national development* and, consequently, deemed the expeditious and efficient use of information by society[11] as essential.

Fortunately, this measure did not remain on paper but was implemented by many actions to benefit information users (children, high school students, researchers, university students and the population at large), based on the leadership of the Autonomous Institute of the National Library and Library Services, the Book Bank, and the different information systems and networks, as well as on the interaction with providers of technology and other essential elements that currently enable the adequate use of information. In 1987 a seminar on National Information Policies was held in Caracas by the government of Venezuela, with support from the UNESCO, to discuss the proposition of a national information policy and strategies for its implementation. This work was an effort to define policies linking information to national development, access to information, promotion of national information, production and support for the efficient use of information, information technology and the development of human resources.

A Regional Effort

After this brief review of some of the actions that have been undertaken in Latin America, there is no doubt that, at least conceptually and in the different projects of each country, the importance of *information* is manifest in *developmental* processes; Nonetheless, the facts and general results in each of the cited examples do not enable us to conclude that the information has actually been used for decision-making and that the plans have been included in the government programs of the social, economic and political segments. This is more notorious in the education segment where it is unforgivable to propose modalities involving a great physical and technological infrastructure without the informative component that leads to knowledge.

Accomplishments in Latin America regarding the development of its national and regional information infrastructures are multiplying and have increasingly received more financial and political support. Likewise information is also increasingly mentioned and considered an essential issue in government programs and projects in the different segments of the national life in each of our countries.

Communication is not yet fluent from one country to the other within the region. This has led to the need to require information to a developed nation, alien to the area, to which a Latin American State had previously relinquished or sold its information, thus enabling the former to develop an informative product with aggregate value that it then resells at a higher price to the solicitor. Since this situation is still unsolved, the Regional Program for Strengthening Cooperation among Information Networks and System for the Development of Latin America and the Caribbean (INFOLAC) has been underway since the 80's, having striven since the beginning to find information for development. Based on the activities inherent to national systems and networks, as well as to regional networks, this program has established ways to deal with problems of common interest as a whole which, because of their complexity and importance, could hardly be solved individually or particularly.

The driving force behind this program is naturally information, considered as an economic resource requiring cost coverage for its transformation into a useful and precise element in intellectual processes related to decision-making. Many solitary efforts have been made in the region, but not all the ones that are really needed--often beyond national information policies. Because they are absent or have not been considered, this has become a task that must be dealt with if we want to lower costs and get more efficient final results in decision-making at a national and regional level so these will ultimately be useful for the population at large.

Because as a program it is still alive, although not very active as of late, its general purpose has been and is to strengthen autonomy and the individual and joint abilities of the national institutions in Latin America and the Caribbean to create and operate organization mechanisms and the access to information resources, enhancing their use by establishing, implementing, assessing and managing their respective development plans, programs, policies and actions.

The years have gone by and the accomplishments have not been uniform in all the Latin American countries. Some, like Mexico, Costa Rica, Venezuela, Colombia, Chile, Argentina, and Brazil, have been more successful. Nevertheless, advances have not been those required for the development needed in the region if our goal is to achieve something equivalent to what is found in developed countries, and if the interaction among governments, individuals and groups in a globalized world interconnected by telecommunications and the interactive flow of information is considered indispensable.

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German Cataloging Rules Facing the 21st Century - RAK Heading for Internationality and Online Operability

Monika Münnich
Universitätsbibliothek
Heidelberg, Germany

Paper

1. German cataloging landscape

1.1 Rules for descriptive cataloging

In the seventies and eighties the „Prussian Instructions" were replaced by RAK in almost all academic libraries.

1.2 Regional networks

In the eighties and early nineties regional library networks were formed and developed. By now almost all state and university libraries - in many cases including their institute and seminar libraries - are cataloging cooperatively in one of the six regional networks. These networks supply and regularly update the local systems.

1.3 Format

The format structure is mostly based on MAB (Maschinelles Austauschformat für Bibliotheken - Machine-readable exchange format for libraries). Most of the regional networks do have US-MARC conversion routines.

1.4 Data suppliers

Most of the regional networks acquire externally available bibliographical and authority records:

- Bibliographical records:
  - The German Library (Die Deutsche Bibliothek, DDB) is data supplier for German records,
  - Many networks are importing LC files, some BNB, some Casalini or others,
  - Serials are cataloged cooperatively in the Serials Data Base (Zeitschriftendatenbank) at the Berlin State Library (Staatsbibliothek Preußischer Kulturbesitz). The regional networks are supplied with their records.
- Authority records:
  - Authority File for Personal Names (Personennormdatei) supplied by DDB,
  - Authority File for Corporate Names (Gemeinsame Körperschaftsdatei) supplied by the Berlin State Library.

1.5 Rules landscape

The present organization for descriptive rules development:

- Working level: Working Group for Descriptive Cataloging
- Decision level: Rules Conference (General policy in the fields of descriptive and subject cataloging)

Representatives of all regional networks, of the German Library, Public Libraries' Section, and colleagues from the Austrian and German Swiss Networks are members of these groups.

2. Insufficiencies of the present situation

With financial support being reduced every year the work of cataloging is being severely criticized:

Some managers are demanding:

- to create simplified rules for „lean cataloging (in analogy to lean management) - i.e. efficient and cost-effective cataloging,
- to streamline rules by abolishing all codes relating to card catalogs and their entries, for exam
- form g (thus simplifying) rules for main and added entries;
- titles o e elements entered into a bibliographic record automatically producing access points, no additional manipulating for entries;
- discarding all name and title references that are not necessary in online catalogs; revising of many see or see also general references;
- improve indexing rather than creating more regulations for additional entries;
- enhance secondary search options such as: language, year of publication, document type, genre terms, material designations etc

others:

- to indroduce AACR in order to get rid of the obstacles of data exchange from and to AACR countries, at least to harmonize RAK with AACR,
- and of course
- to stay compatible with the large amount of old data converted into machine-readable form in the meantime.

Thus the Working Group and the Conference try to serve at least three masters, and deciding in each case to either

- adopt parts of AACR, if it is practicable, or

- introduce structural improvements for online handling where AACR seems to be clearly card-oriented, or
- take a formalized and simple solution;
- and we do really hope to meet almost all interests in most cases, though by different means.

In the Project REUSE (for reusing each other's data, a project between OCLC and the State Library in Göttingen with the assistance of Barbara Tillett and me) we investigated the differences of RAK and AACR. Time doesn't allow to me to go into particulars:

URL of the REUSE-Project

http://www.oclc.org/oclc/cataloging/reuse_project/index.htm

3. RAK2 as it is in progress

I would like to indicate the direction RAK is going with a few examples:

3.1 Title terminology and headings

We made two major decisions:

- to adopt the AACR title terminology (in RAK the term title includes the author statement),
- to enter a title in general as it is given in the item (RAK: a filing title is formed in many cases - example)

3.2 Hierarchies

RAK has different structures as far as multivolume works are concerned: we make separate records for the item as a whole and for every volume, under certain conditions for a subseries.

The REUSE Group and esp. Bernhard Eversberg investigated this problem:

URL: Part/Whole Relationship

http://www.biblio.tu-bs.de/allegro/formate/reusep.htm

URL: REUSE+ (multivolume works)

http://www.oclc.org/oclc/cataloging/reuse_project/english_summary.htm

We will not give up the hierarchical structure as a whole, but we certainly will reduce it, e.g. omit subseries, and volume statements that do not contain relevant information, as encyclopedias. And we do hope for a European interest in volume records or at least volume statements.

3.3 Author definition

As far as the author definition is concerned we most likely will adopt AACR terminology without differentiating between shared and mixed responsibility. (RAK: as soon as parts of a work can be differentiated the authors are not authors any more).

In the case of modifications of adaptations of texts we will simplify rules. Adapters and commentators will be regarded as authors: first or additional authors depending on the wording or outlay of the chief source.

3.4 Entries under persons and corporate bodies

Main and added entries will be abandoned, personal and corporate authors, titles, codes are entered according to the rule without any preferences. But: by using different tags for authors and other contributing persons we can serve the purposes of data exchange and scientific citations.

Thus author/title entries will disappear as well, as authors and titles can be searched separately and the bibliographic description will supply the context.

In mainly accepting the author definition of AACR, entries under personal authors are fairly the same. Beyond this we will consider (optionally) more than three authors if their names are given on the main title page. As far as I know the Joint Steering Committee of AACR Revision is currently addressing the same problem. Though, if this option is not introduced into AACR the exchange can be easily defined.

The instructions for entries under corporate bodies will be slightly different, we prefer formal aspects: a name of a corporate body will be entered when it is part of a title (unless it is an object) or has to be added to a title (as in the case of a generic title). But we do think that in most cases the entries under corporate bodies will either match, or in case of data exchange, can be constructed via codes (e.g. in the cases of conference publications, constitutions etc. where AACR provide main entries under these bodies).

3.5 Encoding

We will introduce codes for many cases with the aim of better search and retrieval results, easier handling for the cataloger - with the possibility to edit ISBD.

We will encode

- form titles such as festschrift, constitution, treaty and Sammlung (works - as used in AACR collective uniform title),
- general and specific material designation,
- document types such as correspondence, law, homepage ...
- material types such as audiovisual and cartographic material, electronic resource ...
- languages (using ISO 639-2, i.e. the Alpha-3-Code),
- conference publications:
    - codes for Conference and Exhibition,
    - authorized entries in different tags for:
        - conference publication place (optionally linked to the NAF for corporate bodies - to have search options under all references),
        - conference numeration and year.

The language code as well as the codes and authorized conference statements will replace the additions made so far in uniform titles and conferences.

3.6 Entity adaptation within name records

Due to the work of IFLA colleagues, especially Barbara Tillett's, the aim is no longer a unique form for personal or corporate names. It has been rather conceded in the meantime that it might be easier to build up authority files on the basis of equal entities: i.e. to use one common authority record with several different national headings.

Thus the problem of exchanging authoritative data are entities that do not match:

Personal names:

As far as personal names are concerned German cataloging rules were far removed from this standard:

- we used to abbreviate the second forename (which was abandoned a few years ago - still with continuing work in authority files); and
- we still don't differentiate between equal names (thus one record may exist for two or more persons).

Thus we consider an introduction of differentiation between equal personal names to be **the** major adaptation to international usage.

And I am glad to announce that the Deutsche Bibliothek has begun a project on April 1st: the colleagues in the office for the personal names authority file will download parts of the name records into their file whenever a certain name is looked up in the Library of Congress Name Authority File. This will begin to serve the long-term goal to have automatic replacement of the national name headings when exchanging bibliographic data. The Southwestern Regional Network has joined this venture on June 1st and hopefully others will follow.

As soon as the Library of Congress has migrated to their new system they will start to download parts of German name records into their file when researching the German Name Authority File.

Corporate names

Many RAK corporate names do not find a matching entity in AACR name authorities, and the reverse. Within the REUSE project these differences were investigated:

http://www.oclc.org/oclc/cataloging/reuse_project/comparison.htm

Major differences are lacking entities in

- ships and aircraft, buildings such as churches and castles,
- activities such as expeditions and projects,
- executive and information agencies,
- meetings of corporate bodies.

I am afraid to say that at the present time some of the Working Group members and their institutions would rather prefer reducing corporate bodies than introducing new entities.

Thus I do hope for an impact of the IFLA Working Group Form and Structure of Corporate Headings and its new approach of sharing common entities.

4. Prospects

I am hopeful that most of the rule adaptations I have delineated in this talk will be accepted by the Cataloging Rules Conference by the end of this year and that RAK2 will be finished within two years' time.

RAK2 hopefully will help us to achieve efficient and cost-effective cataloging and better results in exchanging bibliographic and authority data in the future.

In the long run we do hope for an international code - with a modern logic and a structure that fits into the online world.

Thus, we will

- closely watch the Revision of AACR and the implications of the Functional

Requirements of Bibliographic Records,
- try to build up a European interest group
- and
- certainly some of us will engage in IFLA work.

Monika Münnich, University Library of Heidelberg - Member of the IFLA Section on Cataloguing

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Motivation to manage: a comparative study of male and female library & information science students in the United States of America, India, Singapore, & Japan

Sarla R. Murgai
University of Tennessee at Chattanooga
Chattanooga, Tenessee, USA

Abstract

This study compared the managerial motivations of library and information science (LIS) students in the United States of America with LIS students in India. The students responded to a questionnaire containing 41 statements on managerial motivation. These statements were divided into 10 categories: task orientation, fear of success, perseverance, reaction to success/failure, future orientation, competitiveness, independence, rigidity, social needs and acceptance of women as managers. Demographic factors such as educational attainment; age, marital status, mobility etc. were also included and compared. The respondents consisted of 665 students from 11 southeastern universities in the United States, 814 students from 23 universities in India, 73 from Singapore, and three from Japan. Fifty percent of Indian and Singaporean students were males; only 20% of the USA respondents were males; and from Japan there were one male and two females. A majority of the Indian, American, Singaporean and Japanese LIS students were motivated to achieve the objectives they set for themselves and were future oriented. They were aggressive in setting their goals and expected that task orientation and perseverance would enable them to accomplish those objectives.

The agreement percentages were close on "task orientation," "perseverance," "future orientation," and "competitiveness," between countries and by sexes. The differences between the sexes were found on factors like "women as managers," "reaction to success or failure," "fear of failure, " and "social acceptance." Prevalent culture determines the gender roles in an organization. Theories of management & motivation work best when they are modified according to the social norms.

Paper

Introduction

Women's under-representation in management is a common finding all over the world, even though the degree may vary from country to country (Adler & Izraeli, 1994; Chen, Yu, & Miner, 1997). This under-representation of women in management has been attributed to women's motivation to enter and succeed in managerial positions (Powell, 1993). Economic conditions, a sense of devaluation of the domestic, and a desire to find self-fulfillment drove women into the job market. The female experience of lower pays glass ceiling (U.S Dept. of Labor, 1991), slower promotions, and organizational discrimination, that keep the women at the lower levels of management, have over the last thirty years prompted many scholars to search for empirical evidence regarding the validity of such attributes (Acker, 1990; Chumer, 1988; Nieva & Gutek, 1981; Wendy, 1992). This is another attempt to compare the managerial motivations of males and females in the Library/Information Science (LIS) profession. Assessing the impact of managerial motivation of women in the Library and Information Science (henceforth LIS) is of particular importance because fifty to eighty percent of the workforce in the LIS consists of women, in the countries under-study, and only zero to six percent of them are in higher administration. Librarians can use these findings to enhance their motivation to acquire management skills. Human resource policy makers could address the problem of under-utilizing the talents of women (Miner, 1980; Oliver, 1982; Mintzberg, 1983; Weber, 1968

The concept of achievement-motivation draws on four basic theories:

1. Need fulfillment, 2. Social-learning, 3. Personality, and 4. Development.

Need Fulfillment

According to the need fulfillment theories, job motivation is determined by the biological, psychological, and social needs of the individual (Astin, 1984; Atkinson, 1957; Murray, 1938). These needs influence the behavior of the individual. These needs are largely unconscious, and one of these needs is the need to achieve.

Social Learning Theory

Social Learning Theory emphasizes environmental factors as opposed to individual factors in the development of personality. Elements beyond the control of the individual exert a major influence on career choice. The principal task confronting a person is the development of techniques to cope effectively with the environment (Osipow, 1983, p.10; Singhal & Misra, 1994). As Maehr (1974) pointed out:

> Achievement is a function of more or less ephemeral social expectations that are embodied in what we call norms. In a very real sense, a social group tells a person what to strive for as well as how to attain this end. The effect of such norms is clearly an important variable in an achievement situation. (P.66).

Girls have been taught not to aspire to prestigious occupations (Fottler, 1980). Sex role socialization leads women to focus on marriage rather than career, and from this early experience comes the notion that one survives by marrying and taking care of the man, who must earn the living. Girls learn to satisfy their pleasure needs and their contribution needs by direct service to others.

Social values however, are changing in the US and in the rest of the world. Worsening economic conditions, the need for two incomes per family, rising divorce rates, and insecurity in marriage have prompted women to plan and prepare for a career. Women realize that they are more likely to satisfy their survival needs directly through their own earnings, rather than indirectly through the income of their spouses.

Medical and technological advances such as amniocentesis, artificial insemination, in-vitro fertilization and surrogate motherhood provide women a greater control over their lives and bodies. Of benefit to women, too, is the social acceptance of the smaller family as well as general increase in life expectancy. All these factors give women more freedom to prepare for and plan their futures.

Nations and Cultures

Different nations have different cultural heritages which are values collectively held by a majority of the population (possibly differentiated by social classes), and these values are transferred from generation to generation through education, early childhood experiences in the family, schools, and through socialization in organizations and institutions. These values become social norms for that society. It is hard to see this process in one's own culture. A deep and painfully acquired empathy for other cultures is required before one becomes sensitive to the range of social norms, for truths in one society may be falsehoods in another (Hofstede, 1980). P.373-374).

Hofstede (1980) after analyzing research data from forty different modern nations has come up with a scale of characteristics that can be used to distinguish the prevailing cultures in various countries of the world. Hofstede's definition of these concepts is elaborated below:

Individualism: It is the relationship of individualism and collectivism in a human society. The prevalence of the value of individualism or collectivism expected from members of a society or an organization will strongly affect the nature of the relationship between person and the organization to which he or she belongs.

Power Distance: In an organization the inequality in power between workers and their bosses, and the level at which a society maintains that equilibrium. Power distance is a measure of the interpersonal power or influence between a boss and subordinates as perceived by the least powerful of the two, the subordinate.

Uncertainty Avoidance: The concept of uncertainty is often linked to the environment and includes everything that is not under direct control of the organization and is a source of uncertainty. The organization tries to compensate for it through technology, rules, and rituals to reduce the stress caused by it. Factors like the economy, demographics, political system, legislation, religion, etc., can be the cause of uncertainty. In his studies sex differences in uncertainty avoidance were negligible.

Masculinity: The duality of sexes masculinity and femininity. In organizations, there is a relationship between perceived goals of the organization and the career possibilities for men and women. Some business organizations have "masculine" goals and tend to promote men; others try to keep a balance between the sexes.

Hofstede's Criteria

Criteria	USA	INDIA	SINGAPORE	JAPAN
Individualism	91	48	20	46
Power Distance	40	77	74	54
Uncertainty avoidance	46	40	8	92
Masculinity	62	56	48	95

Based on that scale Americans would be characterized as high in individualism, low in power distance, low on uncertainty avoidance, and average on masculinity. Indians (middle class) would be average on individualism (relative to their wealth), high on power distance, low on uncertainty avoidance, and average on masculinity. Singaporeans would be characterized as low on individualism, high on power distance, very low on uncertainty avoidance and average on masculinity. Japanese would be average on individualism, average on power distance, very high on uncertainty avoidance and high on masculinity. A combination of these characteristics plays a major role in management motivation according to Hofstede.

The commonality of achievement motivation values between the USA and India prompted Mcclelland (1965) to suggest that achievement training would be a solution to the problems in underdeveloped countries. He went to Indian to teach the managers the theories of achievement motivation. This resulted in exportation of the theories of achievement motivation to the rest of the world. Later research shows that only those managers who could fit these theories into their own culture have been able to use these management concepts profitably (Hofstede, 1980)

Personality Theory

Through their careers women engage in productive work, develop skills and talents, and get a sense of self-fulfillment (Lott, 1991). The challenge of work that is valued by their peers gives them a sense of achievement, and a realization of self-worth. This gaining of self-esteem in large part is instrumental in satisfying their pleasure and contributory needs (Astin, 1984; Hacket & Betz, 1981). Recent studies of females in professional employment show that men and women do not differ in self-ratings, self-confidence and work values (Adler & Izraeli, 1994; Florentine, 1988; Fottler & Trevor, 1980; Kolberg, and Chumir, 1991). Also, with the development of better measuring instruments of job evaluation there is a narrowing of the differences in the styles of management, motivation and leadership between males and females. Information and knowledge based society of today, people oriented leadership style renders women more qualified than men in management.

Developmental theories

Developmental theories emphasize lifetime development, adaptation to change, and making the best use of opportunities (Ginsberg, 1972; Super, 1957, 1980). To prepare for management and to develop self-confidence women in every country have sought higher education, and training to promote themselves in professional and managerial fields. Today, there is a dramatic increase in the number of women pursuing graduate and professional education. In the USA, 54% of college students are women. Thirty six percent of the students enrolled in business are women, 33% in law, and 13% in engineering. Just like the U.S. an increasing number of Indian women are preparing to take up professional careers. Of the total number of students enrolled in the colleges 43% females are enrolled in medicine, 77% in higher education, 61% in graduate programs (Bachelor, Masters, Masters of Science, etc.) (Kumar, 1989). Singaporean women workers in general are better educated than their male counterparts (Report of the Labor force survey of Singapore, 1991). Labor statistics have consistently shown that woman's labor force participation increases with education (National University of Singapore, 1980-81 - 1983-84). Japan has the highest rate of high school graduation at 94% (Steinoff & Tanaka, p.79).

High achieving women have high expectations in both career and home areas (Astin, 1984; Diamond, 1984; Glass-Ceiling, 1991). Young men and women are striving to be financially independent, prepare for a career, and obtain recognition from colleagues (Florentine, 1988; Katz, 1988). When girls become economically independent through education, job, and position, they want to be respected as equal members of the society. Women with more education however show greater desire for independence and for the opportunity to perform managerial roles (Brenner, 1989), and when such opportunities are denied to them, the results are low self-esteem, low self-confidence, and curtailed achievement levels (Basow & Metcalf, 1988; U.S. Department of Labor, ...Glass-Ceiling, 1991). A recent report showed that our education system even today leaves women with lower self-esteem then men (Daley, 1991). There has to be a motivational synergy towards new conceptualization of intrinsic and extrinsic motivation at workplace (Amiable, 1993).

Library & Information Science & and Women

In the Library and Information Science field in the USA, more women than men have been earning their masters (69%to 80%) and doctorates (69% to 72%) since the 1980s (U.S. Statistical Abstracts, 1996, p192-3). Women are undertaking in-service training and continuing education courses, to improve their skills and to stay abreast of the career needs and innovations in the field. Such exposure makes women aware of their strengths and boosts their self-confidence (Hiatt, 1983).

Personality studies of LIS students and specialists in the USA, do not show any significant difference in motivation to manage scores between males and females. In fact the scores of female respondents in three recent studies were even higher than the males (Martin, J.K.; 1988; Murgai, 1987,1991; Swisher, DuMont, & Boyer, 1985). Computerization and automation are having a profound effect on the occupational structure in Librarianship. Technical and managerial jobs like systems engineers, information specialists, or knowledge brokers etc. are on the increase in the profession. Unfortunately however, most managers are men, and women are left to carry on the routine services. Top positions in the field are being filled with non-librarians (Harris, 1993).

Since literature research did not show any studies done comparing the motivation of males and females in LIS, in other countries, the general condition of females in India, Singapore Japan, and U.S.A. is described below in order to build a comparative understanding of the status of women in these countries.

Status of women in India

India presents a very interesting study of how the class system of the West is no more egalitarian than the caste system of the East. British colonialism created a middle class in India, which allowed some women to break free of the strictures by taking advantage of opportunities in the professions. At the beginning of this century Indian women began to move into professions like medicine and teaching. This happened as a response to the demand for education and healthcare among the female relatives of middle class men, and also because of sexual segregation. Female seclusion demanded that other women provide these services. When India became independent (1947) the Indian women's movement also succeeded in raising women's legal position to a level comparable with many rich countries of the West. The Indian constitution conferred equal rights and status to all citizens forbidding any discrimination on the grounds of caste, creed, religion or sex. A bill has recently been introduced in the Indian parliament to reserve 25% of the seats for women in the state and national assemblies (Times of India, 1996, p.1). After independence government service and administrative jobs were opened to women (Ashana, P. 1974; Desuza, V. 1980 Liddle and Joshi, 1990). Educated elite women who had played an active role during the independence movement took up leadership positions. By 1988 ten percent of members of parliament were women, and eighteen percent of women who ran for office in the state legislative assemblies in 1983 won, while only seventeen percent of the men who sought such offices won (Bumiller, 1990, p.152).

A majority of women in India as in the United States however are in feminist professions. Both societies place low status on such women's professions and pay them less than men. Educational attainment and employment does bring status to individual women. It improves their chances of marrying in a higher caste or status family. It gives them economic independence. The freedom that women win from their constraints in the change from caste to class society does not constitute emancipation only a different type of control (Liddle & Joshi, 1989).

The Indian professional women experience job segregation, as well as discrimination in selection, promotion, training and assessment just like the American women. In employment, restrictions are imposed on their physical mobility and their social interaction with males by sexual harassment at work, and by gossip affecting all aspects of their lives (Liddle & Joshi, 1989). Employment may not release women from subordination, but it does provide the psychological basis for women to exert and exercise power. As Eli Bhatt said:

> Self-employed workers are realizing their self worth. They are overcoming the barriers of caste and class. They are getting rid of the guilt feeling associated with neglecting the family as a result of employment and are collaborating with each other for the common good (Bumiller, 1990, p.139).

Their teachers, employers, fathers and husbands who steer them into careers associated with domestic roles, control the lives of Indian women. Men gain greater share of the scarce resources spent on education. Added to this is the notion that a woman's education should not exceed her husband's education. Thus male superiority is enforced in the family (DeSuza, 1990; Asna, Pritima, 1974; Liddle & Joshi, 1989). In the family women's lives are controlled through the male authority figure by imposing the entire burden of domestic work upon them in addition to the paid work outside the home. By defining women as primary domestic workers and the sexual and reproductive property of men, and by assigning priority to man's paid employment, the society devalues educational attainment, and economic and social contributions of women. One of the major locations of women's subordination rests on the personal relations of the family. The personal arena is the place where women have to negotiate the conditions of their lives on an individual basis. Men resist conceding their privilege. They do not want to forego their domination of women. During the debates on the Hindu Code Bill, Pandit Nehru remarked -

> When it came to implementing the principle of sexual equality in the domestic arena many nationalist men were forced to admit that whilst they were determined to resist national subordination they did not want to forego their domination of women (Sarkar, 1976; p.355; Nanda, p.87; Mazumdar, p.xvi).

Indian women, who travel to western countries for education and later seek employment, often find that ideas of gender and race inferiority augment the discrimination they encounter in those supposedly enlightened countries. The context of western domination imports not only the idea of women's inferiority in relation to men, but also a notion of Indian women's inferiority in relation to western women. The myth of the third world's inferiority helps justify continued western exploitation of India and its resources. This exploitation hurts women's chances of education and employment and enforces the notion that women are less capable than men. As a result multinational companies in India and abroad use this to limit the opportunities for women in employment (Liddle & Joshi, 1990).

Status of women in Singapore

In 1991 Singaporean women were ahead in their earnings capacity than the rest of the world. In non-agricultural activities women earned 75% of what men earned as against 71% of the USA, and 50% of the Japan. (ILO, 1991; SLFS. 1991; U.S. Bureau of Census, 1991). The World Competitive Report (1990) ranked Singapore as the most competitive country in a group of ten newly industrialized economies. Singapore earned the highest scores in productivity, company support for education and training, quality of trained workforce, workforce organization and practice (Chan & Lee, p.129).

Women represent 51% of the workforce. The proportion of women among the technical and professional workers is 40%. Of these 16% are administrators and managerial workers. Though no comparable data is available, the percentage of women executives would be about the same as in the USA. Women are still under-represented in the sciences and technical fields. Many continue to avoid technical areas of study in favor of feminist occupations such as nursing, teaching and administrative work. In 1990 women comprised almost 21% of the total group of research scientist and engineers. More mothers pursue their careers, not only for personal fulfillment, but also to meet the higher family expenses and to provide for better education of the children. Husbands do not share the work at home, except for some of the younger men. In 1988 the Prime Minister spoke of the urgent need for young women to get married and have children because of the declining birthrate. The government gives financial help in the form of stipends to the family who begets a third child. But the rate of unmarried women in the workforce is many times higher than that of men. The women feel they cannot handle the pressure of work, and home (SCWO Survey, 1989; Voices & choices, 1993). Working women turn down promotions because of the burden of trying to balance work and family. Eighty two percent of the women who quit work cited childcare and household duties to be the reason for doing so.

From time to time women in parliament have added to the discussions of national policies, the issues that effect women and the family. As a result of their efforts childcare has improved, flexible work hours have been introduced, and corporations and government have provided special work incentives, and training and retraining programs. Official endorsement of women participation in the workforce has brought a change in the social attitude towards working women. The growing trend of dual career families in Singapore has helped to improve the condition of women in Singapore. A lot of men, however, have not learnt to deal with women as equals or superiors or in ways that are not sexual. Some male bosses and coworkers still discriminate, husbands hinder their wives' careers by not doing their fair share at home, and working women are beset with guilt, and stress from combining work & motherhood.

The following gender barriers exist in Singaporean society towards women. Women graduating in the same year as men receive lower pay, and have to wait longer to secure their first job. Social attitudes and structures do not welcome women managers (1984 Graduate Employment Survey, 1985; 1990 NUS and NTI graduate Employment Survey, 1991). They are excluded from real power networks. Women seldom see their job as a stepping stone to advancement and power. "The status, perks and power are not worth the sacrifices and hassle," (Arasu & Ooi, 1984).

Status of women in Japan

Japan has a higher rate of high school completion than even the United States of America. Ninety four percent of the people complete high school and one third of them go on for higher education. Although women appear to be equal to men in overall rate of high school education, in 1990 about 60% of the women receiving higher education went to two-year institutes as compared to less than 5% of men (Ministry of Education, 1991). In 1990, women constituted 41% of the labor force and 69% of all the non-agricultural part-time workers.

Traditionally, large corporations hire workers straight from colleges and keep them for their whole life, till retirement. Their consensus-oriented decision making style of management requires leaders to be attuned to the sensitivities of the co-workers with whom they grow up and become sensitive to each others feelings. This style enables them to avoid conflicts, once the decision is made. Relatively few women remain on the career track long enough to attain management level position in those large corporations. Japanese culture mixes work with play. A married woman can not socialize after hours. Since the companies must groom young women for future internal positions, it will be very long time before women are well represented in Japanese corporate management.

However, the number of such highly qualified women who stay longer is increasing in small privately owned corporations, and in public sector enterprises, because of the Equal Employment Opportunity Law 1986. From 1986 to 1990 there was an increase of more than 50% of women presidents of such small companies (Teiku Data Bank, 1986; 1990). Equal Employment Opportunity Law has also prompted some research on actual status of women in large organizations.

Women schoolteachers work till retirement age even if they marry and have children. At the elementary school level the principals are primarily women, where as at the prestigious at the high school level the principals are predominantly men. At the national government level only 1.1% of women are managers at the bucho (division head) level, and .6% are at the kacho (section head) level. At the city level the percentages are higher (Steinhoff and Tanaka, 1994). Women managers in small and medium sized enterprises are more likely to be married and have children. They appear to come from families that encourage women to study and work. A substantial minority has working mothers as the role models.

Women achieve managerial positions by working around the male career patterns, rather than competing within it (Lebra, 1992; Nohata, 1986). American studies have also found that women take different routes from men to reach the same management positions. JAWE study found that 90 % of women had decided to keep working even if they got married and had children (Takaji & Nakamura, 1986). These findings suggest that the women achieved managerial status because of special ability and circumstances unlike most Japanese males, who are directed towards such careers from childhood. There is no difference in ability between female and male managers. Being able to handle the male-female relationship effectively is an essential skill for Japanese women managers. In Japanese context this skill includes avoiding status confrontations with men- adopt deferential, non-aggressive posture-using maternal managerial style. However, women in position of authority in government feel freer to adopt an authoritarian style that transcends gender roles (Lebra, 1992).

Even though larger companies in Japan profess support for promotion of qualified women, only six percent of the companies found the trend desirable (Japan Manpower Administration Research Institute, 1986). Labor shortage and broadening competitive economy will increase women's opportunities.

Status of Women in the United States of America

Since a mention has been made to the comparative status of the American women while discussing every other country, I will only list below some of the comparative statistics for them.

In 1990 women comprised 45% of the US labor force. A majority of these women are secretaries (99%) nurses (67%) and sales workers (60%) (U.S. Department of Labor, 1992). In 1992 women managers were 42% of the managerial labor force. U. S Department of Labor estimates that women fill only one to two percent of senior executive positions (U.S. Department of Labor, 1989). Women's participation in management is growing, though slowly. Women managers are highly concentrated in medical/health, personnel/labor relations, and education/administration areas. In the management categories women earned 62% of the amount men earned.

An increasing number of women are securing advanced degrees e.g. Bachelors (46%), Masters (34%), and doctoral degrees (24.4%). Although women are obtaining college degrees and securing management jobs, they are having difficulty securing upper level jobs.

Compared to male colleagues, executive women are thirteen times more likely to be single, separated, divorced or widowed (Parasuraman & Greenhaus, 1993). Moreover, executive women are significantly more likely to be childless (60%) than the executive men (3%) (Powell, 1988).

A great deal of research in management literature exists to show that men and women have similar traits, motivations, leadership styles, and skills and that women perform equal to or better than men. During 1970-80 most female managers tried to copy the style of male managers to succeed in their newly acquired roles. About end of 1980s the women realized that in to-day's information technology environment, where person skills are more useful, that the female ways of management are better suited than that of males (Greenhaus & Parasuraman, 1990; Offermann & Armitage, 1993). Yet, there is a perception that women and men managers are different. Women managers are believed to be less likely than their male counterparts to possess the attributes of a successful manager. Stereotyping and prejudice seem to be the primary reason impeding women" ability to rise to the top of their corporations.

Study

Purpose

This study was undertaken to compare the managerial motivations of male and female library and information science (LIS) students in America with LIS students in India, Singapore and Japan. Students are generally used for such studies because their values are as important to the researcher as those of the practitioners. An added advantage of surveying students is an immediate feedback (Campbell, 1986; Greenberg, 1987). The LIS students are adults when they enroll for professional education. They have well-developed personalities and attitudes towards sex roles. A survey of the literature did not show any cross-cultural studies that have been done on this subject, in the LIS field. McClelland felt that there are enough commonalties between the American management value systems, and recently freed Asian countries from colonial rule. He suggested that teaching achievement motivation theories could help the managers in developing countries, and he went overseas to India to teach them those theories (1961). Hofstede's studies show that the prevalent cultural values have a great influence on the management styles, and only those managers who are able to change and adopt the theories of achievement motivation according to the local climate are able to implement them successfully. This is an attempt to find out if there is a difference among the LIS professionals (males & females) in the US and India, Singapore and Japan, as far as achievement motivation is concerned.

Method

Instrument

A simplified version of the Ory and Poggio Measure of Achievement Motivation (1976) was selected for this study. Also, six questions from the Women in Management questionnaire by Terborg (1977) were used. The content of each item was related to one of several achievement motivation constructs. The questionnaire consisted of two parts, the first section consisted of 41 statements requiring students to indicate relative agreement or disagreement, according to a forced choice Likert-type format, with four response alternatives labeled "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". Number four represents the maximum agreement and number one represents least agreement. The second part consisted of 16 short answers to multiple choice statements that provided personal data (Appendix).

The survey was conducted at the 11 Southeastern library schools in the United States of America, twenty three universities in India, one from Singapore and one from Japan. The data were collected by mail or/and by visiting the campuses. The 41 statements in the questionnaire were divided into 10 scales. The SPSS Reliability procedure was used to compute Cronbach's alpha for each scale. Items whose inclusion would have resulted in a lowering of alpha were deleted from each scale. For each scale a two-way factorial analysis of variance on mean agreement with items within the scale was conducted. In each analysis, main effects of Sex and Country and the Interaction of Sex and Country were assessed. Analogous two-way analyses of variances were performed on those few individual items that were dropped from the scales. On the average 1550 cases were analyzed.

Demographic analysis- The respondents consisted of 665 students from the USA, 814 from India, 73 from Singapore and three from Japan. Fifty percent of the Indian students, 46% percent of Singaporean students, 20% of the American students, and one Japanese student, were males. A majority of the Indians were younger, unmarried and full-time students, with very little work experience. A majority of the American and Singaporean students were older, had more library experience and were part-time students. Many more Americans, and all three of Japanese students were holding scholarships and/or work study assistantships a compared to the Indians and the Singaporeans. Fifty percent of the Indian students graduated from a coeducational institute, which marks a change in terms of segregation of sexes. A majority of Singaporeans and Japanese graduated from large co-educational colleges. Parents of American and Japanese students were better educated than the Indians and Singaporeans. Also, 60% of the American mothers, 19% of the Indian mothers, 37% of Singaporean mothers, and one of the Japanese (male) student's mother, work outside their home.

Since there were only three respondents from Japan (not a viable sample), except for percentage responses no further analysis of the data were performed.

U.S.A. INDIA, SINGAPORE & JAPAN STUDY
TABLE 1
TASK ORIENTATION QUESTIONS
PERCENT OF RESPONDENTS WHO AGREED BY GENDER

Table is unavailable. Please contact author.

1. Task Orientation: Statements 01, 11, 20, 31 were used to analyze this characteristic. The female and male percentages were similar for the USA and India for statement #1. Though a majority of all respondents agreed with the statements #1, the level of agreement was lower for Singapore respondents, when compared to other two countries. There was a big difference between males to females responses on statement #1 (68% vs. 51%); on statement #11 (20 % Vs 34%); and on statement 20 (35 % Vs 21%) from Singapore. Within the USA male and female percentage response to all four questions were similar. Percentage response from Indian students, males and females to questions 1, 20, and 31 were similar. On question #11 more females than males prefer to choose moderately difficult tasks rather than very difficult ones. McClelland did indicate that successful managers choose moderately difficult problems that they can solve, rather than very difficult ones. Male and female percentages were lower for Singapore than the USA and India. Statement 1 was significant by country ($p<.003$), and not by sex. Statements 11, 20 and 31 showed a significant relationship by country and by sex ($p<.000$).

2. Future Orientation- Statements 06, 16, 25, 37 were used to test this scale. Statement 25 was deleted leaving items 6, 16, 37. Alpha for these 3-items was .71. Response percentages were well matched between all the three countries with agreement ranging from 77% to 96 percentage on statements 6, 16, and 37. Within the three countries the female and male responses were also close. Major difference was noticed in responses to statement #25. A majority of the USA and Indian respondents disagreed with the statement, where as 100 percent of Singaporeans agreed with the statement, "I am not as much concerned about the present as I am the future."

Statement #25 showed a significant relationship by country and by sex ($p<.000$). Statement #37 showed a significant relationship by country ($p<.000$), but not significant by sex. Analysis of variance showed a significant difference by country and sex ($p<.028$, $df = 2$, $F = 3.602$).

TABLE 2
FUTURE ORIENTATION
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER

Table is unavailable. Please contact author.

TABLE 3
PERSEVERANCE
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER

Table is unavailable. Please contact author.

3. Perseverance - Statements 02, 12, 27, 34 were included in the analysis of Perseverance. Percentage agreement for all the statements was high among the respondents from the three countries. Between the countries the response percentages were similar on question 2, 12 and 27. On statement # 34 the agreement was lower for Indian males. On statement 12 the percentage agreement was lower for the USA females, and for Singapore males. Within the countries the responses from males and females were fairly close.

Statement # 2 showed a significant relationship by country (p<. 001) and by sex (p<. 000). Statement #12 was significant by country (p<. 002) and not by sex.

TABLE 4
SOCIAL ACCEPTANCE
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER

Table is unavailable. Please contact author.

4. Social Acceptance: Statements 04, 22, 33, 35 were used to analyze this scale. The alpha was .74, so none of the items were deleted. A majority of respondents from the USA disagreed on all the statements. On Statement #4 the respondents from India and Singapore were close in their thinking. A lesser percentage of females agreed with the statements 4, 22, 33, and 35 than the males, from each country. On statement #33 a higher percentage of Indian students, males and females (70 % to 78%) agreed with the statement that "social recognition is the primary goal of any undertaking." On Statement #35 Indian and Singaporean males were closer in their opinion. All the four question showed a significant difference both by country and by sex (p<. 000). All the four questions showed a significant difference both by country and by sex (p<.000).

5. Competitiveness -Statements 07, 26, 38 were included in the analysis of Competitiveness. Statement #38 was deleted. The resulting alpha was .50. Responses from Singapore and the USA students were close to each other for statement #7. A majority of respondents from the USA and Singapore do not enjoy competing against the clock. A majority of Indian students however, agreed with that statement. A majority of males and females from all the three countries agreed with statement #26. On statement #38 the percentage responses were considerably different between sexes, and between countries.

Statement # 38 showed a significant difference by country (p<.000) and by sex (p<.005).

TABLE 5
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND COMPETITIVENESS QUESTIONS

Table is unavailable. Please contact author.

TABLE 6
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND REACTION TO SUCCESS OR FAILURE QUESTIONS

Table is unavailable. Please contact author.

6. Reaction to Success/Failure -Statements- 15, 19, 24, 36 were used to analyze this scale. The alpha was .61. Statements 15 and 36 were deleted. The resulting alpha was equal to .74. Response percentages were very similar for all the four questions. A majority of respondents agreed with all the statements. Statement #24 showed a significant relationship by country ($p<003$) and by sex ($p<.000$). Statement # 36 showed a significant relationship by country ($p<.000$). Analysis of variance by sex and country showed a significant relationship ($p<.01$, df = 2 and $F = 4.489$).

TABLE 7
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND THEIR REACTION TO FEAR OF SUCCESS QUESTIONS

Table is unavailable. Please contact author.

7. Fear of Success -Statements 03, 13, 21, 32 were used for the analysis of fear of success. Statement 21 was deleted. The resultant alpha was .48. Response percentages to questions 3, 13, & 32 were similar with the majority agreeing with these statements. A majority of LIS students from all the three countries disagreed with statement #21. Statement # 13 showed a significant relationship by country ($p<.004$) and by sex ($P<.000$). Statement #21 showed a significant relationship by country ($p<.008$). An analysis of statement #21 revealed a significant main effect ($p<.001$) of Sex and Country.

8. Rigidity -Statements 09, 18, 29, 41 were used to analyze this scale. The alpha was .70. A high majority of respondents from the USA disagreed with all of the four statements. A majority of respondents from Singapore also disagreed with statements 9, 18, and 41. A majority of Singaporean and Indian students agreed with the statement #29 "It is more important to have

All the four statements had a significant relationship both by sex and by country. The analysis of friendly co-workers than flexibility in the job," compared to the USA respondents. Agreement among Indian respondents was higher than others on other three statements, also, variance by country and sex showed a significant relationship ($P<.015$; df = 2; $F = 4.215$).

Table 8
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND RIGIDITY QUESTIONS

Table is unavailable. Please contact author.

9. **Independence:** Statements 8, 17, 28 and 39 dealt with independence. The percentage agreement for Indians was higher than Singapore and the USA on statements 8,17, 28. The percentages were similar for males and females from the USA and Singapore on statement #8. For statement 17, 28 and 39 the female percentage agreement was much lower for Singapore and the USA. The chi-square showed significant relationship with country and sex for statements 8, 17 and 28. Statement 39 showed a significant difference by country only.

TABLE 9
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND INDEPENDENCE QUESTIONS

Table is unavailable. Please contact author.

10. Women as Manager Scale - Statements 05, 23, 10, 40, 14, 30 were used to analyze this scale. The alpha was equal to .65. A very high majority from all three countries disagreed with statements number 5, 23, and 30. A majority of respondents from the three countries agreed with statement number #40, and the percentage agreement from the USA were higher than from India and Singapore. The difference among the male and females was also significant. On statement #14 the percentages were comparable among countries and sexes, with the majority still disagreeing with the statement.

Statements 5, 23, 40 and 30 showed a significant difference by sex (P<.000) and country (P<.000). Analysis of variance showed a significant difference by sex and country (P<.010; df = 2; F = 4.654).

Women as Managers table is unavailable. Please contact author.

TABLE 10
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER AND WOMEN AS MANAGERS QUESTIONS

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Summary & Remarks

In this study a majority of the American, Indian and Singaporean LIS students were highly educated, achievement oriented, future oriented, persevering and competitive. The response percentages of the majority of respondents from all the three countries show that the majority of them were motivated to work hard, devote their energies to the task at hand, plan for the future and be competitive, professionally. Significant relationships were found in the following categories: "task orientation," "future orientation," "perseverance", "social acceptance," "competitiveness," "reaction to success/failure," "fear of success," "independence," "rigidity," and "women as managers scale." Looking broadly at the percentages, responses from the USA and India, were closer to each other "task Orientation," "future orientation," "perseverance," and "competitiveness." Responses from Indian and Singaporean LIS students were closer on "social acceptance," and "fear of success." Responses from Singapore and the USA were closer on "rigidity," "independence," and "women as managers."

Task Orientation: The percentage agreement of Singaporean students was lower then the USA and Indian students on the statement, "I am highly motivated when I know that a task is difficult." There was a vast difference in the percentages on the statement, "I often choose moderately difficult tasks rather than very difficult ones." A majority of Singaporean students disagreed, whereas a majority of both males and females from India and the USA agreed. McClelland did suggest that high achievers choose moderately difficult tasks that they can accomplish rather than very difficult ones. A higher percentage of Indians however, felt that very difficult problems were more motivating than moderately difficult ones, compared to the Americans or Singaporean students. Again, a higher percentage of Indians liked finishing many easy tasks rather than a few difficult ones. Question one showed significant relationship by country, whereas questions 11, 20 and 31 were significant by county and by sex. The percentage of responses from the USA and the Indian students were closer than that of Singapore students. A higher percentage of females agreed with all the four questions than the males.

Future Orientation: The response percentages were well matched between all the three countries, on three of the four questions. Major difference was on question #25. A majority of the respondents from the USA and India disagreed with the statement - "I am not as much concerned about the present, as I am the future." One hundred percent of Singaporean students, male and female, agreed with the statement. Evidently Singaporean students think the future is very much more important than the present. Singaporeans are very competitive. There is a lot of emphasis on education, training and retraining by the government. They have made a great deal of progress as a nation since independence. Indians and Americans think that the present is as important as the future. The percentages from Singapore and India were closer. The percentage agreement among males was higher than the females.

Perseverance: Percentage agreement on all questions was high among the respondents from the three countries. Within the countries the responses from males and females were fairly close. The percentage agreement was comparable between India and the USA, rather than with Singapore. Agreement among the females was higher than the males.

Social Acceptance: A majority of respondents from America disagreed with all the four questions. On the question "social acceptance is more important than personal success" the percentage agreement from Indian students was very high compared to the other two countries. A majority of respondents also agreed with statement #4. Evidently for the American students personal success is more important than social acceptance or social recognition. This attitude on the personal level translates into self-development and independent achievement at the individual level. On the other hand the value of social acceptance and social recognition translates into putting the goals of the society or the organization first and the achievement of the personal goals second. This coincides with Hofstede's (1980) criterion of differences in the cultures. According to him even though Americans are high on individualism, for Americans high individualism translates into every individual striving to gain wealth, recognition self direction and self actualization. However, for Indians wealth is less important, and conflicts ridden. For Indians and Singaporeans group solidarity and family are more important than the self. For them self- actualization is more of the meditative type. More Indian students were willing to change their opinion in order to build a consensus in a group than the American students. Indians also wanted more friendly relations with the coworkers, rather than flexibility at work.

Even though Indian and Singaporean administration follow an open door policy there is still a greater distance between the superior and the subordinate compared to the American organizations. Hofstede refers to it as respective high or low "distance from the power." Indians are more likely to look to their superiors for approval and guidance than the Americans. In a bureaucratic organization American managers learn to respect authority. Both men and women need the desire to exercise power to climb up the corporate ladder. It is consistent with the findings in the USA from the studies in the hierarchical motivation theory (Miner, 1993), the need for power theory (McClelland & Boyatzis, 1982) and Hofstede's (1980) power distance (Chan, Yu, & Miner, 1997, p.170).

Indians are poorer than the Americans are and in need of the job, so they are afraid to disagree with their employer. Such fear is evident in the following remark by a senior Indian executive with a Ph.D. from a prestigious American University:

> What is most important for my department and me is not what I do or achieve for the company, but whether the Master's (i.e., an owner of the firm) favor is bestowed on me. This I have achieved by saying "yes" to everything the Master says or does. [T]o contradict him is to look for another job. I left my freedom of thought in Boston (Hofstede, p.128).

Percentage of responses from India and Singapore were closer than the USA. Agreement among the males was higher than the females.

Competitiveness: A majority of the USA and Singaporean students disagreed on the question, "I enjoy competing against the clock," whereas a majority of the Indian students enjoy competing against the clock. Mild competition keeps the excitement of achievement high and competing against the clock builds speed (White, 1957). There is a lot to be said in favor of progressing at your own pace as most of the Americans like to do, however competition leads to innovation and adds spice to achievement motivation. Competition also leads to innovation. In this study both sexes in India and in the USA were quite competitive.

More American and Indian students wanted to work in "libraries that pay well rather than those that pay less, but allow flexibility." A lesser percentage of respondents from Singapore, and a lesser percentage of females than males from the USA and India, agreed with this question. A higher percentage of Singaporean females agreed with the question compared to Singaporean males. The percentage of USA respondents who agreed was closer to Indian students than to Singaporean students. Male percentages were higher than the female.

Reaction to success or Failure & Fear of success: Response percentages were similar for all four questions. Female percentages were higher than males.

Rigidity: On question #9 "A true challenge is one that is practically impossible to achieve," a majority of the American and Singaporean students disagreed, but a majority of Indians agreed. On question #18 "I would rather have my superior set deadlines than set them myself," a majority of Americans and Singaporeans disagreed, but a higher percentage wanted the superior to set the deadlines. This tendency could be prompted by a "dependence motivation" as pointed out by Pareek (1988). It could lead to a tendency to avoid responsibility. Management research shows that people who set their own goals are more motivated and committed to achieve them, and they are also more likely to take responsibility for the consequences of their actions. On the other two questions responses from Indian and Singaporean students were closer to one another than the Americans. On question #29, "It is more important to have friendly co-workers than flexibility on the job". Americans prefer flexibility on the job and Indians and Singaporeans prefer friendly relationship with the coworkers. Also, the Indians and Singaporeans were more willing to change their opinions to build a consensus of the group than the American students were. It again could be a reflection of the culture. American students are more individual and Indian and Singaporeans are more groups oriented in their thinking. Percentage responses of sexes were the same.

Women as Managers Scale: A majority of the respondents felt that challenging work is as important to men as women are. It is as desirable for women to have jobs that require responsibility as men. Many more Indians felt that women have the objectivity to evaluate library situations properly than the USA and Singaporean students. A higher percentage of American students agreed with the statement #40, "Women would no more allow their emotions to influence their managerial behavior than would men." A majority of Indian and Singaporean students also agreed. All respondents disagreed with the statement #14 that "Women cannot be aggressive in managerial situations that demand it." A majority felt that women are ambitious enough to be successful in challenging and responsible managerial positions.

On the category acceptance of Women as Managers more Indian males than the American and the Singaporean males, look at women in a stereotypical light. Forty percent of the Indian males versus two percent of the American males and 16% of the Singaporean males agreed with the statement #23 -"It is less desirable for women than men to have a job that requires responsibility." Also, about 30% Indian males versus three percent of the American males and 10% of the Singaporean males felt that (Q#30) women are not ambitious enough to be successful in managerial position. In the business world, in all the countries, the majority of men perceive women as lacking in competitiveness, ambition and leadership abilities. Fifty two percent of the Indian women themselves felt that they do not have the objectivity required to evaluate library situations properly. In this study Indians were more conservative than the Americans and the Singaporeans in accepting women as managers.

Conclusion

In this study a majority of both men and women from the three countries were highly educated and motivated. The agreement percentages were similar on "task orientation," "perseverance," "future orientation," and "competitiveness," between countries and sexes. These are the categories that matter most as far as the work environment is concerned. The differences between the sexes and countries were found on factors like "women as managers," "reaction to success or failure," "fear of failure, " and "social acceptance."

Social acceptance showed the highest difference between the respondent from the three countries. A majority of the Americans respondents disagreed with all the four questions. For Americans personal success is more important than social acceptance or social recognition. This attitude at the personal level translates into self-development and independent achievement at the individual level. On the other hand the need for social acceptance and social recognition for the Indians, Singaporeans, and Japanese translates into putting the goals of the society or the organization first and the achievement of individual or personal goals second. This coincides with Hofstede's criterion of the differences between the cultures. According to him for Indians, Singaporeans and Japanese, the concept of self as a separate entity from society and culture does not exist. It includes the person himself, and his intimate societal and cultural environment, which makes existence meaningful. As this study also indicates they would modify their views more easily in favor of their friends to keep harmony in their environment than the Americans. These countries score low on individualism. Society in turn plays a supportive role and thus the dimensions of "reaction to success or failure," and the "fear of success," also gets minimized.

The United States of America is a major exporter of modern organizational and management theories abroad. But the position of extreme individualism of the Americans in comparison to collectivism of most other countries calls for major modification of these theories to suit the environment of those countries and cultures. Most managers who were able to modify the theories have had success in implementing them in their own context.

Another difference was found on the factor "women as manager." A higher percentage of Indian males look at women in a stereotypical light than the Americans. The American and Singaporeans were more positive about accepting women in management. Even 52% of the Indian women themselves felt that they do not have the objectivity required to evaluate library situations properly. However a majority of them agreed that women are ambitious enough to be successful as managers in challenging and responsible positions. They also felt that women would not let their emotions influence their managerial behavior any more than men would. This indicates that even though women feel they can handle most managerial situation, they get doubtful of the abstract values attached to those roles by the organizations or societies.

This survey shows that a majority of American and Singaporean men & women are ready to concede, at least at the conceptual level, that women can successfully take up managerial roles. A majority of the young Americans and Singaporeans have realized the need for two-incomes for the family and are gradually adapting to the changed economic conditions. The Indian economic conditions also demand a similar adaptation. The American women have worked hard to get to this level. They are still struggling to achieve equality in work place and in the domestic arena. There is a big gap still between the conception and the reality, however.

Our opinions are influenced and shaped by the societal forces and personal characteristics. Prevalent culture determines the gender roles in a society. In most countries, societies expect women to be subservient towards men and therefore assume that men will exercise authority over other people. These perceived behaviors have been attributed to childhood socialization or an innate psychological or biological disposition. Societal and organizational messages conveyed to women, in most countries, have been that women themselves have the primary responsibility to rectify the situation. As a response to that women turned to business and professional schools, earned higher degrees, and gained managerial experience at whatever level they were allowed. Women entrepreneurs and professional women organized networks for mutual support. They lobbied for laws to be changed. They also undertook research to determine the causes of their slow progress and low salaries. After some thirty years, by about the end of the 1980s women had started questioning this image of a typical male dominated society. Entrepreneurial women who excelled in their own business, when compared to their equally qualified colleagues, who stayed with the corporations, and were not promoted to executive levels, clearly demonstrated institutional and organizational discrimination. Most of the research studies also indicated that there are negligible differences between sexes as far as managerial motivation is concerned. By focusing on individual characteristics the organizational factors like discrimination and stereotypical social values affecting the careers of women were ignored or camouflaged. Even in professions where a large number of qualified women are at the middle level, like LIS, men dominate the top level of management. Women advocate that organizations should eliminate discrimination and adopt objective methods of selecting, promoting and rewarding. Organizations can gain by sharing executive ranks with some of the more talented women and thus maximize their human resources. For success such a change is needed at the individual, organizational and social levels.

Economic independence, self-confidence and personal achievement motivation are the only tools that serve women well in negotiating their status in the family with their husbands and other family members. Women's employment in particular marks a significant rejection of male control. In all countries and cultures, men resist conceding their privileges in personal, domestic, sexual and family relations. The resistance experienced by women comes in personal areas of marriage, inheritance and the guarantee of domestic equality. This resistance demonstrates just how political the personal arena is in gender relations. Legal reforms do not work well in this arena. This is especially evident in the increasing rate of family violence, divorce rates and child abuse and neglect in both the countries.

Ths study, like most personality studies did not find substantial differences between the personalities of the male and female respondents in the performance categories of 'task orientation," "perseverance," "future orientation," and "competitiveness." There seems to be a need to bring about an attitudinal change towards accepting women as managers based on such empirical studies. Both males and females have similar career aspirations and both want to be leaders and/or managers. While the basic theories of management can be taught in all the countries, the difference is in the implementation of these theories. Management motivation theories work well if the managers are sensitive to, and can modify them, to suit the prevalent culture of the organization or the country.

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APPENDIX

Survey of Library/Information Science Students

We want to know how you feel about the following statements. Some of the statements may depend on the situation, but we want your choice to be the one which best reflects your opinion in general. Your participation is voluntary - you may quit at any time. Data from the survey will be used in aggregate form and no single individual will be identified from the responses. Please CIRCLE the letters to the right of each statement to indicate relative agreement or disagreement with the statement. There are no right or wrong answers. Please answer all statements.

Survey is unavailable. Please contact author.

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Division Number: III
Professional Group: Libraries Serving Disadvantaged Persons
Joint Meeting with: -
Meeting Number: 132
Simultaneous Interpretation: *No*

Enhancing the skills of school library staff to cater for individual student needs

Janet Murray
School of Information Management and Systems
Monash University
Caulfield East, Australia
Email : murryan@gsat.edu.au / murryan@gsat.edu.au

Abstract

The author has recently completed a four year study which evaluated school library services offered to students with disabilities in two Australian states. Findings regarding staff development activities for school library staff that would assist them in teaching, communicating and providing for the information needs of students with disabilities are discussed. Results showed that there are currently limited opportunities for school librarians to participate in such programmes, beyond those offered in individual schools to the teaching staff as a whole. There is a need for library-specific staff development programmes that cover policy formulation, collection development and adaptive technology aspects of library services for students with disabilities.

Paper

Background

In compiling the bibliography Equity and Excellence (1) I found a lack of library-specific training materials on the provision of services for people with disabilities, and that few staff development programs on this aspect of service run by libraries had been reported in the literature. This situation is little changed seven years later, and if the viewpoint is narrowed to staff development programs for school library staff, evidence of any library-specific training is hard to track down. Wesson (2) suggests school librarians can provide themselves with staff development by visiting other school libraries which cater for students with disabilities, or to undertake some action research in their own library which is focussed on students with disabilities. In Australia, some staff development programmes on service provision for people with disabilities are available (3) but provision is still sporadic (4). None of these programmes have been targeted at school librarians. There is very limited coverage of library services for people with disabilities in preprofessional training programmes (5, 6, 7). Given the pressure most university departments currently face to become self-funding, thereby emphasising the provision of popular mainstream courses, this situation is unlikely to change.

Staff development for school librarians is in general poorly provided for. Heeks & Kinnell (8) found that in the UK there were a range of staff development activities available to school librarians but the identification of those suitable for individual school librarians was inhibited by the lack of confidence by their line managers in assessing their staff development needs. Earlier research by Edwards & Schon (9) identified professional reading, attendance of conferences and seminars, training provided by school districts, involvement in professional associations and formal tertiary education courses as being the chief training activities engaged in by school librarians.

If little is being done for these professionals from the library perspective, what is happening in education circles? Bradley & West (10) investigated the staff development needs of classroom teachers in mainstream schools who were teaching students with disabilities. Results showed that teachers wanted staff development which covered: how to modify educational programmes; working and teaching in a team; the impact of the inclusion of a student with a disability on other students in the class; knowledge of specific disabilities; attitudes to disability; expectations of students with disabilities included in their classes; and background information about special education, integration and inclusion. Unless teachers have studied special education in either pre- or post-professional courses, they may have no knowledge of these areas. In the Australian state of New South Wales, all teacher training courses now include a compulsory unit on special education. Thus any newly qualified teachers in that state who go on to train as school librarians, will have some background to help them as librarians in catering for students with disabilities.

The Study

I have just completed a four year study which evaluated the library services provided to students with disabilities enrolled in mainstream schools. Data about the availability of staff development programmes and training needs for school librarians was collected through both case studies and a longitudinal survey. The survey instrument, a self-administered questionnaire, included two relevant questions. The first asked if any staff development programmes related to students with disabilities had been offered in the school, but invited comments about this topic. The second asked about the awareness of school librarians of disability legislation that affected library services, and those who were aware were then asked to identify the source through which they became aware of the legislation. These included the school principal, library literature, professional networks, educational publications (including professional literature and publications made available through the education system), the media, or training/education.

Fourteen schools across the two states participated as case studies. In conducting interviews in case study schools, school librarians were asked about the staff development programmes that had been made available to themselves or their staff. School library staff discussed their personal experience of disability. Special education teachers/co-ordinators were asked what type of staff development programmes they had made available to staff in the school, and whether library staff were included.

Results

The first questionnaire was mailed to 1454 primary and secondary schools in the Australian states of Victoria and New South Wales in 1994, and elicited a response from 493 schools (34%). The second questionnaire was sent to these 493 schools, which included government, independent (private) and Catholic schools, eighteen months later, eliciting a response rate of 55%. This second questionnaire was essentially the same, with a few modifications to facilitate the longitudinal nature of the study. For example, the question about staff development was changed to ask if staff development programmes had been offered since the time of the first survey.

Two hundred and seven respondents (52%) to Survey 1 reported that staff development programmes related to students with disabilities had been available. One hundred and four respondents (27%) to Survey 2 reported that such programmes had been available in the period since Survey 1. Qualitative responses to this question indicated that most of the training was in-house. There were no library-specific programmes. Training covering a wide range of disabilities was mentioned in the qualitative comments; visual impairment, hearing disability, and learning disability were the most frequently mentioned. The programmes were presented either through special staff meetings, inservices or talks by personnel from external organisations, or by staff being sent to external courses; this latter option was only available to special education staff. Where school librarians were aware of disability legislation, their main sources of information had been evenly distributed across the six sources identified. There was a drop in the percentage of respondents quoting training as a source between 1994 and 1996, from 22% to 15%. The two surveys showed that 57% of respondents were totally unaware that legislation existed which affected the services offered to students with disabilities.

Several school library staff members working in case study schools did have personal experience of disability. This came from a range of experiences : teaching, community work, or through the involvement of family members in the disability field. This did appear to be a factor in the understanding of the needs of students with disabilities. Special education staff in nearly all case study schools did provide training activities of some kind for teaching staff, but these either did not include non-teaching staff, or were held outside of school hours and non-teaching staff were not willing to stay to attend in their own time. Schools often provided intensive staff development programmes when students with disabilities were first enrolled, but this was not an ongoing activity as it was presumed there was no further need. Often special education teachers briefed a small group of teachers who taught particular students with disabilities, but the school librarian was not included.

Discussion

The survey results show that very few opportunities were provided for the library staff to participate in staff development programmes related to service provision for students with disabilities. Only just over half of the schools with students with disabilities enrolled, in 1994, had offered whole school programmes, and in 1996 this had dropped to 27%. Although professional library staff would no doubt have been able to attend any programmes offered to the teaching staff, it is questionable whether these programmes would also have been offered to paraprofessional or clerical staff in the school library. It is interesting to note that more staff development programmes had been offered in the government sector. Given this is the largest school sector, this could be due to the availability of training activities run at regional or state level for school staff.

Although school librarians in case study schools were able to attend training activities offered to the whole school teaching staff, none had received any library-specific training, or provided it for paraprofessional or clerical library staff. In some schools there was little or no information provided about students with disabilities to the school librarian by special education staff, often because the special education staff failed to recognise that the school librarian would likely to deal with most students in the school, and should be included in briefing sessions about particular students. The lack of ongoing disability training in some schools did not take into account the needs of newly appointed staff.

The Training Needs of School Librarians

The survey results, discussions with librarians in case study schools and in schools visited during fieldwork in Canada and the United Kingdom indicate that staff development programmes are needed in several areas, some of which correspond to Bradley & West's findings (11). School library staff who do not have personal experience of disability would benefit from disability awareness training, but the greatest need is for school librarians to receive specific information about the students with disabilities in their school and how to deal with them, teach them and meet their needs. School librarians should be included in briefing sessions on particular students and also included in the meetings of students' individual learning support groups when information resourcing is an issue to be discussed. This includes being given the opportunity to work with special education staff in modifying materials used in information skills teaching to suit individual students. However school librarians need to ensure they always attend general staff meetings and other forums where information about students with disabilities may be disseminated. Training in working with others is not such an issue for school librarians, as they are experienced in this area through their endeavours to integrate information skills teaching into the curriculum and by working alongside other library staff, although some do work in isolation. But as classroom teachers and special education teachers do receive such training, needed as many have them have worked independently in the past, information flow and co-operation between them and the school librarian should improve.

School librarians would benefit from gaining knowledge about special education, the purpose and processes of integration and inclusion of students with disabilities into mainstream schools, and particularly the legislation governing this area. Beyond the staff development needs identified by Bradley & West, school librarians need training in the library-specific areas of policy formulation, collection management and technology requirements. The survey results showed that 5% of respondents had a formal policy on services for students with disabilities in 1994, which dropped to 3% in 1996. Very few case study school libraries had formal policy statements, even those with exemplary school librarians. The lack of policy statements indicates lack of awareness of need. Both survey and case study results showed that school librarians provide good collections of disability information and fiction that treats disability in a realistic and sensitive way. However most have a limited knowledge of the alternative format materials that are available and external libraries or organisations where these can be accessed or borrowed. Although school librarians are experienced users of information technology, there was no evidence of recognition of the role of technology in compensating for disabilities. Adaptive technology can provide many options, such as access to print for visually impaired students, and keyboard use for students with little motor control, and is provided only in a very small number of school libraries.

Meeting these staff development needs involves a variety of mechanisms. Wesson's (12) suggestion that the individual should take charge of their own staff development is realistic, given the isolation experienced by most school librarians and the frequent lack of understanding of their staff development needs by their line managers. Professional reading can be pursued by the individual, and there are several good videos and some training packages on disability and disability awareness which could be used effectively by one person or by a small library staff together. Some school districts and school clusters do provide staff development programmes for school library staff, and these could address collection management and information technology issues. Conferences and seminars held by professional associations are another avenue, although my experience indicates that specific seminars held at a district or local level will be more successful than running a session at a general conference. Opportunities for staff development are so limited for school librarians, and emphasis on information technology so great, that any topic considered at all peripheral will be ignored where a choice of sessions is offered at a conference.

Conclusion

Staff development programmes on services to students with disabilities are rarely provided for school librarians or other school library staff. University departments offering courses in librarianship and information management should be encouraged to cover library services to people with disabilities in mainstream curricula, so that newly trained professionals have been sensitised to some extent to the needs of this client group. Encouragement of staff development activities at a personal level and lobbying of professional associations and education authorities to provide more programmes in this area, seem to be the most viable solutions.

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An inclusive school library for the 21st century : fostering independence

Janet Murray
School of Information Management and Systems,
Monash University,
Caulfield East, Australia
Email : murryan@gsat.edu.au

Abstract

There are many ways in which the school library can contribute to the personal growth of students with disabilities enrolled in mainstream schools, and in fostering acceptance and understanding of these students by their non-disabled peers. A four year study of school library provision for students with disabilities showed that provision of effective information literacy programmes, a welcoming and physically accessible library environment, and access to information technology and electronic information sources can have a significant effect on the development of confidence, independence and self-esteem in these students. Engaging these students as library monitors or offering the library as a work experience placement further assists independence and self-esteem, and promotes a positive image of these students to their student colleagues. The provision of a good collection of disability information and sensitive fiction titles also promotes value and acceptance of disability by other students.

Paper

Introduction

This paper focuses on the ways in which school library programmes can contribute to the personal growth of students with disabilities in mainstream schools, and in fostering acceptance and understanding of these students by their non-disabled peers. The impact of the integration and more recently the inclusion movement on most school systems means that more students with disabilities are attending mainstream schools. Some of these students are readily accepted, others suffer rejection from their classmates, their teachers or the parents of their classmates[1]. Students with disabilities may lack social skills and/or academic skills and it is vital that their self-esteem and confidence is established and maintained. The school library is an arena in which students have the opportunity to interact independently without the constraints of a classroom. It is also a source of unbiased information about disability. There are many opportunities for the school library to contribute to a successful mainstreaming programme.

Fostering Confidence, Self-esteem and Independence

Apart from facilitating acceptance by peers, students with disabilities need to develop positive self-concepts to enhance their ability to achieve academically, as a positive relationship between the two has consistently been found in research. Special educators suggest this may be achieved by : giving praise for achievement; engaging in co-operative learning; sharing games and activities with other students; being given the opportunity to demonstrate expertise; and by being given responsibility[2]. Strategies to encourage other students to have positive attitudes to students with disabilities might include : changing attitudes with information about disability; teachers providing a positive role model; and creating opportunities for interaction between students with disabilities and student peers[3].

Hopkins[4] investigated the relationship of the school library to the development of students' self-concepts. Her review of previous research identified six factors that contributed to positive self-concepts in students : opportunities for collaboration or teamwork with other students; independence; success; a positive and welcoming learning environment; challenge in learning situations; and a feeling of personal value or acceptance. Hopkins' research revealed that the school library could play an important part in the development of positive self-concepts in students and consequently academic achievement. Heeks & Kinnell also identified the importance of creating a welcoming library environment in their study of the role of learning support for Year 7 pupils with learning difficulties[5].

The Study

The author has just completed a four year study which evaluated school library services provided to students with disabilities in mainstream schools in two Australian states, Victoria and New South Wales. The primary research method was case study, which involved interviews with school librarians, special educators and students with disabilities in 14 primary and secondary schools. There is a paucity of research in the special education field that has involved the participation of young people with disabilities, and this influenced the decision to interview students. A total of 37 students were interviewed, and observation of students with disabilities using the school library also took place. Students with a wide range of disabilities, from learning difficulties to sensory and physical disabilities, were included. Students were asked about the amount of use they made of the library, and how they went about finding information. They were asked about access to various library facilities such as the catalogue, shelves, and study areas. Other issues explored were the use of CD-ROMs and other software, acquisition of information skills, use of public libraries, and reading interests. The students were encouraged to talk about specific things they did or did not like about the library.

Results

The study showed that the case study school libraries did contribute to the development of positive concepts in some of the areas identified by McAfee, particularly in providing opportunities for collaboration and teamwork, in exercising independence, and in creating perceptions of value and acceptance. The importance of the library in providing a welcoming, comfortable and accessible environment was also substantiated. Information collected from interviews with students, school library staff and special education teachers is used in the following discussion.

The Library as a Facility

Research shows that the attitude of teachers to students with disabilities can influence the attitude of other students[6]. The first step to be taken to ensure the library appears to be welcoming to students with disabilities is to consider the attitudes of all the library staff to disability. This is likely to be positive due to the "helping" nature of the library profession, but some staff development activities in this area can be easily run by the use of existing videos and training packages[7], without the use of an external facilitator.

Although some students find it difficult to use the school library without the support of an aide, others find it is one place where they can manage independently, because the library staff are there to assist them, just as they are for any other student. The classic use of the library by students with disabilities as a retreat from the playground was not found to be common in the case study schools. Most students interviewed liked the library because it was a pleasant place to go. This may be to some extent to escape from undesirable elements in the playground, but most valued the library as somewhere to relax, talk quietly with friends, or use computers. Some schools operate buddy systems where students with disabilities are paired with a student colleague to use the library or read together.

In ensuring that the library has a welcoming environment, physical accessibility is essential. One special education teacher pointed out that for some students with physical disabilities, the school library might be the only library that is available to them. This is because either their local public library is inaccessible, or the student's family may not have the means for transporting them to the public library. Most library staff are aware of the more commonplace requirements of physical access, such as ramps. Less obvious features of good physical access were catered for in some libraries, such as providing at least one enquiry terminal at wheelchair height, and ensuring that there is sufficient space between shelving for wheelchairs to be manoeuvred. Many students who used wheelchairs became very frustrated at the barriers they encountered in libraries. Often only one door was available to them, so that they had to do something different from other students, such as always going out of the "in" door because there was more likely to be somebody there to hold it open for them. They would be trapped in bays of shelving where there was not enough room to turn around and one end was closed because it was flush to a wall. Unfortunately most libraries are restricted by space so that students in wheelchairs have to rely on library staff or other students to access material for them on higher or lower shelves. Several students with physical disabilities expressed great frustration at being limited in their browsing in this way.

Confidence in using the school library is an important factor, which can then lead on to public library use. Many students with intellectual disabilities will have a large amount of leisure time in adult life, and special educators concentrate on providing outlets for this. Many of the special education teachers took students with intellectual disabilities to the local public library as part of their living skills programme, but the school librarians were unaware that this was happening. The outcomes of the study as a whole showed there was a poor level of co-operation between school and public libraries, and this is one instance where the school librarian could have facilitated a process.

Information Literacy

Reading can be an important recreation for some students, especially those with physical or sensory disabilities who may not be able to participate in sport, and for students who may never be employed full time. Provision of fiction in alternative formats such as large print and audio is needed to ensure all students have access to recreational reading material. Storytelling has been linked to the acquisition of literacy skills for students with disabilities[8]. This activity is not frequently undertaken in secondary schools where it is particularly important as a motivational strategy to encourage students with learning disabilities to read, and also to benefit from hearing books which they are not be able to read on their own. Storytelling to groups of students with disabilities was common practice in primary schools, but although most secondary school librarians were aware of the value of picture books for students with learning disabilities, only one was observed to regularly read to students.

For students with disabilities, the opportunity to become information literate offers a lifelong tool which can encourage the building of self-esteem and independence. Information skills classes in the library often make use of peer tutoring and co-operative learning which have been found to benefit many children with learning disabilities. Most school librarians worked closely with special education teacher in planning content, and adapting worksheets and other material to suit individual student's needs. Where possible, school librarians would offer one to one instruction to students, or modify the expectations for individual students. Often in primary schools, the library lesson was the time when the aide could leave the student to manage on their own, which again promotes independence. On the other hand, an aide might be indispensable in the case of a student with a considerable learning disability in a mainstream class. Whatever method was used, many students in case study schools were experiencing success in learning information skills. In one secondary school, one of the special education teachers had become very enthusiastic about teaching information skills to her class of students with intellectual disability. She worked with her students on research skills, and taught them how to use the enquiry terminals. The class was also learning how to use the circulation system. The school librarian believed that these students could learn the information skills process, provided the process was broken down into many "sub-steps". She and the special education teacher worked on this together with considerable success.

Information Technology

Computers, whether used for recreation or to access information, are an important tool for students with disabilities. Research has demonstrated that many students with learning disabilities respond very positively to auditory and visual stimuli as opposed to print media[9]. For children whose mobility is limited, email and other Internet tools focus on the content of the communication rather than personality or physical attributes, so that students can interact as "equals" without the encumbrances which sometimes isolate them, such as wheelchairs, canes or physical appearance[10]. This method of communication contributes to the self-worth of students, because it is current highly used technology, and for those with limited mobility the use of electronic communication has great advantages for shopping, banking and gaining employment.

Adaptive technology, such as specialised keyboards, voice output devices and large print screens can facilitate independence for students whose fine motor capacity is limited, but not one case study school had such technology available in the library. Lewis[11] states that, aside from the way technology can facilitate access to resources such as print and software, for students with disabilities it can lead to :

- improvements in academic performance and classroom behaviour, as well as increased motivation and more positive self-concept;
- changes in the way students with disabilities are perceived by their peers; since they can achieve more on their own, they are perceived to be more capable.

Mendrinos[12] found that CD-ROM technology was a great leveler in enabling students to access information successfully regardless of their previous academic ability. School librarians interviewed by Mendrinos found that students were able to more easily narrow their searches by using CD-ROM reference tools and gain a better understanding of which subject headings or keywords to use, and then transfer this knowledge to search other catalogues and indexes. Much of this is attributed to the way that CD-ROM indexes divide topics into subtopics, which helps all students, not just students with disabilities, to define their topic and search for relevant information. Many of the librarians and special education teachers in case study schools commented on the fact that students with learning disabilities used CD-ROM tools very effectively. The computerised library system used by the majority of NSW schools, OASIS, also has a very simple menu driven searching interface which students could use effectively. Several school librarians observed however that students with learning disabilities found complex Internet searching more difficult.

Student Assistance in the Library

Allowing students with disabilities to assist in the library during library lessons, or to become library monitors, can help to build up their confidence and self-esteem, and to promote their acceptance by other students. Sometimes this may require a great deal of patience and perseverance on the part of the library staff, but there are many benefits. As early as the 1970s librarians were finding that allowing children with quite severe disabilities to help in the library presented a pathway to eventually motivate an interest in books and reading[13]. More recently Dorell has reported how involving a student with a behavioural disorder in helping in the library broke the cycle of failure for this student and restored his self-esteem[14]. Dorell found that he had underestimated the capabilities of this student. In one of the case study schools, a small group of students with intellectual disabilities visit the library on a weekly basis. Each week two of the students take responsibility for returning the groups books and reshelving them, and issuing new ones. They have been gradually taught these skills and been given the responsibility by a very empathetic librarian, who recognises there are occasional mistakes but is prepared to wear it. To her the confidence gained by these students is more important. Several case study schools have students with disabilities who act as library monitors. Apart from the status and acceptance this gives students, it is particularly helpful for students with intellectual disabilities in offering an opportunity to learn and practise social skills. The status of library staff as role models is important in this context.

For older students in transition programmes, the school library has proved to be a successful placement for work experience. In one case study school the school library had an ongoing role as a work placement for students in the support unit for intellectual disability. The willingness of the librarian to be involved in this way provided more opportunities for the students but also enhanced her relationship with the special education teachers. Jilbert[15] discusses the prevocational skills such as "...responsibility for actions, initiative, care of materials, punctuality, and task completion" which can be provided by working in the school library. She emphasises the value of the library as a work placement because a great variety of tasks can be learnt, many of which are transferable to other workplaces. Jilbert concludes, like Dorrell, that the experience of working in the school library can change stereotyping and result in the student being regarded as "capable and productive" (p.77).

Value and Acceptance of Students with Disabilities by other Students

School librarians can promote positive images of people with disabilities through the library collection. All case study libraries maintained a good collection of non-fiction about disability. They also provided appropriate materials in the teacher reference collection, selected to support the teaching of both special education teachers and classroom teachers. Most school librarians were aware of the range of fiction titles now available which portray disability in an understanding and empathetic way and had weeded earlier patronising and over-emotional books from the collection.

Conclusion

Many school librarians interviewed focussed on providing a good service to all students, and were responding to initiatives brought about by the shift to local management of schools, such as quality management. Those who had good managerial and communication skills were the ones who delivered services successfully to students with disabilities. They were able to use strategies identified in research to contribute to the personal growth of students with disabilities, especially in offering co-operative learning and sharing activities with other students, giving students responsibility, providing positive role models, and changing attitudes with information about disability. An interesting phenomenon was the way the presence of the researcher in the school acted as a catalyst, and focussed the attention of the librarians on the needs of students with disabilities. Even the most dynamic school librarians admitted that interaction with the research project had increased their awareness.

Several Australian schools are creating learning support centres which involve administrative amalgamation of special education, information technology support and school library services[16]. Computers, software, books, curriculum materials, and teaching resources are all available in one location alongside personnel who can provide learning support, information technology support, and expertise on resources. Dyson[17] and Heeks & Kinnell[18] have observed similar developments in the United Kingdom. If this trend continues the involvement of the school librarian in the personal growth of students with disabilities will be increased.

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Knowledge management research and end user work environments 2010

Wilda B. Newman
The Johns Hopkins University
Applied Physics Laboratory
Laurel, MD, USA
Email - wilda.newman@jhuapl.edu

Abstract

Research in Knowledge Management and collaboration with the Johns Hopkins University, Digital Knowledge Center will allow focus on the future work environment of the University as a whole. The sharing of resources, perspectives, ideas, concepts, and work environments will create a synergy for developing profiles of end users and their Knowledge Management environments. It will look at the published information environment, as well as the overall "information" environment of end users. The research will review how end users currently access and use information and develop future scenarios of end user profiles and how these are structured, from a Knowledge Management perspective.

Paper

The definition of Knowledge Management as defined by the Gartner Group states that: "Knowledge Management promotes an integrated approach to identifying, capturing, retrieving, sharing, and evaluating an enterprises information assets. These information assets may include databases, documents, policies, procedures, as well as the uncaptured tacit expertise and experience stored in individual's heads" (www.gartner.com). It also includes content management, best illustrated in the "traditional or industrial age library," as well as process flows in automated environments. Knowledge Management is a very broad umbrella and includes by necessity many people of diverse educational and experiential backgrounds.

Many of these people are outside the field of Computer Science and are playing an important role in defining and developing the overall understanding of Knowledge Management.

The Milton S. Eisenhower Library at Johns Hopkins University (JHU) has established an R&D arm that includes the Digital Knowledge Center (DKC) to assist with the transition of the information environment into the new millennium. The transition of this environment includes information that is both published and unpublished, as well as information that is internal and external to the organization.

The DKC has two major activities: (1) Evaluation of technology and determining where it is going and the limitations of that technology, and (2) Building collaborative relationships with other areas of the University in general. The DKC focuses are electronic pedagogy, electronic scholarship publishing, and emerging technology. The work proposed will take advantage of these focal points and promote a collaborative approach between the JHU Applied Physics Laboratory and the University as a whole in Knowledge Management.

The use of technology is prevalent throughout our facilities; however, we have yet to leverage that technology in ways that the organization begins to reap more fully the benefits that technology can assist in data, information, and knowledge delivery. This may mean internally produced content or externally produced content and include not only text and graphics but also muti-media, such as streaming video, digitized audio and real time content creation. Knowledge Management also includes procedures and processes that are related and embedded in the functional operations supportive of the infrastructure in the work that occurs as part of all divisions and levels of the University. For example, how will the executive, scientist, researcher, faculty or engineer conduct his or her business, make decisions and manage? How will the administrative, business, or secretarial employees interact in the new environments? And, how will the Program Manager differ in how he or she manages the program environment? In other words, we need to think not just about what we do now, but rather what we do and how we would like to do it in the future. This will require new concepts, tools, and strategies. Basic to this are the building blocks that include knowledge processes, organizational culture, knowledge support, and information technology infrastructure, as noted by Richard N. Fletcher, Principal, Energy Futures Research Associates, Dallas, Texas.

"The future Eisenhower Library will carry forward the digital and network revolutions in the creation, distribution and use of scholarly information but will also integrate a more market-based, customized and entrepreneurial approach to the packaging and delivery of information. The MSEL will become a center for research and development in the application of technology; an aggregator and publisher, and not just a consumer of scholarly information; a campus hub for working with faculty on the integration of technology and electronic resources into teaching and research; a national center for lifelong learning opportunities for information professionals; and a provider of information services to broader academic, research and business communities.

"This vision for the Eisenhower Library predicts a significant moderation in the cost increases for knowledge acquisition as the traditional model of scholarly communication is replaced, a redefinition of the MSEL as a virtual resource not limited by time and space and so dependent on buildings for the housing and use of information, and a positioning of the Library as a successful competitor in the information market, and for corporate, foundation and federal investment."

Knowledge Management has many definitions, but is generally acknowledged to be the next "age" or revolution, in businesses and organizations and is seen as a discipline. The concept behind Knowledge Management is applying an environment of management to the most valuable asset of an organization, its knowledge. The research proposed will pursue Knowledge Management as previously defined, that is, as an integrated approach to information assets. These may include databases, documents, policies, procedures, tacit expertise and experience, as well as content management. Collaboration with the Eisenhower Library's Digital Knowledge Center will allow focus on the future work environments of the University as a whole. Further, sharing resources, perspectives, ideas, concepts, and work environments will create a synergy for developing profiles of end users and their Knowledge Management environments. To accomplish this research the following tasks are identified.

TASKS

- Task - 1 Research the field of Knowledge Management and arrive at a recommended definition for JHU/APL and the University as a whole.
- Task - 2 Interview end users relative to how they work now and how they would like or need to work in the future, with the support of automation, in order to develop end user profiles, current and future.
- Task - 3 Develop VISION 2010 scenarios for end users with the DKC, including the Executive Manager, the Faculty, the Program Manager, the Scientist, the Researcher, the Student, the Administrative Support, and others as perceived.
- Task - 4 Based on the research and work with the Eisenhower Library and the DKC recommend an approach/es for APL and the University for Knowledge Management 2010, including system development and application access.
- Task - 5 This task will be used to assess the research project on Knowledge Management for the Laboratory and the University overall.

An Advisory Group will be formed that includes staff from the University, as well as the APL, including the Director for Research and Exploratory Development. The Advisory Group will be given regular status reports on the work as it progresses and will be asked for feedback on the process.

The JHU/APL is committed to the field of Knowledge Management with the work of the Research and Technical Development Center and the establishment of an Information Operations Program Development Office, and is one of the Laboratory's strategic plan areas for increased focus in new business development

The DKC at the Eisenhower Library offers a significant opportunity for additional research and collaboration in Knowledge Management, with likely benefits of feeding the efforts of the Laboratory directly, as well as supporting the strategic initiative of APL in its goal to further benefit the government and commercial sectors, while directly supporting the University as a whole. This field is a broad discipline with multiple layers in both depth and breadth, and will require people from many different perspectives for an organization like the Johns Hopkins University to meet the challenge of this next information era.

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Teaching the research process - for discovery and personal growth

Dianne Oberg
School of Library and Information Studies
University of Alberta
Edmonton, Alberta, Canada

Abstract

The research process is one of the ways in which children and young adults can experience the school library as a place for discovery and growth. In order for students to have those experiences through the research process, teachers and librarians need to provide instructional guidance that is affective as well as cognitive in focus. Teachers and librarians need to have a deep understanding of how learners experience the research process and about how learning through research can be facilitated. In the past two decades, process models of library instruction have been developed in many parts of the world including the United Kingdom, the United States, Australia, and Canada. Process-based models of library instruction support a view of library research as an opportunity for students to experience discovery and personal growth. However, the effective implementation of such models depends on teachers and librarians understanding that students vary in the level of abstraction that they can handle, that students are active learners building or constructing their knowledge as they use information and that students are experiencing changes in feelings as well as changes of thoughts as they use information. This issue is explored through an analysis of a Canadian process model, Alberta's Focus on Research model, using research related to the implementation of this and similar models in primary, middle, and secondary schools.

Paper

Introduction

Process-based models of library instruction support a view of library research as an opportunity for students to experience discovery and personal growth. When implemented effectively, student learning through library research is characterized by exploration and risk-taking, by curiosity and motivation, by engagement in critical and creative thinking, and by connections with real life situations and real audiences (AASL, 1999; Bush, 1998; Harada, 1998).

What is regarded as exemplary library instruction has changed over the past thirty years: a source approach, during the 1960s and 1970s; a pathfinder approach, through the 1980s; and a process approach, now in the 1990s. The process approach to teaching the research process emphasizes thinking about information and using information within a problem-solving perspective. It does not discard the knowledge from earlier approaches, such as the knowledge of tools, sources, and search strategies but it does emphasize that this knowledge is to be developed within the teaching of thinking and problem solving.

The process approach goes beyond the location of information to the use of information, beyond the answering of a specific question to the seeking of evidence to shape a topic. It considers the process of a search for information as well as the product of the search. It calls for an awareness of the complexity of learning from information: learning from information is not a routine or standardized task, and it involves the affective as well as the cognitive domains.

The process model is theory-based and grounded in research from the fields of education and of library and information studies (LIS). From education, comes learning theory and from LIS, information seeking behavior theory. For example, from education comes the knowledge that learners vary in the level of abstraction that they can handle, depending on their cognitive development and their prior knowledge and experience. From education comes also the constructivist concepts of learners actively building or constructing their knowledge and of learners experiencing changes in feelings as well as changes of thoughts as they use information. From LIS comes the knowledge that users of information progress through levels of question specificity, from vague notions of information need to clearly defined needs or questions, and that users are more successful in the search process if they have a realistic understanding of the information system and of the information problem.

The Alberta Model for Teaching the Research Process

There are many process-based models of library instruction. In Britain, we see the work of Ann Irving, Michael Marland and James Herring; in the United States, we see the work of Carol Kuhlthau, Barbara Stripling and Michael Eisenberg. This work is reflected in the model for teaching the research process developed by the provincial ministry of education, Alberta Education. The foundation for that was laid down in Alberta Education policy in the 1980s:

> Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta. (Alberta Education, 1985)

Based on that policy, a program delivery model was developed called *Focus on Learning* (Alberta Education, 1985) which emphasized the instructional role of the school library and the teacher-librarian. However, as schools used the *Focus on Learning* document, it became evident that more guidance was required for library instruction, particularly in the area of teaching students how to do research. The result was *Focus on Research* (Alberta Education, 1990), an instructional model, developed because of teacher and teacher-librarian demand. (Sadly, the momentum generated by these initiatives has been lost in the province as a result of a change in government and a change in political philosophy. The ministry of education has been downsized, in line with the government stance that the ministry establishes broad policies and goals only, that it never specifies the means by which school districts achieve these policies and goals. As a result, official support has been removed from the school library policy and program delivery model, the provincial school library consultant posiition has been eliminated, and school district consultants have disappeared.)

Focus on Research is a five-stage model, with one element common to each of the stages, Review the Process (see Figure 1). There are many powerful strategies that teachers and teacher-librarians may use to help make library research an opportunity for discovery and personal growth. Below, I suggest some strategies for guiding learners through the research process, for each of the five stages in the *Focus on Research* model and for the element, Review the Process. In this section of the paper, I have used the term 'teachers' to refer to both classroom teachers and teacher-librarians, working in collaboration with the students in the classroom and the library.

Figure 1

Focus on Research: A Process Approach

STAGES	SKILLS
Planning	• Establish Topic • Identify Information Sources • Identify Audience and Presentation Format • Establish Evaluation Criteria • Review Process
Information Retrieval	• Locate Resources • Collect Resources • Review Process
Information Processing	• Choose Relevant Information • Evaluate Information • Organize and Record Information • Make Connections and Inferences • Create Product • Revise and Edit • Review Process
Information Sharing	• Present Findings • Demonstrate Appropriate Audience Behavior • Review Process
Evaluation	• Evaluate Product • Evaluate Research Procedures and Skills • Review Process

Throughout: Review the Process

Reviewing the Process is a critical element for helping students to understand research as a learning process and to develop their metacognitive abilities, for both 'thinking about thinking' and for 'thinking about feeling.' Work on metacognition began with Vygotsky in the 1920s. Metacognition encompasses all the thinking that we do to evaluate our own mental processes and to plan for appropriate use of these processes to meet the demands of the situation. Metacognitive knowledge includes knowledge of person, task, and strategy, that is, knowledge of one's capacity to learn, about the nature of what is to be learned, and about actions that one can take to aid one's thinking (Flavell, 1979). Work on helping students to develop their abilities to think about, evaluate and monitor their feelings began much later, in the the 1970s. Thinking about feeling, termed "emotional literacy" (Toben, 1999) or "emotional intelligence" can be defined as:

> The ability to perceive, access, and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Slavoney & Sluyter, 1997)

Young students, in primary school, for example, are less likely to have developed these metacognitive and emotional abilities but they can be helped to do so, within the limits of their intellectual and emotional maturation. Older students as well need to be helped to understand their feelings as well as their thinking as they work through the research process. McGregor (1994) found that even bright high school seniors need assistance in learning to think about their thinking, while Loerke (1992) pointed out that graduate students may be unaware that feelings of confusion and frustration are a natural part of the research process.

When teachers pose questions about thinking and feeling and allow students to reflect upon their learning progress, students' personal growth is enhanced. Students' motivation to learn is also enhanced when such activities honour diverse learning styles and perspectives. Teachers should use a model of the research process on a consistent basis and explicitly call the students' attention to the model and to the particular stage at which they are working. Other useful strategies for reviewing the process include class discussions, journal writing, and making timelines as well as ongoing and retropective analyses of the data generated through such activities.

Stage 1: Planning

In the Planning stage, students are given the opportunity to get an image of the whole research process; getting a sense of the project as a whole supports student success. Engaging students in the planning stage is crucial. Even with the youngest researchers, teachers can have them identify what they know and what they want to know about the topic, generate ideas about potential information sources, and discuss potential audiences and evaluation criteria for their work.

Topic selection is an important task for students in this stage. To do research well, the students have to be knowledgeable about the topic and the topic has to be an appropriate level of abstraction. Having a good understanding of the topic will allow the students to develop research questions or categories for investigation. Young or inexperienced researchers are more able to handle general knowledge topics where the emphasis is on fact-finding and organization of ideas. Junior high or middle school students are just beginning to be able to handle the abstract reasoning involved in focussing or narrowing a topic or for developing a position paper (Loerke, 1994). High school students can develop and support a thesis statement if they have had good research experience in earlier years.

Teachers generally will have planned the assignment and its parameters long before the students begin their work on the assignment. Teachers should be looking for topics that students will find personally compelling and that students can connect to the out-of-school world (Tallman, 1998). For complex topics or for assignments where students are given wide choices, this means a repeat or cycling of the first two stages of the research process so that students have the opportunity to do general reading, to assess sources of information, and to develop their interest and focus. Focus on Research and many other research models give little attention to the complexity of this initial stage (Anderson, 1994). Careful and thoughtful work is needed here to ensure that topics and research questions require high level thinking skills and that they will challenge students and engage their interest and curiosity. Students feel more positive towards investigative activities when they are involved in choosing or developing research topics; unfortunately there is some evidence that students in the senior grades may have less involvement in topic and question generation than do younger students (Gross, 1997).

Stage 2: Information Retrieval

In the Information Retrieval stage, students obtain the sources of information needed. If students are young or inexperienced or if information on the topic is very hard to access, a stations approach, organizing the materials by format or media, is often effective. Knowledge of information tools and systems and of search strategies (source and pathfinder approaches) is critical if the students are finding their sources independently.

Students may experience information overload during this stage (Akin, 1998). Teachers should be alert to the feelings and physical outlets that may characterize information overload--anger, frustration, fatigue, irritability, leg jiggling or swearing-and help students to recognize these signs of overload. In addition to helping students understand that such feelings are not an unusual part of the research process, teachers should help students to identify useful strategies such as omission or filtering (ignoring or selecting certain categories of information), generalizing or twigging (broadening or narrowing the topic), or asking for help. Whole class or small group activities related to getting a large picture of the topic and its sub-categories, such as concept-mapping, or deciding what kinds of information might be appropriate for the topic are helpful strategies for the information retrieval stage, especially when information overload is a problem.

Stage 3: Information Processing

In the Information Processing stage, students select and synthesize information pertinent to their topic. This is really a two-phase stage. After selecting and recording pertinent information, the students create a research product by organizing and synthesizing their information in a unique and personal way. Here is where the time invested in planning pays off; students who do not have a clear understanding of their topic (a topic focus) cannot select pertinent information.

In the first phase, recording information, students need to be helped to take notes in some format. The format should be provided for inexperienced researchers. This should be a search for pertinent information, for information that will answer their questions or fit into their subtopics, not writing down everything they can find. This is often where electronic resources or the photocopy machine can actually be a detriment to the process.

In the second phase, creating information, students organize and synthesize their information. Having students talk before writing also can help them express their ideas in their own words. The Focus on Research model is somewhat biased toward the written report, but other media such as charts and multimedia productions also need revision (and instruction if the media is new to the student).

Stage 4: Information Sharing

In the Information Sharing stage, the students present the research product in a way that is meaningful for a particular audience. There is also opportunity for the students to consider the role of the audience members in enhancing the sharing experience. The audience, preferably a wider audience than just the teacher, should have been identified in the Planning stage so that the shaping of the sharing mode is possible. For young or inexperienced researchers, small group sharing is often more successful and more time efficient than sharing with the whole class.

Stage 5: Evaluation

In the Evaluation stage, the emphasis is on involving the students in the assessment of the process as well as the product of the research. The emphasis may at times be on assessing the students' understanding of the process or of the content. Evaluation need not be summative. Some of the worst abuses of research as a learning experience grow out of an emphasis on creating the product; with the focus on the final product, students may simply become more skillful in plagiarizing (McGregor, 1995). Assessing the process may take the form of students creating a flow chart of the research process. Another alternative is having students prepare a written or oral summary of what they have learned about the process, or what content they have learned through the process. Having middle grade students write a letter to their parents can be very effective way of having students identify and assess their own learning. Students who are mentored in metacognitive awareness show growth in both content knowledge and search strategies.

Teaching the Research Process: Overall Themes

Developing emotional literacy

The process approach emphasizes the affective as well as cognitive aspects of the process. Students need to be helped to recognize as natural the waves of optimism and frustration that accompany complex learning (Kuhlthau, 1993). They also need to be aware of and have coping strategies to address such common phenomena as library anxiety and information overload. The point here is not to try to have only positive feelings or to eliminate negative feelings but to recognize them as normal parts of learning, to understand them, and to regulate them. Students who understand that their feelings are not unique but shared by others are less likely to be overwhelmed by them.

Investing time in exploration

The problem solving emphasis of the process approach means a shift in the way we think about and use time. More time is needed in early stages of the process for exploration, for building content knowledge, for developing a personal interpretation or focus. This is not a waste of time but time well-invested in developing students' interest in and commitment to the topic being researched. Steeves (1994) found that even very young researchers in Grades 1 and 2, given the opportunity for lengthy and rich exploration of a topic, could develop a clear understanding of the research process as well as producing unique and original research products. Her young researchers, investigating Insect Life, spend almost half of their research time in this early exploration stage, reading and talking about insects, hearing stories and singing songs about insects, watching videos about insects and going on a bug walk in the school yard. They were immersed in their topic, in ways that engaged both the affective and cognitive domains. Their interest and commitment to finding out about insects was deep enough to sustain them when they faced the challenges of finding answers to the questions that they had generated. Garland (1995) found that older students were more interested on their research topics if they had solid background knowledge in the topic area and could see the purpose of the research and its connection to their other school work.

Supporting students during their work

The staged model suggests that students might experience different feelings, thoughts, and actions at each stage. This also calls for different kinds of teacher and teacher-librarian involvement or mediation at the various stages in the process. Teachers found that students taught using a research process approach, where the investigative work was integrated with the curriculum, found the students became "more creative, more positive, more independent" (Kühne, 1995, p.25). This was true for poorer students as well as for the stronger students, although the poorer students needed more individual attention during the process. Todd (1995) suggests that teachers and librarians think about their work with students as a conversation, an active interchange through which meaning is constructed. This interchange is discursive, adaptive, interactive and reflective. Students are encouraged to talk about their knowledge and teachers and librarians enter into this conversation with suggestions on how the student can move forward, see things from new perspective, make connections between previous and new knowledge, and see the patterns of their learning.

Teaching role of the librarian

Some librarians are reluctant to take an active teaching role in working with teaching collegues in schools but, without taking up that teaching role, models of library instruction are not likely to change (Hazelwood, 1994). A research process model is difficult to implement fully even when there is a knowledgeable teacher-librarian and a school policy that supports the constructivist philosophy of learning that underpins the model. Teachers who have worked collaboratively with librarians were impressed by the creative and imaginative learning experiences that resulted from cooperative planning with teacher-librarians and thought teacher-librarians needed to be more assertive in inviting teachers to engage in cooperative planning (Sweeney, 1994).

Understanding the process approach

Even teachers and librarians who are aware of the process models sometimes believe they are implementing their model but actually are leaving out the aspects that in fact are critical to the success of the model. For example, Holland (1994) found that teachers' implementation of the Focus on Research model was hampered by their limited understanding of the model, particularly in relation to the critical importance of Reviewing the Process. A statement in the Focus on Research document suggesting that a research activity need not include all stages and skills seemed to have been taken to mean that important aspects of the model such as involving students in Planning and in Reviewing the Process could be omitted entirely. Tastad and Collins (1997) also found that implementing process approaches is difficult in schools where the teaching practices and curriculum do not support a process or constructivist approach.

Conclusion

Teaching the research process in ways that respect the interests and needs of young people is a complex and fascinating educational task, one that demands the very best of our knowledge and skills as teachers and librarians. An enormous amount of research has been conducted over the past two decades that can contribute to this work with young people. The research on affect and its relation to learning is being done in both of the fields from which we draw the theories that guide our work in teaching the research process, the fields of education and of library and information studies. Affect involves pleasure, engagement, motivation, imagination, participation in community, and acknowledgement of other voices. These elements provide the energy that keeps young people engaged in inquiry-based activities. Absence of affective reward is a key element in alienation from learning and from schooling.

We as teachers and as librarians need to keep abreast of this growing body of research and we need to use it to reflect upon and improve our practice on an ongoing basis. Without a deep understanding of the process approach to library research, we are likely to continue traditional practices, some of which push learners to "get to work" too early and prevent them from developing a personal perspective and motivation for learning through investigation, that is, prevent them from experiencing the research process as an opportunity for discovery and personal growth.

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Reaching The Information Gateways : An Unfinished Task

Mr. Anand Panyarachun
Chairman of Saha-Union Public Co., Ltd.
Former Prime Minister of Thailand, and Past Chairman of the Federation of Thai Industries
Bangkok, Thailand

Abstract

With a staggering number of books and written materials coming out of the press everyday, libraries all over the world, large or small, public or specialized, surely have to find alternative ways of coping with the information deluge, while keeping in view the demands of the clientele. If a library intends to serve as a change agent, it has to constantly change its role from being a mere depository of books to a reservoir of knowledge which is essential for an individual to make informed judgements, and for sharpening a human mind.

A wealth of information is available via various modes of information and data processing. Some of us have certainly crossed over the information gateways, while many others are still s..uggling to reach them. Hence the question of access to information. Moreover, we must be ...re that the current trend in the information era marginalizes the have-nots more and ... There must be an honest sensitivity of all concerned, particularly policy makers, to the n..ds of the unreached, otherwise the continued marginalization will widen the gap and seriously affect national development efforts, and a nation's place in the international arena.

Apart from the obvious demands to improve the physical infrastructures, the psycho-social component has to be taken into account, i.e., efforts must be made to promote the willingness of children and adults to go into information technology systems with confidence and enthusiasm. This calls for intensive education and training.

Libraries must make it their mission to reach the currently unreached population, thus contributing to develop an egalitarian society. Most important of all, the ultimate goal of libraries is to turn data and information into knowledge, and to ensure that such knowledge serves as a source of wisdom. Only then can we expect the 21st century to usher in an era of

an "enlightened" world

Paper

Ladies and Gentlemen,

The invitation extended to me by Khunying Maenmas Chavalit, President of the National Organizing Committee responsible for this Conference, presented me with a challenging task. I must admit that the thought of addressing an audience of library and information experts from all over the world was indeed daunting, since I am merely a user of the final product, with limited knowledge of the theoretical and technical processing of information. Nevertheless, I am a staunch advocate of the reading habit, of self-acquiring of knowledge, and of life-long learning, and therefore I take this opportunity to share with you my concepts on libraries, and my views on the roles of information and communication in the future. To perform effectively in the business world, the "demand and supply" theory is an essential guideline. Likewise, in the world of information and communication, the expectations and needs of consumers have to be taken into account in charting the path of information development.

Looking back into the past, humankind has evolved its communication mode from the primeval body language to the ancient oral tradition, to the book culture, and now to the domain of information technology. One of the most significant events of the 20th century was no doubt the invention of the computer. A decade or so ago, we claimed to be on the threshold of a new world - a global village where time and distance had taken on new concepts. Consequently, we cannot discuss the new role of libraries without examining the effect and implications of the advancement of information technology.

We are all aware that communication techniques refer not only to tools and procedures, but also to knowledge, content and symbols required for reading, renewing or transmitting information. When all these technologies are harnessed in support of information collection, storage, retrieval and dissemination, they can have a significant potential to enhance life-long learning, in terms of quality and quantity. They possess the potential to have an impact on poverty eradication, sustainable development, and in bringing about social equity.

The number of books and written materials coming out of the press and other media continues to increase day by day, which inevitably means that readers have to be more selective and discerning. Likewise, libraries all over the world, large or small, public or private, must find alternative ways of coping with the information deluge, while keeping in constant view the demands of the clientele. To serve as a change agent, libraries have to change their role constantly form being a mere depository of books to being not only a reservoir of knowledge, which is essential for an individual to make informed judgement and for sharpening a human mind, but also a facilitator of the proficiencies to select the required information out of the deluge.

When one considers ways to support the development of libraries, the most obvious concern is the physical infrastructure. The problems related to space, acquisition of books and hardware items, design of hardware and software, repair and maintenance, replacement of outdated machines, lack of power supply, etc., continue to plague all types of libraries.

Furthermore, the current trend seems to suggest that books will increasingly be replaced by computer elements processed by various types of software. The effect of globalization is quite strong when it comes to the use of software programmes developed extra-nationally. The development of indigeneous software is a demanding task, requiring time, skill and funding, but it is a task that must be seriously considered, in order to safeguard against intrusive foreign cultures, particularly when they affect the young minds, and more so, national cultural identity. After all, technology in use is not simply machines and hardware, but also a collection of transferred attitudes, values, social norms and beliefs. Cultural pollution has already become a phenomenon of serious concern in many countries.

Let us consider the Internet as a concrete example. When we mention Internet, we think of the vast quantity of information available in an instant from all corners of the globe. It is perhaps the largest knowledge and information base in the world today. Internet is certainly a jungle of wonders, from which we can acquire information at our own discretion. On the other hand, Internet is also a jungle of hazards, where there is no control on pornography, propaganda, advertisement, violence, crime. A recent example was the case of students learning from the Internet how to make bombs which killed a number of adults and teenagers at their own schools in the U.S.A. Then there have been cases of misuse of the Internet to get information from children for illegal purposes. I was glad to read from a newspaper recently that in the U.S.A. the Children's Online Privacy Protection Act will become law in the year 2000. This will forbid advertisers to receive personal information from children less than 13 years old without offline parental permission. Controls on the Internet are possible, but, as has been shown in countries that have applied these controls, the balance between control and freedom to obtain information is a very sensitive one.

Apart from the question of hardware and software essential for user-friendly library services, the psycho-social component has to be taken into account. If a library is to be completely computerized, then efforts must be made to promote the willingness of children and adults to go into information technology with confidence and enthusiasm. This calls for intensive education and training, both for producers and users of information. Otherwise what is the use of having sophisticated technologies which people are hesitant to use, either because they are too complicated to handle, or the products do not meet the requirements of the users? There is a recognized need to instruct users how to cope with tools for searching for information. In some countries, this is still a transitional period when both the old and new skills are competing for limited instructional opportunities.

While on this subject, let me digress a little and mention that, with the globalization and advancement of information technology, I believe that our educational direction and effort should be geared towards equipping our children with the essential tools for survival in the future world. Among these tools are computer literacy and languages. Since English is currently the most common computer language, proficiency in English must be stressed.

However sophisticated the machines and electronic processing methods are, they will become valuable only when they are put to good use by the human component of the information set-up. Hence librarians must play a dynamic and catalytic role. The must be sensitive to the needs of their specific groups of clientele, be they the public, the institution or organization staff, the teaching cadre and students in colleges and schools. This calls for full involvement of librarians in the planning and operational aspects of the set-up, so that work of librarians not only reflects the immediate needs of the users, but also a forecast of what is to come. For example, when a school curriculum is to be refocused on, let us say, environment, teachers and students should be able to gather information ahead of time on the subject, which means that the librarian must start acquiring materials and software on environment prior to the actual implementation of the curriculum. Unfortunately I have heard complaints from librarians that they are sometimes isolated from the decision-making process of institutions, as if they can function in any direction they like, and not as information support to on-going or future undertakings. That will not do. Librarians must take part in conferences and seminars where plans and programmes are initially discussed and developed. How can any decision be made without proper information base? At the same time, every effort and provision should be made to encourage librarians to undergo regular training and attend refresher courses to update their knowledge and skills to keep up with the latest accesses to information. Surely the caretakers of the various information gateways must be kept alert and ready to usher in those who pass through the threshold of the information sphere.

I am sure all of us here still recall vividly our school and college days when libraries were essential and indispensable study rooms where we spent long hours searching and digesting information. Without libraries, we would not have been exposed to scientific knowledge, artistic work and philosophical thoughts, and the visions and wisdom of great minds. People of my generation had library books as tools for learning, but my grandchildren's generation is more fortunate to have a variety of electronic tools to access information.

While appreciating the good fortune that enabled me to recognize the full value of libraries, I often ask myself the question: How many others are not so fortunate? Let me take Thai children as examples. Although nowadays a much larger number of students make good use of libraries, thanks to the government and private-sector efforts to set up libraries both in the urban and rural areas, often I noticed that the books and materials remained almost too neatly arranged on shelves, with very few being used. Worse still, some schools are still lacking space and funds for setting up book corners, let alone proper libraries. When it comes to information technology, the disparities between elite schools and poor schools are quite vast and increasing. The trend appears to marginalize the latter more and more, which in fact means marginalizing the poor evenmore. This must surely disturb us, as we strive for social justice and equity, and as we advocate participatory democracy across the nation. The more this disparity increases, the more knowledge becomes monopolized by the minority "non-poor", and the capacity of the poor for wholesome participatory decision-making is correspondingly denuded.

The picture is even more dismal when we consider the Asian and Pacific region as a whole, where the population is almost 3.3 billion, or 54.5 percent of the world's total population (1). In terms of geography, culture, population density and income distribution, it is a region of sharp contrasts, a home to over two-thirds of the world's poor, with 620 million illiterates, or 70 percent of the world's total illiterates (2). With such socio-economic, cultural and educational deficiencies, any effort to improve the quality of the people must be encouraged, and this certainly includes the active role of libraries in opening up the knowledge horizon, especially among the young.

Concern must also be expressed, as within countries, of the dangers of marginalizing whole nations as the information technology gap widens among them.

Every time I hear people in urban areas talk about the Internet, E-mail and faxes, I cannot help but think of a large number of those who do not have access even to conventional telephone services. Governments in least-developed and developing countries are still dependent on outside resources to improve their information and communication technologies. Even whithin a country, these technologies may widen the gap between the haves and the have-nots. Hence the question of access and equity cannot be ignored. It is an established fact that those equipped with information technologies exert more economic, cultural and political power over those without, since knowledge is power, and those with better knowledge are likely to survive in this highly competitive world.

A wealth of information is available via various modes of information and data processing. Today information technologies greatly facilitate libraries to ensure that the content of information meets the real needs of the consumers in terms of timeliness, relevance and utility. Those making use of libraries have recognized that behind the information gateways lie multiple paths to knowledge, wisdom and enlightenment. Some of us have passed through some of these gateways, while several others are unfortunately struggling to reach them, due to both internal and external circumstances and limitations. There must be an honest sensitivity of all concerned, particularly policy makers, to the need of the unreached, otherwise the continued marginalization will widen the gap and seriously affect national development efforts, and a nation's place in the international arena.

The main theme of this Conference mentions an "enlightened" world. Although the concept of "enlightenment" may seem rather Utopian, it is worth striving towards it. To me an enlightened society must first and foremost be a learning society, where people are eager to become wiser through the search for proper knowledge. This is by no means an easy task. Several gateways towards knowledge sources are available, among them libraries. Still, it is the will of human beings that spurs them on to reach those gateways. Perhaps the very first step would be to develop a critical reading and listening culture, to encourage the young to ask questions and get correct answers, to think for themselves and apply what they have learnt to improve the quality of life. Some pockets of society may be more "enlightened" than others. It is the unreached that should be the focus for development actions, and the target of library service planning.

Several tasks remain to be done, and must be done quickly to narrow the chasm between the influx of information and the transmittal and spreading of information. All actions should focus on equal access to information, which is the right of citizen. Libraries must make it their mission to reach the currently unreached population, thus contributing towards the development of an egalitarian society. Most important of all, the ultimate goal of libraries is to turn data and information into knowledge, and to ensure that such knowledge serves as a source of wisdom; for without wisdom there is no enlightenment. Only then can we expect the 21st century to usher in an era of an "enlightened" world. The word "enlightenment" to me, as a Buddhist, brings with it a vision of a world of Metta, Karuna, Mudita, Upekkha, which mean loving kindness, compassion, sympathetic joy and equanimity. Let us all unite our efforts to make this world a peaceful world.

Footnotes

1. UNESCO Statistical yearbook, 1997 (Year 2000 projection)
2. UNESCO Compendium of Statistics on Illiteracy, 1995 (Year 2000 projection)

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An update on the ISBD(s) Working Group

Ingrid Parent
National Library of Canada
Ottawa, Canada

Paper

INTRODUCTION

The IFLA Section on Cataloguing has existed since 1935 and has produced several bibliographic standards and guidelines over the years which have greatly influenced the way libraries all over the world have catalogued their publications.

I believe that the most important achievement of the Section on Cataloguing, through its Standing Committee, has been the development and the almost universal adoption of the various International Standard Bibliographic Descriptions or ISBDs. The impetus for the development of these descriptive standards came out of the International Meeting of Cataloguing Experts held in 1969 in Copenhagen Denmark. In addition to formulating the first concepts related to universal bibliographic control, this international meeting recommended a standard bibliographic description which determined the order of data elements in a bibliographic record and the punctuation to be used.

By 1972 several national bibliographic agencies and national cataloguing codes had adopted the preliminary edition for books of the Standard Bibliographic Description, and over the next few years, several ISBDs for various formats were developed and adopted. While we casually speak about development and adoption over a few years, it is important to point out that many, many meetings, discussions and negotiations were necessary to achieve standardization of descriptive practices after, in some cases, a century of individual, divergent national cataloguing codes.

I refer to the various ISBDs as the children of the Section on Cataloguing. There is now a whole family of ISBDs, and countries either use these ISBDs directly as their cataloguing standard, or they incorporate the guidelines for description into their national cataloguing codes.

A systematic process of revision was established in 1978 when the Cataloguing Committee decided that ISBDs should come up for review every five years in order to maintain their currency and relevancy, but also to provide a certain degree of stability for libraries following the ISBD provisions.

It usually takes about ten years to produce a revision. Over the years the Cataloguing Committee has had an almost permanent Working Group to decide on which revisions are necessary. The Group may even recommend that a particular ISBD be abandoned or that a new one should be developed for some new format of material. At the present time we have an ISBD Review Group, chaired by John Byrum of the U.S., which is fulfilling this function.

THE ISBD(S) WORKING GROUP--WHY NOW?

The last revision of the ISBD(S) was completed in 1988. It is therefore time to review this standard and determine whether any changes are required. It was quite obvious that during the past 10 years, the concept of what is considered to be a serial publication has undergone a major change with the appearance of electronic publications and electronic journals. The recently completed revision of ISBD(ER) for electronic resources excluded a consideration of electronic serials, determining that these publications were more properly in the domain of the ISBD(S). The IFLA study on the functional requirements of bibliographic records, published in 1998, will also have an impact on the future development of the ISBDs and will need to be examined in any review of the ISBDs.

The development of the ISBD(S) in 1977 and its revision in 1988 were both rather difficult processes. The initial development of the standard caused much debate and negotiation, not only because the working group was dealing with a notoriously difficult type of material to describe bibliographically, but also because, in the mid 1970's, Unesco was setting up at about the same time the International Serials Data System or ISDS, which developed cataloguing guidelines and a format to describe the same serial publications. The dilemma for the ISBD(S) developers was whether to align themselves with the ISDS initiative or to stay in the family and maintain consistency with the other ISBDs.

While the primary purpose of ISDS is the identification of a serial, most notably through the assignment of a key title and an ISSN number, the primary purpose of ISBD(S) is standardized description of the title in hand. While it must have been a very difficult decision to make, in the end, the ISBD(S) stayed with the descriptive patterns developed for all the ISBDs. In hindsight, we can say that here was a missed opportunity to work cooperatively and develop one bibliographic descriptive standard for serial publications.

Twenty five years later, the opportunity to harmonize the major bibliographic standards for describing serial publications is again feasible, and it is very exciting to contemplate that we just may succeed this time. The objective of harmonization is, as you will see from my presentation and from several of the others this afternoon, very real and is driving not only the content of the various standards but also the revision timeframe and schedule.

THE ISBD(S) WORKING GROUP

The ISBD(S) Working Group was therefore established by the IFLA Section on Cataloguing in 1998 to revise the existing standard, but perhaps more importantly it was given the mandate to work cooperatively with the revisers of the other major serials standards, namely ISSN and AACR.

The Working Group is structured along three levels, in order to allow for widespread input from serials experts and interested parties the world over. The actual Working Group itself is composed of 10 members from 8 countries. Most of the members are also currently serving on the IFLA Cataloguing Committee.

In addition there are a group of experts called Resource Persons that provide valuable input to the deliberations of the Group and attend meetings wherever possible.

The third layer consists of Corresponding Members, those people who wish to keep informed about developments and can submit comments as appropriate. We have tried to limit the number of corresponding members to cover areas of the world that are not represented in a more formal way on the Group itself.

Although three meetings of the Working Group have been held to date, work is ongoing and the review is continuing electronically through a listserv to which all the members belong. Between meetings, discussions take place on this listserv and advance the work of the group.

ISSUES FOR REVIEW

The Working Group began its consideration of the existing standard by requesting papers from its members on various issues to be resolved or decided upon as part of the review. The topics identified for further study were:

- Scope of ISBD(S)
- Definition of a serial.
- Sources for description.
- Changes requiring new records.
- Multiple format issues.
- Relationship of title practice between ISBD(S) and ISSN.
- Transcription versus Identification.
- Key title as benchmark.

At the November 1998 meeting of the ISBD(S) Working Group, the recommendations put forward by members in their papers were reviewed. While it was decided that several areas required further discussion, the following decisions were made at the meeting:

- expand the scope of ISBD(S) to cover integrating.
- expand the definition of "serial" in such a way as to incorporate integrating publications
- provide separate records and ISSNs for multiple formats
- inclusion of area 3 when first issue is not available as a basis of description

It was also decided that a small subgroup of the Working Group be given the task of reviewing the two papers that had been written on the proposal to use the key title as a benchmark.

WHERE DOES THE WORK OF THE ISBD(S) WORKING GROUP STAND TODAY?

Since the November meeting, there have been a number of activities related to the ISBD(S) revision that have a direct impact on its work:

- The ISSN community has asked for some time for a revision of the ISSN manual, which guides the description and identification of serial publications, since the manual dates from 1983. In addition new guidelines for how to describe electronic publications need to be added. An ISSN Manual Revision Working Group was created and met for the first time in June 1999. The members of the Working Group, I think, are also working towards harmonization and close contacts are being made with the work of ISBD(S).

- In April 1999, Jean Hirons' report, commissioned by the Joint Steering Committee for the Revision of AACR, was forwarded to the ISBD(S) Review Group at the same time as it was released to the AACR and ISSN communities. In the interests of harmonization, it is critical that all three communities work together to align their rules as far as possible. This report presents an excellent basis for providing the necessary focus on the key issues which require resolution. Although the report was prepared primarily in the interests of progressing the revision of AACR to reflect seriality issues, it also acknowledges the importance of harmonization with ISBD(S) and ISSN and, therefore, includes a statement of impact of each proposal on ISBD(S) and ISSN. I should also point out that the recommendations in the report are only that, recommendations, and have not yet been reviewed nor approved by the JSC of AACR.

I would like to highlight the major issues from the report which may affect the current thinking with regard to areas already decided on as well as those areas pending decision by the ISBD(S) Working Group.

Define two types of publication: 1) Finite 2) Continuing

The ISBD(S) Working Group supports expanding the scope of ISBD(S) to cover all continuing (i.e. including integrating) resources. Its approach has been to draft a revised definition of "serial" to encompass all types of continuing resources. The AACR proposal is to define "integrating resource" separately; although there is a revised definition for "serial" in the AACR paper, the intent of the revision is not to incorporate integrating resources within the definition of serial. Further discussion to reconcile definitions is required.

Source of title/statement of responsibility and edition statement: which issue/iteration?

Should the title and statement of responsibility and edition statement be recorded from the first or earliest available issue or from the latest? AACR and ISBD(S) currently specify to use the first or earliest available issue (although ISBD(S) provides for using either the first, the last or an intermediate issue). Although it is clear that there is little choice but to describe integrating resources from the latest issue, what about successively-issued resources?

The report to JSC recommends that all continuing resources should be based on the latest issue; the ISBD(S) Working Group has yet to decide. This is an important area for alignment given that the title/statement of responsibility area is critical for identification. The advantages and disadvantages of one approach over the other require careful consideration.

Recording of earliest and latest place of publication/name of publisher information

The recommendation for AACR is to record both the earliest and latest place of publication/name of publisher in those cases when this information changes within the life of the continuing resource. Although this possible change was discussed by the ISBD(S) Working Group, the members were split on whether earliest, latest or successive publication information should be recorded. The Group also raised the issue of how dates of publication would be recorded whichever way the decision went.

Title changes

One of the most important and challenging areas that is being addressed by AACR, ISBD(S) and ISSN is consideration of what constitutes major and minor title changes. Agreement on rules for title changes that subsequently determine when to create a new record and a new key title (major title change) and when not create a new record or key title (minor title change) is critical to record sharing and compatibility across systems.

Adopting the major/minor terminology of ISBD(S) and ISSN, the report to JSC proposes six conditions that would constitute a minor title change. Although AACR, ISBD(S), and ISSN communities share the desire to minimize the number of title changes, each community will need to consider implications of the proposed conditions. Can all communities agree that the "addition, deletion or change in words occurring after the first three words that does not indicate a change in subject matter" is a minor change? Another issue to be considered is how well the criteria work for titles in different languages. For example, the report recommends that the "addition or deletion of words at the end of the title denoting type of publication for periodicals" would be a minor title change. Since, in French language titles, words denoting type of publication often precede the title, would this condition still be considered a minor title change? What is the situation for titles in other languages?

Of all the areas under review, the alignment of title change rules by AACR, ISBD(S) and ISSN communities is, perhaps, the most important. Harmonization of this area would be a significant and important achievement, resulting in many benefits for international cooperation, record exchange, and of course, cost savings.

Key title/Uniform title as benchmark to determine major changes

The idea of having a single approach to the unique identification of serial titles was proposed as a means of eliminating the confusion and overlap caused by the existence of both the key title and uniform title in one record and as a way of providing a benchmark for determining title changes. It has been proposed that the key title and uniform title concepts be combined to serve as the benchmark. As noted above, the ISBD(S) established a subgroup to consider the implications of the benchmark proposal. The subgroup looked at differences between the uniform title and key title and concluded that further consideration of this proposal be deferred by the ISBD(S) Working Group until after the AACR and ISSN communities have assessed the implications of the proposal. Since ISBD(S) is concerned with description and not access points, it was felt that ISBD(S) revision could continue without a decision on this issue.

While the benchmark proposal has many merits, it also has many implications that require careful consideration. The differences between the uniform title and key title qualifiers are not insignificant and alignment will require compromise. Qualifiers are often names of corporate bodies, which raises the issue of different rules for establishing the authorities for corporate names. Because of the complexity of the issue, it is included in the AACR report not as a recommendation but for "future consideration".

CONCLUSION

As you can see there are many contentious issues involved in this revision to the standard, and it will take serious analysis and negotiating to come to a consensus. I should mention that the last revision of the ISBD(S) took over 6 years to complete. In contrast, we hope to have a revision ready for publication in the fall of the year 2000.

I think it is important to conclude by emphasizing the benefits of harmonizing the serials standards. If we lose sight of those benefits, the temptation may be to abandon our effort to work towards one serials standard, and we will have separate standards that are complicated to administer and confusing to understand by our users.

BENEFITS

Harmonization of serials standards will bring many benefits to libraries and users:

1. Increased opportunities for national and international record sharing which, in turn, reduces the cost of cataloguing (i.e. costs of original vs. derived cataloguing).

2. There is increased potential for international cooperative activities and projects (for example, creation of union lists).

3. There could be shared responsibility for ongoing maintenance of standards for serials and possibilities for joint problem-solving.

4. Although the Internet has made world-wide access to library catalogues possible, having one set of rules to describe serial publications in those catalogues would eliminate confusion for users, and cataloguers, trying to identify and locate material.

5. And finally, NBAs could use one record for their national library catalogues and the same record for reporting to the international ISSN register. Currently, some national bibliographic agencies create two records (one for their national library catalogue and the other for the ISSN register); others report to the ISSN register using records created for their national library catalogues thereby, in some cases, violating some of the provisions in the ISSN rules for cataloguing.

There are some very real and tangible benefits to harmonization for library users, cataloguers and library administrators.

WHAT NEXT

The revision process continues in all three serials camps. But good contacts among the three are being maintained. Smaller differences in the three standards are being addressed and resolved. However there remain several of those larger issues I mentioned earlier that will need all our skill to resolve.

In order to address some of these larger issues face-to-face, we are planning to hold a three-way meeting in the next six months at a location still to be determined. I am pleased to say that the U.S. National Commission on Libraries and Information Science has given us a funding grant to hold this meeting. I am expecting some major results over the next year. I think we will all benefit from this endeavour to harmonize serials standards.

Latest Revision: *August 11, 1999*

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 137-86(WS)-E
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Public health information and a diverse population

Mark Perkins
Secretariat of the Pacific Community Library
New Caledonia, South Pacific
email: markp@spc.org.nc
web: http://www.spc.org.nc

Paper

SPC (1)

The Secretariat of the Pacific Community is a "non-political, technical assistance and research body, filling a consultative and advisory role". SPC was established "in 1947 by six colonial powers" (ie the "governments' which administered territories in the Pacific - Australia, France, New Zealand, the Netherlands, the United Kingdom and the United States of America".) All 22 Island Countries and territories are now full members, exercising one vote each at the governing body - the South Pacific Conference - along with the five remaining founding members.

SPC has an annual approved budget of US$24,175,957, the main funders being the European Union, Australia, France & the USA. There are currently 255 staff

Being an intergovernmental organisation, SPC does not initiate programmes but " the Committee of Representatives of Governments and Administrations approves the Work Programme and budget each year. Requests need "government or administration approval, and are transmitted to the Secretariat via official country or territory contacts." Regional conferences & technical meetings of specialists inform the development of these programmes.

Pacific Islands

Geography

SPC member states & territories cover more than 30 million square kilometres. Over 98% consists of ocean, giving rise to the description 'Liquid Continent'. Of the 7,500 islands, only about 500 are inhabited.

This isolation complicates administration, communication and the provision of basic services. Papua New Guinea accounts for 83 per cent of the land area, while Nauru, Pitcairn, Tokelau and Tuvalu are each smaller than 30 square kilometres. Some countries and territories, such as Nauru and Niue, are compact and consist of only one island; others, such as French Polynesia and Federated States of Micronesia, include more than a hundred islands, which are distributed over enormous distances.

Nationality / Culture

The Pacific Islands are separated into the three sub-regions of Melanesia (West), Polynesia (South-East) and Micronesia (North), based on their ethnic, linguistic and cultural differences.

Class / Culture

The peoples of the Pacific Islands share a voyaging tradition, with their societies evolving through migration, but culturally they are very different, mainly due to their isolation. Although the region is home to just 0.1 per cent of the world's population, it is home to one third of the world's languages, with over 700 spoken in Papua New Guinea alone. In terms of social organisation and cultural practices, in Melanesia, social and political status are traditionally acquired through individual merit; in Polynesia, they are the result of descent; and in the less fertile atolls of Micronesia, either descent or old age customarily confer seniority. Pacific Islanders attach great cultural importance to land, and three out of four Islanders still live in rural areas. As within all societies there are cultural differences, to quote Epeli Hau'ofa, "The privileged, interlocking elites which control the movement of resources through the region increasingly share the same language, ideologies and material life-styles".(2). No matter how far one agrees with this view, it is important not to assume that Pacific Islanders are homogenous, unchanging, classless or in agreement.

Development status

The following Human Development Indicators (3) give an indication of the development status of Pacific Islands

Fiji	0.869
Samoa	0.694
Solomon Islands	0.560
Vanuatu	0.559
Papua New Guinea	0.507
Thailand	0.838
USA	0.943

SPC Community Health Programmes (CHP) (4)

Environmental Health

For rural regions of the Pacific, about two-thirds of all families are without clean water, and three-fourths are without proper sanitation. The CHP's activities in environmental health emphasise the importance of hygienic behaviour, good sanitation, safe and adequate water supplies, and good vector control practice for Pacific Island rural communities. The Section promotes a primary health-care approach, through training to educate trainers, and to raise community awareness of environmental health activities.

AIDS & STD Prevention

The Pacific Islands AIDS and STD Prevention Project (PIASPP) focuses on advocacy, information dissemination, networking activities and the quarterly production of the Pacific AIDS Alert newsletter. Subjects covered in PIASPP publications include theatre for AIDS prevention, the myths that kill, HIV and nutrition, and basic information on how to prevent the spread of AIDS and STDs in the Pacific. The Project has emphasised development and support of community-level prevention activities in the past.

Public Health Surveillance

Timely and accurate health information is vital for decision-makers of health services, governments and regional/international organisations in order to most effectively respond to community health problems. Health information is also required to prioritise those needs; in order to most efficiently use often limited human and financial resources. The lack of such timely and accurate data has reduced the effectiveness of local and national health services, and of regional assistance. CHP's activities in the area of public health surveillance and disease control strengthen and expand efforts in the Pacific Island countries and territories to produce and use reliable health information more effectively in control of emerging and re-emerging diseases, health care system supervision, performance monitoring and decision-making. Related strategies are regional integration, prioritisation of health indicators, networking (the Pacific Public Health Surveillance Network), taking advantage of advances in communication technology, and hands-on training.

Vector-Borne Diseases

Malaria, dengue and filariasis continue to pose serious public health problems for communities in the Pacific. The new Pacific Regional Vector Borne Diseases Project aims at reducing morbidity and mortality from vector borne diseases in the South Pacific through strengthening medical and environmental health services as well as vector control mechanisms. Enhanced community awareness and action is an essential component of the project. The focus of the project is on the Solomon Islands, Vanuatu and Fiji but some aspects, such as strengthening of dengue early warning systems, will extend to the smaller Pacific Island Countries.

Health Promotion

'Health Promotion is the process of enabling people to increase control over, and to improve, their health'. OTTAWA Charter 1996. It is a process of activating communities, policy-makers, professionals and the public in favour of health supportive policies, systems and ways of living. It is carried out through acts of advocacy, empowerment of people and building support systems that enable people to make healthy choices and live healthy lives. The SPC Health Promotion Programme in collaboration with Pacific Island countries, WHO, regional organisations and NGOs, is currently in the process of developing a 'Pacific specific' regional health promotion strategic framework. The Programme develops and distributes health information, education and communication materials, training on techniques and primary health care issues, non-communicable diseases, environmental health, alcohol, tobacco and substance abuse prevention. The Programme via quarterly PEACESAT (satellite) meetings facilitates discussions between health promoters and health educators in the Pacific region.

Nutrition & Non-Communicable Diseases

NCDs are the leading cause of death in 21 of the 22 SPC Island countries, especially heart disease, diabetes, obesity and hypertension. The CHP's activities in the prevention and control of NCD involves helping governments and administrations to develop, carry out and evaluate their own NCD prevention and control policies and programs. This section also monitors the NCD situation across the South Pacific and feeds that information back to the respective PICs along with SPC publications and any other relevant information from anywhere in the world. The section also provides support and technical assistance for the nutritionists in each of the Pacific Island countries. This is achieved by providing and distributing nutrition education and training materials, facilitating workshops and meetings and analysing and assessing nutrition data on a country by country basis. Regular country visits are made by the Nutrition Section team in order to work alongside their country counterparts addressing specific nutrition needs. Strong networks have been formed between SPC and country nutritionists through these associations. The section staff produce the Pacific Island Nutrition (PIN) newsletter, which is one of the most widely distributed and read circulars in the Pacific Island region.

The Pacific Public Health Surveillance Network

The PPHSN network aims to prevent and control epidemic diseases using new communication tools like email and the internet (fax is used for Pacific islands which do not have access to e-mail). Since April 1997, PPHSN provides an e-mail listserver called PACNET, which mainly functions as an early warning system in the region. The aim is the publication of timely and accurate health information, including early warning messages on outbreaks of disease, bulletins, articles publicizing the work of the network members, monographs, etc.

Regional epidemiological and health information services

The PHS&CDC section provides regional epidemiological and health information services. They collect and disseminate health information related to communicable diseases. Health data are generally provided by the Ministry of Health of SPC member countries on a monthly basis. Since 1974, the PHS&CDC section produces regional epidemiological databases, better known in the Pacific as the SPEHIS reports (South Pacific Epidemiological Health Information Services). Future developments include the consultation on line of all information available, including reports, published articles and epidemiological databases. Direct interactions with data providers will be especially sought.

PACNET

PACNET is an e-mail listserver launched in April 1997 to meet the information and communication needs of the Pacific Public Health Surveillance Network. This system uses e-mail to network approximately 250 health professionals, national ministries of health, and international agencies (UNICEF, World Health Organisation, and of course the Pacific Community). The purpose of PACNET is to share timely information on outbreaks, so that Pacific island countries and territories might take appropriate actions, when a threat for the communities is identified. Moreover, PACNET gives its members access to diagnostic facilities not always available in-country, and help them mobilise appropriate resources for outbreak prevention. Besides, as the e-mail listserver is also used as a facilitating tool for implementing plans of actions, PACNET has been enriched by several appended-discussion lists.

Conference [5]

In December 1998, PACNET & WPHNet (Western Pacific HealthNet) organised a joint "Pacific Telehealth Conference" (Noumea, New Caledonia, 30th November to 3rd December 1998). This bought together health practitioners from all over the Pacific. The Conference was organised into Selected Papers, Workshops and 4 Panel Discussion Groups.

I was asked by the organisers to present a paper and organise a workshop on literature searching and document delivery. The workshop was organised jointly with, & presented by, Arlene Cohen (RFK Library, University of Guam) with help from Patricia Sheehan (SPC

AIDS Documentalist). It covered the National Library of Medicine Medline services; specifically PubMed, Grateful Med &Internet Loansome Doc electronic document delivery services. It briefly touched on other useful internet sites. The paper was "Literature searching and document delivery: organisational issues". This was complimentary to the workshop and aimed to encourage the development of sustainable organisational networks to support document delivery in the region.

A result of this was that Arlene Cohen & I were involved in the Panel Discussion "Distance education, academic and continuing: how to deliver a curriculum?", and the subsequent Task Force "PACDEH". The workplan flowing from this included undertaking an inventory of existing courses, of institutions involved in delivering distance education, in training distance teachers and of Pacific resource persons, with Arlene Cohen & I being responsible. The inventory is to be stored on a Web database at SPC and/or FSM and/or UOG, again with Arlene Cohen & I partially responsible. This inventory will then lead to requirements for physical access, thus the decision for a dedicated repository and person within the Pacific to act as a focal point and clearing house for those inventories and documentation of experiences, with myself and Tom Kiedrzynski of SPC Community Health Programme responsible. Arlene Cohen & I will also be responsible for clarification of legal issues (e.g. on copyright) and of financial issues (e.g. possible requirement for payment of modules) that may affect the free distribution and sharing of such materials.

Another Panel Discussion information work became involved with was "Integrating Methods and Resources for Distance Consultation: Development of a Joint PACNET/WPHNet Web site". It became clear that while certain medical legal issues, such as doctor liability, were being addressed, input was also required on the documentation legal issues such as copyright. I was thus asked to participate in this Task Force "Pacnet-web" in conjunction with "PACDEH".

CURRENT SPC LIBRARY ISSUES

The library is finalising the web version of it's catalogue (using DB/Textworks [(6)]) and putting in place policies and systems for document delivery (including via Ariel & Docview [(7)]). This neatly fits in with the Task Force responsibilities detailed above.

The library is also liasing with local, regional and international organisations to facilitate document acquisition and document delivery. Locally, the recently formed Association des Bibliothècaires de Caledonie (ABC) is developing a directory of local collections and library services. This will be used as a basis for a document delivery network within New Caledonia.

Regionally the library works with the Pacific Islands Association of Library and Archives (PIALA [(8)]). Again, the emphasis is on resource sharing and document delivery. At the next Conference (14th November - 20th November 1999, Koror, Palau) there will be a demonstration of Ariel & Docview methods of document delivery. The Library is also a member of Asia-Pacific Special Interest Group (APSIG [(9)]) of the Australian Library and Information Association: currently this is only "newsletter" membership - but we hope to develop it, for example by our input into the updating of the "Australian Interlending Code"

Internationally, the library is involved with IFLA - thus this paper. Membership is a problem due to finances (as is attendance at conferences). We closely follow recommendations such as "IFLA Guidelines for sending ILLs by email" and the ISO interlibrary loan (ILL) protocols.

Given the lack of financial resources in the region, the promise held out by electronic document delivery, the tightening of copyright legislation worldwide is a major issue. Many islands are developing copyright legislation for the first time due to World Trade Agreement obligations and are looking for advice. The library was involved with a regional conference addressing this issue " Symposium on the protection of traditional knowledge and expressions of Indigenous Cultures in the Pacific Islands" and continues such work via the collection of current & proposed Pacific legislation, advice to Pacific Island professional & email lists.

CONCLUSION

The Pacific Islands are very diverse and dispersed; developmentally, financially & technologically disparate - both between and within countries. It is impossible to provide a "one size fits all" information delivery service. Thus, the SPC Community Health Programme utilises varying methods of information collection and dissemination. This varies from publications directed at the health professionals, publications (including videos & posters) aimed at specific "publics", information for local professionals to produce their own publications from. Information collection and dissemination is done via face to face meetings (conference, duty travel), traditional publication, email, library services and now electronic document delivery and website.

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Conditions of storing the documents as the chief means of preserving the library holdings (As shown by the experience of the Russian state library)

Olga Perminova & Tatiana Stepanova
Russian State Library
Moscow, Russian Federation

Abstract

The report deals with problems of keeping the documents by the Russian state library tied up with their storage conditions. Cited are results of the observation of temperature, humidity, sanitary, hygienic, light conditions of storage in depositories with unregulated climate. The report shows the stabilization and research of documents carried on by the research centre of conservation of documents of the Russian state library to be insufficient for rehabilitating the documents which are constantly deteriorating under the influence of the environment in old depositories with unregulated climate. Now the reconstruction of the library's main depository of 19 tiers has begun which the French firm «Cunin S.A. Contrexeville» is in charge of. The report dwells upon the differences between old depositories and those under reconstruction. The impact of the environment on the preservation of materials which from the basis of library documents is analyzed.

Paper

Being the national book depository, the Russian state library possesses holdings of books, manuscripts, periodicals, maps, posters and other printed matters running to over 40 million. It is one of the greatest book depositories of the world. In compliance with its social and cultural mission the Russian state library keeps and places at readers' disposal collections of Russian and foreign printed publications, handwritten and other documents on multifarious kinds of information carriers.

The assurance of the preservation of the stocks is one of the main responsibilities of the library, which is a guarantee of the discharging of the remaining functions.

The Russian state library disposes over collections of books and journals, newspapers and maps, art prints, photographs and phonodocuments, microfilms, theses, handwritten books, unpublished documents on culture and arts, which are unique in terms of their completeness and contents. Being the national library bears responsibility for the serration of this wealth to the entire world community. Several al million items kept in the stocks of the RSL are ready in decrepit condition, tens of thousands have been lost in the act of storage and use. In this connection the assurance of the preservation of the stocks gains in importance in the activities of the library.

The solution of the task of the assurance of the physical preservation of documents in the RSL rests upon the present - day concept of national sciences relative to the preservation of documents, which takes account of the factors determining the terms of the preservation of documents.

The storage conditions are of large importance for the preservation of library holdings. The storage conditions being critical, even publications on durable paper cannot maintain stability.

The assurance of the physical preservation of library documents and prevention of their premature ageing under the impact of environmental factors is possible only in case of observing the stable conditions in depositories. A complex of such conditions as standards of location of the stacks, their use and transportation, demands relative to the equipment of depositories and the sanitary and hygienic state of library premises is meant by the storage conditions. Demands relative to the storage conditions are determined, substantiated and published in standard documents.

Observing the storage conditions in the libraries implies the highest possible cutting down of the impact of all factors badly influencing the materials of the documents. Such as fluctuation of temperature and humidity, ultraviolet irradiation, presence of diverse chemical dirt and dust in the air of book repositories and existence of biological vermin: insects, microorganisms and rodents at the same place. The character of the shelving of stocks, the location of the shelves, the system of air circulation in the depository affect the preservation of library materials. Any deviation from the norm no matter how infinitesimal it may be can recoil on the physical state of the holdings and become apparent in the shape of mechanical damage of documents (as shown in figure 1). Distinct enough as the demands relative to the storage conditions are nowadays, they are unsatisfactory in virtually all depositories of the RSL (as shown in figure 2) with the root cause lying in the difficulty of the technical assurance of the best storage conditions and, what is anything but less important, in the complicacy of the differentiated approach towards keeping documents with different warp, physical state, degree of value and so on.

Poor technical state of the depositories of the holdings of the Russian state library tends to bring on accidentals in them. Causes of that are greatly variegated. Wrecks of heating and water supply systems, leaks in the roofing, checking up the drains and others can be held up as examples. Old-time precious books have been exposed to becoming wet , warm, being affected by microscopic fungi for years on end.

Most depositories are housed in premises with unregulated climate, where outside air, room air and the stocks kept interact as the natural result. The manuscript department always under intent surveillance on the part of specialists can be held up as an example in the RSL. Its premises have been meant for or adjusted to the storage. The system of indraught and escape ventilation is absent to date there. For the last eight years the temperature in the cold season has been ranging between 25 and 28 degrees centigrade and sometimes from 30 to 39 degree centigrade in the depositories of handwritten documents which has led to pronounced warp of inner blocks and bindings. In 1998 the temperature and moisture conditions changed for the better in the manuscript depository, but it was still by no means up to the mark. The situation of the depository of microfilms is on the verge of disaster and is deserving special attention (as shown in figure 3), where fluctuations of temperature and moisture keep bringing about the inception of microscopic fungi on films. Luckily sharp seasonal change of moisture and temperature has brought on the loss of their viability. Things have not settled to this day since the conditions in the depository are such as to be liable to give rise to an outburst of the development of microscopic fungi at any time.

Materials of the documents, air in the premises and in the environment are open systems and over their bounds constant air circulation is going on. The regime of these three systems is continually changing dependent on the airtightness of edifices, the operation of air conditioners or indraught and escape ventilation, the measure of load on the depository, the system of location of the stocks. As a rule, both temperature and humidity in unheated and non-airproof of premises comply with those of the tract where they are found (as shown in figure 4). Steady penetration of outside air into premises with irregularly changing water steam and localization of the heat regime in the range of positive temperature is as ever characteristic of heated buildings with airproof premises. This brings about peculiar climatic conditions in heat premises. Changes of the atmosphere humidity in premises are bound up with the changes of the humidity of outside air, but this comes about with some delay (as shown in figure 5) These changes are directly dependent on the airtightness of the edifice.

The materials of the library stocks are hydrophilic and so they have a part in the process of moisture circulation. Depending on it the moisture content changes. The more airproof the premise, the lower the moisture of the materials kept other things being equal.

The longevity of materials depends on the presence of moisture in them. The content of moisture is to be within the limits of the norm in that both surplus and lack make for speeding up the natural ageing.

The state of moisture of documents depends on the dimensions and the thickness of documents and of the container where they are kept either. The increase of the thickness of the documents kept brings the decrease in the factual content of moisture, the slowing down of the reaction on sharp fluctuations of the outside climate in its train.

Furthermore, the presence of windows, their type, dimensions and orientation determine the change of the climate. Besides the heating and ventilation systems, dimensions of load on the depository, its location various storeys, the frequency of visits by attendants are of much consequence.

Frequent fluctuations of temperature and moisture are indicative of premises with unregulated climate owing to which physical and mechanical properties of materials vastly deteriorate. As a rule, such fluctuations exceed the limits of the storage conditions which are permissible according to the standards and safe for preserving the materials of the documents (as shown in figure 6).

Materials most heavily change at the peak values of humidity, whereas the durability properties recover in case of consequently being kept under normal conditions. However if sharp fluctuations of moisture occur often or if the materials are kept under these conditions for a long time irreversible changes are likely to ensue.

The temperature factor is of no less significance for the preservation and is greatly dependent on the moisture characteristics. The probability of chemical processes grows according to the rise of the moisture of materials particularly in case of the growth of the temperature of the environment since molecules of water exist in chemically active state in paper, leather and other library materials at the temperature of over 25 degrees centigrade. When the temperature is lower, the molecules of water remain inert, but there still is danger of the biological damage to documents. Control of the temperature and moisture conditions in the depositories of the RSL from June 1996 to November 1998 shows the relative air moisture to fluctuate within the limits of the standard, to wit 50 to 60 cent on all tiers of the chief depository in the departments of rare books, literature of Russian exiles, printed music, art prints, maps in the span of time from June to November (the microfilm depository, where the relative moisture reaches up to 90 to 92 per cent and the map department and the department of printed music, where moisture amounts for 70 per cent in the summer time are exceptions). In the cold season moisture in the depositories is 10 to 20 per cent below the norm. However, in the summer time the temperature is as high as 30 degrees in some depositories. Sudden overfalls of temperature and moisture are to be observed at the turn of seasons and notably at the start and the end of the cold season.

Glare is another factor of adverse impact on the documents. The destructive influence of ultraviolet rays on documents is particularly essential at 300 to 500 N.M. The ultraviolet irradiation triggers off processes of hydrolysis and oxidizing destruction of main components of library materials collagen (leather) and cellulose (paper). Solar and day light in a large measure consists of rays of this section of this spectrum. Thus the storage of documents in the dark and the paying of special attention to the conditions of exposition of document at exhibitions are preferable. The intensity of the light in the depositories of the RSL practically on all tiers exceeds the standard established for the spring and summer. Lack of plafonds on the daylight lamps very unfavourably tells on the preservation of books.

Air in depositories contains multifarious admixtures for from being safe for materials of library documents. The nature of dirt depends both on the location of buildings, their architectural peculiarities and on the presence and kind of ventilation or air conditioning there. Sulphur and nitrogen oxides pollute the atmosphere of the solar glare nitrogen oxides and hydrocarbons from such new combinations as ozone and peroxiacetylnitrate, each of them being a strong destructive agent for materials of library documents. Gaseous substances: ozone, peroxiacetylnitrate, steam of nitric acid, hydrogen chloride, carbonic combinations, carbonic acids, hydrogen sulphide, sulphur dioxide; solid substances: particles, street dust, rubber particles, mineral salts (sulphates, nitrates and others) soot, diverse organic substances, aerosols (transition from gas to particles) and so on.

The destructive impact of gaseous dirt in air, penetrating into buildings from the outside, on materials has been amply studied. Such dirt capable of reaction as ozone , sulphur and nitrogen oxides are known to penetrate into buildings to 80 per cent and more since filters catch them badly.

Of gaseous air dirt generated inside libraries and museums aldehydes and organic acids especially formaldehyde, acetaldehyde, formic acid, acetic acid(these combinations have been detected in the air of the RSL depositories) are most perilous, being able to exude into air in the act of degradation of materials containing cellulose.

Thick layer of dust exerts destructive influence too, dust particles are not inert they contain active centres which intensely absorb, further stronger grinding down of documents and bring bacteria and spores of mould fungi, promoting their development and accumulation on documents.

It is known that only such large particles as combinations of aluminium, silicon, titanium, manganese, iron can be effectively held up with the aid of mechanical filters. Particles of medium dimensions, for instance, ammonium nitrate, carbonates of alkaline earth metals yield to this worse. Small particles (0,1 to 1,0 mkm in diameter) are held up only to one per cent. Soot, aerosols belong here. On the when particles being 0,1 mkm and less in diameter often happen to be of acidic origin and so they make various materials disintegrate.

Furthermore people bring dust of different origin into buildings and various materials generate it.

There fore when analyzing the ecological situation in depositories one must bear in mind not only total amount of dust in the air, but the concentration of particles differing in dimensions. Dust makes wood, vegetable and animal fibres decay. The process of destruction proceeds utterly slowly and so it is inconspicuous.

An analysis of the air in the RSL depositories has shown the amount of dust to differ vastly in various depositories. It has been ascertained that dust samples are a medley of fibres and powdery particles of different size and shape. The bulk of dust fibres are 1 to 5 mm long and 10 to 60 mkm thick. In the course of examination of dust samples by means of the roentgen spectral analysis it has been found out that the following elements are present there: Si - 30 per cent, Fe - 15 per cent, Ca - 30 per cent, Al - 5 per cent, S - 15 per cent, K - 5 per cent.

Continuous disastrous leaks on tiers cause the plaster on the ceiling and walls to fall off. An appreciable amount of dust forms in consequence of grinding down the materials of documents as a result of work with them on the part of keepers of stocks.. For this reason special attention is to be paid to such factor of preservation as the use of holdings.

Rare and careful use does little harm to books. However libraries are no museums and so one has harder time talking about cutting down the use of stocks, but when monuments come up for discussion one ought to have this in mind and endecwour to issue readers copies and not originals of documents. The state of our stocks is deteriorating with every passing day. In analyzing the data from investigations conducted by the control group only for last year we have come round to the conclusion that we must relinquish the practice of using various premises (often basements and semibasements) for depositories, which simply do not lend themselves to it. Received from the state according to the residual principle they entail the electronic destruction of the stocks. It is necessary to provide for the assurance of all parameters of the storage conditions as early as the designing stage and the putting up of buildings for libraries. On the same lap the study of materials fitting for the construction of buildings for depositories and the trimming of internal premises is to be carried out.

Thus while analyzing the components of the conditions of conservation of stocks one may again emphasize that the preservation of a document begins with its storage that all links of this complex chain are significant. Observing merely one parameter without satisfactorily maintaining the rest will never warrant the solution of this problem.

Realising this the leadership of the library supported by the Russian government has started the reconstruction of the principal depository of the RSL employing the French firm «Cunin S.A. Contrexeville» with experience of work in the Bibliotheque Nationale de France and in many other depositories. The project of the reconstruction of the depository has been conceived in consideration of the above. To enlarge on this project will take the time needed for one the report. It is only to be noted that the storage conditions in this depository come up to international standards and we hope that the problem of the storage conditions in the RSL will be partly solved by putting this depository into operation.

All in all the assurance of the lasting preservation of library holdings is not only duty of keepers and restorers but joint activity of specialists in technology of paper production and publication of printed matters, librarians and savants, chemists, biologists, specialists in library science, specialists in computer technologies and production of diverse microcopies and finally, simply users-readers. Going alone, no one will cope with the problem.

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Public library services to rural and remote communities: Malysian and Australian models

Robert Pestell
Public Library Division
State Library of Queensland, West End, Australia

&

Abu Norma Seman
Faculty of Information Studies
MARA Institute of Technology
Malaysia

Abstract

This paper gives an outline of the public library services that are provided to communities in rural and remote areas in the Stae of Queensland, Australia, and the strategies that are adopted to diminish the problems of distance.

Paper

Introduction

In this paper I shall outline the public library services that are provided to communities in rural and remote areas in the State of Queensland, Australia, and the strategies that are adopted to diminish the problems of distance.

Australia is comprised of six States and two Territories. It has a population of some 18 million, the majority of whom live within 50 kms. of the coastal fringe. While governed overall by the Federal Government, it has little role in public libraries. It is the State Governments, and the local governments within those States, which provide the 5,500 public library service points, with local governments providing the bulk of funding.

Each State has a different means of providing library services to their populations. In the State of Tasmania the State Library funds and manages the 40 public libraries within the State, with minimal assistance from local government. In the State of New South Wales, all public libraries are managed and funded by local government, with some financial and consultancy support from the State Library. In Victoria all public libraries must undertake a Compulsory Competitive Tendering process, whereby the library staff have had to tender a bid to their local Council to operate their library service. Regional library systems predominate in both these States, and Victoria having the highest density of mobile libraries to serve its rural population. In South Australia the State Library operates a centralised acquisitions system for all libraries, and in the rural areas there is a high level of joint-use libraries, mainly with schools, which does not occur in other States. Queensland is different again.

Queensland

Queensland has 123 library systems, with a total of 320 public libraries. 40 of the larger local governments operate their own library systems, with the State Library providing 90% of the funding for their book budgets and also various support services, such as specialist advisory and consultancy services, training programmes, community language resources, computer and Internet support, information services and inter-library loans. The other 80 local governments are members of the State Library's Country Lending Service. The Country Lending Service network serves the rural and remote areas of the State, and it is this service, serving Outback communities, on which I wish to concentrate.

Problems of distance

The major problem to overcome in providing library services to remote and rural areas is that of distance. Queensland is some 2,200 kms. (1,300 miles) north to south, and 1,600 kms. (1,000 miles) east to west. It is the dispersion of towns over Outback Queensland and their small populations that create logistical problems in providing library services. The population of Queensland is only 3 million people, of which 2 million live in the south-east corner, and around another half million live in the larger towns that follow the eastern seaboard. The remainder of the population is very dispersed, based in small rural townships scattered throughout the State. Many of the towns are service centres for the rural properties or farms, some of which are 1 million acres or more, while others are railway sidings and mining towns, and over 40 are Aboriginal and Torres Strait Islander communities. While regional library systems once covered most areas of the State, the relatively high costs associated with maintaining a headquarters, the low rate base in many rural areas, and the logistics of serving dispersed population, all contributed to their demise. The Country Lending Service provides library services to the rural and remote communities, serving a total population of around 300,000 people, 75% of who live in towns that have populations below 5,000 persons, and the remainder below 15,000 population.

In these rural areas, long distances and a limited range of services are an accepted part of life, although more out of necessity rather than choice. With many competing demands for funding, especially for water supply, roads and sewerage, and declining rural populations, the development of libraries requires a constant process of persuasion and advocacy, targeted at the local Council. However, the number of new libraries in rural areas does continue to grow at about 5 a year, as does the use of these libraries, and there is a constant demand for increased resources.

Country Lending Service

The Country Lending Service was established 25 years ago to provide library services to these rural and remote townships. There are now 150 public libraries serving these small communities, located in areas from the tropical islands of the Torres Strait in the north, to bordering on the Simpson Desert in the west, and in the dry wine country of the south.

Static library services are the norm, as the long distances, and the fact that many roads are unsealed, mean that mobile libraries are rarely a viable option. Parcels of books are delivered by mail services to the more isolated homesteads, but our objective is to encourage the establishment of purpose-built libraries. Financial assistance and advice is provided by the State Library to ensure library buildings and facilities meet Public Library Standards. Once a building is provided, and the local government has entered into an agreement to provide a certain level of service, then a wide range of services are available from the State Library.

Equity of Library Service

All library services must be provided to the public free of charge, just as the State Library provides all services free of charge to the local libraries.

The main strength of the Country Lending Service is that the same level of service is provided to residents whether the library be located 100 miles or 1,000 miles from Brisbane, the capital city in which we are based. A service level agreement is entered into by the local Council and the State Library Board of Queensland, which sets out the obligations of each party. Isolation and distance do not affect the level of service provided.

The State Library provides professional support, shelf-ready bookstock, training, and financial subsidies to all libraries. Only 6 of the 150 libraries employ a qualified staff member, although a number employ library technicians, or para-professional staff. Regular training courses are held on all aspects of library management and promotion, both in Brisbane and in regional areas. Every library is visited three times a year, enabling follow-up on training, and the opportunity to solve local problems and liaise with Council members and staff.

Each library is provided with a collection of books, in all genres, according to the size of the population served and the level of use, varying from 2,000 to 25,000 items. The basis of the service is the constant circulation of stock around the libraries. Smaller libraries have their total stock renewed every year, with the largest libraries having a four-year turnover. On any one day, some 5,000 books and other items are circulating around the Country Lending Service libraries, by barge, plane, road transport and rail. Every library is provided with a microfiche catalogue of the million books available in the Country Lending Service stock, and are actively encouraged to submit requests or inter-library loans, which currently run at 120,000 a year. Each library has a small reference collection, which is in the process of being replaced by a collection of titles on Cdrom. Videos, talking books, paperbacks, large print books, music tapes and CDs, games and toys, and now computer software, are provided in each location. Community language books in 60 different languages are also available on request.

Diminishing distance through Technology

Several years ago the State Library developed a stand-alone circulation system that operates on a personal computer, specifically designed for the small Country Lending Service libraries. The software, training and assistance are provided at no cost, and over 100 libraries now use the system. It can also connect via modem and the Internet to the State Library catalogue, with the ability to place on-line requests for books and information. 80% of inter-library loan requests are now received on-line at the Public Libraries Division.

The Internet, of course, is having a significant impact on diminishing the problems of distance. In 1998 over A$2 million was received from the State Government to place a personal computer and peripherals in every main library in the State, in order to facilitate access to the Internet. The number of libraries now with the potential to access the Internet has risen from 40 to 190. Accompanied by this roll-out of hardware was a comprehensive Internet training programme, covering a range of issues, from the basics of choosing an ISP to advanced searching in specialised areas, such as in family history, health and law. Over 500 library staff received training last year. The problem of distance, however, has slowed the uptake of the Internet in the more isolated areas, as only STD access is available, and charges of A$10 an hour are common. The cost of the Internet has led to about half the libraries making a charge for its use. In urban areas, take-up has been rapid, helped by the fact that local telephone calls are not charged by usage time, as in many countries, but by a single connection fee. Satellite communication may be the answer to the isolated libraries' Internet access, and this is being investigated in some States.

Services to Indigenous Peoples

Last year the Public Libraries Division opened an Indigenous Libraries Unit in Far North Queensland. This was initially to provide Internet and multimedia access and training to Indigenous peoples in Aboriginal and Torres Strait Islander communities. Some 40,000 Indigenous peoples live in Queensland, mainly in the Far North, and there are over 40 Indigenous communities. The unqualified success of this project has created a greater awareness of what library services can offer, and has resulted in many of the communities seeking to join the Country Lending Service. The focus of the Indigenous Libraries Unit is now being broadened to encompass this role, and the establishment of these library services is a priority.

The Future

Over the next two years a number of developments will take place which will greatly enhance public library services in rural and remote areas:

- The computerised country libraries are currently being transferred to a new system which will enable a fully integrated network, with Z39.50 capability, to be developed over the next 12 months.
- A Statewide deal is being negotiated that will halve the cost of Internet connections to all rural libraries.
- The range of networked CD and Internet databases available though the State Library will be expanded.
- Plans to establish Internet connections in all libraries in the State will be progressed.
- Bookstocks in all rural libraries will be increased, with reference CDs available for both use in the library and for loan.
- Web design software has been supplied to all libraries, and a comprehensive training programme is underway to teach all library staff the elements of web design.

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Search Contacts
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International Collaboration on Internet Subject Gateways

Emma Place (nee Worsfold)
Institute for Learning and Research Technology
University of Bristol, UK

Abstract

A number of libraries in Europe are involved in the development of Internet subject gateways - services that aim to help users find high quality resources on Internet. Subject gateways such as SOSIG (The Social Science Information Gateway) have been available on the Internet for some years now, and they offer an alternative to Internet search engines such as AltaVista and to directories such as Yahoo . Distinctively, subject gateways draw upon the skills, practices and standards of the international library community and apply these to Internet-based information. This paper will suggest that librarians are ideally placed to play a major role in building Internet resource discovery services and that subject gateways offer a means to do this. It will outline some of the subject gateway initiatives in Europe and will describe the tools and technologies developed by the DESIRE project to support the development of new gateways in other countries. It will also discuss how IMesh , a group for gateways from around the World, aims to work on an international strategy for subject gateways and on developing standards to support this.

Paper

Background

> ***"The Web is quickly becoming the world's fastest growing repository of data."*** "
> (Tim Berners-Lee, W3C director and creator of the World Wide Web (WWW)

This is a time of upheaval for the library profession, as the Internet becomes a major medium in the information world. The Internet offers access to myriad information resources but the fact remains that it is still very hard for people to locate high quality information amid the general chaos. In the past few years the issue of resource discovery on the Internet has been the focus of much work by many different communities.

Search Engines

The Internet Search engines, such as AltaVista, and Excite, rely on automated solutions to resource discovery. They send out robots or Web crawlers to trawl the Internet and automatically index the files that they find. These indexes can then be searched by keyword and return records which contain automatically generated descriptions of the resources, usually the first few paragraphs of the resource itself. Search engines are good for finding lots of information - a search often yields thousands of resources. However, the results can be overwhelming, unmanageable, full of irrelevant references and are often too prolific to meet user needs.

Web Directories

Web directories such as Yahoo and The Open Directory are, in a sense the Internet equivalent of a public library that is not staffed by librarians! They rely on human input to create directories on the WWW that list Internet resources, with each one described briefly and classified under a subject heading. These directories aim to describe large numbers of Internet resources and include both serious and recreational sites.

The Open Directory is a remarkable project, since, in a sense, the general public are invited to build their own library on the Internet - selecting, classifying and "cataloguing" resources. The Open Directory has a volunteer work force of Editors (currently over 6,000 of them), who spend time adding resources and resource-descriptions to the directory (currently over 100,000!). Both Yahoo and The Open Directory aim to be the biggest Internet directories, with a high level of coverage and popular appeal as high priorities.

Internet Subject Gateways

Subject gateways offer an alternative to the Internet search engines and Web directories. What is the definition of a subject gateway? In some sense they are the Internet equivalent of an academic or special library. Subject gateways are Internet-based services designed to help users locate high quality information that is available on the Internet. They are typically, a database of detailed metadata (or catalogue) records which describe Internet resources and offer a hyperlink to the resources. Users can chose to either search the database by keyword, or to browse the resources under subject headings. Subject gateways are characterised by two key factors:

- They are quality controlled
- They are built by subject and information specialists - often librarians

Quality Selection Procedures

Formal quality selection criteria are used to guide collection development within the gateways. Examples of the selection policies of gateways have been collected by the DESIRE project . DESIRE has also produced an online tutorial called "Internet Detective" that aims to teach the skills required to evaluate the quality of resources on the Internet and this gives some insight into the sort of work that gateway staff do in evaluating and selecting Internet resources.

Classification of Internet Resources

Classification schemes are used by gateways to set up the browsing option for users. Many gateways use traditional library classification schemes such as Dewey Decimal classification or Universal Decimal classification. A report on the use of classification schemes in Internet services has been produced by the DESIRE project, which describes this usage in more detail .

Standard Metadata Formats

Standard metadata formats are used when describing an Internet resource in a database record. These formats support effective information retrieval from the databases, but also ensure that gateways can inter-operate with eachother and, potentially, with other databases such as library OPACS. These standards also give the option of converting and mapping one format to another, which could be important as Web metadata standards develop and change. In 1997 DESIRE produced a comprehensive review of metadata formats . In the UK, UKOLN (The UK Office of Library Networking) has a Metadata Group that conducts ongoing research into metadata formats, especially in relation to library cataloguing formats such as MARC. Their Web site offers software tools for handling metadata and information on mapping between metadata formats .

European Gateway Initiatives

A number of Internet subject gateways have been developed in Europe and a significant community of libraries involved in gateways is developing.

- United Kingdom - The Resource Discovery Network

  In the UK a number of subject gateways are being funded by the UK government's Higher Education Funding Council and are organised under the Resource Discovery Network (RDN). All the UK gateways are based in universities and involve input from librarians and information professionals:

  - SOSIG (Social Science)
  - EEVL (Engineering)
  - OMNI (Biomedical information)
  - Biz/ed (Business and Economics Education)
  - History
  - ADAM (Art, Design, Architecture & Media)

- · The Netherlands - DutchESS

  The National Library of the Netherlands (Koninklijke Bibliotheek) has built a subject gateway in co-operation with seven university libraries called DutchESS (Dutch Electronic Subject Service) - a national gateway, covering all subjects.

- Finland - The Finnish Virtual Library Project

  In Finland the government's Ministry of Education has funded the large-scale development of national subject gateways. The Finnish Virtual Library project was launched in 1995 and involves collaborative work between eight university libraries.

- Sweden - EELS

  EELS covers the broad subject area of Electronic Engineering. It is a cooperative project of the six Swedish University of Technology Libraries.

- Denmark (and other Nordic Countries) - NOVAGate

  NOVAGate covers forestry, veterinary, agricultural, food and environmental sciences and is produced by the libraries of the NOVA University in Denmark, Finland, Iceland, Norway and Sweden.

The DESIRE Project

DESIRE is an international project funded by the European Union. The project aims to facilitate use of the World Wide Web among Europe's research community and one of the ways it is doing this is by developing and promoting the Internet subject gateways model. SOSIG, DutchESS and EELS are all partners in the DESIRE project and have been working with other gateways (including the Finnish Virtual Libraries Project and NOVAGate).

DESIRE Workshop for Europe's National Libraries

There is considerable scope for the library community to be involved in Internet subject gateways. As illustrated in the gateways described above, many libraries in many countries are already seeing work on gateways as an important part of their remit. Once a country has a gateway structure in place, librarians from across that country can work collaboratively to build the collection. The subject gateways model offers strategic and standardardised methods for doing this. DESIRE aims to support the development of new gateways in Europe, especially large-scale national gateways. In September 1999 there will be a DESIRE workshop for the National libraries of Europe : ***"Building national and large-scale Internet Information Gateways: a workshop for the National Libraries of Europe"*** At the time of writing, seventeen European National libraries have signed up for the DESIRE workshop, and together we hope to make some important steps towards building a European network of gateways.

As the Internet continues to expand so quickly it is clear that no single gateway or country can hope to catalogue all the Internet resources available. A distributed model is required, where each country takes responsibility for describing the high quality resources available on its national network. Imagine the scenario where librarians from every country work at building a gateway to the best of their national Internet resources. Imagine then, that it is possible to cross-search any combination of these gateways - to find high quality Internet resources from around the World. In fact, the technologies and standards already exist to make this vision a reality. What still requires a lot of work is the development of the human networks that can maximise the potential of these standards and technologies - and the library community is perfectly placed to take up this challenge! Building an international network of gateways takes time, but the library community has both the expertise and the commitment to develop these valuable Internet search tools.

Distributed Teams of Librarians

Subject gateways provide a successful model for involving the library community in Internet resource discovery. Existing gateways have invested effort in developing systems that support the work of distributed teams, so that a librarian can work on a gateway from anywhere in the World as long as they have access to a networked PC and a Web browser. Distributed Internet cataloguing means that libraries can contribute to a shared service, rather than having to each build a local service. This is an efficient way of working - it avoids duplicated effort and collaboration means large-scale gateways with much better coverage can be developed. Many of the gateways described above benefit from the input of a distributed team of librarians. A DESIRE report "Distributed and Part-Automated Cataloguing" describes the different models being used by existing gateways. The ROADS software supports distributed cataloguing by providing a Web interface to the database. Records can be added, deleted or edited remotely. All this work can be done via the Web - the teams can work from their own offices using their own workstations and fit this "Internet librarianship" in alongside their usual work in the library.

Distributed Databases

The technologies also exist to support cross-searching of distributed databases. Interoperability has been the focus of much research by DESIRE and ROADS and other communities. If different databases of metadata records can be cross-searched this offers the potential for different communities to work at describing different sections of the Internet and for end-users to cross-search all these collections simultaneously. On a national level both the UK gateways and the Finnish Virtual library project are working on cross-searching distributed gateway databases. The end-user remains blissfully unaware of the complex organisation behind their search - from their point of view they are making a single search from a single Web page and get a single page of results.

SOSIG and Biz/ed have already implemented cross-searching into their working services. When users search SOSIG they are in fact, also cross-searching the Biz/ed database - results from the two databases are returned on the same page. The technologies used to achieve this are described in a paper published in Dlib magazine . Databases located in different countries can also be cross-searched simultaneously - DutchESS (in the Netherlands) has been working closely with SOSIG (in the UK) to set up a cross-search mechanism, so that both the collections can be accessed simultaneously by users from both countries (and indeed elsewhere!). This is pioneering work and when it is in place, it is hoped the same mechanism will be used by other gateways to set up similar systems. Demonstrations of the cross-searching work being done by DESIRE and ROADS is available on the DESIRE Web site

Tools for Building Large-Scale Internet Subject Gateways

DESIRE is developing tools and methods for the development of large-scale Internet subject gateways. It is also working with both library and Internet standards organisations to develop standard practices for developing gateways, to ensure that they are interoperable and can work together to form large-scale, collaborative services.

The DESIRE Gateways Handbook

Later this year DESIRE will publish the "Information Gateways Handbook" - a guide for libraries interested in setting up large-scale subject gateways of their own. The Handbook will be made freely available on the WWW and will describe all the methods and tools required to set up a large-scale Internet subject gateway. It draws upon over three years of DESIRE research into subject gateways and will include case studies and examples from many of the gateways described earlier in this paper. It is hoped that the Handbook will assist other countries to set up their own national gateway initiatives so that more libraries and more librarians can begin to play a role in Internet resource discovery.

ROADS

ROADS is a set of software tools to enable the set up and maintenance of Web based subject gateways. It was developed as part of the UK's Electronic Libraries Programme but is freely available for anyone to use. The software includes the database technology required to set up a gateway, the administration centre required to facilitate remote cataloguing via the WWW and everything else needed to run a gateway. Many of the gateways described above use ROADS, notably SOSIG and The Finnish Virtual Library Project. The ROADS open-source software toolkit is being produced by a consortium of developers with expertise in network-based resource identification, indexing and cataloguing. This has resulted in a standards-based approach to software development, making it compatible with current, and developing indexing and cataloguing requirements. In addition, there is ample documentation and online support for people interested in using the software for either experimental purposes or service provision.

IMesh : the International Gateway Community

IMesh is a collaborative network, involving key players in the World's subject gateway community (not only those in Europe). It is likely that IMesh will be the key player in future gateway developments internationally.

IMesh was formed as a result of a meeting at The Second European Conference on Research and Advanced Technology for Digital Libraries, held in Crete in September 1998, attended by 25 delegates from 15 countries. One of the main aims of IMesh is to explore the potential for collaborative development of gateways internationally. It would require significant investment of effort and resources for a single country to attempt to create a gateway that pointed to the best of the Internet from all countries, in all languages in all subject areas. The IMesh group is looking at ways in which the effort can be shared through international collaborative agreements. Many of the technologies required for cross-searching different gateways and for remote cataloguing into gateways already exist. What is lacking is the strategic organisation between gateways and IMesh aims to address this. The report from this meeting outlines the main issues that the group aims to address. In June 1999 the first IMesh workshop will be held in Warwick in the UK and will be attended by gateway providers from around the World. I hope to report on the outcomes of this meeting when I present this paper at the IFLA conference. An IMesh discussion list exists and those interested in international collaboration amongst subject gateways are invited to join. The list provides an open forum for exchanging ideas and technology for promoting the subject gateway movement. Details are on the IMesh Web site .

Future and Conclusions

In many ways the Internet is still a bit of a building site! Many things are still under-construction, including the basic architecture of the Web. The World Wide Web Consortium is still working on building a structure that can support resource discovery on the Internet. They have recently released the Resource Description Framework (RDF) model and syntax specification, which aims to provide a basic infrastructure on the Web to support the transfer and processing of metadata. This marks a new age on the Web as in effect, it allows anyone to "catalogue" a Web resource in a machine understandable way. Different people will want to use RDF in different ways - it is simply the structure within which different people can work. Gateways are working with the W3C to see how RDF can support these high quality metadata collections. Potentially, librarians could forge the same role for themselves on the Internet that they have had traditionally - as third party information providers that end-users can learn to trust and rely on when searching for information.

Although the structure for the Internet library is not yet complete, it does not mean that librarians have to wait to start building their Internet collections. The human networks required to effectively catalogue the Internet will take many years to build. Libraries can work on creating metadata records for Internet resources and on finding their place in the metadata community. They can also start becoming familiar with the new metadata and Internet cataloguing standards so all the records are compatible. Although this paper is being presented in the "Information Technology Section" of IFLA, in many ways the technologies are the least of our worries - it is the human factor that now requires significant development.

DESIRE and IMesh hope to facilitate the involvement of the wider library community in Internet resource discovery. In this paper I have described services that already involve input from large numbers of libraries and librarians. Perhaps the IFLA community can help us to take this work forward and to promote Internet Librarianship as an important new role for the profession.

The Open Directory Project

http://dmoz.org/Computers/Internet/WWW/Directories/Open_Directory_Project/

Selection Criteria: Examples
http://www.desire.org/results/discovery/cat/selectex_des.htm

Internet Detective
http://www.sosig.ac.uk/desire/internet-detective.html

The Role of Classification Schemes in Internet Resource Description and Discovery
http://www.desire.org/results/discovery/cat/class_des.htm

A Review of Metadata: a Survey of Current Resource Description Formats
http://www.desire.org/results/discovery/cat/meta_des.htm

UKOLN Metadata Web Page
http://www.ukoln.ac.uk/metadata/

EEVL (Edinburgh Engineering Virtual Library)
http://www.eevl.ac.uk/

OMNI
http://omni.ac.uk/

Biz/ed
http://www.bized.ac.uk/

HISTORY
http://ihr.sas.ac.uk/

ADAM
http://www.adam.ac.uk/

DutchESS (Dutch Electronic Subject Service)
http://www.konbib.nl/dutchess/

The Finnish Virtual Library Project
http://www.uku.fi/kirjasto/virtuaalikirjasto/

EELS
http://www.ub2.lu.se/eel/eelhome.html

Building National and Large-scale Internet Information Gateways: a Workshop for the National Libraries of Europe (DESIRE)
http://www.desire.org/html/subjectgateways/workshops/workshop1.html

Distributed and Part-Automated Cataloguing (DESIRE)
http://www.sosig.ac.uk/desire/cat/cataloguing.html

Cross-Searching Subject Gateways: The Query Routing and Forward Knowledge Approach (D-Lib Magazine, January 1998)
http://www.dlib.org/dlib/january98/01kirriemuir.html

DESIRE Cross-searching Demonstrator
http://www.desire.org/ROADS/cgi-bin/search.pl

ROADS
http://www.ilrt.bris.ac.uk/roads/

D-Lib report from the Crete ECDL'98 Subject Gateways meeting
http://www.dlib.org/dlib/october98/10clips.html#GATEWAYS

IMesh: International Collaboration on Internet Subject Gateways
http://www.desire.org/html/subjectgateways/community/imesh/

W3C (World Wide Web Consortium)
http://www.w3.org/

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Interlibrary lending activities in Hong Kong - an overview

Paul Poon
Librarian, City University of Hong Kong
Hong Kong, China

Abstract

Interlibrary lending (ILL) is a time-honoured activity among the university libraries in Hong Kong. With information explosion, proliferating amount of published materials, soaring prices of monographs and serials subscriptions as well as tightening budgets, the role of ILL in supplying research materials to meet the needs of the staff and students becomes more and more important. It is the aim of this paper to review the evolution of ILL activities in Hong Kong and, at the same time, to answer some of the questions that outsiders may find interesting by using the City University of Hong Kong as an example.

Paper

The Evolution

Interlibrary lending (ILL) is a time-honoured activity in Hong Kong libraries. Its history may be traced back to the 1960s when the Hong Kong Library Association, established in 1958, ordered standard ILL forms from the American Library Association and sold them to member libraries to encourage them to practise interlibrary lending. From that time onwards, ILL has always been a major co-operative activity among libraries in Hong Kong. The role of ILL in Hong Kong, especially among the university libraries, is undeniably very significant. This is also in line with the observation made by James Thompson and Reg Carr (1987, p.213) that "*of all the types of co-operative activity, interlibrary lending is the most important, the most common and certainly, as far as library users are concerned, the most evidently productive*".

The basic rationale behind ILL activities is that "*no library, no matter how large and how well-endowed it is, can ever hope to possess every single publication that its readers want; however, what a library does not have may be available in another*" (Poon, 1998, p.1). It is with this rationale that, back in the 1970s, libraries of the three publicly funded higher education institutions in Hong Kong, namely, the University of Hong Kong, the Chinese University of Hong Kong and the then Polytechnic of Hong Kong, sent messengers to each other to collect and exchange ILL materials among themselves on a weekly basis.

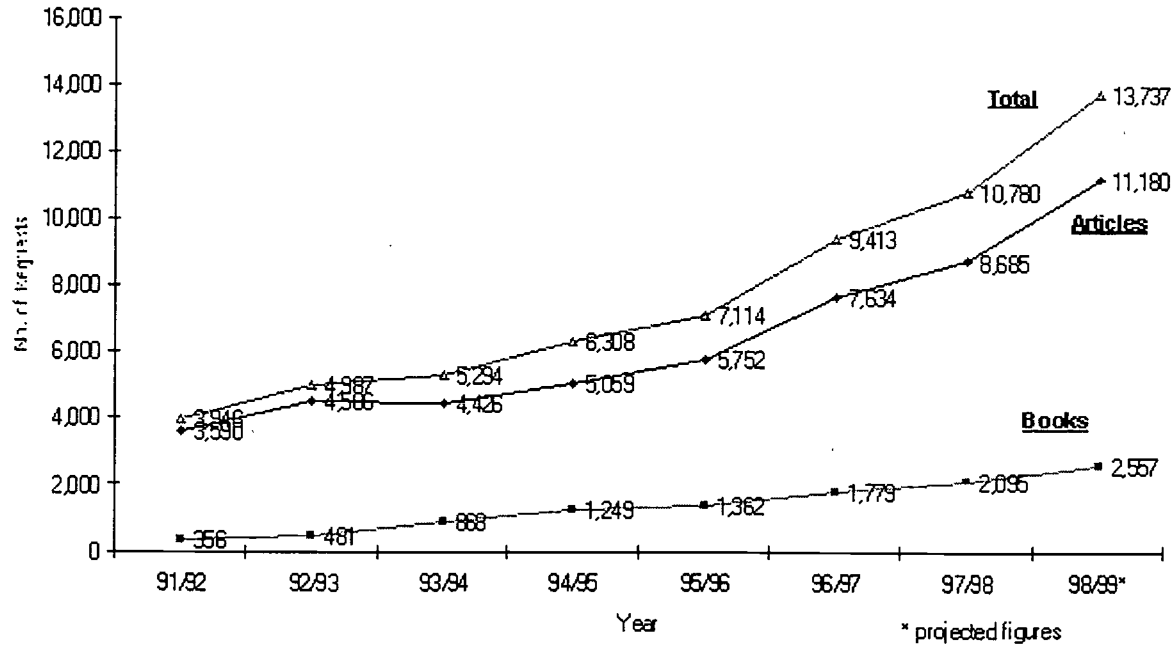
Up till now, as a result of Government's policy to expand higher education, there are totally eight university and colleges in Hong Kong (1), all under the aegis of the University Grants Committee (UGC). ILL activities are still being carried on among the UGC libraries, but with increased volumes and importance as well as different modes of operations. The reasons for ILL operations, such as information explosion, proliferating amount of published materials, soaring prices of monographs and serials subscriptions as well as tightening budgets have been well-covered in library literature. University libraries in Hong Kong are not immune from these problems and ILL has become an essential activity.

The volume of ILL transactions in those halcyon days was definitely of no comparison to that of the present. For example, during 1984-1987, the first triennium after the City University of Hong Kong (CityU) was set up, its Library processed on average some 2,000 internal ILL requests for its eligible users in each financial year. By 1991/92, however, there were some 4,000 requests processed. In 1995/96, the figure reached 7,000 and in 1997/98, it was well over 10,000. It is projected that by the end of the current financial year, the number of internal ILL requests processed by the CityU Library will probably reach 13,700. (*see Figure 1*)

At the same time, the number of external ILL requests that CityU Library processed for the other UGC libraries has also increased. In 1991/92, the figure was just slightly over 1,000. By 1995/96, it was well over 4,000. It is projected that by the end of 1998/99, the figure will likely be over 6,000. (see Figure 2)

It is obvious that UGC libraries in Hong Kong are more and more reliant on ILL to meet the needs of their users. At present, every university library has its own ILL unit or section to handle all the ILL transactions. These ILL units and sections work very closely together with the common goal of supplying useful research materials to their users in the most efficient and cost-effective way. Outsiders may be interested to know how ILL is operated and practised in Hong Kong, especially among the university libraries. The following is an attempt to answer some of the frequently asked questions, using the Library of the City University of Hong Kong as an example.

Figure 1
No. of ILL requests processed by CityU Library for its eligible users
Internal Requests (Books vs. Articles)



The Current Practice

Who may use the service?

In Hong Kong, ILL services are usually provided to academic and research staff as well as postgraduate students only since it is believed that the needs of undergraduates should be met by each institute's own library collections.

How do the users submit their requests?

Apart from printed ILL request forms, most of the UGC libraries in Hong Kong, including CityU, are also making available online ILL request forms to their users as well. In this way, ILL requests can be submitted electronically and this provides much convenience to the part-time students. Moreover, quite a number of commercial electronic databases provide built-in ILL forms within their databases so that users can submit ILL requests to their own libraries while conducting searches. For example, users of the CityU Library can submit ILL requests while searching the Ovid and CSA databases.

How about the charges?

ILL items supplied by local university libraries are free of charge as all the UGC libraries have agreed that they will not charge among themselves. It is believed that the supply and demand of ILL items among themselves would be more or less balanced at the end. Requests that cannot be fulfilled locally will be sent to overseas suppliers upon the consent of the requesters. Overseas suppliers, of course, will charge for the supply of documents. Different university libraries have different policies as to whether they will absorb the costs for their users. In the case of the CityU Library, the costs for obtaining photocopies of journal articles from overseas sources are absorbed by the Library with a designated budget for that purpose. However, as for overseas book loans, departments have to bear the costs for requests raised by their staff and students as overseas book loan services are usually rather expensive both in terms of transactional and administrative costs. Unless the books concerned are out of print, the Library would, however, prefer acquiring the items instead.

Who are the major overseas document suppliers for UGC libraries in Hong Kong?
British Library is the major overseas document supplier for UGC libraries in Hong Kong. Almost all the university libraries have deposit accounts with the British Library. Another major document supplier for the CityU Library is OCLC. Other occasional suppliers include Uncover, UMI, Derwent Patent, AskIEEE and individual academic and national libraries from countries like Australia, Canada, China, France, Japan, Taiwan and so on.

Are there any union catalogues in Hong Kong?
To ensure that users can obtain their requested items within the shortest time and at the least costs, it is the responsibility of the library staff to locate exactly where the requested items are available. Currently, all UGC libraries are using INNOPAC and the OPAC systems of the eight institutes are linked together by HARNET (the Hong Kong Academic and Research NETwork). Compared to the days before INNOPAC, the task of checking the availability of requested items among UGC libraries is now much easier. With Z39.50 software, broadcast searches cutting across all the eight OPAC systems are possible although the reliability of Z39.50 is still sometimes a question. However, in a sense, there is now a virtual union catalogue among the eight UGC libraries so as to facilitate interlibrary lending operations.

How are requests transmitted to the potential supplying libraries?
For potential suppliers in Hong Kong, requests are faxed to them. Fax transmission is convenient and cost-effective as request forms are printed out almost instantly from the fax machines without library staff's intervention being required. Moreover, fax transmission within Hong Kong will not incur any IDD costs.

As for overseas suppliers, requests are usually transmitted electronically via email or through the dedicated transmission systems of the suppliers wherever possible. The CityU Library, for example, is sending requests to the British Library via ARTEmail, to the OCLC via its PRISM ILL system and to Uncover via UnCoverWeb.

How are the ILL items delivered between the requesting and supplying libraries?
The Joint University Libraries Advisory Committee (JULAC), comprising the Chief Librarians of the eight universities and colleges, signs a contract with the DHL Intracity Express Limited every year so that the courier company provides point to point pick-up and delivery service for ILL items among the eight university libraries every day. For articles that are requested urgently, the copies are faxed to the requesting libraries. In fact, quite a number of the UGC libraries are Ariel users and images of articles can also be emailed to the requesting libraries.

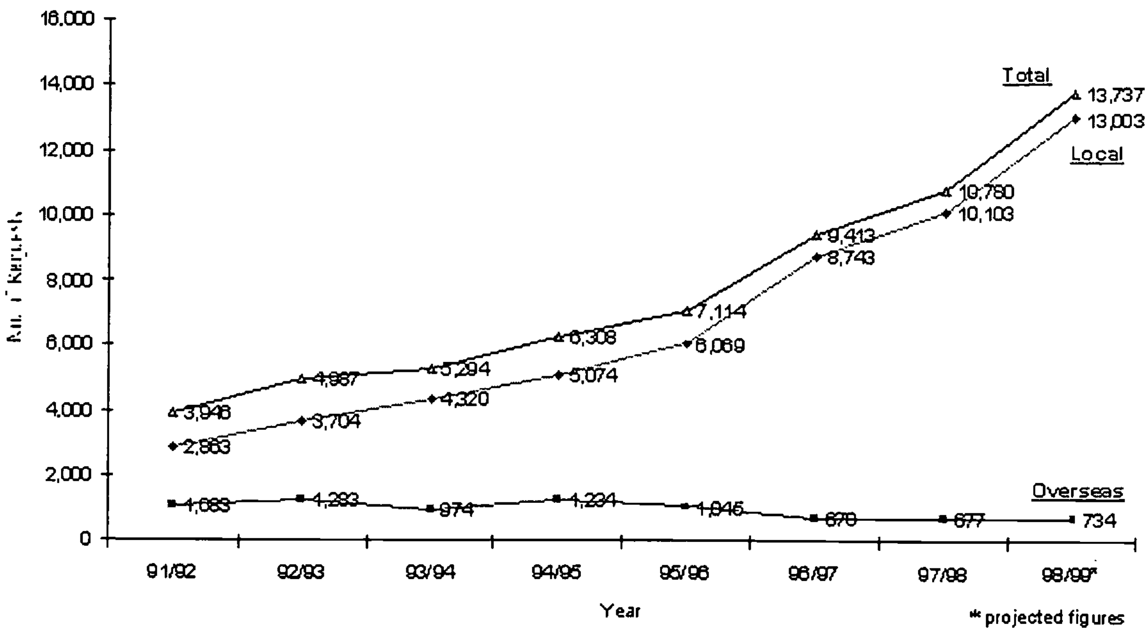
What is the percentage of ILL requests filled by overseas sources?
The majority of the ILL requests are filled locally. Moreover, there is a trend that the reliance on overseas sources is diminishing. In the case of the CityU Library, although more and more internal ILL requests are processed each year, the percentage of them being filled by overseas sources is actually decreasing. In 1995/96, 1,045 out of the 7,114 requests were filled by overseas sources; however, by 1997/98, there were only 677 requests filled by overseas sources. (*see Figure 3*)

One possible reason for this phenomenon is the availability of full-text electronic databases. Quite a number of requests, which would previously not be filled locally, are now readily available in databases such as ProQuest Direct, Science Direct, EBSCOhost and so on. However, it is interesting to note that even with a portion of the demand met by full-text electronic databases, the number of ILL requests still show a net increase.

Requests submitted by users via the online ILL forms available on the Library's Web page are downloaded onto the system and this saves library staff re-inputting the requests again. Citations of individual requests are reformatted into ARTEmail format automatically for further transmission to British Library.

Do the UGC libraries in Hong Kong supply ILL items to overseas libraries?

Figure 3
No.of ILL requests processed by CityU Library for its eligible users
Internal Requests (Local vs. Overseas)



Different libraries have different policies. In the case of the CityU Library, requests for photocopying of journal articles from overseas libraries will be entertained free of charge. However, so far, not too many requests of that kind have been received.

Are there any consortium-wide ILL systems or networks in Hong Kong?

There are no consortium-wide ILL systems or networks available in Hong Kong. At present, the interlibrary loan automation systems of UGC libraries are totally independent. The systems are mainly in-house databases developed by library staff themselves and they are not integrated with one another in any sense. Although all the UGC libraries are currently using INNOPAC, none of them uses the INNOPAC ILL module as, somehow, its functionalities just do not fit the needs of libraries in Hong Kong. It is hoped that with further improvements and fine-tuning, the INNOPAC ILL module can help create a consortium-wide document delivery system in Hong Kong.

Conclusion

It is obvious that none of the UGC libraries can ever think of meeting the needs of their users on their own. Resource sharing is a must as proven by the increasing number of ILL requests. The mechanism for the ILL practice among the UGC libraries in Hong Kong has worked quite well. However, there is still room for improvement. To start with, a consortium-wide ILL or document delivery system in Hong Kong should be attempted. An integrated system similar to OhioLINK may save the libraries the resources now spent on intermediating the ILL operations. With good will and commitment, the author believes that libraries in Hong Kong should be able to achieve more.

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Footnotes

1. The 8 universities and colleges are: City University of Hong Kong, Hong Kong Baptist University, Hong Kong Institute of Education, Hong Kong Polytechnic University, Hong Kong University of Science and Technology, Lingnan College, The Chinese University of Hong Kong and University of Hong Kong.

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The U.S. Federal Depository Library Program and U.S. Government Information in an electronic environment: issues for the transition and the Millennium

Margaret S. Powell
The College of Wooster,
Wooster, Ohio, U.S.A.
E-mail: mpowell@acs.wooster.edu

Abstract

Since 1895 the Federal Depository Library Program (FDLP), administered by the United States Government Printing Office (GPO), has provided no-fee public access to information generated by the United States Government through a network of libraries. For two hundred years print-on-paper remained the dominant format. By 1978, publications were also distributed in microfiche; Compact Disc-Read Only Memory (CD-ROM) products followed in 1988, the development of the GPO Access web site for on-line publications in 1994, and other initiatives to harness government information on the Internet.

Opportunities to improve public access exist alongside obstacles to equitable distribution and access. Now over half-way through a five-year transition plan, GPO has defined and established an electronic depository library collection for the new millennium. Problems remain with reform of the underlying legislation, the enforcement of deposit compliance by government authors, and the guaranteed provision of permanent public access. Librarians struggle to keep up with sources, formats, and technology and to shape library services for both traditional and digital environments.

Paper

Recognizing that a democracy requires the free flow of information and that access to government information is a fundamental right of a free society, the United States (U.S.) government began, soon after the first Continental Congress in 1774, to form what we would identify in our time as information policy. By 1813, a regular pattern of free and geographically dispersed dissemination of government information to the public was already in place.[1] Foundation for a formalized system of deposit and a Federal Depository Library Program (FDLP) within the U.S. Government Printing Office (GPO) was laid in a series of legislative acts and has remained relatively unchanged in principle and structure since 1895.[2] The last three decades of this century have been dominated by efforts of the federal government bureaucracy to economize, reduce paperwork,[3] and "reinvent" itself to increase efficiency.[4] This climate has created legislative, operational, and service issues for the FDLP, GPO, and libraries. Current responses from GPO[5] and the library community to these issues and to the transition from paper to electronic publication and distribution will define not only the depository library program but also the provision of government information for the new century.[6]

At the brink of the new millennium, the FDLP consists of over 1350 designated libraries located in fifty states, the District of Columbia, and six territories. For over 100 years the FDLP, as administered by GPO, has provided equitable and dependable no-fee public access to the tremendous amount of publishing which the U.S. government generates. Agencies in each of the three branches of the federal government create, gather, and produce information in conjunction with their official missions. This information is paid for with public funds, is owned by the public, and must be made accessible to the public by law. The government holds the information in trust and is obligated to provide access to it and to guarantee its integrity and preservation.[7]

Working in partnership with federal agencies, GPO acquires materials, produces copies at congressional expense, catalogs, indexes, and distributes them to the network of depository libraries with an efficiency and cost effectiveness made possible by its centralized position in the government and its legally designated status. In turn, the libraries safeguard the public's right to know by collecting, organizing, maintaining, and preserving the publications, making them freely accessible to the general public in all formats without impediment or fees in an impartial environment and with professional assistance. Depository libraries are subject to periodic government inspection; provide storage, equipment, and space; and develop training tools, networks, and partnerships to facilitate and support public access. This has become an increasingly difficult task given the expanding array of information sources and the complex information choices.[8]

By the 1990s GPO had become as much a procurement agency as a printer, with the majority of non-congressional production being obtained under standing contracts negotiated by GPO with the private sector.[9] During this period, the long-standing problem of documents that qualify for the program but through agency oversight or noncompliance are not made available to GPO for distribution has been exacerbated. As valuable information continues to elude the net of depository distribution, the amount of publicly accessible government information decreases. Capturing this information has become more difficult for GPO as agencies have obtained their own desktop publishing software and high speed, high volume copiers, in addition to developing sites on the Internet. Libraries are forced to pursue this "fugitive" information from individual agencies and from private sector vendors in order to offer comprehensive collections to their users.

GPO began converting selected documents were converted from paper to microfiche format for distribution to depository libraries in 1977 in the first of several cost-cutting steps away from the dissemination of print-on-paper. Although the introduction of microfiche caused some consternation among librarians and users, this first shift in technology was relatively easily assimilated into the operation of the FDLP and depository libraries. In almost every respect, except its use by the reader, microfiche is produced, disseminated, and collected like printed matter, and despite its negative attributes, its distribution has achieved significant savings in cost for GPO and in storage space for libraries. The move to fiche did make librarians aware, however, that in an era of cost/benefit analysis, the FDLP was under scrutiny and that it was no longer possible to rely on the ideological goodwill of a benevolent Congress. Microfiche was but a harbinger.

Publishing and storage of electronic formats, which began with the development of computer mainframes in the late 1950s, was well underway in 1988 when the first Compact Disc-Read Only Memory (CD-ROM) product was distributed to depository libraries. Distribution of CD-ROM disks resembled the introduction of microfiche in that GPO was still shipping a physical object, an "information product", to libraries. Here, however, the similarities ended, and the conflicts for libraries and the FDLP began in earnest. As with the first fiche, many depository libraries were unprepared for electronic distribution. Users who had access to appropriate equipment were met with a medium that required a completely new sensibility for use and which carried with it little or no assistance in the way of documentation or instruction. And it was only the tip of a rapidly emerging iceberg.

Since the beginning of the Clinton Administration in 1992, the federal government has been pulled rapidly into the electronic age. Legislation in that year required GPO to disseminate government information products on-line, to maintain an on-line directory or locator of federal information sources in electronic format, and to address permanent public access by establishing a storage facility for electronic information files.[10] In response GPO unveiled its award-winning Internet information service site, GPO Access in 1994.[11] In the preceding decade, GPO had grappled with attempts by the Reagan and Bush administrations to privatize many of its functions. Integral to this struggle was the question of whether or not on-line information falls within the legislative parameters of Title 44--in effect whether there is some distinction between "information product" and "information service" when the definition hinges on the presence or absence of a physical object.[12] At the same time, the administration sought to alter and consolidate a variety of administrative and regulatory practices that controlled public access to information, including revisions of the Paperwork Reduction Act of 1980 and the issuance of Office of Management and Budget guidelines on information policy.[13] Since 1992 it has become more widely accepted that the distinction between product and service was largely artificial and served the commercial ends of private sector firms involved in marketing government information better than it served the public. Along with the proliferation of electronic resources, we have witnessed the growth of the notion that access to government information should not be ruled by the format or medium of that information.

Two strong ideological strains mark the current political climate in Washington, DC. The first is that government should, for a host of economic and ideological reasons, be made smaller and more efficient. The implications of this line of thinking for GPO have been serious. Although the actual functions of printing and the wide spectrum of information dissemination have grown apart rapidly, GPO has remained a primarily print-based operation despite tremendous progress in managing, handling, distributing and disseminating information in multiple formats. There have been repeated moves to shrink the GPO radically or eliminate it entirely in favor of individual agencies procuring their own printing services, with a depository library system administered by some other agency.[14] The second complementary strain, that has come into prominence since 1994, is the attempt to balance the federal budget by imposing stringent economizing measures upon all federal programs. In addition, Congress has a broad belief in the ability of technology to shrink costs in the bureaucracy and reform society simultaneously. Thus, the seven years since President Clinton took office have been highly uncertain for GPO generally and the FDLP in particular.

During this period of advancing uncertainty, librarians began to articulate their vision of a "reinvented" FDLP. The Chicago Conference Report of October 1993 reaffirmed the basic principles stated earlier that year by the Dupont Circle Group[15] and defined a framework for a model federal information program:

1. The FDLP would be characterized by timely, equitable, and no-fee provision of government information to the public with a cooperative network of information producing agencies, geographically dispersed participating libraries, and a central coordinating government authority.

2. The information would be made available in formats most appropriate to content, use, and audience and defining legislation would be broadly inclusive of all types of information in all formats and media.

3. Agency participation would be assured and the program should facilitate partnerships between its constituents.[16]

By 1995, debate in the House centered on GPO budgetary issues, cutting congressional funding for paper documents as an "incentive" for agencies to move to electronic dissemination. The Senate, however, insured a level budget for GPO in 1996 and directed the Public Printer to undertake a comprehensive study to assist Congress in redefining a new and strengthened federal information dissemination policy and program.[17]

The Public Printer's study was prepared in two parts: the strategic Transition Plan for completing the move from print to electronic format by 1998, which was issued in December 1995 and revised in June 1996,[18] and the final full report of June 1996, which extended the transition time frame to a more reasonable 2001.[19] The current scene, just past mid-point in the Transition Plan, is the result of an almost unimaginably aggressive program of conversion to electronic formats both at the production level, where new products are created in a standardized format and at the distribution/dissemination level.

Although the FDLP cannot be characterized as completely electronic in 1999, considerable and remarkable change has taken place. For example, from Fiscal Year (FY) 1996 to FY1998, the percentage of paper products distributed to depository libraries dropped from 45% to 30%; microfiche dropped from 50% to 20%; while electronic products increased from 5% to 50%.[20] The amount of government information on CD-ROM and on the Internet continues to grow and is being absorbed into the electronic collection of the federal depository library. In FY1998, GPO distributed 40,000 tangible print, microfiche, or CD-ROM products, but more than 85,000 titles were made available on-line through GPO Access and more than 47,000 titles mounted on agency web sites were linked from GPO Access. The GPO Access service reached a monthly average of five million searches and ten to fifteen million document retrievals in FY 1998[21] with a total of 277.5 million documents retrieved by the public since it began operation in 1994.[22]

The transition from printed to electronic media has vastly increased the universe of information that should be within the scope of the program, but it has not obviated the need for the program to originate from a centralized point of collection and dissemination, nor the need for statutory "teeth" in accomplishing the mission of providing no-fee access to the citizenry. To ensure that both the challenges and the opportunities of the electronic environment can be met, GPO has outlined several strategic steps for legislative reform. First, a more expansive definition of government publication is critical to the continuance of the program in the electronic environment; any new legislation must encompass both traditional print materials and other information products or services regardless of form or format. A second critical factor in the success of any distributive program is the enforcement of deposit compliance in order to decrease the number of so-called "fugitive" documents. Finally, continuous and permanent public access to electronic government information must be guaranteed. Although these much-needed revisions to the program legislation in Title 44 have been proposed and debated, reform has not yet been achieved. The most recent reform bill, introduced in 1998, died in the Senate at the end of the 105th Congress.[23] It is unlikely that new legislation for a full-scale revision of Title 44 will be proposed during the final years of the Clinton Administration.

The recent assessment of a variety of government electronic information products conducted by the National Commission on Libraries and Information Science (NCLIS) cited the overall absence of government information policy and uniform standards and the general lack of planning and coordination necessary to guide electronic publishing, dissemination, permanent public access, and information life cycle management. Although it found some agencies ready to establish guidelines for web publishing, formats, and design, NCLIS noted that the problems of coping with multiple media and product formats, rapidly changing technology, and the development of cost-effective alternatives had not been widely addressed.[24]

While a critical core of materials will continue to be available in paper, thousands of traditional publications have simply disappeared or are now only available to the public electronically. Questions of intended audience, ultimate use, and appropriateness for electronic dissemination have largely been ignored. Tracking the location and/or availability of materials, particularly electronic materials, is an arduous task, which has been eased by a variety of finding tools posted on GPO Access. Some of these tools illustrate the cooperative or partnership arrangements between the program, GPO, and the private sector which must be forged in order to assure permanent access to FDLP electronic information.

GPO has also developed several guides to assist depository libraries in providing service for a wide variety of electronic products distributed with little or no technical documentation and issued without the benefit of most technical and software standards. First, recommended minimum technical guidelines for federal depository libraries have been issued by GPO since 1991; these became "specifications" in 1996 and are now updated annually.[25] In a related move in 1997, all depository libraries were required to have the capability to provide and support public access to government electronic information products. Second, a policy and planning document for managing the FDLP electronic collection was distributed in October 1998; in it components of the federal electronic collection are clearly defined:

1. Core legislative and regulatory GPO Access products which will reside permanently on GPO servers;

2. Other remotely accessible products managed by either GPO or by other institutions with which GPO has established formal agreements;

3. Remotely accessible electronic Government information products that GPO identifies, describes, and links to but which remain under the control of the originating agencies;

4. Tangible electronic Government information products distributed to Federal depository libraries.[26]

Finally, electronic service guidelines were published in 1998,[27] and early this year GPO distributed an Internet and on-line access policy statement defining a level of service for electronic media under the same principles and equal to that afforded traditional formats in depository libraries.[28]

As the government debates the reinvention of its role, libraries and librarians are also struggling to stay abreast of sources, software, and hardware, and to realign services to include both traditional and digital technology. The movement of information to electronic format is not a new phenomenon. Computer mainframes in the late 50s made possible the storage of massive amounts of data on tape. The On-line Computer Library Center (OCLC) bibliographic network and the first on-line public access catalogs were introduced in the 1970s, followed by on-line bibliographic databases such as ERIC (Educational Resources Information Center) and MEDLINE (U.S. National Library of Medicine) and computerized search services such as DIALOG. By the time informational databases such as Cendata from the U.S. Census Bureau emerged in the 1980s, on-line services in general had been adopted by most libraries in the

United States. During the past decade, access to government bulletin boards, the use of file transfer protocol for downloading electronic information, the provision of modem-accessible data direct from government agency computers and the proliferation of Gopher sites bloomed and faded before the sudden and incredible riches of the Internet.

Most libraries struggled through a gearing-up period while hardware and software were acquired and librarians became computer literate; but the pace of computerization in libraries has generally lagged behind the rate of technological advance. In an effort to organize and harness government information on the Internet, many libraries developed comprehensive organizational and content-based web sites, both individually, such as the University of Michigan Documents Center,[29] and in collaboration with government agencies, such as the U.S. Department of State Foreign Affairs Network (DOSFAN) at the University of Illinois, Chicago, which provides Internet access to official documents and publications on U.S. foreign affairs.[30]

While supporting levels of technology and expertise are now present in most larger libraries, many small academic and public libraries have not yet acquired all the basic hardware or developed the necessary staff expertise to deal with the challenges posed by the electronic environment. Once sources or indexing are computerized, users will wait in line to use them despite the availability nearby of the printed version. For all too many users, history and a comprehensive literature search start with the beginning date of the on-line index, whether it is 1785 or 1980. Others may search only the Internet for their information needs without regard to origin, authenticity, or permanence of the source or its site location. Most readers still prefer to take the information found with them in print form, insuring that public demand for hard copy will continue to exist and along with it the costs for public printers, paper, toner, and service. Libraries will be forced to foot the bill or charge to recover costs, which may be considered a threat to the concept of no-fee public access.

The library user and research behavior are also in transition, according to Bruce. Although the process of collecting citations, reading articles, and drafting papers is the same, our ability to manipulate technology in this process has changed dramatically. E-mail discussion lists and electronic bulletin boards may provide more relevant and accessible literature than traditional literature and tools; but features of printed resources: good subject bibliographies and indexing; the ability to browse; and convenient, fast, reliable access to materials are also essential in electronic resources. Residual resistance to technology and full text electronic sources may continue to fade but the problems of reading from computer screens, the difficulty of establishing source and authority, and the question of backfile availability with electronic sources remain.[31]

Another pressing issue which has been a major concern in libraries throughout history is the maintenance and preservation of collections to assure availability for future generations. Each format presents unique challenges and requires the invention and application of creative conservation methods and techniques. Electronic information is bound by twin problems: the longevity of digital storage media and the accelerating rate of technological obsolescence. Long-term preservation of digital information will require constant effort and expense to upgrade and transfer files in response to each new technological iteration.[32] Many predict that we are already at risk of losing all digitally stored records and are on the brink of a digital Dark Age.[33] Supercomputer designer Hillis believes that technological solutions already exist for such problems as digital degradation, but that we lack the habit of long-term thinking that supports preservation.[34] Others, like Basefsky, are convinced that collaboration among libraries is essential to the guarantee of future free access to government information. He calls for libraries to treat federal electronic information in the same way as traditional materials: collect, catalog (provide access to), archive, authenticate, and make available to the public. As with print materials, libraries must also repair (copy, update, upgrade), and occasionally replace individual items to ensure a useful vital collection. With electronic sources, the library will need to keep links and pointers (addresses) current as well as upgrade equipment and storage media.[35]

While the evolution from print to bit has forced a reevaluation of traditional structures and methodologies in libraries, it has also provided exceptional opportunities to enhance and improve public access to government information as well as presenting challenges to accommodate a fast moving electronic target without compromising equitable distribution and access. Despite the astonishing number of personal computers in homes and schools, electronic formats continue to be the least accessible and egalitarian with respect to individual readers. Expansion of competition in the telecommunications industry will likely lead to increased commercialization of the Internet as well. Libraries must continue to provide a bridge between information and the ability to pay. GPO and the depository libraries must share the responsibility for long-term access, a concept which is reflected in the growing number of partnership agreements between GPO and other agencies and the libraries.

On the library side, attempts at resolving the tension between the existing depository program and the changing environment include the development of local and regional consortia, cooperative programs, networked resources, and guides to navigate and interpret the mass of government information available electronically. In the library community, as in the government, initiatives must be accomplished in the face of shrinking resources and complex technology. Cooperation among libraries is not a new idea. Interlibrary loan is perhaps the oldest form of resource sharing, a pragmatic recognition that no one library can be completely self-sufficient. Planning began in 1987 for what has become the largest shared library system in the nation, the Ohio Library and Information Network (OhioLINK), a consortium of 74 Ohio college and university libraries with merged on-line catalogs now containing seven million records and representing over 24 million library items. In addition to facilitating user-initiated lending supported by a daily delivery system, OhioLINK also provides access to 67 research and citation databases, including a variety of full-text resources.[36]

Because of the nature of the charge to depository libraries and the structure of government information in a large government bureaucracy, an unusually strong and supportive bond has developed among depository library staff. United by the same challenges and problems, we have created informal and formal support groups both independently and in collaboration with other national groups. These include the Depository Library Council to the Public Printer; the Government Documents Round Table of the American Library Association (ALA GODORT) as well as similar state and regional documents organizations; and the Internet discussion list, GOVDOC-L. These groups provide a forum for the exchange of ideas and information, foster mentoring relationships among their participants, suggest answers to difficult reference questions, and share advice on diverse issues of depository library operation and policy.

From this perspective, it is clear that traditional U.S. federal depository collections will continue to be used by agencies, scholars, and the public in new and non-traditional ways. The increasing number of on-line government information sources, such as those available through GPO ACCESS; the growing amount of government information posted directly to the Internet by agencies or by agreements between libraries, educational institutions, private organizations, and commercial firms; and the large number of sources converted to CD-ROM or other electronic formats may lessen the demand for paper and microfiche documents but are unlikely to eliminate that demand in the near future. Librarians now promote the virtues of access over ownership, rename their educational programs and their institutions without benefit of the Latin liber, and embrace, instead, a slippery concept of information without regard to form or format. We speak confidently and hopefully of virtual libraries and libraries without walls, while the specter of distance education stalks both the university and its libraries and shakes their foundations. We continue to wrestle with the concepts of authority, citation, location, and permanence on a vast and shifting field of quicksand against a backdrop of amazing and captivating material just beyond the computer keyboard. Print is enveloped by color and sound and moving images; knowledge is hyperlinked from one idea to the next and the pathways and possibilities are infinite. By defining new roles and inserting them into traditional staff positions, librarians may become the trainers, facilitators, and interpreters of government information in the new millennium and remain at the center of the information puzzle.

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Doing research overseas without tears: adventures of an innocent abroad

Nongyao Premkamolnetr
Library and Information Centre
King Mongkut's University of Technology Thonburi (KMUTT)
Bangkok, Thailand

Abstract

This paper shares some of the experiences encountered by the author, a former Ph.D. overseas student from Thailand during the time she was conducting a research project in Australia. Being abroad for the first time, as well as coming from a different culture, with different norms, values, languages, beliefs, and ways of life, led to most of her studying days overseas being very challenging. The author hopes that sharing these experiences may be useful for other potential overseas students, who are in the same or similar situation, to acquaint them with what they may confront so they can lessen or even avoid problems similar to those encountered by the author. This would certainly contribute to the completion of their projects happily and tearlessly.

Paper

1. Introduction

I assume that all of you have an understanding of the definition of research, process of conducting a research project, research methods, as well as having a research topic to work with, and therefore I am going to skip discussing those areas. Rather, I would like to share my real life experiences, which I always call "extra-ordinary experiences," gained while conducting a research project as part of a Ph.D. course requirement during 1994-1998 at a prestigious university in Perth, Western Australia.

2. Why do librarians need to do research?

Major tasks of librarians or information professionals are to provide the best services to meet their clienteles' needs. However, the needs of users are in a state of constant change because of various factors, such as changes in personal needs, roles in social life, especially work roles, and changes in the environment, e.g. work environment, socio-cultural environment and physical environment (Wilson, 1981, p4). Additionally, the application of information technology in library activities contributes to the changes in information-seeking behaviour patterns of the users. As research is a disciplined way of coming to know something about ourselves (Bouma, 1993, p5), librarians therefore need to do research in order to be aware of what is happening with their current and potential users in order to improve or reshape the existing services they already offer. As well, doing research is necessary into new services the librarians may plan to offer to their users to ensure that the new services are the right services for the target groups. Thus conducting research on a regular basis is very important for librarians to stay ahead in their profession.

3. Why do it overseas?

There are various reasons that may require librarians to do research outside their homeland. These include, for example, as part of requirements for completing higher degrees which are not available locally; unavailability of appropriate sample groups in their own countries; finding or accepting opportunities to conduct joint research projects with colleagues overseas as part of the collaboration between their parent universities; or even to meet their own personal needs of academic and professional fulfillment. This paper will focus on the first category : as part of the requirements for completing a higher degree, in this case a doctorate degree. It is also assumed that any such potential student candidates already have research topics to work on. In addition, all official procedures before the students were offered or qualify for places in overseas universities are not touched upon.

4. Challenges in doing research overseas

Various challenges actually arise as soon as students are offered places by interested universities. For starters, students had better make themselves familiar with the universities and the countries they are going to spend some time in. Thus they should find out as much information about those countries as possible, in terms of, for example, government, religions, culture, languages, weather, and ways of life. Familiarising themselves with the background knowledge about the countries will certainly contribute to their own peace of mind in that at least they know something, if only a little, about those countries.

On arrival in the particular country and at the start their project, a number of challenges confront an innocent abroad in conducting research overseas as I discovered. These include language barriers, academic problems, cultural differences, financial constraints, and emotional problems.

4.1 Language barriers

My experiences revealed that the language barriers, either for academic or social purposes, is the biggest challenge while studying overseas. This happens particularly to Thai students. Even though English is included as a second language from an early stage in the Thai education system, generally speaking, it is not widely used particularly in most provinces where there are not many English speaking foreigners. Additionally, I found the language barriers in Australia even harder than in other English speaking countries, because of the Aussie accent which is unique and can prove to be very difficult to understand, especially for new comers.

To tackle this problem, students have to keep their eyes, ears as well as their minds open to the new language. To become adapted, they should organise their time not only for studying but also for doing other activities, such as watching television, going to the movies and joining social functions. It is recommended that, regardless of your sufficiently high English test score, a one-semester-English-course at the early time in another country should be pursued. Such courses provide students with not only the language itself but also a gateway to the new culture, and give them some time to adjust themselves to the new country.

The language barriers also contribute to some difficulties in communication between students and their supervisors whom they have to see at least once a week particularly during the first year. Overseas students may feel uneasy to talking to them or asking about some academic problems because of this barrier. To deal with this, students should write their entire questions on paper and show this to the supervisors at the same time as they are trying to communicate with them. Students may need to ask the supervisors to write down any important points the supervisors have suggested as well. This strategy worked perfectly well with me.

4.2 Academic problems

Academic problems here refer to any kind of problem related to conducting the research project. These are some suggestions that may assist in alleviating this problem :

4.2.1 Thoroughly understand the research process

To be able to conduct a research project effectively, students should acquaint themselves with and thoroughly understand the whole process of doing a research project, as well as detail of each stage, for example, research methods available, samples and sampling, data collection, and how to analyse the collected data. This understanding would enable students to select the most appropriate methods to deal with their own research topics.

As doing research requires clear and disciplined thinking (Bouma, 1993, pii), the research proposal is the stage where students have to put all the ideas into written form to let others know what are they going to do. The research proposal should include and briefly describe the reasons for doing this research project, literature review, hypothesis/aims and objectives, research questions, sample groups and sampling, methodology, data analysis, funding, and time plan to be spent on each stage.

4.2.2 Make yourself clear and better understanding the research topic

4.2.2.1 Review literature

The study of available relevant literature enables students to determine how their projects may add to the current knowledge base and avoids duplication of effort in doing the same topics (Dane, 1990, p62). Additionally such literature review would provide background knowledge as well as enhance and broaden students' views about their topics. As it is difficult to determine how much literature to review (Creswell, 1994, p28), the researchers who know the topics the best should set up their own rules regarding this issue themselves. One may set up the rule that such a review should be done either within a limited time frame, for example doing within the first 6 months, or limit the range of publication years of information, e.g. not after 1999.

To be able to do literature review effectively, students should be aware of available information technology, such as Internet, search engines, other search tools, and CD-ROMs, as well as have the skills to handle them. In addition, they should be aware of existing software package that deal with literature, for example, EndNote Plus would be even better.

4.2.2.2 Writing a mind-map

As conducting research involves a process or a series of linked activities from beginning to end (Bouma, 1993, p7), writing a diagram or mind-map about the whole process at the start of the project is most necessary. The mind-map would assist students to understand each phase of the research process more clearly and thoroughly. Additionally, it enable students to clearly see the links between each stage as well as allowing them to design which phase should be done before which, according to their own style. Students can write the mind map either by hand or use some software packages for assistance. It is this map of students' own mind that they have to consult every time they have questions regarding their own work.

4.2.2.3 Discuss the topic

Discuss your research topic with lots of people, not just your supervisors. These include other staff members in the school you are studying, friends within the department, and friends outside your field as well as letting them know what project you are working on. I found discussion with friends very valuable. It not only made me understand my topic better but in the exchange I gained some interesting ideas. Additionally, when your friends come across information relevant to your project, they will either point you towards that information or even get it for you. From my experience, I received a number of interesting articles I would not normally have come across from friends and which I was able to cite in my projects.

Apart from discussion about the project, the students should discuss the problems they are confronting too. Talking to your supervisors or other staff members whenever you have any questions or even concerns is most useful. Please remember, there is no harm in asking.

4.2.2.4 Write down all ideas

The writing process is a thinking process, as Creswell (1994, p194) explained, while we are "rendering the ideas to paper, [we] can visualise the final product, 'see' how it looks on paper, and begin clarifying ideas". It is therefore recommended students write down all ideas out of each process of research, not just discussion, and work through several drafts of the paper, as Berg (1998, p267) suggested that more than one draft is necessary. I used to write an entire first draft not caring about how badly it was written, just followed the 'let-it-all-hang-out-on-the-first-draft' style, and then worked through them, draft after draft. Each draft, however, had an outline and structural component of ideas to be put in. The ideas were shifted, sorted and moved around in each draft till I was happy with them, and then worked on polishing sentences. Polishing sentences may be difficult for students whose English is not their first language. There may be, however, special English editors to deal with this matter for students requiring with some costs involved. If this is not possible, a native English speaker friend or colleague could be persuaded to read through the draft to make suggestions.

4.2.3 Keep up with what is happening in the profession

Before I went overseas, I had been working in a library in Thailand for 13 years. During that time, I just had to concentrate on my routine work and naturally I became rather out of touch with recent and continuing developments in the profession. Thus I was not up with the implications of information technology, and innovations such as the Internet activities.

When students are overseas, their supervisors may not aware of such problems and pay no attention to these issues. It is the students' job to let the supervisors know, and at the same time, to try to catch up with new things by various means, such as doing more reading, discussion with friends, and attending available relevant workshops, seminars, or conferences. Be aware that students have to find out the information about any workshop, seminar, or conference for themselves, do not wait for the supervisors to inform them.

Another useful way I used to handle this problem was to sit in on certain relevant course units offered either by the school I was enrolled in or other school within the university. Those courses certainly assist students in catching up with many issues that you think you may be behind in.

4.2.4 Catch up with available software packages

Making yourself aware of and getting skills in using available software packages would assist you in producing the dissertation more easily and painlessly. These include software packages to deal with documents, tables, charts, as well as presentation. Additionally, some software packages that facilitate data analysis process, e.g. NUDIST and SPSS should be focused on as well. Universities normally offer short courses regarding these issues all year round. It is the students' own job to catch up with campus advertisements or news in order to join in them.

4.2.5 Doing other academic projects in between

It is not a good idea for students to pay attention only to their research project without thinking of doing something academically in between. Presenting papers related to the research projects in relevant conferences both locally and internationally is encouraged, valued and supported by universities. It is also the best opportunity and experience for the innocent abroad to meet, discuss and share ideas with other people who are in the same or related professions. National or international conference will also provide opportunities for participants to create personal networks so necessary for possible future collaborations.

Apart from presenting papers, the students should also attend conferences or workshops they are interested in. The registration fee for students is normally cheaper than other categories of participants. Again, the students need to find out about conferences or workshops themselves. They have to keep themselves up-to-date with current issues by reading journals in their field or related fields, become a member of newsgroups or discussion groups, and share information with friends on a regular basis.

4.3 Cultural problems

Cultural differences presented another challenge I confronted while studying in Australia which is a western-style, not eastern-style society like Thailand. Therefore, norms, beliefs, values, and ways of life are very different.

Thai people, or perhaps other Asians, have traditions of respect their teachers and always regard them as in a higher position, not in an equal social class. In fact, there is a wide cultural gaps of respect between teachers and students every where in Thai society. As a result, most Thai students are reluctant to talk or approach teachers, or in this case supervisors, when they have problems. They dare not express their real feelings or concerns, or make negative comments regarding their supervisors' suggestions or behaviour patterns. This issue may contribute to students bitterly accepting unpleasant situations however unintended caused by the supervisors while conducting their projects. It is therefore recommended that students should put their traditional cultural values toward supervisors aside when they experience any academic problems. They should approach the supervisors the way other local students do. Try to talk to the supervisors in the same way as you talk to your close friends. They are more than happy to help you. Do not forget, the supervisors are aware that they are dealing with people from different cultures as well, but they may not know how to approach overseas students either unless the students let them know. This can be a worthwhile two-way learning process.

Another thing concerning the Thai educational system that it is teacher-centred rather than student-centred. This contributes enormously to most Thai students getting used to doing as they are told or directed. Most of the students therefore have high expectations that their supervisors would ask them to do various things regarding their research projects. **They are not fully aware of the fact that researchers have to do the whole process themselves**, and the supervisors are just the ones the students can consult whenever they experience academic difficulties. It is most important to be aware of this and change your expectations of "spoon feeding" prior to starting the project.

The University Counselor is another important issue I would like to raise. In Thailand, people do not normally go to see any counselor whenever they confront difficulties either in the work place or within family. Most of Thai people even regard the ones who go to see counselors as abnormal people. This beliefs is totally different from that in Australia. Australians, unlike Thai, regard counselor services as basic services offered to needy people every where. It is no exception in university communities which always have university counselors to assist students. Thus, whenever you have any problem, either personal, cultural or academic, and really need someone to talk to, please open your mind up and go to see the counselor. Having a record that you went to see the counselor will not only benefit your own peace of mind but also may assist academic matters. These include, for example, due to certain circumstances, you may be allowed to have another test, postpone the test, or expand the time of doing the research project, etc, all depending on your counselor's appraisal of your own unique problem.

4.4 Financial Constraints

Financial problems also contribute to difficulties while studying overseas if you do not come from a rich family or receive some sort of scholarship. The cost of living in Australia or other Western countries is much higher than that in Thailand. Holding a student type visa will limit your working time to certain hours. Thus it is difficult to conduct your research project as well as earn your living at the same time. Whether on scholarship or not, you have to spend your money wisely and value every cent.

However, there is a bright side. Being a Ph.D. student, you are entitled to some kinds of research funds available from the school. This funding will be made available to you each year during your enrollment time to assist in research-related activities, such as photocopying, inter library loan requests, or even attending useful workshops. Additionally, there are a number of grants offered world wide to Ph.D. students. Study their requirements and apply to them. Who knows? You may be a successful applicant!

There are also some ways to spend less money in Australia. Unlike Thailand, Australian culture regards second hand things as a good way to recycle used things. There are therefore various kinds of second hand shops available, such as bookshops, clothes and furniture shops, every where in Australia. You can buy things you need at a bargain price. You can sell them when you are about to leave the country.

4.5 Emotional problems

Emotional problems provide huge challenges that may discourage you and affect your studying. These include your own emotional problems, such as homesickness, feeling of being neglected, loss of former sense of identity and belongingness, loss of motivation, general discouragement and stress, as well as emotional problems related to other people, such as your family, your supervisor, and your friends. There is no single suggestion how to cope well with this issue because much depends on each individual.

However, my experience revealed that the best way to deal with this is to give yourself some time for relaxing, and to get away from what you are doing. These include going out with your friends, joining social functions, taking a break, taking holidays or doing something different from what you are doing occasionally. I used to find these activities very difficult to practice in the first two years of my studying, because I felt guilty every time my supervisor asked me to take a break or holiday. However, in my third year I tried as she suggested and I could see the difference in my work. I became accustomed to this habit and credit her for this worth while change.

5. Conclusion

Conducting research overseas is not limited only to first class honours students. There are always have opportunities for any person who is willing to work hard and has a high commitment. The task is not easy as there are many difficult challenges, as mentioned above. However, you can overcome such challenges as long as you are aware of and prepare for what is going to happen overseas. Doing research overseas may give researchers not only the degree they hope for but also may contribute to making them a more tolerant, flexible, and broad minded person.

While I was conducting my research project in Perth, Western Australia one of my colleagues used to tell me 'If you manage to finish a Ph.D. overseas, you can do almost every thing on earth'. I now have no doubt about it.

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Latest Revision: *June 7, 1999*

IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 148-123E
Division Number: IV
Professional Group: Bibliography
Joint Meeting with: -
Meeting Number: 123
Simultaneous Interpretation: *No*

World wide Thai Bibliographical Control

Chirudee Pungtrakul
System Librarian, Library and Information Center
Mahidol University, Bangkok, Thailand
E-mail: (licpn@mahidol.ac.th)

Paper

Background - an introduction

> "Bibliographic control in Thailand, in general, has represented attempts by individual libraries to serve their clientele and for their own use. Improved communication and cooperation between various libraries and institutions would prove invaluable."

This is the general conclusion of the complete picture of bibliographic control in Thailand from the Doctoral dissertation of Dr. Chiranwan Bhakdibutr in 1979[(1)] This still proves to be true today. There have been compilations of bibliographies in Thailand since 1892 (B.E. 2435) in the Catalog of the Books of the Royal Vijirajan Library. [(2)]

The National Library of Thailand, founded in 1905, has been a pioneer in national bibliographic control and dissemination of all categories of informations. Since its establishment, the National Library has regularly issued a variety of bibliographies, lists and indexes of its valuable collections. These bibliographies have formed a means of national bibliographic control in the country and have formed a national record of Thai publications.

The Printing Act B.E. 2484 (A.D.1941) made the National Library the repository for publications produced in Thailand. The Act requires that a publisher deposit two copies of every publication, including newspapers printed in the country, with the National Library within seven days of the completion of printing. But it was estimated that less than sixty percent of publications produced in Thailand were sent to the National Library. [(1)]This is due the small fine imposed upon a publisher who failed to comply with the Act. Another even more discouraging fact is that the Printing Act does not apply to printed materials produced by the government. The National Library, therefore, only receives government publications which are complimentary. What makes compilation even more difficult is that the production and distribution of Thai government publications are decentralized. There is no central agency to handle the printing and distribution of these materials.

An attempt to compile a bibliography of official documents of Thailand was initiated by the National Library in 1958 with the issuing of A list of Thai Government Publications covering the year 1954, 1955 and 1956. (Bangkok : The National Library, 1958, 31 pp.) (1)

In producing the Thai national bibliography, the guidelines and recommendations on national bibliographies which were adopted at the Conference on Universal Bibliographic Control in Southeast Asia, held in Singapore in 1975 have been accepted. These recommendations conformed with and followed international bibliographic standards, aiming toward compatibility for international exchange of information and the UBC program.

The Thai National Bibliography project was initiated in 1958 with the collaboration of the Thai Library Association. The first National Bibliography was issued in 1959. Many other followed irregularly. Lists of bibliographies can be found in may research papers and compilations. The National Library is also the national repository of the United Nations and UNESCO publications.

Another important function of National Library in the role of National bibliographic control and service is the assigning of the International Standard Book Number (ISBN) to new publications produced in the country. This encourages the publisher to send at least the names of publications to be registered at the National Library.

Some of research and papers on the history of Thailand's bibliographic control can be found in:

1967. Chun Prabhavi-vadhana, "Documentation in Thailand," UNESCO Bulletin for Libraries 21 (July-August 1967) : 207

1970. Nonglak Minaikit. Problems of Bibliographical Control and Services in Thailand. (M.A. thesis, Chulalongkorn University, 1970).

1975. Songvit Kaesri, "Bibliographic Services and Control in Thailand," in Conference on Universal Bibliographic Control in Southeast Asia: Papers and Proceedings, jointly organized by the Library Association of Singapore, and the Persatuan Perpustakaan Malaysia, held in Singapore, 21-23 February, 1975, eds. Hedwig Anuar et al. (Singapore : Library Association of Singapore, 1975),

1977. Maenmas Chavalit, "National Library, Documentation and Information Services in Thailand: A country report:," in Integrated Library and Documentation Services within the Framework of NATIS: Proceedings of the Third Conference of Southeast Asian Librarians, Jakarta, Indonesia, December 1-5, 1975, eds. Luwarsih Pringgoadisurijo and Kardiate Sjahrial (Jakarta: Published for Ikatan Pustakawan Indonesia, by PDIN-LIPI, 1977), pp. 106-107.

1979. Chirawan Bhakdibutr. Bibliographic control of government publications in Thailand. (Ph.D. Dissertation, Texas Woman's University, 1979).

1984. Charuvarn Sindusopon. Compilation and analysis of bibliographies and indexes published in Thailand. Bangkok: Thai Khadi Research Institute, Thamasat University.

Present - changes

There have been many changes in the last few years with the widespread use of information technology and the Official Information Act B.E. 2540 (A.D. 1997) in Thailand. The Official Information Act requires that government bodies should publicize their operations more freely to public.(see http://www.krisdika.go.th/law/image/lawpub/e02092540/1.htm)

From about 1980 Thai libraries, especially university libraries, started computerizing their collections. Most databases are done on standalone computers, which were rather expensive in those days. Most databases were experimental and were done on available free software. Most popular were dBase, FoxPro, and CDS/ISIS. Some developed their own application software from standard computer languages such as COBOL, BASIC and Pascal. [3] From those days librarians were using the standardized MARC format to created bibliographical databases. Unfortunately the Handbook for the record structure of books and documents (in Thai : *Thai translation is not available*, [2529]), distributed by the Ministry of University Affairs in 1976, is not very popular among libraries. One of the reasons is that the Handbook was published long after the leading Universities had adopted their own structure for machine readable bibliographic records. Nevertheless, most machine readable record adopted and used by the leading universities are often modified from the standard MARC format, especially the US MARC format. The most popular modified MARC format must have been the CU-MARC, a MARC format from Chulalongkorn University.

From 1992 the National Library has adopted the Dynix library automation software. Book and document records are stored in MARC format. They also provide printing of the National Bibliography using this software. A year later Chulalongkorn University implemented the INNOPAC System. Between 1995-1997 we've seen new library automation in Thailand. Most libraries received a large budget to implement their own automation, most choosing to use a "turnkey" system. The most popular "turnkey" systems used are the INNOPAC system, DYNIX and VTLS. Another system fast becoming popular is the CDS/ISIS on Web (distributed by UNESCO and other programmers in many countries, free of charge). The main point is that, with the use of library automation and the adoption of MARC format, each major library in Thailand has contributed the so-called "bibliographic control" to the community.

There are also organizations which play important roles in compiling electronic resources in Thailand apart from the National Library and university libraries. Such organizations are:

The Thai National Documentation Center (TNDC)

[http://www.tistr.or.th/], 1961- .

TNDC was established in 1961 to operate a full range of documentation services in the fields of science and technology. It serves as a special library of the Applied Science Research Corporation of Thailand (ASRCT), a semi-governmental body, and also serves as a national library of science and technology.

TNDC also serves as the National AGRIS Center of Thailand which participates in the International Information System for the Agricultural Sciences and Technology (AGRIS)

Thailand Information Center (TIC)

[http://www.car. chula.ac.th/eser_tic.htm], 1968- .

TIC was initially established in 1968 as a joint project of the Military Research and Development Center (MRDC) of the Ministry of Defense and the Research and Development Center - Thailand (RDC-T) of the Advanced Research Projects Agency (ARPA) of the United States. It was transferred to Chulalongkorn University after ARPA's research projects in Thailand terminated in 1971. [1]

TIC provides databases on Thailand including;

- Bibliographical citations, abstracts, and keywords arranged in the English language, with approximately 57,000 records;
- An image processing system which records information from newspaper clipping files, research reports of the Thai Farmers Bank Research Center, interesting statistics.
- The Reference Economic and Social Statistics(RESS) Database - a collection of statistical publications

Technical Information Access Center (TIAC)

[http://www.tiac.or.th/], 1989- .

TIAC serves the information needs of users from public and business sectors in the fields of science, technology, business and industry. For this purpose TIAC has compiled many bibliographical resources, especially the abstracts of theses in Thailand.

Trends

Since the beginning of Thailand's National bibliographic control, bibliographies have been done by libraries which needed them. The National Library acts as the depository for various kinds of books and document but they still do not handle all government publications. Nowadays, due to the Official Information Act, B.E. 2540 (http://www.krisdika.go.th/law/image/lawpub/e02092540/1.htm) most information is being computerized and distributed through the internet, especially government publications.

Libraries in Thailand are in a race to digitize their own collections to serve the information needs of their users and as a means of sharing resources. Due to the fact that Asian economics hit bottom in recent years, libraries have much to consider before acquiring technologies or resources. With resources being so expensive and electronic equipment being lower in price, libraries and their clientele share a common interest in using electronic information retrieval. In the near future, bibliographic control should be more comprehensive, with less effort on the part of a sole compilation compiler, and especially the National Library of Thailand should have an easier job in compiling and distributing national bibliographic information One of Thailand's advantages in moving toward the electronic information age is that most of our library information is stored in, more or less, the standard MARC format which in turn can be easily converted to a union catalog.

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(2) Charuvarn Sindusopon. Compilation and analysis of bibliographies and indexes published in Thailand. Bangkok: Thai Khadi Research Institute, Thamasat University, 1984.

(3) Sirigarn Sriklueb. Status and trends of the use of application software in university. Thesis, Master of Arts, Department of Library Science, Chulalongkorn University, 1996.

Recommended bibliographic sites in Thailand

Compiled by Jirawan Nareelerd
Library and Information Center
Mahidol University

Libraries

Universities - Central Part of Thailand
Asian Institue of Technology http://www.ait.ac.th
Bangkok University http://cenlibk.bu.ac.th
Chulalongkorn University http://www.car.chula.ac.th
Chulalongkorn University Medical http://md3.md.chula.ac.th
Dhurakijpundit University http://www.dpu.ac.th
Kasem Bundit University http://www.kbu.ac.th/acad_res
Kasetsart University http://www.lib.ku.ac.th
King Mongkut Institue of Technology-Ladkrabang http://161.246.37.11
King Mongkut Institue of Technology-North Bangkok http://library.kmitnb.ac.th
King Mongkut University of Technology-Thonburi http://202.28.4.10
Mahanakorn University of Technology http://www.lib.mut.ac.th
Mahidol University http://www.li.mahidol.ac.th
Nation Institute of Development Administration http://www.nida.ac.th/lib.htm
Rachasuda College http://rs.rs.mahidol.ac.th/library.html
Ramkhamhaeng University http://library.lib.ru.ac.th
Rangsit University http://www.rsu.ac.th/thai/library/index.htm
Siam University http://www.siamu.ac.th
Saint John's University http://www.stjohn.ac.th:80/lib
Silpakorn University-Thapra Palace Librar http://www.library.su.ac.th/main.html
Srinakharinwirot University - Prasarnmitr http://www.swu.ac.th/lib
Sripatum University http://library.spu.ac.th
Sukhothai Thammathirat University http://www.stou.ac.th
Thammasat University http://library.tu.ac.th

Universities - Northern Part of Thailand
Burapha University http://www.buu.ac.th/~library/
Chiangmai University http://www.lib.cmu.ac.th
Maejo University http://maejo.mju.ac.th

Universities - Northeastern Part of Thailand
Khon Kaen University http://library.kku.ac.th
Mahasarakham University http://www.library.msu.ac.th
Naresuan University http://www.lib.nu.ac.th
Suranaree University of Technology http://sutlib1.sut.ac.th
Ubon Ratchthani University http://203.148.223.7

Universities - Southern part of Thailand
Prince Songkla University - Hatyai http://wwwclib.psu.ac.th
Prince Songkla University - Pattani http://wwwclib.psu.ac.th

Royal Thai Government

Office of The Prime Minister
The Council of State of Thailand http://www.krisdika.go.th
Department of Technical and Economic Cooperation http://www.thaigov.go.th/dtec.htm
Electriccity Generating Authority of Thailand http://www.egat.or.th
The Mass Communication Organization of Thailand http://www.mcot.or.th
National Economic and Social Develment Board of Thailand http://www.nesdb.go.th
National Statistical Office http://www.nso.go.th
Office of The Civil Service Commission http://www.infonews.co.th/CSC/index.html
Office of The National Security Council http://www.nsc.go.th
Office of The National Educational Commission http://www.onec.go.th
Office of The Royal Development Projects Board http://www.rdpb.go.th
Public Relations Department http://www.prd.go.th
Royal Thai Police http://www.police.go.th
The Secretarial of The Cabinet http://203.154.20.71

Thailand Board of Investment http://www.bangkoknet.com/boi.html
Tourism Authority of Thailand http://www.tat.or.th

Ministry of Defence
Royal Thai Airmed Force http://www.rtaf.mi.th
Royal Thai Navy http://www.navy.mi.th
Royal Thai Supreme Command Heasquaters http://www.armedforces.inet.co.th

Ministry of Finance
The Customs Department http://www.customs.go.th
Excise Department http://www.exd.mof.go.th
Information System of Fiscal Policy Office http://www.fpo.mof.go.th
Revenue Department http://www.rd.go.th
The Trasury Department http://www.trd.mof.go.th

Ministry of Foreign Affairs
Agriculture Land Reform Office http://203.154.20.73/main/links/SPK/index.html
Dairty Farming Promotion Organization of Thailand
http://203.154.20.73/main/links/dpo/main.html
Department of Agriculture http://www.doa.go.th
Department of Livestock Development http://203. 154.20.73/main/links/pasusat/main.html
Fish Marketing Organization http://203.154.20.73/main/links/fishmkt/main.html
Land Development Department http://203.154.20.73/main/links/pattana/main.html
The Marketing Organization for Farmers http://203.154.20.73/main/links/mof/mof.html

Ministry of Agriculture and Co-operatives http://203. 154.20.73
Royal Forest Department http://www.forest.got.h
The Royal Irrigation Department http://www.rid.go.th
The Thai Plywood Company Limited http://203.154.20.73/main/links/wood/main.html

The Ministry of Transport and Communications http://www.bmta.motc.go.th/
Thai Airways International http://www.thaiair.com/

Ministry of Commerce http://www.moc.go.th/
Department of Business Economics http://www.moc.go.th/thai/dbe/
Department of Commercial Registration http://www.moc.go.th/thai/dcr/
Department of Export Promotion http://www.dep.moc.go.th/
Department of Foreign Trade http://www.dft.moc.go.th/flash.htm
Department of Interal Trade http://www.dit.go.th/
Department of Insurance http://www.moc.go.th/thai/id/

Ministry of Interior http://www.moi.go.th
Department of Local Administration http://www.dola.go.th/index.htm
Department of Town and Country Planning http://www.dtcp.go.th/
Mrteopolital Water Authority http://www.mwa.or.th/
Provincial Electricity Authority http://www.pea.or.th/thai(ver)/indexT.htm

Ministry of Judicial Affairs
Department of Employment http://www.doe.go.th/
Department of Skill Delvelopment http://www.dsd.go.th/
Department of Labour Protection and Welfare http://www.dlpw.go.th/
Department of Public Welfare http://www.infonews.co.th/DPW/index.html
Office of The Judicial Affairs http://www.oja.go.th/
Ministry of Labour and Social Welfare http://www.molsw.go.th/

Ministry of Science, Tenology and Environment
Department of Environmental Quality http://www.deqp.go.th/

Thailand Institute of Scientific and Technological Research http://www.nstda.or.th/

Ministry of Education http://www.moe.go.th/
Department of Curriculum and Instruction Development http://www.moe.go.th/webdcid/dcid/
Department of General Education http://www.gened.th.org/
Department of Non-Formal Education http://www.nfe.go.th/
Department of Vocational Education http://www.moe.go.th/webdove/
The Fine Arts Department http://www.moe.go.th/finearts/
Offiece of Atomic Energy for Peace (OAEP) http://www.oaep.go.th/
Office of the Private Education Commission http://www.opec.go.th/
The Office of Rajabhat Institutes Council http://www.rajabhat.ac.th/
Pollution Control Department http://www.pcd.go.th/
Rajamongala Institute of Technology http://www.rit.ac.th/

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Chirudee Pungtrakul
System Librarian, Library and Information Center
Mahidol University at Salaya, Phuttamonthon 4 Rd.
Nakornpathom 73179, Thailand (licpn@mahidol.ac.th)

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The "national" role of the National Library board of Singapore

R Ramachandran
National Library
National Library Board
Singapore

Abstract

This paper primarily discusses the legal basis for the National Library Board's "national" role for library development in Singapore. It examines the new National Library Board Act 1995 and the direct and expanded responsibility it has given the NLB for the national and public library functions in Singapore. The paper also examines the various mechanisms the Act provides for NLB to more concretely influence library development in the country as a whole.

Paper

Introduction

1. In most countries, the national library board manages and is responsible for the national library. The library board is accountable for national library functions. The influence on library development of the country, as a whole, is restricted to library grants provided for library related research, collection development policies and library technical standards. In addition, the board advises the government on library issues that affect the library development in the country as a whole.

2. In Singapore, however, the National Library from the outset has been directly responsible for both the **national** library and the **public** library functions. This was provided for by the first National Library Act (NLA) of 1958. The public library provisions of the NLA 1958

included the establishment of lending libraries to promote and to encourage the use of library materials as well as to make these materials available for loan and reference to the public.

3. On hindsight, the **dual functions** entrusted to the National Library have not been without adverse effects. With limited budget, the library was not able to fully develop its national library functions while simultaneously planning new and innovative public library programmes to reach out to the community. In fact, the National Library then mainly concentrated on its public library function to the detriment of its national library function. While the NLA 1958 established effective control over the public libraries and the National Library, it had little influence over the development of other libraries (libraries funded from the public purse - such as academic libraries) that also play important roles in information provision in Singapore. As a result, the library services in Singapore were not effectively coordinated and the nation's information resources were not fully optimised.

Library 2000

4. on and the Arts established the **Library 2000 Review Committee** to undertake a comprehensive review of the library services in the country against the changing environment and within the framework of **The Next Lap** - Singapore's blueprint for the future. The Committee was given the task of recommending how libraries could better serve Singaporeans in the 21st century.

5. its report, **Library 2000 : investing in a learning nation,** (hereafter cited as the Tan Chin Nam Report[1]) published in March 1994, the Committee defined the vision of the library of the future as being one of Acontinuously expanding the nation 's capacity to learn through a national network of libraries and information resource centres providing services and learning opportunities to support the advancement of Singapore.

6. To bring about the required transformation in the library services as envisioned in the report, the Committee recommended the setting up of a new statutory board to implement the recommendations in the **Tan Chin Nam Report.** Accordingly, a Bill to establish the **National Library Board** was passed in Parliament on 16 March 1995 and the National Library Board was set up on 1 September 1995.

National Library Board Act 1995

7. The National Library Board Act (NLBA) is a completely new legislation which bears little resemblance to the NLA 1958 that it replaces. It is much more comprehensive as it takes into consideration the limitations of the NLA 1958 as well as the recommendations in the **Tan Chin Nam Report.** It spells out clearly not only the functions of the National Library Board (NLB) but also its powers. It includes provisions relating to staffing and funding as well as the Board's assets and liabilities.

8. The NLBA establishes a policy-making Board with executive powers, giving the Board greater independence in decision making and more flexibility in administrative matters, such as personnel and finance issues. The Board centrally manages the national library (1) and the public libraries (16) in Singapore. In addition, it jointly develops and helps to administer the 40 Community Children's Libraries with the PAP People's Community Foundation.

9. The NLB is also in charge of 44 staff (including paraprofessional staff) working in the Government Department libraries and in the 11 junior college libraries. This control of additional manpower and the influence over special library services which the original National Library had never enjoyed before has further enhanced the role of the NLB. Through direct control of the librarians in the Government Department and junior college libraries, the various specialised library services and collections are coordinated and administered more efficiently. To effectively develop the three functional areas of the NLB, namely national,

public and Government Department/Junior college libraries, three separate directors have been appointed to be responsible for each one of them. This ensures that all the three types of libraries in the NLB system under the Chief Executive will be given equal emphasis and grow to play an important part in the total development of libraries in Singapore.

The extent of NLB's role in Libraries and Library Development in Singapore

10. The passing of the NLBA is a watershed in the development of libraries in Singapore. For the first time, a national organisation with sufficient powers has been set up not only to manage, oversee, control and coordinate the national, public, government library and junior college libraries' services in Singapore but also to influence the library development in the country as a whole. The NLBA has also expanded the legal deposit provision to include the deposit of non-print materials.

11. To facilitate this, the NLBA has broadened the definition of the term '**library materials** to include both print and non-print materials as follows:

a. any printed book, periodical, newspaper, pamphlet, musical score, map, chart, plan, picture, photograph, print and any other printed matter; and

b. any film (including a microfilm and a microfiche), negative, tape, disc, sound track and any other device in which one or more visual images, sounds or other data are embodied so as to be capable (with or without the aid of some other equipment) of being reproduced from it.

12. This revision facilitates the development of a comprehensive and in-depth collection of Singapore materials. The NLB can now develop not only a world-class public library system, but also pave the way to develop the National Library as the most important centre for reference and research on Singapore.

Publicly-funded Libraries

13. Though the NLB only has direct authority over the national, public, government department and junior college libraries, it can exert effective influence over library development in Singapore as a whole. The influence over the library system in Singapore as a whole is exercised indirectly through the powers vested in the NLB over **publicly-funded libraries**, which are defined in the NLB Act as Aall libraries owned by the Government or any statutory body and such other libraries which are, directly or indirectly, funded by the Government (whether fully or partially) as the Board may determine. Almost all libraries in Singapore, except corporate libraries, are in this sense publicly-funded[2]. The NLB's powers and potential influence over the library development process in Singapore are therefore extensive and far-reaching.

National Projects

14. In cases of library projects and services that are strategically infrastructural in nature, such as a network of borderless libraries, the national union catalogue and the access to the various collections of the libraries in Singapore, the participation of publicly-funded libraries appears mandatory. For instance, in Section 7(2)(b) of the NLBA, the NLB is required Ato develop a computer network of libraries in Singapore and in Section 7(2)(d), it is authorised Ato coordinate and facilitate access to library materials in all publicly-funded libraries.

15. In a similar vein, Section 11 of the NLBA requires all publicly-funded libraries to contribute their cataloguing and holding records to the Board for the establishment of an up-to-date National Union Catalogue (NUC). The establishment of an NUC to reflect the

bibliographic records of the library resources available in all the publicly-funded libraries is consistent with the vision in the **Tan Chin Nam Report** for a **borderless** library network. At present, of the 500 publicly-funded libraries in Singapore, 131 participate in the Singapore Integrated Library Automation Service (SILAS), which is the NLB's bibliographic network. The Act will eventually bring the rest of the publicly-funded libraries into the network.

16. Section 12 of the NLBA requires all publicly-funded libraries to participate in an inter-library loan scheme that may be established by the Board. The NUC complements the inter-library loan scheme. It is useless to know that a particular piece of information that is needed by a user is available in Singapore unless the user also has access to it. This provision in the NLBA will lead to a more systematic inter-library lending among publicly-funded libraries and will foster a more active and positive attitude towards inter-library cooperation.

17. Section 7(2)(c) of the NLBA gives NLB powers *Ato define, develop and implement the national collection policy and strategy and appoint different libraries and centres to collect library materials on different subject areas of importance and interest to Singapore*. This will rationalise the development of library collections and minimise any wastage. Clearly defined and focused collection policies will lead to the emergence of specialised libraries and services. The library that the NLB appoints to specialise in certain subject areas will likely be one that is already developing its collection extensively in those areas, such as law and medicine in the National University of Singapore Law and Medical Libraries. Libraries that have developed over-lapping collections to serve their clients in certain fringe areas might find specialisation an inconvenience. However, the need to develop a national network of libraries that effectively integrates all the individual collections and services of the libraries into a whole cannot be ignored.

Endowment Fund

18. The NLBA has empowered the NLB to establish a National Library Board **Endowment Fund** (Section 23). This enables the Board to solicit donations from private individuals and corporations. This Fund, when it is fully operational, can be used to finance library development and programmes, such as the provision of training and scholarships for librarians or other persons working in the libraries, addresses on library topics by distinguished speakers, sponsorships of major library promotional programmes and research on reading and librarianship. The NLB has been granted the status of an Institution of Public Character, thus exempting contributions to NLB from income tax. The NLB will use the resources of the Endowment Fund to fund or subsidize projects and research that determine the strategic directions of the library policies of the country. This will be an additional avenue to influence publicly-funded libraries and to initiate changes where necessary.

Manpower and Training

19. The NLB is also given greater powers to ensure that personnel for libraries in Singapore are adequately trained and equipped with the right and relevant skills. The NLB can influence library training through Section 6(e) which gives the power *Ato establish standards for the training of library personnel in Singapore.* This power enables the Board to play an active role in the training of the information professionals and library workers. Library training programmes that do not meet their standards may not be endorsed. The NLB has worked closely with the Nanyang Technological University to develop post-graduate library training programmes and also with the Temasek Polytechnic on para-professional training programmes to ensure that the training provided is not only relevant but of the necessary standards. The NLB also provides scholarships for its staff enrolled in the courses. It can use its resources from the Endowment Fund for this purpose. The Board has undertaken short training programmes for library professionals and library workers at all levels. The NLB has set up the National Library Board Institute (NLBI) for this purpose.

Working in Consultation

20. The NLBA has vested the new NLB with the authority to transform the vision of up-to-date library services into a reality. A statutory board with a national mandate has this influence over library development in Singapore. The NLBA is a pragmatic piece of legislation. It creates a national body to oversee and direct the national and public library policies in Singapore. It gives the NLB full control of the public and national library systems as well as library staff in the Government Department and junior college libraries. The NLB has authority to implement certain library policies that are national in nature, such as library networking and national collection policies, that will benefit the library community and Singaporeans as a whole. All publicly-funded libraries would be required to participate in some key projects such as the NUC and interlibrary loan scheme. However, the participating libraries will be consulted in the planning and implementation of these projects. Section 12 of the NLBA states that *Aall publicly-funded libraries **shall participate** in such schemes for interlibrary loan and interlibrary information services as may be established by the Board in **consultation** with such libraries* As for other general policies and administration of publicly-funded libraries, its jurisdiction seems to be more of an advisory nature as Section 6(h) of the NLBA suggests:

*Ato **advise** the Government on national needs and policies in respect of matters relating to publicly-funded libraries and library information services in Singapore.*

School Libraries and other major library systems

21. The advisory or consultative role of the NLB becomes clear when we examine the relationship of NLB vis-a-vis school libraries that are directly under the Ministry of Education (MOE). The NLB can effectively influence the development of school libraries development through the provision of advisory and consultancy services. Accordingly both parties have established a Steering Commitee to promote and to provide an excellent school library service that supports Ministry of Education's vision of AThinking Schools, Learning Nation. Intitially, the two institutions will look into collaborating in the following areas:

i. Centralised acquisition of library materials in all formats

ii. Collection development in school libraries

iii. Development of library facilities in new schools

iv. Development of library services in schools

22. The NLB will work with the MOE and study how it can best help to widen the range of the materials in school libraries, promote and enable resource sharing, reduce duplication of library materials and improve the effectiveness of school libraries to support the teaching and information needs of MOE and the school community in general. The NLB plans to initially pilot this collaboration at one school so that the results and benefits of the NLB's efforts can be fully demonstrated. The NLB 's collaboration with the MOE is bound to succeed as it already manages 11 junior college libraries which also come under the management of the MOE.

23. Closer co-operation and collaboration with other large library systems in Singapore in projects that are not 'national ' are also being promoted through both formal and informal means. This is evidenced by the on-going exploratory discussions with the newest university, Singapore Management University (S.M.U.) to outsource to the NLB the management and delivery of its library and information services. In this context, the NLB also hopes to establish a Council of Chief Librarians comprising academic and research libraries in Singapore to foster greater coooperation and collaboration amongst them.

Conclusion

24. In crafting the NLBA, the legislators understood that if the NLB 's powers were merely **advisory** in all aspects of library work, it would not be able to function effectively as a National Library Board that steers library development towards national goals. The NLBA therefore provides the NLB with these powers but it also recognises that such authority cannot be so absolute as to infringe on the autonomy of other publicly-funded libraries in Singapore. The NLB is an effective institution that is able to oversee, direct and optimise the libraries it manages and, at the same time, influence library and information services on a national level. Developing countries may incorporate some of its more salient and innovative features when restructuring their national library services so that they may leapfrog and position their libraries as their nation 's information gateway. However, it is imperative to note that an effective legislation and a national institution are not sufficient. The authorities must put in place a dynamic leadership at the helm and ensure the provision of sufficient funds to translate the vision into reality.

Endnotes:

1. Dr Tan Chin Nam was the Chairman of the Library 2000 Review Committee which issued this report. He is currently the Chairman of the National Library Board.

2. There are approximately 600 libraries in Singapore. National Library (1), public libraries (16), Community Children=s Libraries (40), academic libraries (6), special libraries (150) and school libraries (375).

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Flexibility is that all?

Wim M. Renes
City Library The Hague
The Hague, Netherlands
e-mail: renes@dbadenhaag.nl

Abstract

Designing libraries to meet the future is questioning the conditions for designing buildings for library use to day, tomorrow and in the coming decades. Basic question is, which services do library customers expect from their library and which qualities in the requirements of a library building have high priority. Designing flexible library buildings is not enough. Functional and intelligent buildings are other concepts of the necessary conditions for future planning.

Further approaches are team planning with specialists as architect, consultants, constructors and the librarian and its staff. The library staff itself must formulate in every detail its criteria and should have no fear indicating its priorities.

Designing a new library for the future always is a joint venture of several parties, including the library staff.

Paper

Introduction

The moment of completion of a new library building is one of great importance to the city, the university students and staff, its library staff and most of all for all its citizens, students, the end-users of all types of libraries..

It is not just the final culmination as the results of many, often, too many years of discussions and planning, with plans to look at and to be discussed and altered, but the city of the university finally gets the expected new and mostly greatly improved library to serve the clients of the library up to date.

Designing libraries to meet the future needs, is the general theme of this IFLA conference in Bangkok. In our meeting today we are facing this theme by questioning the conditions for designing buildings for library use to meet those future needs.

The basic question which has to be answered is: 'what do library customers in the future want from their library':

- in the coming years the library users are looking to libraries as more than a source of books, they want information in whatever form is available. Relevance and fast access are extremely important factors,
- the general user is more and more looking for human and social contacts, to do networking with others who share their interests, either business and education related as well as related to culture and recreation,
- the required information derived from the library has to be presented to the individual needs and interests. Anything that a library could do to provide this kind of personal information service would be most valuable.

Or to quote Marylyn Gell Mason from the USA: 'Libraries do many things. They collect, organize and preserve; they make knowledge accessible - not books, but knowledge. Knowledge requires organization, context'.[1]

Flexibility than is just one of the different qualities in the requirements of a library building, but with high priority. Functional and intelligent library buildings are other concepts of the necessary conditions for future planning.

More than only describing the necessity of flexible, functional and intelligent library buildings it is essential for upkeeping the overall quality of the planning process, to identify and describe the key dimensions of the complex planning process from the librarian's point of view.

The librarian who is way ahead of all the specific building experts as for instance: architect, contractor, constructional, technical and accoustical consultants and all those others involved.

The large number of partners in the process of developing and creating the new library building, the long period of many years of preparation, and the long-term planning, are factors which make this process of building and planning quite complex to many persons involved, in any case to many librarians.

Flexibility

Since decades flexibility is one of the qualities in the requirements of a library building which has high priority in the planningprocess.

Library planning requirements have changed during this century slowly at first but more rapidly in the last thirty years of this century. Changing together with the needs of libraries and its users. We all know the desirable qualities of a modern library building described by Harry Faulkner-Brown in his - so called - 'ten commandments': A library should be: flexible, compact, accessible, extendible, varied, organised, comfortable, constant in environment, secure and economic. (IFLA library building semniar, Bremen Germany, 1977).

In our program of requirements of 1986 we stated: 'It is essential that the building should be planned as far as possible to allow maximum flexibility of use, avoiding internal load-bearing walls. All load-bearing structure should be confined to columns, regularly spaced, using a grid to multiples of bookshelving systems (basic system 100 cm), and in 'cores' in which are concentrated stairs, lifts toilets and vertical service ducts'. Including the vision on new technologies: 'Considerable emphasis is placed on the growing importance of the development of information and communication technology'.

Intelligent libraries

Recently, there has been considerable fanfare advocating the merits of the íntelligent building´. Numerous articles, studies and other publications have been presented and published, promoting this ´new-age´technology.

Admittedly, the concept is very enthralling: a state of the art library building while the latest and greatest in design and constructional technology, offering the clients systems that once only existed in the imagination of futurists.

It is a dream of engineers, designers and librarians, a forum to marry new technology with creative design applications and a heavily used library building.

Main criteria to qualify the building as intelligent is the fundamental objective meeting the needs of the end user: the visitors of the library. Meeting the needs for today and for the future.

Keyword therfore is functionality.

The definition of an intelligent building aims at the optimum between:

- the effective of its occupants
- effective management of resources and
- minimum lifetiume cost.

The question which also has to be answered is the following one: «is an intelligent building

automaticly a functional library?» The only possible answer is: no.

An intelligent building is basicly necessary for a good library building. The specific contribution, in the longtime and complex planning process, from the intelligent owner and the intelligent preparation team (architcts, tchnicians, consultants, librarians) can arrange an intelligent building into a functional library. A library as one that maximizes the efficient management of recourses with minimum of running costs.

Realise that demanding for a flexible, functioinal and intelligent building the library itself will not operate automatically as a library prepared for the future decades. The overall quality of the building and its organisation are fully depending on human factors: the positive and time consuming involvment of the staff of the library.

Conditions for buildings facing the next century

Standards do not fully help in the discussions since the functional model of a library we are always looking for, could be hardly described with standards. The main criterion for understanding is the interrelationship of areas and services, their mutual influence and connections. 'However we must not underestimate the psychological impact of standards'.[2] It is only fair to state that standards or guidelines proved a useful tool for planning and design of library buildings. But standards or guidelines, are mostly fixed and applicable for a longer period of time. Changing societies with changing ideas and technolocical changing and circumstances for libraries can not be met with too fixed standards or guidelines.

Being ahead of answering questions as, which conditions we have to face in building libraries for the future century, technological changes are sweeping across the world, affecting societies, businesses at a speed and to a degree that certainly is without any precedent in history.

One of the most and major driving forces behind these changes are new developments in computer and network technology which are revolutionizing world-wide communications and the methods by which information is stored, accessed, communicated, published and applied.

Our library users are not looking on libraries not only as a source of books, but also a considerable source of information and education in all the newer forms. When looking at the future prospects of libraries, there is one thing that immediately comes to mind, the all-embracing computerization.

We all know that the supply of electronic information is increasing, but also that for the next decades printed material on paper, books, will still continue the most important data carries.

The techological development which has transformed the most aspects of our society has also transferred the libraries and will do so even more in the years to come. But the library will survive - as will the book. On the other hand don't overestimate the call for information technology in our libraries and their buildings, either underestimate - in planning your new library building - the basic value of a detailed program of requirements. Which includes the accessibility of knowledge: in written form as well as the new resources.

Programming

Every new library building has more or less the following basic assumptions:

- a repository for accumulated knowledge for all those users and students,
- an active information and resource center for business, trade and individuals,
- a prime receiving and distribution point for electronic information with links to all kind of librarties and other databases worldwide,
- a support center for education and lifelong learning,
- a hub of the library system, lending support to branches and other libraries.

The design of new library buildings mostly reflects the following concerns or issues:

- the building is welcoming, inviting in approach and non-intimidating,
- has highly visible service areas and promotes self-directed services,
- promotes the vast majority of the collection sources on open, or easily accessible shelving,
- is organised and designed to recongize long hours of public service,
- serves mostly as the nerve center of a large and growing library system composed by many buildings and services,
- accommodates the present and future techology needs not only in the building itself but also as the center for the library system in the community, university region or state,
- is potentially expandable,
- provides internal spaces which are easily adaptable to changing service patterns and changing library needs,
- architecturally: a firm and proud statement of a well-designed library that does not sacrifice aesthetics. It must be cost-effective in terms of operation and layout. It must finally be responsive to ever changing needs.

Planning conditions

In the preparation for the new city library in The Hague, we described firstly the main functions of the central library, which were:

- a so-called background library for the network of libraries in the city, more specialised and with larger collections than the branches,
- for the residential area in the city close to the building it acts simply as a branch, albeit larger than the other branches,
- the function of a regional support library with scientific literature for greater The Hague,
- serves as a nerve center relating to technical services for the network. Acquisitions, cataloguing and automation including new media and IT headquarter of the organisation. Management and administration is carried out here. It also provides lending materials to special groups.

One of the most important planning conditions was and still is teamwork. Creating of a new library never is or was the work of one person, or one company. It requires the cooperation of a whole team, each member with his own contribution te make' [3]

Planning new libraries is also seen as giving long-term policies further shape. It takes years, many years, sometimes decades from the first ideas for new premises for the library into the effective opening for the public.

The architect's brief, composed by the library staff and its consultants, is the necessary document for the successful start of the coming planning proccess. It order to take care of down to the last detail the essential information for the architect designing the building, including all those experts which are also involved in the project. The so-called 'building team' brings all in once all the expertise to all the partners of the project. The same information is, at the same time, available for all those partners in this process. Architect, contractors, vendors, consultants. A second advantage ensures the willingness for close cooperation. The better the preparation of this brief, the better the final result: a functional, well designed library building. The brief follows the first published feasibility study for the new building mostly prepared to convince the authorities for planning the new library building and secondly the initial brief.

This intitial brief sets out the general philosophy and requirements of the library.

Its aim is to provide enough information to allow the overall needs of the library to be met at this stage of preliminary design, with the expectations of subsequently developing the updating of the original brief. Main reason for updating the original brief is the fact that it takes mostly years and years in preparation, for instance for finding the location of the building, the allocated money and selecting the architect.

In all those documents I've gone through during the last decades two main data strikes me nearly every time: the mostly missing information for the floor loading and the desired intensity of light. It is the library staff to provide the others involved with this information. In The Hague we asked for the intensity of light to be measured from the bottom shelf, ten to fifteen cm from the floor. Normally in The Netherlands the height which has to be measured is 75 cm from the floor. With that specific figure in our initial brief the miscalculations by the contractors where changed in time and without any extra costs for our library. It pays to prepare a detailed brief.

The better the planning conditions are the more positive effect it has on the running costs for the building. The basic rule for the control of the initial and later on the running costs is the following: When the library, as client, those costs of the project wishes to control, it is essential that on the right moments all those costs are fully monitored.

In the phase of programming for instance originates about 60% of the costs and in the design phase of the architect another 20%. At the moment of approval of the final design of the architect about 80% of alle the buildingcosts are therefore tied up.

The initial stage of the planning process is for the control of the initial costs very, very important.

There are the coming cost for 80% 'created', but this period gives the library the optimum possibility to influance those costs. We all know that is will take sometime years in realising the so desired project, but never forget that influancing the initial and later on the running costs means: take your time as library and participate fully from the very first moment of the project..

Make decisions from that same very first moment on.

Programme Management Group

A positive side effect in writing and preparing the brief is the fact that the staff in a very early stage starts thinking about the new accommodation. This will always increase the involvment of all the members of staff in the forthcoming years of hard working for the so desired new building.

During the whole period of the building process in The Hague, many staff members have been actively involved.

Internally the consultations were organised as follows:

this main group, the so-called Programme Management Group, consisted of a small group of senior staff members. It regularly evaluated the results of all the different project teams. The decisions of this programma management group were mainly based on the information and advise of the a great variety of different project teams.

Those teams or working groups researched all kind of different subjects and recommended solutions to the management group, solutions based on inventories of possibilities. The most important working groups were: working group on security, on sighnposting, on collection building, documentation, information desks, infra-structure, furnishing, internal transport, on cleaning, the lending centre and on removal the old library into the new complex.

During the whole of the planningprocess, building, furnishing and removing, much information was given by means of informative meetings, a monthly report in the staff magazine and a special brief for the removal. The last brief was prepared in detail and fully based on a self developed and designed computer file.

Spacebook

Next in the process of planning for our library the arrangements for the library floors crystallized itselves. In the very detailed 'Spacebook' the library described, per floor and per room, what activity should take place where, and what techiocal standards the space must meet.

Nearly everything was summarised: the functional relations of the room, the area, the internal transport, floor covering, floor loading, the required temperatures and humidities, the light intensity required and all the technical engineering data for the information technology and automation processes within the library and with all the data worldwide.

Datasheets

The next fase in the project was the interior lay-out of our library. After a year of considering, brain-storming, shoving around with virtual chairs, tables and shelves, modelling, detailing and testing, the lay-out of the new central library could be decided on.

During the process of preparing the very detailed lay-out of all public departments and the staff workrooms, together with the complete and very detailed productdescription we developed and have drawn up the next document, called: «datasheets».

In connection with the detailed productdescription we added for instance all the exact measurements of all parts of the furnishing: counters, chairs, tables and all the shelving, including items as booksupport etc. To complete the datasheets we included also the specific technical descriptions of all the materials.

For the planning process of this part of the project it was very helpful and important. With the datasheets we could get a clearly structured and detailed overall view of all the materials to be delivered later in the process.

Trends

What are some of the existing, already well known concerns librarians will need to address as they plan libraries for the next decade and beyond?

1. Facilitation of full self-utilization by the general public, the users of the library.Through signage, organization, lay-out and design, the user should find libraries easy to use, without guidance by the staff.
2. Efficiency in staff utilization. The reverse of the first item is that libraries will have to do more with fewer staff so that the building must serve as the instrument to facilitate this economic requirement.
3. Security for users, facilities including collections. Security within libraries will be further more an increasingly critical issue. Security for users and staff and collections is costly with extra personel and other facilities. The reduction of public access to a single point well controlled by electronic book detection systems or other means, the openess of planning to assist automatic overseeing of most public areas in the building. goes some way to reduce the loss of books and also to control the behavior of users in many instances, so that vandalism is reduced.
4. Wise investment in technology. Libraries have always been repositories for ideas. This hasn't changed. What has changed is the way ideas are stored, organized and presented. Much of the information generated today is digital. It emphasis is predominantly visual. In the past we spoke of reading something that interested us. Today we speak of having seen something that interested us.
5. More space, higher operating costs, lower budgets. Planners will have to work even harder with decreasing budgets to provide as much space as possible to accommodate both the traditional services and the new opportunities that libraries are providing.

Some excamples of library buildings designed to meet future needs

The architectural design, construction and interior design of libraries are basic elements for user friendliness and have a lot to do with one another. For instance, the location of a library plays an extremely important role in appriciation by the library users.

This is particularly true for public libraries in cities, towns and villages, but it is as true of the architecture and interior design of all those premises. The atmosphere and form of presentation of the diverse range of facilities provided by libraries are of essential importance for the quality of the library organisation.

In The Netherlands many new libraries have been built during the last ten years. The following is a small selection of libraries coping - all in a different way - in a possitive way the future trends.

Groningen

The central library of Groningen opened in 1992. This public library is situated in the centre of the historic inner city area, immediately adjacent to the university library, which was built in 1997. The 8.500 m2 building was designed by the well-known Italian architect Giorgio Grassi.

The building is in perfect harmony with its historic surroundings and the architecture is characterised by soberness and clarity.

Almelo

The Almelo public library dates from 1994. Clairity, openness, unusual architecture and a wealth of moods characterize this building. A prominent area is the grand cafe in modern high-tech styling with spacious restaurant facilities ranging from a cup of tea to plate service.This grand cafe serves as a reading room, but it is also intensively used for lectures, debates, concerts, and other cultural activities.

Another striking feature is the market-like information square that is the library's showcase, where the organisation puts on exhibtions to present itself to its users.

Technical University Delft

The location of the new university library in Delft is an intriguing one: right beside the colossal hall by the famous Dutch firm of architects Van den Broek and Bakema. The surrounding concrete setting was the inspiration for drastic change. The hall looks as though it has come from outer space and landed on a field. The field has been tilted upwards at one point to form the roof of the library. The new university library, which has a surface area of more tnah 10.000 m2 was designed by Francine Houben from the Dutch Mecanoo firm of architects. The building is compose of glass and frass, making it a construction that is trying to be a landscape rather than a building. The roof of the library is one with the basement of the existing hall, so that the two buildings are inextricably linked.

Eindhoven

The central library of Eindhoven is housed in a former Philips factory; called 'The white Lady'. This public library, situated in the industrial part of the city, opened its doors at the beginning of 1998. It presents itself to the public there in a completely new way. All the emphasis of the public library in The White Lady is on its information function, and modern information and communication technology is fully deployed in the service of the user without neglecting the graphic materials. This is assisted by a large interactive vidiwall at the entrance, including the virtual ground plan with news and information.

The heart of this library is literally formed by a dynamic information centre which can and will cope with future trends.

This public library functions not only as a community recourse, serving the informational, educational and recreational needs of the users, but as a civic meeting point.

The Hague

Since September 1995 a popular building stands in the heart of the city, housing the new City Hall, the City Archives and the new Central Public Library of The Hague. This library is situated on spacious, well-organized floors in a dazzling white building by the famous USA architect Richard Meier. The new central library, with floor space of almost 15.000m2, really is an eye-catcher. Most of the library is housed in the eight storey round form that stands majestically in the centre of The Hague. The library appears to twist itself around the gleaming white city hall, with which is is connected. The architect's design thus deliberately accentuates the library. The building is compact, flexible, inviting and functions as a distinghuished book and information centre for all. This building too is designed to meet future needs.

Tilburg university library

The strategy for the development of a digital library at Tilburg university is being developed in close connection with the overall strategy of the university. The university library is based on the importance of a well eleborated planningprocess. A close cooperation between the library

and the computer centre in order to realize the goals which were set was one of the success factors. The involvement of staff can be identified as the most important factor.

When the building was openEd in 1992, the direction for innovative services was set and various new and exciting facilities could be offered to users campus-wide. Since then these services have been renewed in such a way that the university still maintains a leading position in the innovation of scolarly information provision. The building was and is fully prepared to meet future trends and future needs.

Conclusions

1. The library - and this may well be the most important challenge within the whole process to the librarian and its staff - must have the courage to make decisions. Decisions towards all the parties involved in this complex planning building and design process: towards their own library organisation, as well as towards the decision-making authorities, the architect, consultants etc., even though there always remains a certain change of making mistakes. Success is by no mean certain, but the final result will only be improved in the described way.

2. Building the library, including the interior lay-out and the furnishing is not excluvely a task for specific experts, such as architects, contractors and consultants. The direct and intensive participation of the library staff, from the very first moment of the planning process, in all the different and complex aspects of the development of the program is essential for the functional, architectural and technical quality of this library.

3. The library staff itself must formulate in every detail its criteria and should have no fear to indicate its priorities. Consistent applications of those ciriteria will serve all the involved parties: such as for instance the architect, the designer of the interior of the library, but als the local or other authorities. Including the formulation of possible and somteimes necessary alternatives and compromises.

4. Designing a new library always is a joint responsibility of several parties. In addition to the architect, a large number of consultants, mostly employed by the architect and the construction firm, are participating within the process. They practiced for instance structural, civil, mechanical, electrical, acoustical, lighting, elevators, escatalors, kitchens, landscape, security and sometimes furniture and graphics.

5. The library is a cultural institution and has certain extra qualities like character and style. Its building and presentation of all the services is as wide as an department store.

6. Libraries have a splendid future. They will accommodate fewer books and an increasingly larger number of visitors. Users do not just want to sit alone in front of a computer but want also to be in a living environment together with other users. The library now and in the future is that lively cultural meetingplace, that library 'departmentstore' where people are looking for when visiting their library.

Finally hard working craftmanship of the staff of the library still is the main key for success in planning that new library building. Don't think that a functional, flexible, intelligent and *hightech building will operate automatically as a good library.*

Notes:

1 Gell Mason, Marilyn. The Yin and Yang of knowing. Daedalus. Fall 1996.

2 Papp, István. Centralized guidance on library planning and design. August 1987.

3 G. Thompson. Planning and design of library buildings. London.

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Southeast Asia Newspaper Collecting in the United States

Allen Riedy
Cornell University
Ithaca, New York, USA

Abstract

Libraries in the United States have generally been successful in collecting the major metropolitan newspapers from Southeast Asia. They have been less than successful in collecting regional and specialty newspapers. Issues surrounding newspaper collecting include identification, acquisition, processing, and preservation. The economics of newspaper collecting place severe limitations on the ability of libraries to collect; however, cooperative projects among institutions and new national and international initiatives may alleviate the problem.

Paper

Coming to Terms

On its newspaper website the Library of Congress defines a newspaper as "a serial publication which is mainly designed to be a primary source of written information on current events, either local , national of international in scope. It contains a broad range of news on all subjects and activities and is not limited to any specific subject matter. Newspapers are intended either for the general public or for a particular ethnic, cultural or national group[1]." This statement serves as a fine intellectual definition of a newspaper, but in deciding what is a newspaper for bibliographic purposes, libraries consider other factors like shelving and its physical characteristics. I mention this because using the bibliographic records in catalogs to determine numbers of newspapers is an imprecise task at best. A recent attempt to compile a list of newspaper titles from Southeast Asia and their holding libraries fell victim to the vagaries of U.S. cataloging. For example, where one library cataloged a title as a newspaper (e.g., *Tuoi tre* from Vietnam or *Pelita Brunei* from Brunei), another cataloged it as a journal. So, what are they?

Southeast Asia Newspaper Holdings in the United States

Presently there is no comprehensive list of Southeast Asia newspapers held by U.S. libraries, and the scantiness of data in newspaper bibliographic records makes it very difficult to determine who owns what. Until fairly recently, the subject heading "newspapers" was not commonly used, making it difficult without individual titles in hand to determine the extent of newspaper holdings from an individual country. Many, if not most, libraries do not record newspaper holdings information online, and given the widespread disregard for closing serial records when a publication ceases, it is difficult to determine from online catalogs whether a title is current and if so whether the library still receives it. The table which follows therefore, should be treated with great caution as it merely gives an overall indication of the magnitude of holdings in the U.S.

Number of current newspaper titles held in U.S. Libraries[2]

Brunei	2
Myanmar (Burma)	5
Cambodia	2
Indonesia	30
Laos	0
Malaysia	8
Philippines	7
Singapore	3
Thailand	8
Vietnam	7

There are perhaps another 10-15 newspapers from Southeast Asia which are received only in microform.

Newspapers from Southeast Asia present librarians with something of a paradox. On the one hand, libraries with large Southeast Asian collections have for some time now have tried to coordinate collecting of newspapers from the region to ensure that not only all important metropolitan/national papers but also significant regional papers are available in the United States. We have been somewhat successful ensuring that important national papers are represented in U.S. libraries. There appear to be few, if any, lacunae in this category.

However, it is undeniable that fewer newspaper titles are being received in the U.S. A survey I did in 1997 indicated total titles held close to 125 (including those received in microform only). This has since dropped to around 75 (including microform titles). They represents both a cutback on the part of libraries due to budget pressures, reliance on web-based online newspapers as a cheap substitute for expensive subscriptions, and the demise of newspapers in the region and the failure of libraries to subscribe to new titles.

Collecting regional newspapers has been a much more problematic venture. With limited budgets, it is difficult to justify to patrons, faculty and library administrators (including collection development officers) the purchase of a relatively obscure regional newspaper whose value may not be readily apparent to the detriment of more immediate needs. In fact, with the exception of Indonesia, current newspapers from outside the capital areas of Southeast Asia are noticeably absent from U.S. library collections. This means scanty news coverage of places like Mindanao, home to a large Muslim population in the Philippines and long the site of separatist movement; Isan, the Northeastern part of Thailand and home to large ethnic Khmer and Lao populations; and the Malaysian state of Sarawak.

Factors Affecting Strengths and Gaps

The issues facing libraries and researchers who depend on newspapers for research are threefold: 1) identify and acquire major metropolitan and regional newspapers in Southeast Asia; 2) process and make these newspapers accessible to our patrons through our catalogs; and 3) ensure that these newspapers will be available in the future for historical purposes.

Identification

In general, identification of newspapers from Southeast Asia remains a notoriously haphazard affair. Occasionally vendors from the region will report on new newspaper titles, but in these cases the titles are usually general interest newspapers from the major cities, or even only from the capital city. Niche, or special interest newspapers, and regional newspapers are only rarely advertised through the major vendors.

There are some exceptions to this general situation, the most significant of which is the presence of a Library of Congress Office in Jakarta and its attendant participants' program which does provide U.S. libraries with information on new newspapers and will investigate reports from participants of new newspapers. The success of the LC's program in Indonesia where libraries' holdings are fairly extensive can be contrasted to the situation in Thailand where the demise of the participant program there has led to a paucity of information on new titles, though LC has been helping through its office in Bangkok. An LC acquisitions program through its New Delhi Office in Myanmar bodes well for improving our knowledge of the publishing scene there. An interesting development worthwhile watching is the yearly increase in titles offered by Xunhasaba, the quasi-official book export agency of Vietnam. Xunhasaba now offers subscriptions to newspapers from central Vietnam and Hai Phong, as well as more offerings from Hanoi and Ho Chi Minh City. However, local papers are not yet listed. More frequently, personal contacts inform librarians of new titles, or a traveling faculty member, librarian, or graduate student becomes aware of a "new" newspaper (i.e., one we've never heard of) and alerts others to its existence. In still other cases bibliographic information may be happened upon in the course of browsing through literature from the country or very occasionally from formal notices by the publisher.

The Process of Acquisition

Acting to restrain collection even further is actual acquisition of the paper. Commercial vendors, most of whom are in the major metropolitan area of each country are either unable or unwilling to accept orders for smaller papers since it is likely there will be only one subscription and the cost to service such a subscription will be high. Smaller and regional papers often are not prepared to deal with overseas subscriptions and will not accept them. Again the contrast between Thailand and Indonesia is instructive. In far-flung Indonesia libraries are able to subscribe to and acquire newspapers from fairly remote areas through the offices of the Library of Congress Office in Jakarta. Even at that, as LC regularly informs us, receipt of issues may be spotty. In Thailand, to cite an example very close to home, Cornell University was able to subscribe to 2 newspapers from the South during the operation of the LC program. A subscription from the LC office in Bangkok would be placed and the papers mailed to the Bangkok office whence they were packed and shipped to Cornell. After the demise of the program it was impossible to maintain the subscriptions from the U.S., and the Thai vendor was unwilling to service the subscriptions. Thus, these 2 regional papers became lost to the U.S. In the case of Vietnam, it remains to be seen how flexible Xunhasaba will and can be with special order requests for smaller and regional newspapers. With the establishment of an LC cooperative acquisitions program in Myanmar we are likely to see the expansion of Burmese newspaper titles outside the Rangoon area. Presently all newspapers received in the

U.S. are from Rangoon. Nothing new is on the immediate horizon to relieve the situation in the Philippines.

In cases where the paper is truly wanted and not available through vendors, it is often up to the ingenuity of the librarian to make local arrangements for a subscription and shipping. Sometimes it is possible to make arrangements through an academic institution or library in exchange for cash or publications to collect and mail newspapers. For years Cornell and Yale have used private individuals (expatriates mostly) in Cambodia to supply us with newspapers and other publications. However, these sorts of arrangements have drawbacks. Turnover tends to be high. For monographs this is not a particularly severe problem, but for serials it is. Serials are complicated in many respects (libraries have separate departments within their technical service operations which deal only with serials) and often need follow-up with the distributor or publisher. Our experience in Vietnam particularly has not been good in this regard and we have ended our private agent relationships for serials in favor of the established vendor Xunhasaba who is rather more expensive but also more reliable. Also in some countries, notably Indonesia, Vietnam and Myanmar export of published materials is either restricted or subject to intense bureaucratic scrutiny for non-licensed exporters further dampening efforts and enthusiasm to obtain the newspaper.

The economics of newspaper collection place significant limits on the ability of libraries to collect. Newspapers from overseas are expensive. As an example, consider the Thai daily *Matichon* published in Bangkok. The street price per issue is 8 baht (about 22 cents), or about $80 per year. To receive this paper airmail through a vendor in Bangkok, the price to a U.S. library skyrockets to $1150 per year. However, that is only part of the cost. Fortunately, the Library of Congress microfilms *Matichon* and the film of the newspaper can be purchased for about $350 per year. Thus, our $80 per year newspaper has ballooned to a minimum of $1500, not counting storage and processing costs. Operating on pitifully small budgets, most area collections can afford only a few newspapers.

In fact, *Matichon* is an example of a rather low-cost newspaper where microfilm is available at a reasonable cost. The *Bangkok Post*, which is available from a commercial filmer is the U.S. cost over $2500 this year. The University of Malaya charges a whopping US$150 per reel for the *New Straits Times*. Given the number of reels an annual run of the paper occupies, the cost for one year is over $3,000. The higher prices (though the level is still unjustified) charged by commercial vendors are somewhat understandable given that they are profit making ventures. It is far less understandable why a university library would seek to extract exorbitant sums of money from other libraries.

When film is not available, the institution must make the decision to either hold on to the paper for as long as possible in the hope that someone will eventually film it, toss it when either space runs out or the paper becomes too brittle to use (in this instance, if the institution is the sole holder of the title in the U.S., we lose a resource), or film it. The cost to an institution to film a paper is far higher than the cost of buying the film In 1999, the typical commercial microfilmer in the U.S. charges about $.26 per frame. With a tabloid or smaller size newspaper, 2 pages can fit on a frame. For standard size newspapers only one page will fit on a frame. This cost assumes the newspapers have already been prepared for filming; i.e., collated and target sheets prepared, a not insubstantial task and financial commitment given the quantity of paper that needs filming. For example, the cost to film a year of *Matichon,* not counting preparation costs (target sheets, collating, and searching for missing issues or pages) would run around $4,000.

With the advent of online versions of newspapers, acquisition has acquired a new meaning. It is now possible to access-not possess-a version of a newspaper via the internet. As a source to gather information quickly on current events, the online newspaper is unparalleled; however, its value to a research institution is limited by the fact that typically it is an abridged version of the paper version which is distributed locally, and there is no assurance that the backfiles of the newspaper will be available indefinitely. The online newspaper has a role to play in the constellation of resources the research library provides, but it is no substitute for the physical paper or an image thereof.

Processing, Shelving, Storage

Processing, storage, and preservation of newspapers remain pressing problems: too few staff are able to read the languages involved, too little space is available to shelve and store the newspapers , and there are insufficient funds to microfilm them.

In one respect the processing of Southeast Asian newspapers-i.e., creating a bibliographic record and recording the receipt of individual issues-is merely a subset of the larger problem of processing all materials from Southeast Asia, namely the question of finding and hiring people with competence in the languages of the region. Despite the large inflow of Indochinese over the past 2 decades, most of the languages of Southeast Asia are not widely spoken in the U.S. In the case of languages using non-roman scripts the situation is even more dire as often 2nd generation immigrants who speak the language do not read it. Finding readers of Lao, Khmer, and Burmese is particularly difficult. Readers of Thai are easier to find; however, the amount of material needing processing is greater. Even when a library manages to get a title cataloged, the problem of checking in individual issues, which frequently do not have issue data in roman script, makes processing of these materials a daily headache. To a lesser extent the other major languages of the region, which are written in roman script, present the same problem, but with a little training library staff are able to process these materials. Beyond finding language-competent people for cataloging and check-in of non-Roman script materials, is the question of hiring people to perform these tasks and given library budgets and backlogs these days, convincing administrators to devote scarce resources to process materials in uncommon languages is an ongoing struggle.

Finally, the library must confront shelving and storage of the newspaper, a major issue if microfilm is unavailable. Space, more accurately its lack, has come to obsess libraries recently. One year of an average size Southeast Asian newspaper such as the Thai newspaper *Matichon* occupies a little over 5 cubic feet of space (another newspaper from Thailand, *Phuchatkan,* eats up 108 cubic feet of space per year), a perhaps trivial amount at first sight, but when multiplied over the several dozen newspapers (from all over the world) a typical large research library subscribes to the yearly consumption of space becomes significant. The accumulation of several years of newspapers creates considerable clutter. Even if space were not an issue, storage of large backfiles of newspapers in large stacks, though still useable, is extremely inconvenient for the user.

Preservation Issues

Presently, microfilm remains the only accepted preservation medium for printed materials. The option of scanning newspapers to create digital images which might then be made available to a wide audience is not at present a realistic preservation alternative to microfilming newspapers. Issues of archiving, refreshing, obsolete technology, and copyright are unresolved. Until we can be certain that scanned images will be available to the researcher 10, 50, 100 years hence, scanning cannot be considered an alternative to microfilm, which if stored properly will last hundreds of years. Like the online versions of newspapers, scanned images of newspapers are another research resource provided by libraries. Its present place in the constellation of resources is the tremendous accessibility it affords to those not physically present in the library where information is stored physically. Its place and that of microfilm are different. They complement one another, but one is not a substitute for the other. Time may-almost certainly will-expand our preservation options, but for now microfilm remains the sole guaranteed option.

Somewhat surprisingly, given the rather *ad hoc* and disorganized filming efforts now in place, about 2/3 of the newspaper titles presently received in paper copy in the U.S. are being filmed on at least an irregular basis, meaning that some agency has taken responsibility for filming the paper even if it is done on an intermittent basis. It is not the optimal situation, but it is certainly better than I anticipated when I commenced research on this topic.

Availability of Microfilm:

Currently there are several institutions creating microfilm of Southeast Asian newspapers on a regular basis: the Library of Congress in the United States, the Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV) in the Netherlands, and the Ateneo de Manila in the Philippines, and the University of Malaya. The Center for Research Libraries films another 4 newspapers.

In 1994, the Ateneo de Manila was regularly filming 13 newspapers from the Philippines. All are English-language offerings. Nine of the papers are from the metro Manila area and of the remaining 4, 3 are from the Ilokos area of northern Luzon and one from Cebu City in the Visayan region. Thus, of the 13 papers filmed 12 are from the island of Luzon.

In the Netherlands, KITLV through its office in Jakarta, films Indonesian newspapers. KITLV's filming operations are extensive. A recent communication from its office in Jakarta reveals that KITLV is presently filming 62 newspapers. Of these, 14 are also filmed either by the Library of Congress or the Center for Research Libraries. Another 14 represent titles subscribed to in paper by U.S. libraries. The remaining 34 titles are not held in the U.S.; many of these titles are from outside the Jakarta metropolitan area.

The microfilming operations of the Library of Congress are also considerable. In its 1993 publication *Newspapers Received Currently in the Library of Congress,* of the 58 Southeast Asian newspapers listed, 37 are annotated as "Microfilm only." A more recent communication from the LC Jakarta office indicates an additional 2 newspapers from Indonesia are being filmed.

Norman Ross Publishing Inc., a commercial microfilm vendor, is actively exploring microfilming opportunities in Southeast Asia. The firm currently has an extensive catalog of retrospective newspaper titles from all over the world on film. Mr. Ross has approached U.S. libraries and Southeast Asia publishers in an effort to meet the preservation needs of libraries and the financial needs and copyright concerns of publishers to provide affordable film. We eagerly await the results of his efforts.

Cooperative Projects

Within the United States a few cooperative efforts among institutions to film newspapers are underway. Recently, the Library of Congress and Cornell University agreed to divide responsibility for the filming of 5 commonly held Vietnamese newspapers. Cornell will provide the pre-filming labor of collation and preparing target sheet and LC will assume the cost of filming. Because of the nature of our budgets and the availability of student help at Cornell, the division of responsibility makes good economic sense for both institutions. Another cost-sharing arrangement between Cornell and the Southeast Asia Microform Project, a CRL Area Studies Project, is filming older Southeast Asia newspapers from the late 1940s to mid 1980s. Individual universities within CORMOSEA[3] such as Ohio University, University of Washington, and the University of Wisconsin have taken responsibility for the filming of specific newspapers from the region. Regular communication among CORMOSEA members helps individual libraries decide what needs filming, what is worth filming, and eliminates the duplication of efforts.

These efforts, though worthy, are ad hoc and do not meet the demand for a comprehensive and systematic program to preserve newspapers. In May 1997 the Association for Research Libraries (ARL), the Center for Research Libraries (CRL), the Commission on Preservation and Access/Council on Library Resources (CPA/CLR) and the Library of Congress (LC) launched an initiative to remedy the situation by sponsoring a 2-day symposium on the issues of collecting, providing access, and preserving foreign newspapers in the United States. Out of that symposium grew the International Coalition on Newspapers (ICON), a permanent body of CRL, whose task is to identify and propose strategies to guarantee newspaper access and preservation in the United States. Among its specific objectives are the creation of a global union list of newspapers, the creation of a standard bibliographic record, and the coordination and support preservation projects. [4] As the establishment of ICON is a very recent event, it does not yet have a record to evaluate it.

Concluding Remarks

Fundamental to the question of the acquisition and retention of newspapers is the reason why they are collected in academic research libraries. Two general purposes come to mind: 1) for current and historical research and 2) for non-research related current awareness and recreational reading. In research libraries newspapers are collected primarily to support the curricular and research interests of the institution. For this reason, research libraries need to ensure that the newspapers will be available to their patrons in the future, thus the need for preservation. Academic libraries do subscribe to some newspapers for the recreational reading of their students, particularly in cases where large numbers of students from particular countries attend. For Southeast Asia, we have the situation where a surprisingly large number of institutions without a research or strong curricular interest in the region subscribe to Malaysian newspapers. However, we would not expect those institutions to be particularly concerned with the preservation of these newspapers for historical research.

Historically, depending on the reason(s) for collecting a particular newspaper an institution would exercise one of the following options: 1) subscribe to the hard copy of the newspaper and discard the hard copy when its usefulness as a current awareness source has ended; 2) substitute microfilm for the hard copy when film becomes available; 3) film the newspaper itself; 4) purchase only microfilm when it becomes available.

Previously, where an institution's goals were to provide news for current awareness either because of the type of research being conducted or to meet the needs of international students, there is little choice but to subscribe to a newspaper. Now, the existence of online newspapers and online services, such as Nexis, have made access to these resources a possible alternative. While such services fill a valuable function in their ability to make known quickly the occurrence of events-forgetting for the moment the manner and purposes for which the international student reads his or her local-online services are unable to reproduce much of the content embedded in a newspaper. The newspaper as a transmitter of news to a mass audience purveys information not only through the content of its articles but also profoundly influences the impact of news stories on its audience through the size and style of its headlines, placement of photographs, and placement of articles within the newspaper (p. 1 versus the bottom right of p.6, section D). Contrast the impact on the reader of a large whited-out area on page 1, the result of government censorship, with the mere absence of the article in an online news service. For these reasons, libraries need to subscribe to newspapers as they appear in the street. For historical research we must ensure that at least one institution or consortium subscribes to every important and regional paper and that arrangements on the national level are put in place to ensure preservation of these papers when local resources are inadequate.

While I have generally dismissed online newspapers and scanning technology as substitutes for the newspapers themselves and for microfilming, we still must consider and support efforts to explore new uses to which these new technologies might be put to satisfy some of our users immediate needs and at the same time introduce economies into our newspaper collecting practices. Scanning the hard copy of the newspaper in its entirety and mounting it on a website and then filming the scanned image for preservation might be an option. Assuming copyright issues can be resolved, such a scenario would not only ensure rapid access to information and meet preservation concerns, but would also help alleviate storage problems and reduce the shipping costs of large quantities of paper, a major expense in the acquisition of foreign newspapers. Undoubtedly a variety of scenarios are possible with our present technology and as technology changes other options will reveal themselves.

Footnotes

[1] Library of Congress. "Foreign Newspapers Currently Received in the Library of Congress." http://lcweb.loc.gov/rr/news/fncr.html p. 1

[2] These numbers and those that follow are approximate and are meant only to give an indication of the scale of U.S. holdings. These figures were compiled from several sources: a national survey by Carol Mitchell of the University of Wisconsin in 1995, a survey by personnel at Cornell of its holdings, personal and official communications from the Library of Congress office in Jakarta, and the valuable, but a bit dated, Newspapers Currently Received in the Library of Congress, 13th ed., 1993.

[3] Committee on Research Materials on Southeast Asia, a committee of the Association for Asian Studies, consists of academic libraries in the United States with significant collections on Southeast Asia.

[4] *Proposal to Establish the International Coalition on Newspapers.* http://wwwcrl.uchicago.edu/info/icon/proicon.htm

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El disco compacto en las bibliotecas populares argentinas y la colección "retratos sonoros" de músicos argentinos como una experiencia singular

Daniel R. Ríos
República Argentina

Paper

Para introducirme en el tema: "El disco compacto en las bibliotecas populares argentinas y la colección "Retratos sonoros" de músicos argentinos como una experiencia singular", considero necesario hacer previamente una muy breve y sucinta referencia al contexto general de mi país.

Al respecto, cabe recordar que la República Argentina se extiende al sur del continente americano con unos 3.800.000 kilómetros cuadrados, incluyendo la porción antártica y las islas intercontinentales del Atlántico Sur. Está poblada por 33 millones de habitantes de habla hispana, con importante influencia en su composición de las sucesivas olas inmigratorias, mayoritariamente europeas, las que le dieron una inconfundible fisonomía a la población y a la cultura argentinas.

La Argentina posee un muy extenso territorio, en el que se dan todas las variedades orográficas y climáticas, posibilitándole un considerable desarrollo en los rubros agrícola, ganadero, minero, industrial, energético e ictícola, entre otros ítems de similar importancia. Cabe señalar también su desarrollo cultural y educacional.

Sin embargo, la sociedad argentina ha enfrentado históricamente ciclos con serias dificultades de orden político, económico y financiero, logrando recién en la última década la estabilidad democrática, cuya consolidación no escapa a fuertes desafíos vinculados a la planetarización de la economía y al impacto tecnológico: desafíos, éstos, a los que no es ajena ninguna nación en proceso de cambio y desarrollo. Las posibilidades y exigencias de la actual integración regional como es en el caso del Mercosur, la creciente multiplicidad de los medios y soportes de la información, los desarrollos comunicacionales, la vertiginosa globalización informática con el tratamiento electrónico de los datos y documentos, son todos factores que ejercen una especial incidencia en el ámbito educativo-cultural.

Sus 33 millones de habitantes se distribuyen de manera desigual, concentrándose el 50 por ciento en la provincia de Buenos Aires y en la Capital Federal, hoy denominada Ciudad Autónoma de Buenos Aires.

La Argentina, emancipada del Reino de España en la segunda década del siglo pasado, goza en la actualidad de un gobierno democrático, republicano y federal, tal como lo estableció la Constitución de 1853 y lo reafirmó, en la reforma constitucional de 1994, la Convención Constituyente, representativa de las veintitrés provincias y de la Capital Federal.

En lo que respecta al sistema bibliotecario público, la Argentina cuenta con una Biblioteca Nacional, nacida en 1810, la que alberga más de un millón de obras que resguardan la memoria cultural del país, a la que se suman las siete bibliotecas públicas provinciales, dependientes de los gobiernos respectivos, cerca de 200 bibliotecas municipales que dependen de los Municipios, y las 1.780 bibliotecas populares autónomas, distrubuidas en todo el país.

Por otro lado, en el ámbito educativo funcionan las bibliotecas de las universidades y de los colegios de mayor envergadura en los niveles secundario y terciario. Asimismo, existen bibliotecas escolares del ciclo educativo primario. De acuerdo con el Censo Nacional del año 1994, la población estudiantil y pre-escolar es de 9.910.528 alumnos quienes cursan en 45.477 establecimientos e institutos privados y del Estado. Asimismo, según el Directorio de bibliotecas argentinas, editado por ABGRA (Asociación de Bibliotecarios Graduados de la República Argentina), existen en el país 4.239 bibliotecas de diverso tipo. La mitad, aproximadamente, son bibliotecas públicas, entre las cuales, teniendo en cuenta que incluyen servicios al público en general, se pueden destacar a la Biblioteca Nacional (autárquica), la Biblioteca del Congreso y la Biblioteca Nacional de Maestros, señeras en la actividad aunque todavía con un incipiente desarrollo informático bibliotecológico. Del grupo de las bibliotecas públicas, más de 1.780 son bibliotecas populares, que están diseminadas a lo largo y a lo ancho del país y tienen diverso grado de desarrollo. Existen muy modestas, en lugares muy alejados y aislados, así como otras de notable magnitud y complejidad. Todas ellas son entidades educativo-culturales autónomas, es decir,ONG. Por lo general, se enfrentan a dificultades para conseguir recursos, aunque algunas estén totalmente afianzadas y gocen de gran prestigio comunitario y socio-cultural.

La primera biblioteca popular argentina vio la luz el 15 de abril de 1866, en la provincia de San Juan, donde naciera el insigne educador -y más tarde presidente de la República- Domingo Faustino Sarmiento. El 23 de setiembre de 1870 se dictó la Ley 419, que dio origen a lo que es actualmente la Comisión Nacional Protectora de Bibliotecas Populares -CONABIP-, la que hoy me honro en presidir y que desde 1986 se rige por una nueva ley: la 23.351 de Bibliotecas Populares, y se trata de un organismo dependiente de la Secretaría de Cultura de la Presidencia de la Nación.

Dicha Ley crea un Fondo Especial de recursos el que a partir de su puesta en vigencia en el año 1990 ha permitido que la CONABIP desarrolle una serie de programas y acciones de apoyo a las bibliotecas populares en favor del incremento y la actualización bibliográfica, equipamiento bibliotecnológico, capacitación de dirigentes y bibliotecarios, promoción de la lectura, bibliomóviles (31 bibliofurgones y 1 bibliolancha), proyectos de extensión bibliotecaria y cultural en las bibliotecas populares de todo el país y especialmente las ubicadas en zonas de bajos recursos económicos, abarcando desde la localidad de Humahuaca (provincia de Jujuy) a Usuhaia (provincia de Tierra del Fuego).

El disco compacto en las bibliotecas populares argentinas

La política nacional de fomento y apoyo al desarrollo de servicios multimediales en las bibliotecas populares parte de la base de quee sí bien en nuestro país no se cuenta aún con el ideal de una red de bibliotecas públicas populares, bien extendida y suficientemente desarrollada, no se admiten más demoras en la introducción de las nuevas tecnologías y los diversos soportes de la información, el conocimiento y la recreación.

Es decir, que se sustenta en que hay que buscar los caminos y recursos para avanzar rápidamente en el fortalecimiento, actualización y potenciación de las colecciones y servicios tradicionales, iniciando, a la vez, el proceso gradual de incorporación de equipamiento tecnológico y de materiales bibliográficos y multimediales. Así como se aspira a que ningún habitante de nuestro país quede excluido del acceso a los materiales bibliográficos a través de los servicios tradicionales, se trabaja arduamente para que del mismo modo ningún habitante quede excluido de la posibilidad de acceder a las nuevas tecnologías de la información y a través de ellas a la multiplicidad de fuentes locales, regionales y universales. La carencia de posibilidades económicas de la gente, en lo particular, debe ser suplida por amplios y eficientes servicios bibliotecarios públicos que le permitan el libre acceso a la lectura, a los nuevos soportes y a las redes mundiales de la información. La sociedad de la información no debe transformarse en un nuevo factor que propicie el aumento de la brecha de desigualdad entre pobres y ricos, sino en la deseada oportunidad para reducirla al máximo a través de la participación masiva y equitativa en los beneficios de los avances de la humanidad, gracias al permanente desarrollo del conocimiento, las tecnologías y las comunicaciones, como un reaseguro para el progreso y la democratización cultural de los pueblos.

El Manifiesto de la UNESCO para Bibliotecas Publicas de 1994 dice al respecto que "todos los grupos de edad han de encontrar materiales adecuados a sus necesidades. Las colecciones y los servicios han de incluir todo tipo de soportes adecuados tanto en modernas tecnologías como en materiales tradicionales. Los materiales deben reflejar las tendencias actuales y la evolución de la sociedad".

Al respecto, la Ley argentina de Bibliotecas Populares de 1986, es decir no tan reciente, establece en su artículo segundo que "Las bibliotecas populares se constituirán en instituciones activas con amplitud y pluralismo ideológico y tendrán como misión canalizar los esfuerzos de la comunidad, tendientes a garantizar el ejercicio del derecho de información, fomentar la lectura y demás técnicas aptas para la investigación, la consulta y la recreación, y promover la creación y difusión de la cultura y la educación permanente".

Por su parte, la IFLA considera que las legislaciones nacionales sobre el derecho de autor deben asegurar el mismo uso de la información en papel que en soporte electrónico.

No cabe duda, que durante siglos los libros impresos han constituido el soporte básico del conocimiento y su principal medio de almacenamiento y difusión. Pero es necesario reconocer que entre sus cualidades insuperables, existen también límites insuperables. Uno de ellos, es el de su condición estática, ya que una vez editados entrañan grandes dificultades para su actualización. Las publicaciones electrónicas han venido a paliar estas limitaciones ofreciendo nuevas posibilidades de búsqueda, recuperación y actualización de la información. En virtud de ello, hoy asistimos a un desarrollo inusitado de las publicaciones electrónicas. Otro de los límites del papel tiene que ver con el almacenamiento de la información con la exigencia de grandes cantidades de espacio para conservar los contenidos. El CD ROM, en cambio, permite la reunión de grandes cantidades de información en micro-espacios, gracias al desarrollo de técnicas de comprensión de datos que permiten la reducción del espacio ocupado por la imagen en movimiento. Pero esto no sería suficiente sino existieran software de acceso y de recuperación de la información que le permitan a los usuarios, reunir, intercalar, enlazar y relacionar datos e información de distintas fuentes a la vez, circulando así libre y potencialmente en función de sus intereses gracias al "hipertexto". Las primeras enciclopedias en CD-ROM únicamente reproducían la versión en papel y aunque utilizaban la posibilidad del hipertexto no alcanzaban la potencialidad gráfica de los sistemas multimedia que en cambio hoy ya disponen y, más aún, proliferan.

Por otra parte, si consideramos que el préstamo público es un recurso esencial para la cultura de una comunidad, la información en todas sus formas debe estar disponible para el préstamo. A pesar de que pueda pensarse lo contrario, favorece y asegura la promoción, circulación y consumo, en general, de productos y bienes culturales.

En tal sentido, no cabe duda que el servicio de consulta en CD ROM en la biblioteca contribuye a atraer nuevos usuarios, mejorar la imagen de la biblioteca, modificar los hábitos del usuario y el papel del profesional, y a motivar al usuario a realizar un número mayor de búsquedas y consultas bibliográficas. Las ventajas de su utilización en bibliotecas se basan en que no necesita apoyarse en redes telemáticas para su utilización. Los costos son bajos, y son fáciles de usar. Además, pueden utilizarse aisladamente o en red..

Todo ello nos indica que los CD ROM en las bibliotecas públicas populares pueden jugar un papel decisivo consiguiendo que estas bibliotecas comunitarias sean las que proporcionen información actualizada a toda la gente y abran múltiples puertas del conocimiento a la Sociedad de la Información, siendo además uno de los soportes, desde hace bastantes años, más actualizado para almacenar y difundir la información. En virtud de ello se está incrementando su presencia en obras de consulta y de referencia. Así vemos que lentamente se van abriendo nuevas líneas de expansión hacia temas enciclopédicos, sin hacer referencia a los impresos en papel, visitas guiadas por la historia, libros de imágenes para los más chicos, anuarios, ediciones resumidas de prensa, etc.

Aspiramos a bibliotecas que abarquen con sus servicios a toda la población, que cuenten con los servicios tradicionales bien organizados compartiéndolos con los más innovadores, con colecciones multimediales amplias e interesantes, con materiales procesados según las normas internacionales, con suficientes puestos de lectura, etc.

Con el fin de contribuir en tal sentido, la CONABIP distribuyó -junto a otros materiales- CD de Música Clásica (Colección Revista Clásica), de Pintores Rioplatenses (Pettorutti, Quinquela Martín y Figari) a 1000 bibliotecas populares.

Actualmente, todas las bibliotecas populares cuentan con CD ROM -aunque muchas en reducidas colecciones- y unas quinientas bibliotecas populares han incorporado el disco compacto entre sus fluidos servicios de consulta y préstamo.

Previamente, la CONABIP ha provisto a esas bibliotecas de computadoras con lector de CD ROM, conjuntamente con una docena de discos compactos de enciclopedias, atlas, historia, ciencias... a cada una de ellas.

Además, para 1999 se ha programado la adquisición y distribución a 500 bibliotecas de la red federal de bibliotecas populares que cuentan con los equipos apropiados para facilitar su uso, de una colección que incluye la siguiente temática: Enciclopedia Argentina, Música Clásica, Legislación, Atlas, Historia, Infoteca, Catálogo de libros argentinos, código de Correo, Coro Nacional, Compositores Argentinos para la juventud, Testimonios (Atahualpa Yupanqui), entre otros.

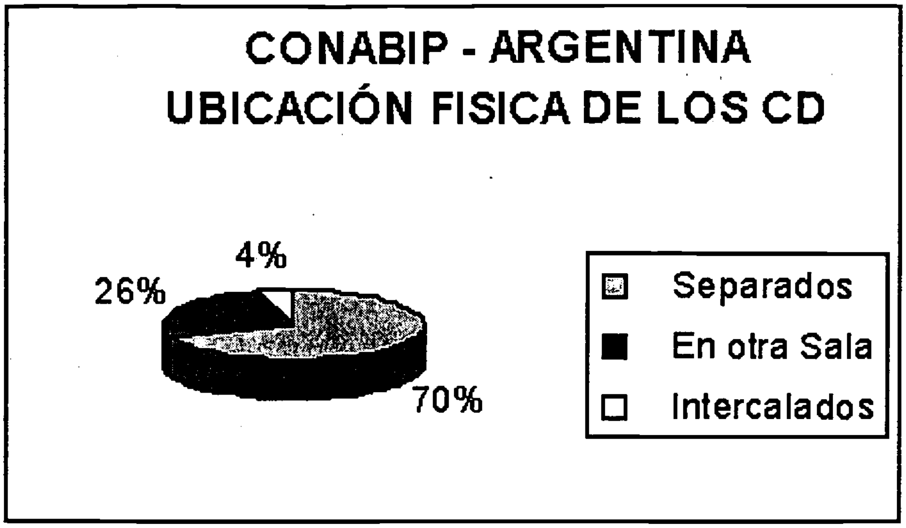
Cabe agregar, reafirmando algunos conceptos antes esbozados, que el apoyo a la presencia de estos materiales en este tipo de bibliotecas está orientado por los mismos principios igualitarios y democráticos y como un recurso novedoso de atracción de usuarios comunes a partir de priorizar CD con temas artísticos, folklóricos y populares. Así como se aspira, a la vez que se aporta, desde la CONABIP, a que a lo largo y ancho de nuestro país las bibliotecas populares cuenten con colecciones de libros actualizados y en los temas básicos, del mismo modo no se retacearán esfuerzos en colaborar para que tengan e incrementen nuevos soportes audiovisuales e informáticos. La idea guía es la de diseminar estos recursos, aunque sean pocos y básicos, en un número importante de bibliotecas populares, de modo que la mayoría de la población, especialmente la de escasos recursos, pueda tener acceso a dichos medios en estas instituciones educativo-culturales públicas, cercanas a sus domicilios, atendiendo a la necesidad de colaborar con la sociedad para evitar que estos recursos tecnológicos sean un elemento más de ensanchamiento de la brecha entre ricos y pobres, sino todo lo contrario, que se constituyan en la herramienta que necesita la humanidad para la construcción de una sociedad más justa y con mejor calidad de vida para todos sus integrantes.

Estamos convencidos de que las bibliotecas populares y el Organismo que presido, encargado de delinear y ejecutar las estrategias de apoyo a las mismas, deben hacer todos los esfuerzos para brindar cada vez más los servicios multimedia que incorporen el soporte en discos compactos. Es, como ya se dijo, un mediom contemporáneo en cierto sentido -por su bajo costo, liviano, poco espacio, y enorme disponibilidad de almacenaje de información -que resume en si toda la magnifica potencialidad de la tecnología en la denominada Sociedad de la Información. Sin duda, es el soporte -no sabemos si será alternativa- de imprescindible complementariedad del impreso en papel (libros, revistas, etc.) aunque su inclusión en los servicios bibliotecarios todavía sea rudimentaria y se encuentre en una etapa de plena experimentación, ya sea en los aspectos de generación y ampliación de las infraestructuras bibliotecarias (salas o espacios especiales, equipamiento, recursos humanos calificados) como en la diversificación y alcances de los servicios multimedia.

¿Qué son los "Retratos Sonoros"?

Durante 1998, la CONABIP distribuyó a mil bibliotecas populares la Colección de "Retratos Sonoros" (30 CD Plus de entrevistas y reportajes, imágenes y pequeños fragmentos interpretativos de la música o del canto, de los más importantes autores, cantores y compositores de la música popular de las diversas regiones culturales argentinas, junto a breves reseñas de la vida y la obra, intercaladas con la música). La colección de CD "Retratos Sonoros" -editada por Estudios Macondo- revela parte de la imaginería cultural argentina a través de un formato periodístico, producido por la destacada periodista radial Blanca Rébori en el marco de su programa de radio "Raíces". Este material multimedia es un verdadero tesoro de voces e imágenes del patrimonio cultural artístico musical de nuestro país, conteniendo en algunos casos los únicos o los últimos registros de estos prestigiosos artistas populares ya desaparecidos. El trabajo es, además, el resultado de la participación de antropólogos, historiadores, filósofos, sociólogos y músicos.

Este proyecto de apoyo de la CONABIP a las bibliotecas populares que incluye, a la vez, el apoyo a la edición de este tipo de material, está vigente con el propósito de que durante el presente año se continúe y amplíe con la incorporación de destacados representantes de la música ciudadana de Buenos Aires, (el tango, la milonga, etc.), y más aún, que en un futuro inmediato se multiplique esta iniciativa de recuperación de la memoria y la tradición oral de nuestro pueblo, plasmada en discos compactos, que aspiramos a que estén presentes en todas las bibliotecas populares y al alcance de todos.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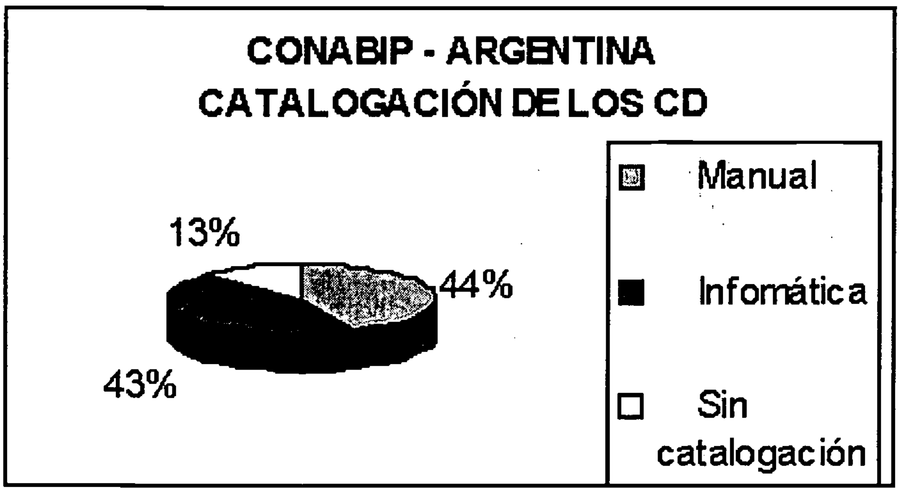
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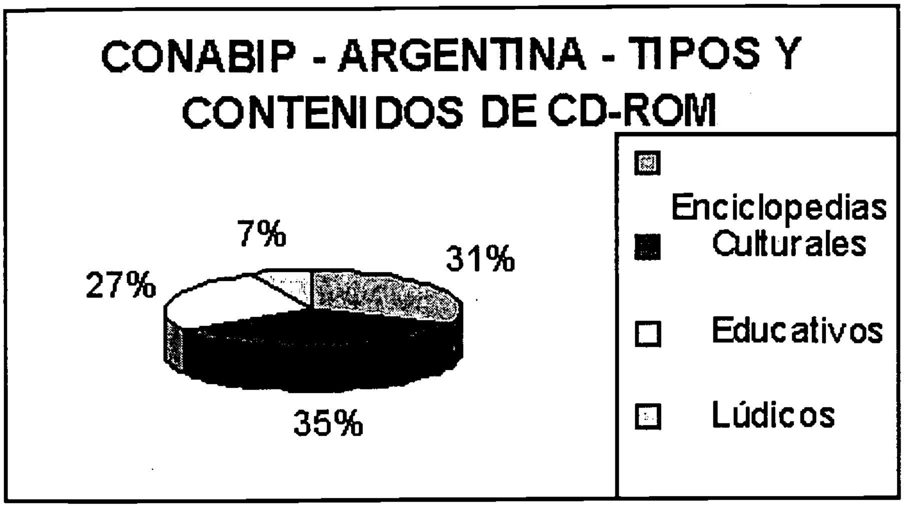
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Conference Proceedings

Code Number: 116-165(WS)-E
Division Number: I
Professional Group: University Libraries and other General Research Libraries: Workshop
Joint Meeting with: -
Meeting Number: 165
Simultaneous Interpretation: *No*

University of Melbourne Library Meeting the Challenges of Providing Information Literacy in a Networked Environment

Sabina Robertson
University of Melbourne Library
Melbourne, Australia

Paper

Introduction:

Among the many interpretations of the term information literacy, the American Library Association statement provides an authoritative description:

> To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate and use effectively the information needed...Ultimately information literate people are those who have learned how to learn. They know how to learn because they know how information is organised, how to find information, and how to use information in such away that others can learn from them. (cited in (Bruce 1997, p.27)).

While researchers and practitioners may debate the concept of information literacy, (Breivik and Gee 1989; Snavely and Cooper 1997; Walton, Day, and Edwards 1996), its importance to learning in the academic sector is not disputed.

Bruce states that:

> the changes in the world of information, which are present in the microcosm of scholarly community, need to be accounted for in both research and teaching-learning contexts. The aim is to ensure relevant and timely research outcomes and graduates who are able to contend with the world of information and

independently for the higher education community. (Bruce 1997, p.8)

At the University of Melbourne Library, librarians are developing an understanding of the meaning of information literacy. For some, however, information literacy is a term which can be interchanged with the terms bibliographic instruction (BI), library skills or library orientation programs. Changes in technology are altering the way in which our students and academic staff are accessing information. As discussed in Rader's article (Rader 1995) Desk top access, the immediacy of electronic information, the range of sources now available via the web and independence from traditional library services, require a different approach by librarians when designing library skills programs. In addition to the developments of information technology, the concept of life long learning is becoming a critical issue at our University. The librarians are charged with the design of library programs which are underpinned by the concept of information literacy.

The following paper outlines the University of Melbourne Library's response to the changing organisational environment and of realigning one of its services. Creating a new position Research Consultant is discussed in the context of change and the opportunities and challenges that the developing information technologies bring to the design and delivery of information literacy programs in a networked environment.

Background

The University of Melbourne is one of the oldest and one of the most prestigious universities in Australia. Its long held traditions, though, are being tested. The Vice Chancellor is determined that the University be well placed to take advantage of new opportunities that may develop through internationalisation of academic institutions and programs. Furthermore, the changes in government funding require universities to seek financial support from other sectors. This means increased competition among universities and other tertiary institutions.

As the Library is part of the University structure it is not immune to the change of priorities, funding difficulties and shift in service orientation. It was during this period of transition that the Vice Principal, Information (who heads Information Technology, Multimedia and the Library) took the opportunity to strategically align the Library with the Vice Chancellor's vision of a "superb campus-based research and teaching university". (University of Melbourne 1998, p.23)

The creation of a new position, Research Consultant, was designed in response to the concerns expressed by academics that the Library was not meeting the information or research needs of the postgraduate community. The Library had a credibility problem among certain sectors of the postgraduate and research community. Dramatic cuts in the serials budget, introduction of inter library loan fees, communication issues and few library skills programs designed specifically for postgraduate students fostered the view that the Library did not understand the information needs of postgraduates.

It was within this environment that the Vice Principal, Information sought out the Dean of the School of Graduate Studies (the School) and put forward a proposition that an experienced librarian based in the School may benefit the postgraduate community. The creation of the position was part of the Library's mission to ensure that its resources and services were strategically placed to meet the emerging research and information needs of the university community. The placement of the Research Consultant in the School indicated the Dean's commitment to collaborate with the Library in targeting its services and programs to postgraduate students.

The School of Graduate Studies

The Graduate Centre, established in 1994, provides a focal point for the 9,000- strong postgraduate student community. Computer labs, study rooms, meeting rooms, a Resource Room, Publishing Centre, carrels for writing up theses and a café/bistro are available for the postgraduate students. Co-managing the building are the School of Graduate Studies staff, the University of Melbourne Postgraduate Association (UMPA) Executive, and staff employed by UMPA. Although the roles of the groups may differ, commitment to excellence in research and quality support services is shared.

In the Australian context, the School holds a unique position. It is responsible for administering research higher degrees for PhD and Research Masters in Science and Engineering. In addition, the School plays a lead role in policy development, provides advice and information for supervisors and postgraduate coordinators, provides short skills programs and academic programs for postgraduate students, awards grants and plays a role in organizing cultural and social programs.

In 1998, the total enrolled student population was 34,443. Of this total, 26 per cent were postgraduate students (or 9,077 students). Within the postgraduate cohort, 6.75% or 613 were international students. The tables below illustrate the trends in full time postgraduate enrolments over a three-year period and the growth in international postgraduate student enrolments.

Table 1: Postgraduate Enrolments by Course Level and Mode 1996 - 1998

	1996				1997				1998			
Course Level	**Full time**	**Part time**	**Total**	**% of Total**	**Full time**	**Part time**	**Total**	**% of Total**	**Full time**	**Part time**	**Total**	**% of Total**
Higher Doctorates	30	77	107	1%	93	87	180	2%	133	84	217	2%
PhDs	1298	576	1874	21%	1311	669	1980	22%	1344	696	2040	22%
Masters (Research & Course)	677	2368	3045	33%	761	2608	3369	37%	784	2801	3585	39%
Other PGs (diplomas,etc)	838	3264	4102	45%	803	2815	3618	40%	780	2455	3235	36%
Total	**2843**	**6285**	**9128**	**100%**	**2968**	**6179**	**9147**	**100%**	**3041**	**6036**	**9077**	**100%**

**Figures supplied by The Academic Planning Support Unit, University of Melbourne*

Table 2: International Postgraduate Students by Country: 1997 - 1998

Country	**Year 1997**	**% of international enrolments**	**Year 1998**	**% of international enrolments**
Africa	30	5%	29	5%
Americas	27	5%	37	6%
Asia - total	344	61%	419	68%
Europe	33	6%	37	6%
Oceania	17	3%	27	4%
no information	111	20%	64	10%
Total	**562**	**100%**	**613**	**100%**

**Figures supplied by The Academic Planning Support Unit, University of Melbourne*

The position and key responsibilities

The role of the Research Consultant encompasses the following key elements:

- Provide high level, customer focussed support to postgraduate students.
- Coordinate the matching of postgraduate information needs with the appropriate Library service.
- Liaise with the University of Melbourne Postgraduate Association (UMPA) to ensure that research and information needs of postgraduates are met.
- Strengthen the communication between the Library and the School of Graduate Studies.
- Contribute to the international profile of the School.

It is now fifteen months since I started in the position. During this time I have delivered seminars, lab-based classes and individual consultations, and conducted workshops in country-based campuses to over 2,000 postgraduates. In the first six months of establishing my role, I spent time visiting faculties, getting to know the key players in the School and UMPA, meeting with library colleagues, and delivering basic skills classes for the postgraduate community.

Visiting academic departments provided valuable insights into the kind of support that was available to postgraduate students, which varied greatly even within faculties, and uneven awareness of the Library's resources and services. Often the visits generated requests for classes, and in some cases supervisors referred their students for individual consultations.

Developing links with the Postgraduate Association and staff of the Association resulted in increased involvement in their postgraduate programs, including residential workshops in country campuses. Close physical proximity to the Association is an important factor in maintaining a strong relationship.

GradFlash, a weekly electronic email bulletin provided by the School, has become an essential communication vehicle for me to advertise and promote new resources, trials of databases, updates on bibliographic software issues and library programs. At least 3,000 postgraduates subscribe to this service. Many postgraduates rely on the email service for information about scholarships, forthcoming programs, conferences and events. The service provides a sense of community which is particularly important for students living outside metropolitan Melbourne, who may at times feel isolated from university life.

The first library skills classes that I conducted, in my role as Research Consultant generated interest. But it was not until I had met students on an individual basis that I began to see common threads of concern and ways in which I might address those issues. Initially students who made appointments to see me and attended several of my classes were predominantly, mature aged students who were returning to study after many years. The new electronic environment overwhelmed these students. Many were frustrated with their inability to access their email, let alone search databases. Such concerns were not limited to a particular faculty intake but across most faculties - Economics & Commerce, Medicine, Arts and Education.

At a more fundamental level though, postgraduate students were seeking a staff member who was accessible, responsive to their queries, able to help them sort out basic technical issues and who empathised with their problems of being remote users. As I am an "on-campus remote user" (Cooper et al. 1998, p.43) I am dependent on the university network for access to the internally hosted databases and externally sourced databases. Demonstrating the ease-of-access to information to a postgraduate student who already lacks confidence in using databases becomes a "PR problem" when the system goes down. As I do not have access to the Library's vast printed reference and general collections, reliable access to the university network is crucial for me to carry out effective class instruction and individual consultations with postgraduate students.

My experience, then, of working in the School, has made me aware of technological barriers that impede a postgraduate student's seamless access to networked information, and the need for library staff to examine issues from a postgraduate perspective. Success of library programs is dependent on collaboration among library, IT staff and academics. Such a revelation, though, is not new. The literature over the past several years confirms my experience (Cooper et al. 1998; Herrington 1998; Sloan 1998; Walton, Day, and Edwards 1996).

Working towards Information literacy programs

Although there are difference in the interpretation of information literacy (Bruce 1997; Snavely and Cooper 1997; Walton, Day, and Edwards 1996), library practitioners are seizing the opportunity to work with colleagues, IT professionals and academic staff in developing programs that are more meaningful to the students. The sophistication and flexibility of the technology make it possible to design and deliver online instruction programs to students available at their time and point of need.

At the University of Melbourne early developments of online tutorials were primarily bibliographic instruction programs. One example of a web based bibliographic instruction tutorial is ***ARIADNE***. This was the first of the interactive web based programs which provided self-paced bibliographic and book and journal citation instruction to first year undergraduate Arts students. The project was the result of collaboration with the Multimedia Education Unit and the Faculty of Arts. This program is now being updated and its new format will cater to a wider student audience.

In response to the Vice Chancellor's vision for faculties to develop multimedia learning programs more academic staff are now involved in developing web-based courses. There is ongoing discussion as to how the courses will not only cater to the different learning styles but also encourage students to develop information literacy skills. These developments are an encouraging sign that the University is aware of the importance of equipping students with skills for life long learning. The involvement of librarians in curriculum design is important for long term survival of the Library. Two current examples of are library staff working in partnership with academics in developing web-based courses are the ***Researching History*** project and ***The Virtual Postgraduate Library: an Internet-based Interactive Research Site.***

The History Department, in collaboration with the Library is developing a web based interactive module for undergraduate students. The program, ***Researching History***, will be trialled in three history subjects: ***Historical Theory and Research, Hitler's Germany*** and ***Europe in the Age of Total War***. The program is designed to improve students' search strategies in the use of historical sources and correct use of citations. An important aspect of the project for the History Liaison Librarian is the opportunity to work with academics and IT specialists in developing a subject-based online learning package in which students gain information literacy skills. As a result of such collaboration the invaluable learning opportunities for the Library staff member concerned cannot be underestimated.

The Virtual Postgraduate Library: an Internet-based Interactive Research Site a collaborative venture with the Library, the Department of Criminology, Economics and Commerce Faculty and the School of Graduate Studies, is not part of an assessable subject like the ***Researching History*** project. The Project brief was based on experiences of a senior academic working with postgraduates undertaking research in the Department of Criminology and my experience of delivering library programs to postgraduates. It is our belief that information literacy is essential for postgraduate students, both in carrying out research at the university and developing life long evaluative skills.

In the Project submission the senior lecturer wrote:

> ..."Working with postgraduates, academics and library staff have found that some postgraduates have limited skills in identifying and obtaining relevant research materials, whether electronic or on paper, while other postgraduates waste time using inefficient search strategies. The problem is becoming more critical as

postgraduates are working under pressure to complete their candidature. The increasing complexity and array of electronic resources available via the Internet, further compounds the problem of postgraduates knowing which databases to use. This project will complement the Library's program of information literacy classes and the individual consultations for postgraduate students" (Tait 1999, p.3)

This project will develop an Internet based 'pathway' for students undertaking postgraduate studies in the disciplines of Criminology and Economics & Commerce. Features of ***The Virtual Postgraduate Library*** will include:

- A set of online guides and fact sheets for databases which will advise and direct students in the effective use of electronic resources. Library staff working in consultation with postgraduate students and academic staff in the disciplines of Economics & Commerce and Criminology will compile the guides.
- A system of interactive "mentors" to channel and respond to postgraduate enquiries. These mentors will list the answers to frequently asked questions, provide general tips/tutorials and host forums which will monitored by information librarians. Questions which are outside the expertise of librarians will be directed to the relevant department/individual. For example, issues relating to IT, setting up computers at home and off-site access will be referred to the Help Desk staff at ITS.
- 24-hour access to the full range of information resources available on the library web site. These may include, for example, incorporating password access to databases which currently require intervention of a library staff member to issue the needed password.
- Topic forums hosted by postgraduates writing theses will promote student-student dialogue.

In June two of members of the Project team carried out a survey via the Library's web site to determine postgraduates' information priorities. The questionnaire collected information about course enrollment, level of research, where students access the Internet, recent library activity, qualitative evaluations of recently used library web sites and usefulness of the proposed Project. The responses, while not significant numerically, revealed overwhelming support for improved online access to abstracting services and full text articles, library skill tutorials and web-based access to librarians. The feedback will be used to develop modules in priority of need as indicated by the survey results.

Conclusion

Advances in technology, the access to information from the desktop at time and point of need are changes that require librarians rethink their information literacy strategies. Universities are promulgating the notion of life long learning and the necessity for graduating students to be equipped with information and literacy skills. At the University of Melbourne librarians are coming to terms with the differences between information literacy and bibliographic instruction and library skills programs. The changes are reflected in the collaborative web based courses that are being developed.

Adapting to the changing demands and information needs of postgraduate students has made me aware of the importance for librarians to be seen as positive change agents in the academic community. The challenge is to keep pace with change and to provide needed support, whether in person or online.

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Library and information science distance education in Thailand in the next decade

Narumol Ruksasuk
University of Thailand, Thailand

Paper

1. Introduction

The concept of teaching library and information science at a distance has been adopted and practiced by many library schools in different parts of the world including Thailand. The advent of the Internet as a means of information access and distribution, and the explosive growth of the World Wide Web (Web) have transformed distance teaching from a broadcast mode to an interactive one. Although, there are many advantages to distance learning, up until now there have also been some criticisms and concerns. Those concerns include whether or not distance education is a suitable mode of education for library and information science, and whether the quality of media used matches the quality of in-class instruction.

Instructional system design model (ISD) is a systematic process that helps the instructional designer make decisions about the nature and scope of instruction. It is based on the premise that learning should be developed in accordance with orderly processes and have measurable outcomes. Even though, there are many ISD models, all of these models include the processes of analysis, design, development, implementation, and evaluation (Seels & Glasgow, 1996, p.1).

With the high advanced technology of telecommunication and limitations of the learners, distance education is expected to play a vital role in library and information science education. As a result, many library schools are seeking workable distance education systems for themselves. To succeed in teaching library and information science at a distance, the entire faculties and related people must get involved in the development of courses and curriculum for distance education. And to meet that target, they have to understand thoroughly the distance education system, and how ISD plays role in choosing suitable delivery systems that made the students achieve the required goals.

2. Distance Education

At least three reasons explain why many countries have found distance education to be a good way to disseminate education to all societies. They are: geographical isolation, social isolation, and disadvantaged groups. People may be geographically isolated because of distance, terrain, or undeveloped communication systems. Australia, for example, is 4,000 kilometres from north to south and equal distance from east to west. It has a population of less than 15 million people, living in isolated rural areas, who depend on distance education from their first year of school.

People can become socially isolated for a number of reasons. Mostly it is because they are disadvantaged in some way, financial, physical, emotional, or because of family circumstances. This is the group which distance education can help most. Some people lack confidence in their own ability to learn. One of the obvious manifestations of this lack of confidence is a reluctance to participate in face-to-face classes where they feel their shortcomings will be exposed. In fact, many people refuse to participate in an education program because of these very reasons. Distance teaching techniques enable people to undertake a course of study in privacy. Thus, they can learn at their own pace and take refuge in the fact that they can succeed or fail without being publically exposed. Many of these people, when they achieve success, and gain confidence, may elect to transfer to the face-to-face mode. In short, their introduction to education is obtained through distance education (Taylor, 1985, p.2).

Distance education is an educational system which emphasizes individualization of instruction and provides learning in a place or time different from that of the instructors or other students. It employs contemporary technological developments to deliver knowledge to students using new modalities. Its concept can be traced back more than a century. It appears to be closely related to the collateral concepts of distance teaching, distance learning, telecourse, home study, independent study, external study, open university, electronic university, and virtual classroom (Verduin & Clark, 1991, cited in Yenbamrung, 1992, p.15).

Historically, the geographic isolation of students from educational institutions has been the prime motivation for developing distance education programs. The early distance education systems relied primarily on printed materials for instruction. Correspondence courses have been the most common delivery method of course materials to distant students. In such courses, student/teacher interactions take place by mail or over the phone. Interaction of this sort lacks the immediacy and spontaneity of those in the face-to-face classroom.

With the advances in technology, a variety of technologies have been used as delivery systems to facilitate distance learning. Beginning in the 1960s, broadcast television became a medium for instructional delivery from a distance. Again, in this mode student interaction with faculty was usually limited to mail or telephone communication. In the 1980s, the establishment of the VCR as a household appliance provided students the freedom to attend class at their convenience either by recording a broadcast video or viewing a prepackaged videotape.

The development of synchronous (two-way, real time interactive) technologies, such as audio teleconferencing, audio graphics conferencing, and video conferencing allowed linking the learners and instructors who were geographically separated. In addition, the development of a time-delayed feature for asynchronous computer-mediated communications (CMC) facilitates co-operative group work among distance learners. The advent of the Internet as a means of information access and distribution and the concommitant explosive growth of the Web has now transformed distance teaching from a broadcast mode to an interactive mode. The Web, when combined with other network tools such as listservs, Usenet newsgroups, and video teleconferencing can create a virtual classroom to bring together a community of learners for interactive education.

The separation in time and place of teachers and learners does not imply that distance education is synonymous with all teaching and learning carried out over a distance. Distance education should not be the mere delivery, "at a distance," of classroom-based instruction. A verbatim transcript of a lecture circulated by post to students spread over the country does not constitute distance education. Information should be designed for a particular medium to best exploit its unique advantage (Mason & Kaye, 1990, p.15).

3. Web-based Instruction

Web-based Instruction (WBI) is defined broadly as any form of innovative approach for delivering instruction to a remote audience in which the World Wide Web is included as a tool (Relan & Gillani, 1997, p.41). Presently, several Web sites have been developed to provide learners with access to instructional resources from a distance. However, Hill (1996) noted that, most course-based or learning sites simply post course materials. In such instances, use of the Web falls far short of the potential this medium affords (p.75). According to Casey (1998), currently used Web models of learning can be identified as one of the followings:

1. *The Web as Source of Information:* This is the simplest use of the Web. It is used as a convenient place to store supporting information for traditionally offered courses. For example, for the university course which normally supplies students with various resources; printed lecture notes, assignment specifications, or practice exams which have been previously distributed in print form, students can use the Web to access sites for information required for assignments or projects. Therefore, it can be said that this model uses the Web only as a part of the learning process. Students still have a teacher in a formal classroom.

2. *The Web as Electronic Book:* Many institutions have moved to use the Web to present information in a more structured way. To use the Web, the information is structured to be used as a the teaching process. Therefore, students use the screen to read materials, activate multimedia demonstrations, take self-correcting quizzes or other activities. The course material is mostly factual information, which is to be learned from the Web page and any accompanying media. There is no interaction between teacher and the students through the Web.

3. *The Web as Teacher:* Some Web-based courses include some form of personal communication between students and other students via the use of email and perhaps chat rooms.

4. *The Web as a Communication Medium between Teacher and Students:* In this model, students learn from the teacher but "through" the Web and not "from" the Web. Thus, the Web not only presents structured information, but it also provides the communication medium for the necessary interaction. A model such as this aims to mirror a face-to-face learning environment, within which the students will be able to establish some form of human relationship with the teacher (p.52).

According to Reeves (1997), what is unique about WBI is not its rich mix of media features such as text, graphics, sound, animation, and video, nor its linkages to information resources around the globe, but the pedagogical dimensions that WBI can be designed to deliver (p.59). The aim of Web-based education must surely be to develop a model which will enable a relatively large proportion of the student population to learn relatively easily and successfully (Casey, 1998, p.51). To design effective WBI, the following seven important principles should be taken into account: motivating the learner; specifying what is to be learned; prompting the learner to recall and apply previous knowledge; providing new information; offering guidance and feedback; testing comprehension; and supplying enrichment or remediation (Ritchie & Hoffman, 1997, p.135-138).

1. *Motivating the Learner:* The use of graphics, color, animation, and sound can be used as stimuli to motivate learners. However, these techniques do not ensure motivating pages. WBI developers should also provide stimuli through inquiry arousal, in which learners encounter a problem, contradictory information, or mystery to be resolved. Other methods to increase motivation include establishing the value of what users are to learn such as linking the information to organizations, job position, or sites that include related topics. Increasing motivation can also be done by enhancing the learners' confidence in being able to complete their learning tasks such as linking the information to examples of completed projects or providing easy practice activities.

2. *Identifying What Is to be Learned:* In order to help learners achieve the goals set, it is necessary to let them know at the early stage of the course what their responsibility will be. With the tendency of users to free associate while Web "surfing," in which their attention maybe distracted from desired outcomes, it is important for Web-based instructional developers to help learners keep their instructional goals in mind. Listing outcomes or expectations as students access an instructional page is one method to help focus learners on expected outcomes. As a matter of fact, links to external sources may too easily allow learners to forget the purpose of the instruction. In order to reduce this tendency, designers should be judicious in including external links, only to those locations which offer strong support to the instruction.

3. *Reminding Learners of Past Knowledge:* To facilitate retention of information in long-term memory, learners must link the new information with related information already stored in long-term memory. Web pages have an advantage in that they are able to offer multiple links from a single location. Multiple links can help learners to link the new information with their existing information by identifying similarities, differences, or experiences between their existing knowledge structures and the to-be-learned information. In this way, students will more quickly grasp and assimilate the new information.

4. *Requiring Active Involvement:* For learning to take place, the learners must actively process and make sense of the information presented. In order to do so, the learners are required to develop an artifact of their learning. Eight strategies that can be employed to ensure that learners produce an artifact of their knowledge are requiring learners to compare, classify, induce, deduce, analyze errors, construct support, make abstractions, or analyze ideas that they encounter in the course of their Web activities.

5. *Providing Guidance and Feedback:* Guidance and feedback can be provided to users either when they explore the WBI or afterward. The provision of guidance and feedback can be conducted when users are required to make a choice among alternatives after an instruction. If these choices are designed to determine appropriate or inappropriate responses by the learners, pages linked to their answers can be used to either reinforce the correct response or explain an incorrect answer and guide the learners to a more appropriate answer. Another more complex method uses CGI (Common Gateway Interface) codes to provide learners with detailed information and alternative choices. With CGI scripts, information that students put into online text fields, buttons, or check boxes can be compared to answers in a database or text file. Feedback can give an in-depth explanation to students and active links will guide them to additional information. CGI scripts can also be written to capture variables from students, store them, and access this information later.

6. *Testing:* Learning needs to be assessed in order to ensure that students have obtained the desired knowledge. The assessment can be conducted through objective or subjective tests, or through development of products or artifacts of their learning. Online testing can be constructed with CGI scripts where information is gathered from students, compared to established criteria in text or database files, and assigned grades and/or other feedback.

7. *Providing Enrichment and Remediation:* The final step in most instructional programs is to provide learners with either remediation in areas where comprehension is lacking, or to extend

students' knowledge. Both CGI scripts and direct linking of pages can be used for these purposes.

As the information age evolves and technical advances make resources more accessible, the Web will be a viable medium to facilitate learning. WBI has the ability to provide rich learning environments in a global and interactive manner. WBI design requires thoughtful analysis and investigation of how to use the Web's potential in concert with instructional design principles. If these two forces can be integrated, it may produce a distributed, instructional medium with characteristics unlike previous methods of distance learning.

4. Interaction Needs in Distance Education

Interaction in educational settings has been analyzed in terms of "participant structures" (Levin, 1990, p.188). The importance of interactions is stressed in the literature. For example, Gilbert & Moore (1998), describe two contexts for interaction: the "social interaction" between two or more people about the learning material; and the "instructional interaction" between the individual and the learning material.

According to these investigators, instructional interactivity possesses factors related to both teacher control of content delivery and learner control of processes that relate to the presentation of and response to instructional content. As for social interaction, the interactivity between students and teachers and between students and students can sometimes have little to do with instructional learning, but can still help to create a positive or a negative learning atmosphere. These interactions also provide feedback to and from students about progress toward instructional objectives. Some types of social interaction can directly foster instructional interactions. For example, small-group discussions in a class might have high social interactivity at the same time that students are actively engaged in comparing opinions about content and objectives of key courses (p.30-31).

Zhang & Fulford (1994) noted that student perceptions of the efficacy of social interaction in a course can have significant effects on learning outcomes (p.63). Social interaction tends to have elements of mutuality, flexibility, and bi-directionality that are not as frequently found in purely instructional interaction; the participants in a social situation can start and stop, react, remain silent, etc., at will. According to Zhang (1998), social interaction among students becomes important when it is closely linked to learning objectives (p.11).

The degree to which learners require any form of encounter with a teacher will vary from none at all to a level that is critical for learning. Some learners have developed independent learning strategies, which may require little or no interaction with a teacher. Other learners require the motivation and structuring of learning that a teacher can provide. (Casey, 1998, p.53).

In a distance learning environment, a complaint often voiced by learners is that they feel isolated and unconnected. (Hill, 1996, p.76). According to Moore & Kearsley (1996), one important component that may influence student success in completing a distance education course is the degree of interaction that is provided and available. Hiltz (1994) found that when students were asked to advise faculty pertaining to the instructor's role in distance instruction, one basic principle emerged for establishing and maintaining a learning community by organizing the interaction. Specifically, instructors were urged to be flexible in their representations and activities, to provide frequent and directed questions and responses, to acknowledge comments made by students, and to provide periodic updates and reviews of discussions.

One of the goals in creating a distance learning environment is the desire to create a community of learners. The creation of a virtual community will add to the support needed in a distance learning environment to move it toward becoming an environment of learning. According to Dickinson & Willis (1996), WBI can facilitate important interactive activities between teacher and learner by creating *"Virtual" office hours and Learner-to-learner* *interaction.*

E-mail and newsgroups are some Internet methods that can hold virtual office hours. Desktop interactive video through the Internet is the technology that can allow real-time question and answer sessions. The Internet can also be used to increase learner-to-learner interaction. Learners can work on assignments and team projects together by using newsgroups for group discussions and email for working on questions or assignment that are not of interest to the whole class. Another advantage of this type of interaction for distance education is that the learners are often distributed over many time zones or have different job schedules, so the asynchronous nature of newsgroups and email allows an entire class to participate in discussions.

According to Hughes & Hewson (1998), at the minimum level of interaction, the WBI needs to support both teacher and learner access to the "content," which may be presented in text, graphic, or multimedia format. It allows teachers to publish the notices, lesson notes, readings, or tasks, as well as to provide a medium for learners to publish any material they want to contribute, either privately or to the class. This may take the form of accessible items, or simply, input to the ongoing discussions. Moreover, teachers need to initiate and guide discussions on particular issues that arise. To make the learning effective, these discussions may also need to be suspended at the time the teacher sets an activity, or asks a question. The tasks may be given to individual students or to the group to work collaboratively. The teacher can form small groups with appointed leaders to facilitate the task and then request feedback from each (p.49).

5. Instructional System Design (ISD) Model

Instructional system design (ISD) is the process of solving instructional problems by systematic analysis of the conditions of learning. ISD is based upon the concept that learning should be developed in an orderly processes and have measurable outcomes. To do this one makes decisions related to each step in the ISD process. ISD requires defining what is to be learned, planning an intervention that will help learning to occur, measuring learning to determine if objectives were met, and refining the intervention until objectives are met (Seels & Glasgow, 1996, p.1).

ISD procedures and their application have developed through practice and through research and expansion of theory. Many models of the ISD process have been developed. The Instructional Development Institutes (IDI) model for public school personnel was developed under the auspices of the U.S.Office of Education, and a number of scholars in the field such as Gagne, Briggs and Wager; Kemp, Morrison and Ross; and Dick and Carey, developed models (Seels & Glasgow, 1996, p.1). While there are numerous individual ISD models, it is possible to extract a single generic model from their common features. No matter what the individual configuration, all ISD models include the processes of analysis, design, development, implementation, and evaluation (Seels & Glasgow, 1996, p.4-9).

Analysis is the process of defining what is to be learned. There are three types of analyses: need analysis, task analysis, and instructional analysis. Need analysis is a method of determining whether the instruction is needed and how much it is needed. Task analysis starts after the problem and its solution have been defined. It covers defining the job or topic to be learned using the standardized techniques of task analysis. To conduct instructional analysis, the designer examines each task or content area to determine what the student has to know in order to perform this task or learn this content.

Information from the analysis phase forms the bases for the design phase. The design phase involves a search for the answers to these questions: What are the learning objectives? How will we know if they are met? What teaching strategies will best achieve the objectives? What combination of media and methods will be the most cost-effective?

In the development phase, the materials are authored, reviewed, produced, and validated. The activities carried out during development will depend on the instructional media to be produced. The question during production is: How will the materials look and sound? The physical features of the material are produced during this phase, and it is the designer's job to ensure that the principles of learning are incorporated into the materials as specified during the design phase. To fulfil the media requirement, the instructional designer may work closely with writers, film or video producers, director, actors and editors, artists and photographers, and computer programmers. Material development also involves a process of formative evaluation whereby the materials are tried out. Formative evaluation is used to identify weaknesses in the materials while they are being "formed" in order to correct these weaknesses. It answers: Do the materials teach? How do we improve them?

Implementation is the process of putting the instructional plan in a real teaching setting. The success of a course depends on whether it is implemented as intended. To ensure this, it is necessary to develop guidelines for administrators and teachers, to prepare them to carry out their instructional tasks, and to monitor course administration during the start-up phase. The question for the implementation phase is: Is the instructor ready to take responsibility for the course?

The evaluation phase aims at searching for the answers to questions: Have we solved the problem? What is the impact? What needs to change? This is regarded as summative evaluation and is intended to help the responsible institution assess the impact of new materials in a broader sense.

The essential objective of education is to change the learning behavior of students. The ISD model is designed for this. Thus, in teaching library and information science at a distance, the ISD model should be given careful consideration in the effort to develop a WBI to meet student's interaction needs. Repeated application of the principles of the ISD model should lead to optimization of the student interactions in a way that is satisfying to the students and faculty and does not diminish, and hopefully enhances, the learning outcomes. Furthermore, continued refinement and testing will bring valuable feedback from students themselves about what forms of interactions they find most effective.

6. Library and Information Science Distance Education

The history of distance education in library and information science education can be traced back to one year after Melvil Dewey opened the first formal program of library education at Columbia College. Correspondence study was one of the first types of distance education employed in this field. In 1888, Dewey urged Albany to develop correspondence courses in special library and small library services. The American Library Association Committee on Library Training recommended in 1903 that school and/or 'leading libraries' be authorized to offer correspondence work (Barron, 1990, p. 325).

Barron (1990), noted that Charles Williamson was the one who became enchanted with correspondence education in library science. In his famous reports of 1921 and 1923 submitted to the Carnegie Corporation, Williamson recommended that library schools adopt the correspondence method of instruction. Later, Williamson recommended that the Carnegie Corporation fund the development of a school in New York City that would be expected to develop correspondence study on a large scale and of high quality (p.326).

In 1923, the American Correspondence School of Librarianship was established under the direction of H.P. Gaylord at Syracuse. Later in 1928, it was transferred, with all its assets, goodwill and students to Columbia University (renamed from Columbia College). It was administered jointly by the School of Library Service and the Home Study Department, under the direction of Williamson, then director of the School and Libraries. The program was very popular with practising librarians and flourished until 1936 when Columbia abolished all correspondence study (Barron, 1990, p. 326). From the days of these initial efforts, library and information science educators have provided correspondence courses, sent faculty with courses and complete degree programs to satellite campuses within their states, and delivered degree programs to other states. Recently, telecommunications technology has been used to bridge the distance between students and schools.

Barron's survey (1993) indicates that all faculty who teach in ALA accredited program schools agree that distance education has the potential of being an important addition to traditional classroom delivery of instruction. The data also support the findings of a related study of curriculum committee chairpersons conducted in 1985. This study concluded that most faculty view distance education positively but are greatly concerned about the quality of the experience. Particular concerns include the lack of money to purchase hardware and courseware, the lack of available courseware, inadequate resources for distance students, the lack of faculty expertise with instructional media and technology, and the lack of rewards and incentives to encourage faculty to try new technologies and methods (p.195-197).

7. Library and Information Science Distance Education in Thailand

7.1 Library Education in Thailand

Library education in Thailand was first introduced at Chulalongkorn University in 1951 under the support of the Fulbright Foundation. At the beginning, it was just a training program, conducted by five American professors who offered a certificate in library science. In 1955, the Department of Library Science was established at the Faculty of Arts, Chulalongkorn University to offer a program for a diploma in library science (Atthakorn & Nandhivajrin, 1988).

At present, there are more than ten universities both private and public that offer programs in library science at a bachelor degree level and a master degree level. The universities that offer programs at a bachelor degree level include: Chulalongkorn Univeristy, Thammasat University, Chiang Mai University, Khon Khaen University, Prince Songkla University, Ramkamheang University, Silapakorn University, Mahasarakam University, Srinakarintharawirot-Songkla University, Sukhothai Thammathirat Open University, Burapa University, Rangsit University, The University of the Thai Chamber of Commerce, and Suranaree University of Technology. The universities that offers master degree are comprised of Chulalongkorn Univeristy, Thammasat University, Srinakharintharawirot-Prasarnmitr University, Ramkamheang University, Mahasarakam University, Chiang Mai University, Khon Khean University, Prince Songkla University, and Burapa University (Chutima, 1994, p.126-130). However, it appears that library education in Thailand is moving towards offering only the master's degree and the curriculum has been revised to include information studies (Premsmit, 1997, p.93).

7.2 Distance Learning Programs in Library and Information Science in Thailand

7.2.1 Sukhothai Thammathirat Open University (STOU)

Sukhothai Thammathirat Open University (STOU) founded in 1978, is the first university in Thailand to offer library and information science education via a distance education system. The program was set up by the School of Liberal Arts to offer the bachelor's degree and the certificate in 1989 and 1991 respectively. At the bachelor's degree level, there are two programs: General Information Science Program, and Office Information Science Program. The students of both programs have to take at least 22 courses (132 credits). Those courses include five General Foundation Courses, four Core Courses, eleven Area-Specific Courses, and two Free-Elective Courses (http://www.stou.ac.th/index.htm).

The objectives of information science programs are: 1) to enable students to store, retrieve, and handle information efficiently; 2) to disseminate knowledge on information storage, retrieval, and handling to information specialists and other interested persons; and 3) to promote studies and research in the field of information science (Sacchanand, 1996, p.193).

STOU has developed and integrated various instructional media into a distance teaching/learning system to help students study independently without having to enter a conventional classroom. The instructional media comprises *main media* (textbooks and workbooks which are mailed to students) and *supporting media* (audio-cassettes, radio and television programs in conjunction with printed course materials and other audio-visual aids).

Students also have the option of attending tutorials. The aim of the tutorials is to provide a face-to-face interaction between students and instructors. Tutorials run for three or five hours and are held on three weekends in each semester at local centers throughout the country.

Guidance and counselling are provided by STOU to help its students cope with their studies, particularly the problems involved in participating in distance education courses. This counselling is important for students new to this mode of study. It is provided by the university at local centers on orientation day, and also in subsequent tutorial sessions and at examination times.

Practical work is provided for students enrolling in the courses from the Schools of Public Health, Communication Arts, and Agricultural Extensions and Co-operatives. These sessions cover hands-on skills and job training. The Ministries of Public Health and Agriculture co-operate in the provision of facilities for their respective schools.

In case of the information science program, prior to graduation, students have to participate in the practical experience programs organized by the School of Liberal Arts . The objectives of this program are as follows: 1) to enable students to realize the importance of their professions; 2) to enable students to apply the principles and theories acquired through their studies to actual practice; 3) to provide students with additional experience they may be unable to get effectively through the distance education media; and 4) to provide students the opportunity of exchanging professional experiences.

These professional experience programs are practical activities, and students must take up residence at the University for four nights and five days. The participatory activities include: inviting resource persons to give speeches and answer questions to students related to the latest interesting issues in the field; discussing among the students, the issues about ethics for librarianship; and observing work procedures in The Office of Documentation Services and in the Office of Computer Services (Sacchanand, 1996, p.196).

Self-help groups are one type of activity organised by groups of students. These groups are generally set up as a student club and are located in their province or region. The purpose of these groups is to arrange extra support for the local students. This may involve running a tutorial using a local expert or someone from the university (Boondao, 1992, p.6).

To ensure that educational services reach students throughout the country, STOU provides "STOU Corner" which are library and education media service centers located in 75 provincial public libraries. These facilities have been arranged in co-operation with the Ministry of Education's Non-Formal Education Department. The corner acts as a repository and service center for different types of education media acquired and prepared by the Office of Documentation and Information, STOU. The purpose is to provide services which will be of benefit to students and the general public in local areas. Materials provided include teaching materials and exercises prepared by the University for use with different subjects, textbooks, reference books. The latter include books covering specific subjects of benefit to people residing in local areas, audio cassettes containing course materials as well as radio programs providing tutorials and educational counselling (Ruksasuk, 1992, p.85).

7.2.2 Ramkamhaeng University (RU)

Ramkamhaeng University (RU) was established in 1971 as an open university. It was designed as an "academic market"; i.e., admissions were not limited by qualifying exams, class attendance was not mandatory, and fees were kept low. The main instructional materials used for learning and teaching include textbooks, handbooks, and instructional sheets printed by the university press. The primary teaching method in use is the lecture method in either a regular classroom or a large lecture hall with closed-circuit television. Laboratory services and equipment are practical additional training facilities (Phornsuwan, 1997, p.125-131).

RU started distance learning system in 1995. Video-conference is used through THAI-COM satellite as an educational media. Video-tape cassettes, radio, and television are also employed. At present, the University offers programs for a bachelor degree level through the distance education system for students studying in six provinces namely: Uthaithani, Pare, Prachinburi, Annajchareon, NakornSrithammaraj, and NakornPanom. At the master degree level, it is offered to students studying is four provinces namely: Uthaithani, Prachinburi, Annajchareon, and NakornSrithammaraj (http://ram1.ru.ac.th/web/ru_it/it2.htm).

The Department of Library Science was set up after RU was founded. It has been attached to the Faculty of Arts and Social Sciences. The objectives of the Department are to: render the librarianship program for the management and practical work in the library; produce qualified librarians who can work in the library and information center effectively; and provide the library professional ethics.

At present, the Department offers library education programs at a bachelor degree level and a master degree level. Total required credits for both degrees for graduation are 144 and 48 credits respectively. Teaching in the Department involves classroom lectures and library practicum while radio and television programs are provided for distant students in the provinces (Phornsuwan, 1997, p.125-131).

7.2.3 Suraneree University of Technology (SUT)

Suranaree University of Technology (SUT), established in 1990, is the first state university with full autonomy with regard to governance. It is a government-supervised state university and has its own systems of financial, personnel, academic, and general administration customized to its characteristics and missions to ensure high operational efficiency as well as fulfilling international standards in its educational programs.

SUT uses the credit-hour system in designing its curricular program courses and the trimester system in its curricular program implementation. Thus, each school year consists of three terms each of 13 weeks in duration. All curricula conform to the standards set by the Ministry of University Affairs. The undergraduate curricula require 175 trimester-credit hours for completion. At present, the University offers bachelor degrees in three areas: Information Science, Agricultural Technology, and Engineering (8th Anniversary SUT Report).

The University employs two methods, with equal sharing of the total number of seats, for admission of first year students. The first method administered by the university, quota allocation, was originally for the northeastern region of the country only. The second method, administered by the Ministry of University Affairs, is the entrance examination procedure and is for qualified individuals nationwide. The quota allocation method does not require any examination and may be divided further into two categories, namely the school quota, applicable only to the lower part of the Northeast (Nakhon Ratchasima, Chaiyaphoom, Buriram, and Surin); and the province quota, applicable to remaining northeastern provinces. SUT completes the selection of quota students before the examination takes place. Thus, if the total number of quota selections is less than the prescribed total, SUT increases the examination admissions to compensate.

Library and Information Science program at SUT was provided in 1998 by School of

Information Technology, Institute of Social Technology. The objectives of the program are: 1) to educate and train the students to be competent in the field of information technology with both theory and practice, 2) to enable students to register as highly qualified and professional technologists; and 3) to train students to have skill and knowledge in technoware, skills in the technolgy concerned; humanware, general skills as human being in a modern society; infoware, skills in efficient of technology for information compilation and dissemination; and orgaware, skills in the setting up of suitable mechanism and systems for sustainable development. The teaching method employed is a traditional face-to-face classroom.

In the age of globalization, the aim of education is to manage life-long learning for all without limitations of time or space. SUT has developed the Borderless Education system by using information technology in the form of multimedia, combining distance interactive, computer assisted instruction, printed, and other electronic media, so that the learner may gain broad knowledge, and thus, participate in a virtual university. The system is being implemented by creating various courses in this format. Courses on Library and Information Science are also included in the plan.

8. Conclusion

Distance learning employs contemporary technological developments to deliver information to students using new modalities. In the last decade "distance" has expanded to include temporal as well as physical isolation. Today's distance learner may be an urban dweller with easy physical access to a college or university. The changing social fabric, with its increasing demand on individuals at work and decreasing support for individuals from the extended family, has made time a highly valued commodity in the society. Technology which allows individuals to shift activities or interactions to more convenient times such as VCRs, answering machines, and Email have become indispensable parts of people's life.

The distance education movement in the field of library and information science in many parts of the world including Thailand appears to have progressed slowly. During the past three decades, there appears to have been little research relating to the field of library and information science. Nonetheless, interest in distance education has increased recently. Many library and information science educators, as well as related professional associations, have addressed the topic of delivery of library and information science education to distant students through the use of telecommunications technologies.

As we move away from a broadcast mode of teaching and more toward on active interaction mode, it is a mistake to conclude that simply the installation of distance education classrooms is the prime ingredient for success in offering distance instruction. The transition is much more complex. In the next decade, distance learning classrooms require careful planning both in their technical capabilities and in their physical organization. Appropriate delivery vehicles need to be selected to match the levels of interaction expected. Teaching in such an environment requires a host of new instructional support personnel and technologies, as well as new approaches to teaching strategies (Besser, 1996, p.820). In distance instruction, the demands on the learner are greater. Rather than being a passive recipient, the student must transform himself or herself into an autonomous learner. At the same time, course content and design need to be mindful of the learning process.

The essential objective of education is to change the learning behavior of students. This can be accomplished by using the ISD model. Thus, the ISD model should be given careful consideration in effort to select and develop delivery systems of teaching library and information science at a distance.

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Meeting the needs of foreign student users in Chiang Mai University and Payap University libraries, Chiang Mai, Thailand

Tasana Saladyanant
Faculty of Humanities, Chiang Mai University
Chiang Mai, Thailand

Abstract

Chang Mai University and Payap University are the first public and private regional universities. The universities offer courses and programs to foreign students. The libraries, as information resources, provide materials mostly in Thai and English languages. Foreign students' problems and needs in using libraries are: the increasing number of books and journals in the English language; the up-to-datedness of those materials; the period of book lending; and the language problem.

Paper

Introduction

Chiang Mai is Thailand's principal northern city, about 700 km. from Bangkok, 310 metres above the sea level. It can be reached by car, train, and plane. The area covers 107 square km. It is located in a fertile valley, surrounded by ranges of mountains. The Ping River runs through the city and many streams run down from the mountains. The population of Chiang Mai is around 1.5 million. Chiang Mai used to be the capital of Lan Na Kingdom (Kingdom of One Million Rice Fields) founded in 1296 and independent. It was a cultural and trading centre until the invasion of theBurmese in 1556 and then becoming part of Northern Thai in 1775. Today Chiang Mai is the centre for education, economics, and tourism in Northern Thailand.

Chiang Mai University

Background

Chiang Mai University was the first regional university in Thailand, founded in 1964. Its philosophy is "The graduates train themselves" which means that the graduate of this university should always be training themselves to be well educated, well thinking, well practice, able to control themselves, man, and their work, with ethics and social consciousness. It is situated at the foot of the Suthep Mountain, 4 km. west from the centre of Chiang Mai city.

Area of Studies

Chiang Mai University provides 3 certificate programs; 85 undergraduate programs; and 113 graduate programs of which 10 programs lead to doctoral degrees, 79 programs lead to master degrees, and 24 programs lead to a graduate diploma. The above programs are run by 16 faculties, i.e. Faculties of Humanities; Education; Fine Arts; Social Sciences; Sciences, Engineering; Medicine; Agriculture; Dentistry; Pharmacy; Medical Science; Nursing; Agora-Industry; Veterinary Medicine; Business Administration; Economics; and a Graduate School.

Academic co-operation with foreign countries

Aiming to be international, the University has launched academic co-operation with many foreign institutions, running a number of joint programs, exchanges of students and faculty, and gives academic assistance to students from regional countries. International programs and short courses are offered to foreign students from USA, UK, Canada, Korea, Germany, the Republic of China, Laos, Africa, and Australia. The total number of Thai students in 1998 was 19,971. Foreign students at the undergraduate level totalled 37; at the graduate level - 144.

The University Libraries

The University has a central library and 16 faculty libraries, administered in a centralized system. The central library holds general collections, and includes a Northern Thai collection, while the faculty libraries hold special materials. The central library holdings are about 300,000 books, 560 journals, and 28 newspapers mostly in the Thai and English languages. Some in other languages such as French, German, Japanese are in the library of the Humanities Faculty which offers courses in these languages.

Facilities

Chiang Mai University provides :

1. An OPAC. Users can search for bibliographic information concerning the library using an OPAC system in the central library and faculty libraries.
2. CD-ROMs on agriculture, chemistry, energy, environment, food science, geology, life sciences, physics, social science, education and psychology.
3. On-line searching from foreign databases : DIALOG and BRS through the Technical Information Access Center, Ministry of Science, Technology and Environment. Full text can be acquired from the Center.
4. Index to Thai journals. Thai and English local newspapers; and the Royal Gazette. Foreign journals can be searched and ordered via the Internet from the Un-Cover Co.Ltd.

Services

The libraries offer reading service ; reference service ; circulation; inter-library loan; photo-copying; on-line searching; CD-ROM searching.

Staff Officers

46 professional and 157 non-professional.

The problems and needs of foreign students in using the libraries

1. The amount of material is limited, the students would like to have plenty of material to search.
2. The books are not up to date, the students need new books in every field.
3. Students whose native language is not English (e.g. Laos) have language problems with both Thai and English materials.

Payap University

Background

Payap University was founded in 1984. It became the first private higher educational institution in Thailand to achieve university status. It is established and administered by the Church of Christ in Thailand.The motto of the University is "Truth and Service". Students of Payap University learn to acquire knowledge, exhibit wisdom, think creatively, and appreciate self-development. The University has three campuses which cover about 200 acres altogether, all thecampuses are in Chiang Mai Province.

Accreditation and area of studies

Payap University is accredited by the Ministry of University Affairs. 5 Graduate and 25 undergraduate programs are offered in nine faculties, i.e. Humanities; Social Science; Business Management; Accountancy; Money and Banking; Nursing; Sciences; Law; Religion; and Economics.International programs include intensive Thai language study, a one or two term Thai Language and Culture Studies; intensive English Language Study, and various other cultural training programs and exchange.

Academic co-operation with foreign countries

Payap University co-operates in carrying out research; exchanges faculty and students with Australia, Japan, Canada, United Kingdom, and the USA. 41 Students in undergraduate and graduate programs are from Australia, China, India, Japan, Myanmar, Nepal, Singapore, Sweden, Turkey, United Kingdom and the USA. The Thai language courses are arranged in three levels, i.e. beginner, advanced beginner, and intermediate.

The University Library

Payap University Library was established in the same year as the University, including the libraries of the School of Nurses and the Faculty of Theology. The University's main library houses more than 100,000 books, 650 periodical and journals; and multi-media. The libraries offer: OPAC searching; circulation; books reserve; references services; library guidance; current awareness; audio-visual service; CD-ROM searching; interlibrary loan; photo-copying.

The problems that foreign student encounter in using the library

1) Library materials are mostly in Thai language. Materials in English language are not sufficient. 2) Some students have language problem in communicatiing with librarians. 3) Library publications are only provided in the Thai language. Foreign students cannot understand them. 4) The number of books that can be borrowed is too low for foreign students.

(They would like to be able to borrow more).

Conclusion

Foreign students at the Chiang Mai University and Payap University share common problems in using the library, i.e. 1) The amount of library material in English is too small, 2) books are not up to date, 3) the number of books that can be borrowed is not suffient, and 4) there is a language barrier. The problems of the limited quantity of books and journals in English is difficult to solve, due to the library budget, the exchange rate, and the price of foreign books. The problem of accessing current issues of journals can be solved by Internet searching. The number of books that can be borrowed could be flexible. The language problem, in addition to languagecourses, might be helped by the provision of a translation service.

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Reading habit promotion in ASEAN libraries

Somsong Sangkaeo
Library Activities Sub-section
National Library of Thailand
Bangkok, Thailand

Abstract

This paper describes the different activities that ASEAN Libraries have undertaken to promote reading by increasing awareness among thier people. Firstly, factors limiting reading habit in ASEAN Libraries have been approached. Secondly roles of local institutes or organizations in helping libraries conducting reading habit promotion have been acknowledged. Finally some suggestions on effective methods and successful programs of reading habit promotion by ASEAN Libraries have been collected.

Paper

Reading is important for every body in order to cope with new knowledge in the changing world of the technological age. The importance and necessity will hopefully continue to increase in the years to come. However, the number of those who know how to read but do not read enough is also increasing. There are still some people, young and old, who cannot get access to reading activities and reading programs at all and some people who are able to read do not get access to such activities and programs, but in a dissatisfactory degree of relationship. They neither have much initial interest nor lasting interest in books and reading. The reading habit has to be built up and promoted from an early age.

In many developing countries have been launching extensive literacy campaigns, in the sense of teaching people to write and to read. But knowledge of characters and reading technics alone are not sufficient to develop real reading societies. People should be motivated to read and informed how to utilze reading materials to improve their own personality and their social environment. In this context roles of nongovernment organizatins, governmnet sectors, libraries, school and family are very important for mutual cooperation to promote reading habits to readers, especially, the role of libraries is very important as libraries are very important institutions as information centers and life long educational agencies.

The ASEAN nations have by no doubt a challenge experiences in the field of promotion of reading habits. Therefore the paper has been emphasized on factors limiting reading habits in ASEAN, roles of organizations in reading promotion and effective methods and successful programs in reading habit promotion.

"Reading habit promotion" in the paper means behavior which express the likeness of reading of individual, which occur regulary of leisure reading approach, types of reading, tastes of reading, uses of library services viewing on what they have read fixing on objectives of reading. **ASEAN Libraries** in the paper are libraries from 6 countries : Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand.

I. Factor Limiting reading habits in ASEAN Libraries

There are 3 major factors that present hinder the promotion of reading, salient among them are as follwos :

1.1 We are not reading society but chatting society the background of learning through culture. The cultural habit of their people prefer to listening and chatting more than reading. Traditionally schorlars are the same time animated and narrated written words from books to illiterate through reading aloud, animated reading dramatization or even demonstration. They are well-known and appreciated because books are not so available in those countries. It was necessary because of the dificulty in learning alphabets and in acquiring reading skill where written or printed materials were scarce and treated as valuable objects. Traditional reading animators were elder members of the family, members of religious institutions, professionals or amateurs. The inherited cultural habit has been transmitted and obstacled to reading habit from generation to another. In short, at the present; thier societies still depend their own information rather than written one.

1.2 The management of 3 M's is still be crucial obstacles of old saga : man, money and management strategies.

- In sufficient libraries ; public libraries, school libraries or special libraries located in urben areas rather than rural areas.
- Insufficient or shortage collection of books and reading materials for public's use or students' use
- Insufficient or shortage educated library manpower.
- Limited budget, funding a bare minimum a collection resourees.

1.3 The lure of electronic media.

TV's potential effect on children's reading performance has become an issue of growing concern among education and often cited as a cause for the decline in reading if children spent amount of their viewing time only programs which entertain rather than educate.

II. Roles of local institutes or organizations in helping libraries conducting reading promotion.

The task of encouraging positive reading interest to foster a love for reading which will promote a reading culture and society is not an easy one. All parties concerned national institutes or private sectors should work together. All effort should be coordinated to achieve the goal.

2.1 Roles of family.

Parents are clearly important socialising agents. Parents who spend time reading to their children giving them the best possible start on the road to literacy. Many research studies have pointed out that the children who do best in literacy skills at school are those who come from homes where there are books, where their parents spend time reading to their children and where children see their parents and older siblings engage in reading activities.

Some creative suggetions for parents to forter reading habit to childern : *Read story books aloud, create a learning environment by setting up a mini reading corner and flood with reading materials, visit the library ; book shops, book-prize as gift.*

2.2 Roles of libraries, librarians, library programs.

Libraries are a means to stimulate and develop the reading interest the following is some strategies which libraries and libraries play important roles in promotion on reading.

1. The librarian should help develop among the reader's pleasant and positive attitude towards reading. The pleasant and positive attitude of the reader should be developed first before someone is able to automatically form the habit of reading and the loee for books

2. The principal function of the librarian is to serve to course of education formally or informally. When we think of the librarian's role on education, we think first of books and of what she does with books. Librarians have a responsibility and an opportunity to go out and tell the public what they have in their libraries and find out what they want to read, improve and keep improving the set-up of the library to encourage readers to stay and browse.

3. In any effective school library program, the librarian should have definitite responsibilities in certain areas of the curriculum and should have an active teaching role. But this role must always be coordinated with what is taking place in the classroom. With his wide knowledge of materials and techniques for using them, the librarian can make a strong partner in the planning and implementing of the educational enterprise.

4. Making the library attractive to public and schools

Some detail of activities has been collected at the third part of the paper.

2.3 Roles of Mass media

Radio, TV, neswpapers and magazines can help advertise reading projects, village libraries, seminars-training workshops, interviews of reading authorities / writers / teachers and organizations involved in the reading activities to promote reading, hence the help of these media personnel will be sought.

2.4 Roles of private and government sectors in helping Libraries conducting reading society.

The professional sectors or agencies play a great deal to elevate the standard of library and services through activities which aim to develop or to encourge activities of reading and writing those are : *The National Language and Literature Agency National Book Development Council Committee, Reading Association, Library Association, Writer's Association and P.E.N. International Club, Parent Teacher Association and Women's Association. etc.*

III. Effective Methods and some successful programs for Reading Habit Promotion in ASEAN Libraries.

Programs of activities are broadly categorized into 3 main groups : Those are **Book-based programing, Bringing books to public, and New format to promote reading :** *computer machine.*

3.1 Book-based programing

3.1.1 Make book available : *book lists*

The information contained in the list should be suffcient to allow for the books to be found in the library and a mere listing of authors and title will always need to be extended either by a brief descriptive note on each book to indicate its particular value or the arrangement of the list under headings which will give such an indication. Inclusion in the list should be selective,

3.1.2 Reading programs.

Reading programs provide on incentive to some children to read books which they might otherwise not try. The following are successful programs undertaken by ASEAN Libraries :

a. Reading Camp.

The program aimed at exposing the student to the various skill vis speed reading, information handing skill. Various activities with local writers and film show, slides show were carried out. Some times the Reading Camps were schedualed to coincide with the National Book.

b. Reading Contest

It is aimed to acelerate reading habit among young generation by the use of libraries is considered as potential one in the nation building. The contest material is a number of books on literature : prose and poetry, selected by the National Committees. The contest participant are required to develop and deliver some book abstracts.

c. Book Talk

A low cost-effective strategy with ability to reach a wide andience a possible is book talk. The schools held book talk and the book reporting sessions by librarians's cooperation. The talk has been done through talk-cum-slide by lbrarians for new coming books or orientation in the library ; book talk contest, or book abstract contest after book talk sesion.

d. Read aloud to children

If the child is too old enough to talk to, she is old enough to read too. Most critical task during these early stage is learning how to calm the child, not to bring it under control. By 9 months the child was able to response to the sight of certain books and convey to her parents that these were her favorite. By age 5 she had taught herself to read. Fairy tales offer us an excellent opportunity to introduce the child or class to comparative literature.

e. Creative poetry

The rules for retaining of developing love of poetry within children are : *read it aloud; read it often; keep it simple; keep it joyous or spooky (ghost) or exciting.* poetry sets an excellent medium for training the disciplines of listening and reading that are such integral parts of reading aloud program. It must be read word for word. "because it is bound by meter and trythm; every word and every syllable counts.

f. Picture Book

Star with picture books and build to storybooks and novel. Picture book can be read easily to children widely separate in age. Novels, however post a problem. If there are more than 2 years between the children, each child would benefit greatly if reading to her or him individually. Make sure the child can see the picture easily. In class, with the children in the back row can see the picture above the heads of the others.

g. Story hours

Story-telling is one of the easiest activities for the library to organize. Traditional tales or short stories of the same type and picture book are the easiest to use. Apart from these myths, legends, fairy tales, stories about animals, things which appeal to the sense of wonder and the senso of humor that stimulate the imagination of spirit of adventure are the most suitable.

3.1.3 Performance :

a. Dramatic Activities

Drama groups need careful organizing and adequate space. The approach is to outline a theme, based on a story or part of a book, which can then, by the cooperation of the children and the person in charge, be demonstrated in a dramatic form, each child undertaking and improving a role.

b. Puppets

Dramatic activity and craftwork can be combined in the making by the children of puppets, and their presentation of a performance based on a story or episode from a book. For both the puppeteers and audience of other children it will extend the awareness of the story and the book on which it has been based.

3.1.4 Craft activities

Craft activities can use both local traditional skill and a wide range of materials, many of which can be improvised from waste materials such as newspaper, disused packaging. cardboard and so on. The requirements are space and surfaces on which to work, a good collection of materials. The link with books can be twofold; the choice of themes from books, such as giants, prehistoric animals, or other features, and the use of books for instruction in methods and technics.

3.1.5 Competition : quiz

The quiz is aimed at encouraging students to read beyond their textbooks in school, promotion books as a source of information and promoting books themselves. Therefore it is necessary to decide precisely what the purpose of the quiz is in each competition. Book quiz can be done just for fun. They may be set at various level for under eights to elevens and over.

3.1.6 Activities for individual

Few libraries provide a wider range of educational games. However, where there is suitable accommodation, jigasaws, cardgames (particularly those linked to children's books and featuring book titles and characters and board games) may provide an additional attracrtion.

"Cognitive Games" are thinking game. It includes of language game which need no equipment or props only imagination and words. Some language games promote memory skill, some for listening and some are guessing games.

3.2. Bringing Books to Public

Here are some suggestion :

a. Prepare exhibit about book authors characteristics in novels or concepts retrieved from literature and or display maps of book shops libraries in the community.

b. Promote the production and distribution easy-to-read pamphet and low-price printed materials. These material informing what the public interest eg ; health or rural issues agriculture or animal breeding and encourage subscribing.

c. Collect oral and unprinted literature.

d. Set up book reader's group in villages of community. Do reading activities. Use books as a fundamental documents when news in newspaper, redio and TV. has been reported.

e. Encourage public to know books and book sources both reading and nonreading group.

3.3. New format to promote reading : computer machine.

As amount of information grows and as it become more easily and quickly available, there will be a need to teach individual strategies for both dealing with information and accessing the information available. More and more organizations, institutes and companies are putting their budget to computers, In the long run, the printed word will be converted to eletronic from this is high technology and opening the new arena of reading promotion. Those are collecting center for Audio-Visual and Computer-the based materials : Compact Disc Interaction (CDI) Compact Disc Read only memory (CDROM) audio.

Conclusion

This whole network of activities related to promotion of reading habits in ASEAN Libraries as cited above is a great task. It requires the cooperation of all concerned; but with all eyes focusecd on the same goal and imbued with the high spirit of service, success will not be that far. The journey may be long and difficult but the first step has to be made. This is a challeng, we are committed to accept.

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Canada's National Core Library Statistics Program: First Steps in Developing Key Performance Indicators

Alvin M. Schrader
University of Alberta
Edmonton, Alberta, Canada
E-mail: alvin.schrader@ualberta.ca

Abstract

Canada's National Core Library Statistics Program is designed to capture several key indicators of the broad impact on Canadian society of library services provided by the public, academic, and special library sectors. These impacts can be broadly organized into cultural and economic. Current indicators of cultural impact are question answering services, which numbered 82,000 inquiries per day in 1996 by Canadian library users, and collection use, numbering well over 1 million circulations daily in 1996. Other cultural indicators are library staff, library collection holdings, and service points. An aggregate indicator of economic impact is library expenditures, which totaled more than $1.4 billion in Canada in 1996. However, several important dimensions of library service are not captured at present in the National Core Library Statistics Program, in particular self-help use of electronic information. Given the multidimensional nature of library services and impacts, the challenge of articulating library value must be correspondingly multidimensional, standardized, and universal.

Paper

Introduction

The National Core Library Statistics Program was established to coordinate, collect, analyze, and report library statistics in Canada. It is a joint effort of the National Library of Canada and an advisory committee comprised of representatives of various library associations and agencies.

The first year of operation was 1995-96, during which 1994 statistics were collected. In 1997-98, 1995 statistics were similarly processed, and in 1998-99 the third year of the Program was completed covering 1996 statistics. Plans are underway to continue the Program for 1997.

The types of libraries currently included in the Program fall into three broadly defined sectors: public, academic, and special. School libraries have not been represented in the Program so far, although public libraries housed in schools are included.

In order to identify the effectiveness of libraries as Canada's primary access agency, the Program collects library statistics in 24 categories broadly grouped as follows:

- general information (institutional characteristics) - 6 questions
- services (information and circulation transactions) - 2 questions
- staff - 5 questions (4 questions in 1994 and 1995)
- collections - 3 questions
- interlibrary loan - 4 questions (8 questions in 1994 and 1995)
- expenditures - 4 questions.

Two versions of the database containing these statistics are available for public use. One version contains the 1996 data and the other contains the combined 1994-1995-1996 data for those libraries participating in all three years of the Program. Both versions are in the file format SPSS 8.0 for Windows. For reasons of confidentiality and anonymity, libraries are not identified by name in either of the publicly-available databases, but there is provision for a numeric library code that permits individual libraries to contact the National Library to verify their own institutional data.

The 1996 database reports information for 1,643 libraries in Canada. By type of library, the database represents

- 998 public libraries and 6 provincial and territorial libraries
- 208 academic libraries
- 430 special libraries
- 1 national library (the National Library of Canada).

The combined 1994-1995-1996 database reports information for 1,273 libraries, as follows:

- 906 public libraries and 5 provincial and territorial libraries
- 157 academic libraries
- 204 special libraries
- 1 national library (the National Library of Canada).

Library Patterns, 1996

The 1996 survey of the National Core Library Statistics Program shows that Canadian librarians and their staff in the public, academic, and special library sectors provided impressive cultural and economic benefits to the people of Canada. While many of these benefits are intangible and unmeasurable, the National Core Library Statistics Program was designed to capture several key indicators of the broad impact on Canadian society of library services provided by these three sectors.

One key indicator is question answering services. While many library services in public, academic, and special libraries are organized for self-help, Canadians also seek library staff assistance on a regular basis. In 1996, Canadian library users asked librarians and staff in these types of libraries more than 30 million questions, on average 2,000 inquiries per day every day of the year. This works out to at least one question asked of a librarian somewhere in Canada in 1996 by every woman, man, and school-aged child in the country. By far the greatest proportion of inquiries was addressed to public libraries, some 77%.

Another key indicator is library collection use. In general, Canadians show a high interest in the intellectual capital held by these libraries. In 1996, they borrowed well over 300 million publications (print and other materials) to satisfy their reading, viewing, listening, and other consultative needs. Approximately one million of these items were obtained through interlibrary loan arrangements. When on-site use of library holdings is also factored in (on the order of 50 to 150 million items), it is evident that Canadians are voracious and eager consumers of the cultural materials collected by librarians. (The Program does not collect statistics for on-site use of collections - the preceding range is an estimate based on unrelated research.)

On average, Canadians consulted well over one million library items per day in 1996. This works out to 12 or 13 publications annually or one item per month for every woman, man, and school-aged child in the nation. The annualized "turnover rate" in 1996 (the theoretical ratio of library items in use to library items in collections) was greater than one, when both off-site and in-library consultations are taken into account. The greatest proportion of borrowings by Canadian library users was from public libraries, 80%.

These question answering and collection services, along with other important library programs not captured in the National Core Library Statistics Program, came from an infrastructure investment in 1996 involving more than 25,000 library staff, 300 million publications, and 4,000 library service points operated by 1,600 institutions across the country.

A key indicator of the economic impact of libraries on Canadian society is library expenditures. Policy makers should take note of the economic purchasing power of Canadian librarians. In 1996, they spent more than $1.4 billion to provide library services in the three sectors comprising the National Core Library Statistics Program. Of this total, staffing accounted for almost $900 million and new collections for more than $300 million. Another $16 million was spent on capital projects and equipment to maintain and upgrade library service facilities across the country. Public libraries accounted for half of all expenditures.

Library sector analysis is one important approach to understanding Canadian library service activities, benefits, and impacts. This analysis shows that, of the three library sectors represented in the National Core Library Statistics Program in 1996, Canadians looked to public libraries more often than to any other type of library for their question answering and collection borrowing needs, 77% of all inquiries and 80% of all circulations. At the same time, public libraries accounted for only 54% of all library staff, 31% of all collection holdings, and 63% of all service points. In contrast, academic libraries had by far the largest collection infrastructure, 56% of all collection holdings, suggesting perhaps that they are organized for more self-assistance than are other sectors.

Jurisdictional analysis is another approach to service analysis and measurement. The most dramatic comparison here is between Ontario and Quebec libraries in the three sectors represented in the National Core Library Statistics Program in 1996. While Ontario accounted for 37% of the Canadian population represented in the Program in that year, the cultural and economic impact of its libraries on provincial residents was considerably higher: 52% of all inquiries; 41% of all circulation; 44% of all collection holdings; 45% of all library staff; 43% of all service points; 44% of all expenditures.

In contrast, Quebec libraries accounted for 25% of the Canadian population but their impact on provincial residents was considerably less:

7% of all inquiries; only 17% of all circulation and collection holdings; only 19% of all library staff; less than 8% of all service points; and only 21% of all expenditures. No other province or territory showed this much variance between population and library impact in either cultural or economic spheres.

Library Trends, 1994-1996

A third way of understanding the cultural and economic impact of Canadian libraries in the three sectors participating in the National Core Library Statistics Program is by means of trend analysis. A multi-year comparative approach cuts across both sector analysis and jurisdictional analysis to provide deeper descriptions of library activity and impact.

Over the three years of data collected for the Program, 1994 through 1996, patterns of library resources and use have not changed appreciably. Median inquiries increased 18% over the three years, from 2,200 per library in 1994 to 2,600 in 1996. Median circulation did not change over the three years, however, hovering around 21,000 items per library. Median library staff remained also relatively constant around 3.6 full-time equivalent employees per library. Median collection size increased from 23,000 items in 1994 to 25,000 in 1996, a 9% increase. Median service points remained constant at one per library.

Median library expenditures in 1994 and 1996 were virtually unchanged at $127,000 per library, but 1995 figures showed a median of $141,000.

There are, however, several caveats to these findings. The first is that only a subset of all libraries participating in the 1996 National Core Library Statistics Program also reported data in 1994 and 1995, some 77% or a total of 1,273 participants in all three years compared to 1,643 in 1996. Moreover, not all of these 1,273 libraries reported data for every survey variable, with omissions in key variables ranging from 7% failing to report total expenditures to 32% not reporting user inquiries.

Finally, a third caveat is that the statistical pattern represented in every one of the variables is extremely skewed, not only among the three library sectors but also within distinct types of libraries. So, for example, the overall mean number of library user inquiries in 1996 was 26,000, but the median was only 2,000 and the range was more than 2 million. Library circulation was similarly skewed, with a mean of 190,000 items, a median of 20,000 items, and a range of almost 11 million items. Skewed patterns mean that data averaging both across and within sectors can mislead: variances and subgroup patterns are hidden.

In recognition of these limitations and of others relating to methodology, median values were deemed to be more stable than means for comparison across the three years of the Program.

Conclusions

At the present time, the National Core Library Statistics Program does not include school libraries and as a result the picture of library benefits and impacts presented here is necessarily incomplete. In addition, it is incomplete because, even for the three sectors currently reported in the National Core Library Statistics Program, not all institutions participated.

It should also be noted that a number of library service dimensions of considerable magnitude are not captured in the measurements of benefits and impacts reported by the National Core Library Statistics Program. Notable among these are overall user satisfaction, on-site use of collections, library program attendance, library membership, personal visits and "virtual" visits, and self-help electronic information access including the use of networked and multimedia CD-ROMs, Internet web pages, and library catalogues both on-site and remote access.

While many of the electronic services were in their infancy in 1996, standardized and universal measurement data to describe their impact on Canadian culture and the economy will increase in importance as information technology becomes more and more pervasive in the delivery of library and information services and as the shift from ownership to access intensifies.

The ultimate challenges for both library policy makers and Canadian library users are, first, to articulate how they value libraries and, second, to develop persuasive methods of articulating that value. Of particular concern is the avoidance of reductionist impulses, such as the conflation of library inquiries and circulation data that produces an aggregate but oversimplified measure of library "activity." Given the multidimensional nature of library services, benefits, and impacts, the articulation of library value must be correspondingly multidimensional, standardized, and universal.

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Challenges in providing public library services in a multicultural and geographically remote area

Christine K. Scott-Smith
Guam Public Library System

Paper

BACKGROUND

Guam is the largest and southernmost island of the Mariana Island. Ferdinand Magellan landed on Guam in 1521 and Spain subsequently claimed the island in 1565. Guam became a U.S. possession and was placed under the administration of the U.S. Navy after the Spanish-American War in 1898. In 1950, after the enactment of the Organic Act, the island was placed under the civilian administration with a governor appointed by the President of the United States of America, under the consent of the Senate. The first election for Governor and Lieutenant Governor was held in November 1970. Guam elected its own executive and legislative branches of government then, and thereby increased its local autonomy.

Guamanians, although citizens of the United States through the enactment of the Organic Act in 1950, cannot vote in the national elections, and had no representation in the US Congress until November 1972, when Guam was authorized to elect a non-voting delegate to the U.S. House of Representative.

Over the years, the people of Guam have assumed direct responsibility for their island's political and economic future. A plebiscite on the issue of political status was held in September 1987. The people of Guam chose to pursue Commonwealth as their political relationship with the United States. The US Government never entertained the issue, and Guam remains a territory of the United States of America.

Guam has an area of 215 square miles and is located 6,000 miles to the west of the U.S. mainland. It is 3,700 miles west from the state of Hawaii.

Guam has a warm tropical climate year-round with temperatures ranging between 75 to 86 degrees Fahrenheit. May and June are the hottest months, with most rainfall occurring from July through October. The average precipitation is approximately 90 inches. Tradeswinds blow from the northwest during the dry season (December through April). Guam lies within the typhoon belt that stretches across the Western Pacific. While typhoons have their seasons, storms can occur at any time.

Guam, the westernmost territory of the United States, possesses the finest deep water harbor between Hawaii and the Philippines. With its strategic location and harbor, Guam has assumed an important role in American military activities.

The northern and central sections of Guam are more developed than the south. Housing subdivisions, tourist industry, and commerce are concentrated mainly in the central and northern areas. Therefore, approximately two thirds of Guam's population is concentrated in these two areas. According to the census conducted in 1990, the population of Guam is estimated to be 152,695 in 1996, and 156,221 in 1997. As of November 1996, the total number of military personnel stationed on Guam has dropped from 23,000 to 15,950.

The two official languages on Guam are English and Chamorro. Approximately 29% of the population speak these two languages. Guamanians of Chamorro decent comprised the majority of the population. The remaining minority group is composed of non-Chamorros that have entered Guam for various reasons from other parts of the world, including the U.S. mainland. The 1990 census indicates that approximately 37% of the civilian population on Guam is Chamorros or part Chamorros, 23% Filipinos, 15.5% Caucasians; the remaining population are comprised of Chinese, Koreans, Japanese, Vietnamese, and other Pacific islanders such as the Marshallese, the Kosraeans, the Yapese, the Pohnapeians, the Chuukese, the Palauans, the Kiribati, the Nauruans, the Woleaians, and the Mokilese, etc.

A Brief History of the Guam Public Library System

The first libraries on Guam were small collections of religious books kept by Spanish priests. Shortly after the United States Government occupied Guam in 1899, a library for the U.S. military personnel and their dependents was established. Library services to local people in the years before World War II was limited to a small collection of books set up in 1909 for teachers and a small circulating library organized in 1924. It was not until after the War, that a public library was established on Guam.

The Guam Public Library officially opened its doors on January 31, 1949 in Agaña, its capital. (To reflect the indigenous pronunciation, Agaña officially became Hagåtña in 1998). An initial collection of 13,000 books from deactivated Navy libraries and a donation from the Los Angeles Public Library was housed in two Quonset huts in the Plaza de España. A staff of three people (one head librarian and two part-time helpers) opened the library for only 20 hours a week. In June 1949, by an act of the Guam Congress, the library was named the Nieves M. Flores Memorial Library. The Nieves M. Flores Memorial Library moved from the Quonset huts into the current building in 1960.

Today, the Guam Public Library System is composed of a main library (the Nieves M. Flores Memorial Library) in Hagåtña, and five branch libraries located in the villages of Agat, Barrigada, Dededo, Merizo, Yona, and a bookmobile. The Guam Public Library system also provides service to the Department of Youth Affairs, and the Department of corrections.

The collections of the GPLS, including both print and non-print materials, total over 251,000 items. Story programs are offered for pre-school and school-aged children throughout the year on Saturday mornings in all six libraries. Summer Reading Program and Summer Art Program At Your Public Library for all ages are offered annually. From time to time, special programs such as Teen Read Week, Read Across America and National Library Week Activities are organized and During the school year, tours of the public libraries are arranged in cooperation with classroom teachers and other interested groups. Assistance is available to all public library patrons in the use of reference materials, CD-ROM's, Internet searching, and Guam Collection materials. Regional Interlibrary loan supplements GPLS's collection.

CHALLENGES

By far, the most inhibiting constraint confronting the GPLS and its progress is funding. All other challenges derive from this insufficiency of funds.

The economic conditions on Guam are not healthy at the present. The priorities for governmental expenditures are focused on public safety, utilities, health, tourism, and "education". Unfortunately, the public libraries on Guam, through the infinite wisdom of its leaders, are not considered as an educational agency. The library was separated from the Department of Education on August 6, 1954 by an act of the Second Guam Legislature. That legislation also provided the library an operational fund of $22,800.

GPLS is a Government of Guam's line agency. All budgets approved by the GPLS Board are submitted to the Governor's Office and the Bureau of Budget and Management Research. The Bureau has the responsibility to recommend the Governor for approval or disapproval of the budget. The Guam Legislature has the power to appropriate money for all the operations of the Government of Guam, including the libraries. Unfortunately, regardless of all the campaign promises during election time, GPLS (or education in general) is clearly at the lowest rung on any leader's ladder. Allotted budget for GPLS decreases every year. The current recommended FY 2000 Budget Cap for GPLS is $1,220,862 (plus $103,886 Federal funding from IMLS). The per capita for "Library Materials" is $.31.

The absence of professional librarians continues to be another challenge. There is no Master's degree program in Library and Information Science offered on Guam. All professional librarians must be recruited from off-island. According to the **CRITERIA FOR DETERMINING ADEQUACY OF PUBLIC LIBRARY SERVICES** set down by the GPLS Board, GPLS lacks at least ten professional librarians. A recent hiring freeze law passed by the 25th Legislature on Guam adds another hurdle to the long and rigid path for us to achieve our goals.

Lack of funding for traveling to professional meetings in the continental United States for staff development is yet another constraint.

Last, but not least, the library is located far from its source of supplies. All acquisitions must be done by mail or fax. Consequently, decisions on material selection, equipment and supplies must be based on written information, rather than first hand inspection. Every limited library supplies are available in the stores on island, there is no library supply vendors or book jobbers. Slow mail delivery and shipping causes lengthy delays in receipt of book orders, periodical subscriptions and supplies.

Other challenges include: natural disaster such as typhoons, accompanied by water and power outages; censorship; instilling the concept of "Service with a Smile" etc.

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Problems of development of the national Russian subject authority file

Irina Tsvetkova &
Julia Selivanova
National Library of Russia
St Petersburg
Russian Federation

Abstract

The report deals with the necessity for developing a National Subject Authority File in Russia. Basic approaches creating such a file creation are introduced. The history and main features of the National Library of Russia Subject Authority File are described. The report includes information on a number of projects being undertaken both in NLR and in Russia.

Paper

Problems of development of the National Russian Subject Authority File

In recent years Russian libraries have taken an active part in various regional, national and international projects and programmes concerned with questions of corporate cataloguing. The effectiveness of these projects and programmes is determined both by technical and software support, on the one hand, and by linguistic support, on the other hand. With regard to linguistic support, all common or compatible formats for data representation (bibliographic, authority, classification, etc.), as well as compatible means for subject access to that information are meant. We can say that in Russia the basic problems of representation and exchange of bibliographic and authority data are generally solved: Russian communication formats for bibliographic and authority data have been developed and are been inculcated. As for the second group of problems, i.e. the development of a compatible means for subject access, these problems remain to be resolved. There is a variety of types and kinds of subject access languages being in use by Russian libraries: UDC, LBC, different versions of subject heading languages (descriptor languages, etc.).

The most important problem for Russian libraries is the development of a common subject authority file and common subject indexing rules. The significance of this is determined by following: (1) subject headings language is closest to natural language and so is considered to be most convenient for the user, (2) subject headings language permits reaction to changes in the terminology and vocabulary of natural language more efficiently and effectively. A national subject headings file, once created could give all the Russian libraries the possibility:

- To distribute their bibliographic records and re-use information accumulated by other libraries;
- To create union catalogues on different levels;
- To publish joint bibliographies together with other libraries;
- To provide their users with unified access to information resources both in union catalogues and in other libraries.

An analysis of practices in the leading libraries of the world shows that we can speak about two main approaches to the development of national subject heading vocabularies and rules for subject indexing:

- Development of original national subject authority files and rules for subject indexing (Germany, Finland, Poland);
- Creation of national subject authority files on the basis of LCSH and adaptation of Manual for subject indexing of the Library of Congress.

Russian libraries have accumulated a rich experience in the field of theory and practice of subject indexing and subject catalogues. The first subject catalogues appeared in Russia at the end of the 17th century.

This experience could (and should) serve as a basis for development of an original national subject authority file. Such an approach will allow:

- The maintenance of national traditions;
- More effective and straightforward development, and less time- and effort-consuming than the adaptation of foreign lists of subject headings.

The problems of the development of a National Subject Authority File have been discussed at numerous conferences and seminars; in particular, the National Library of Russia holds annual seminars on the problems of the development of NSAF. these conferences have already become traditional. The resolution carried at the St Petersburg Seminar in 1998 states the role and significance of NLR as a central feature of national subject indexing. The decision was made to use NLR SAF as a basis for creating national SAF.

The first subject catalogue in NLR appeared in 1894, in the Philosophy Division of the Library. The history of the subject catalogue currently in use goes back to the end of the 1920s; at the same time as the creation of the list of subject headings (in card form). This list is an ancestor of the contemporary NLR SAF. By the end of 1990s the list of subject headings has evolved into a unique universal list of subject headings established and in use at the National Library of Russia (the former State Public Library), covering the main collections of NLR. It is significant that the list of subject headings was created for use in current cataloguing, and it was actualthe library collection which served as literary warrant for the headings.

In 1998 the list of subject headings was converted into machine-readable form. Currently, SAF includes more than a million headings in the following categories: personal and family names, corporate body names, geographical names, uniform titles, topical headings. In addition to subject headings the authority files includes "see" and "see also" references (the latter reflecting both hierarchical and associative relationships between headings), as well as notes, application instructions, associated LBC class numbers (first division) and other appropriate information.

The SAF is currently used in NLR for subject indexing of basic types of editions: monographs, collections, reference and bibliographic editions, periodicals and serials. p> NLR SAF is universal, its scope is the whole sphere of knowledge, various disciplines and fields of learning: natural sciences (biology, medicine, geology, geography, etc.); social sciences, economics, mathematics, physics, chemistry, astronomy, techniques and technology, culture and arts.

SAF is dynamic; it is being updated regularly. About 12,000 new records are created annually. While processing new acquisitions cataloguers submit proposals on creating new headings or changing the existing ones. These proposals are considered by the Authority Control team on a regular basis. It is anticipated that later, when creating National Subject Authority File, proposals for new subject headings and references will be contributed not only by NLR cataloguers but also by other bibliographic institutions, which carry out subject indexing as well (similar to the practice of Library of Congress).

The National Subject Authority File is constructed in accordance with the local format for authority data and distributed in the Russian communication format for authorities. Both the local and the communication formats are based on UNIMARC/Authorities and are fully compatible with it.

The project ofor the development of NSAF is connected with a number of other significant projects currently underway. First of all, there is the project for creating a machine-readable current national bibliography. The project is supposed to be realized under the agreement between three leading universal libraries of Russia - National Library of Russia, Russian State Library and Russian Book Chamber.

Another project worth mentioning is the project aimed on establishing correspondence between two systems of subject headings, namely NLR subject headings and LCSH. Successful realization of the project will permit some kind of table of correspondence or matching headings between the two systems. Possible benefits of such tables are as follows: (1) in conditions of shared cataloguing libraries could abandon their own indexing; it could decrease labour-intensiveness and increase efficiency of work; (2) cataloguers while processing acquisitions could use various databases to get missing data; (3) it would be possible to provide subject access to multilingual data bases.

We believe that corresponding terms in the two subject systems could be matched through frequency analysis of the co-occurrence of terms used while indexing the documents. For such an approach to be realized all the documents of the database being analyzed should be indexed with terms from both systems. In 1995 NLR commenced the automated processing of foreign acquisitions. All the records newly created are indexed with NLR subject headings. In 1996 the decision was made to index the database records not only with NLR SH, but also with LCSH, these headings being taken from CIP data.

Currently the database includes 63,000 records. More than 3,000 of them include LSCH. This allowed us to undertake the pilot analysis the results of which showed that such method could actually be used for matching between the two systems. To get reliable data we need more than 1,500,000 records to be analyzed. Work on this project is currently in progress.

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Development of library and information science periodicals in Asia, with emphasis on South Asia: problems and solutions

R. N. Sharma
Editor, Library Times International
West Virginia State College
West Virginia, USA

Abstract

During the present century, Asian countries have been very active in publishing books and journals in the field of library and information science. Journals have been published in English as well as in many vernacular languages. This paper deals with the development of Asian library journals, with an emphasis on South Asia. Japan was the first Asian country to publish a library journal, entitled Toshoken Zasshi, in 1907, followed by India in 1912. In 1972 China became the newest and the youngest nation to enter the publishing of library journals. During the last ninety-two years, many journals have been published from Asia, but many have ceased publication, for various reasons. As present, over two hundred journals are published in Asian countries. As recently as 1998, a new quarterly journal, entitled Ranganathan Research Bulletin, started publication in India. The paper discusses the coverage, quality of articles, readership, and subscription rates of various South Asian library journals. It also deals in brief with the success of Library Times International, edited by this author. Finally, a few suggestions are made to improve quality, circulation and coverage, and attract readership for all library journals in a timely manner through technology.

Paper

INTRODUCTION

Libraries have been part of the world, including South Asia, for centuries. Who can forget the

University of Taxila and Nalanda Libraries which flourished in India during the fifth and seventh century AD respectively? Nalanda University Library was the biggest in Asia during the seventh century and at its peak of reputation and international glory in the ninth century AD. These libraries had thousands of books and even hand-written manuscripts and other types of materials for the benefit of their users, including scholars from many Asian countries. It has not been established whether or not the Asian libraries during the ancient times had periodicals in their collections.

According to various dictionaries, a periodical is "a publication with a distinctive title which appears at stated or regular intervals ..." [1]. The birth of the first periodical took place on January 5, 1665, at Paris, France. On this historic day, the first scientific journal, entitled Journal des Scavans, was published. It was the creation of Denys de Sallo, who was a counsellor of the French Court of Parliament. The first issue of this journal had only twenty pages and included ten short articles, a few letters and notes [2]. It is a well known fact that the field of library and information science is relatively new in the modern world. The first library school in the world, known as the Columbia School of Library Economy, was opened by the late Melvil Dewey in the United States in 1887 at New York [3]. He was also the first editor of the Library Journal, which started publication in 1876 by R.R. Bowker from New York, and is still being published on a regular basis. The growth of journals in all fields of study was slow during the late nineteenth and early twentieth centuries but it picked up rapidly in the second half of the present century, including in the field of library and information science.

"Regardless of the publication medium, serials [periodicals] remain the key tool for scholarship and the primary source of current information and topical news in all fields of endeavor." [4]. According to the 37th edition of Ulrich's International Periodicals* Directory, about 157,173 serials were published in the world during 1998, including 1,600 journals in the field of library and information science and computer applications [5]. These figures include 110 journals published from Asia. According to my research, Asian countries publish over 200 journals in our field in English as well as in vernacular languages. Therefore, the information contained in Ulrich's International Periodicals Directory is not complete. Unfortunately, only 22 Asian titles have been abstracted in Library and Information Science Abstracts (LISA) [6], published in the UK, and Library Literature, published in New York, has only four titles published from Asia, and two Asian titles published in the UK and USA [7].

Japan took the lead in Asia by publishing in 1907 the first library journal, entitled Toshokan Zasshi, which is still being published on a regular basis. In 1912, India followed by publishing the first Indian library journal in English, entitled Library Miscellany. It was the brain-child of William Borden, an American librarian who was working in Baroda at the time. Unfortunately, Library Miscellany ceased publication in 1920 [8]. In 1916 Iyyanki Venkata Ramanayya started a publication in Telugu, entitled Granthalaya Sarvastvamu, which is still published on a regular basis [9].

China, known for inventing paper and having a long tradition of scholarship going back to 26 BC [10], was behind in publishing library literature. The most populous country in the modern world, China published its first journal in librarianship in 1972 in the Chinese language. The title of this journal is Tushu Gongzuo Tongsum (Book Services Newsletter). At present, 92 journals are published in China, including 62 journals in library science and 30 in information science, the majority in Chinese. In the view of Cheng, "there are 12 excellent journals of library science in China. They are the most representative core journals in library science research in China."[11] During the first half of the present century, about ten library journals were published in Asia. But during the second half, from 1950 to 1999, about 200 new journals started publication, including titles like Herald of Library Science, Pakistan Library Bulletin, and Eastern Librarian. Many good journals such as Modern Librarian and Indian Librarian ceased publication for various reasons, which will be discussed later in the paper. At present, Japan publishes 63 journals but only seven of them are in English

SOUTH ASIA

South Asia has a long history of excellent libraries dating back to the fourth century BC. This area includes Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka.

INDIA. The Republic of India is the largest country and occupies the major part of the South Asian region. India has the advantage over other Asian countries in publishing library journals in the English language because it has the largest English-speaking population in the world. It publishes 57 journals in the field of library and information science, a majority of them in English. According to my research, India is the leader in publishing journals in the field but only a handful of them are known and available outside India.

There are a few other good journals published in India, including the Bulletin of ILA (Indian Library Association). It was launched in 1933 when the ILA was formed, but it has changed its title many times. Professor P.N. Kaula started his own journal, entitled Herald of Library Science, in Varanasi in 1962 and it also has been published on a regular basis for the last 37 years. Prof. Kaula edits a few other journals, including International Information, Communication and Education; it is a multi-disciplinary journal, published semi-annually, and was launched in 1982. Granthalaya Vijnona, also published semi-annually, in Hindi, started publication in 1970 [12]. In 1998, Prof. Kaula launched another journal, Ranganathan Research Bulletin: Supplement to the Herald of Library Science. It is the only journal in Asia, rather I should say in the world, that is devoted exclusively to a particular school of thought in the field of library and information science. It seems that it will be an "effective medium to propagate Ranganathan's ideology and his school of thought." [13]. Other notable Indian journals in the field are: IASLIC Bulletin (1956-), International Library Movement (1979-), and Journal of Library and Information Science (1976-). In my view, one of the best Indian journals is Library Science with Slant to Documentation and Information Science. It was started by Ranganathan in 1964, and is a publication of the Sarada Ranganathan Endowment for Library Science in Bangalore. In addition, there are a few journals published in regional languages, including Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, and Telugu [14].

BANGLADESH. Bangladesh is situated in the northeast corner of the South Asian sub-continent. Before becoming an independent country in 1972, it was part of Pakistan from 1947 to 1972, and part of India until 1947, when the country was divided by the British at the time of independence. Bangladesh publishes only two journals in the field of library and information science. The Eastern Librarian is a publication of the Library Association of Bangladesh and has been published on a regular basis since 1966, though issues do not always appear on time. The last issue of this publication was a combined volume 20-22, published in the spring of 1998. A new journal was launched earlier this year in 1999: Bangladesh Journal of Library and Information Science. In addition, a few newsletters in Bangla are also published in Bangladesh, including Informatics.

BHUTAN is a small country in the Himalayan region between India and Tibet. The development of libraries and librarianship is still very limited. According to my information, no library journals are published from this country.

The *MALDIVES* is the smallest country in the region, south of India. It publishes no library and information science journals.

NEPAL is another small country, which divides India from China on the foothills of the Himalayas. There are no major publications reported in the field of librarianship, with the exception of an annual publication of the National Council for Science and Technology, which deals with libraries in the country.

PAKISTAN was created in 1947, when the British divided India in two regions at the time of independence. It is situated in the northwest of India. Pakistan has "1,500 libraries and 3,000 professional librarians . . . [and] six library schools." [15]. There were no major library journals in Pakistan until the Pakistan Library Association was founded in 1964. The Pakistan Library Bulletin, a quarterly journal, started publication in Karachi in 1968. At present, there are eleven journals and newsletters published in Pakistan, of which ten are in English and one in Urdu. It is possible that there may be a few journals published in regional languages such as Punjabi and Sindhi, but I am not aware of them.

SRI LANKA is an island to the southeast of the southernmost point of India in Tamil Nadu. It has a good working network of libraries and a few library schools. At present, four library journals are published in Sri Lanka. They are Sri Lanka Library Review, published semi-annually in English, and Journal of University Librarians Association of Sri Lanka, an annual publication in English, and two other quarterlies, which. are trilingual (Sinhalese, Tamil, and English).

A limited number of journals (ranging from one to four) are published in various other Asian countries in both English and regional languages. They include two each in English and Indonesian from Indonesia; one in English and three in Malay/English from Malaysia; four (in English) from the Philippines; three from Singapore; two from Korea; one in English and four from Taiwan (including one in English); two from Thailand; and four from Vietnam [16].

PROBLEMS AND SOLUTIONS

It is certainly good to know that Asia produces over 200 journals in the field of library and information science which includes over 70 journals from South Asia. I have been editor of Library Times International since 1984, and associate editor of International Leads since 1996. I have been interested in research, writing, and publishing since my high school days. At present, I read many library journals regularly to enhance my knowledge, and to see the quality of the library journals from an editor's viewpoint. I have examined a majority of South Asian and many other library journals for this paper. From an editor's view, I must say that there are many problems with Asian journals including South Asian journals which need immediate attention.

A majority of library journals in Asia, including South Asian countries, are published quarterly, a few semi-annually, a few yearly, and some even published irregularly. It is very disappointing that many journals do not appear on time. Sometimes a few issues, or even a few volumes, are combined. The editors are to be blamed for this unprofessionalism. They should know the importance of research and timely information needed by scholars, researchers, faculty members, librarians, students, and other users. A journal is a "primary means of scholarly communication . . . [it] offers authors and readers some advantages over the monograph: . . . [including] intensive study of very specific questions or aspects of large problems, and the timely publication of intended communication." [17]. Therefore, all library journals must be published on time for the benefit of interested users and readers.

The invention of printing in 1440 provided a new tool for sharing and communicating thoughts with others in a form which led to the birth of periodicals. Unfortunately, the paper used by a majority of publishers for printing library journals is of very poor quality. It becomes yellow within a few years. Maybe, it is not acid-free, thus shortening the life of paper. Therefore, it is very important to use an acid-free quality paper to preserve the writings of all scholars in every language of Asia including English, and to make microfilm copies of all important library journals.

Many articles in South Asian English-language journals are of very poor quality. First, writers do not make sense and write poor sentences. Many times there is no link between paragraphs. It seems that the editors are desperate to get articles and publish them in their journals without looking at their quality. They need to be edited properly, and good proofreading should be done before the final copy of any journal is approved for printing. Perhaps poor quality of the paper, poor writing and poor editing are the main reasons that these journals are not subscribed to by many libraries, and as a result they have small circulation. Even Ulrich's International

Periodicals Directory does not give circulation figures of many journals published from South Asia and other Asian countries [18].

Many editors have started their own journals in South Asia without proper planning, finances, and marketing. This has resulted in the premature death of many journals. A majority of the editors are part-time, without any proper help, which makes it very difficult to run a quality and profitable business. Even many library associations have part-time editors for their journals. It helps to have full-time staff for those journals and newsletters that appear monthly or more frequently. It is important to include only the best articles on important topics to attract more readers and subscribers. It is always good to have a few referees to read manuscripts and act on their advice. I would like to know how many manuscripts are rejected by editors.

Another problem with a few South Asian journals is that their foreign subscription rates are very high, with the exception of a few journals and newsletters from Sri Lanka, making it very difficult for Western countries to subscribe to them. It seems that editors and/or publishers want to become rich overnight without delivering the product on time and in many cases without the necessary quality in their publications. If the price is right and you have a quality journal, you will certainly attract more subscribers, and you will make more money, if that is your motive. Otherwise, subscription figures will not improve.

Excellent marketing of library journals is the key to success. I have been very active in the field of librarianship for over twenty-five years. During these years, I have not seen any letters or sample copies of journals from any editor or publisher from South Asia. I have not seen any advertisements for Asian journals in publications of South Asia and North America. It is very important to have a good plan to market a library journal. It should be done on a regular basis by advertising in various library journals, direct marketing by sending sample issues to prospective subscribers, distributing free copies to librarians at various regional and national conferences, calling people on the phone, hiring firms to do marketing for you, and even giving discounts to various subscription agencies to market and sell your publication

Another problem with a few publishers is that lost and damaged copies of their journals are never replaced free. Often even authors do not receive free copies of journals and/or offprints of their articles.

Times have changed due to the introduction of technology. Many journals are available in full text on various databases on the Web and on CD-ROM. It helps readers to do research much faster. But I have yet to see a South Asian journal on any North American database on the web and/or on CD-ROM. A majority of good South Asian and other Asian journals in the field of library and information science should be made available electronically as soon as possible for the benefit of researchers and other users. It will help in publicity also.

I have been an advocate of excellent service and quality journals. As editor of Library Times International since 1984, I believe we have succeeded because of our commitment to excellence, good marketing, and assistance from a team of 55 reporters. Our reporters from many countries, including a few from South Asia, send in their reports on a regular basis for every issue, our editors and staff work very hard to gather stories, and we publish each issue on time. We have subscribers in over sixty countries. We have heard only good comments from libraries and librarians. Everything is possible in the world with hard work, determination, and goals, and we know that the sky is the limit.

Not all western journals and newsletters are of top quality, but many of them have succeeded because of their excellent services, and publishing every issue on time with a few exceptions. There are 56 ALA-accredited library schools in Canada and the United States. I conducted a survey of the holdings of Asian library journals in their libraries. Only 32 schools responded by fax, mail, e-mail, and voice mail. Ten schools do not get any library journals from Asia. The University of Hawaii receives 54 journals, followed by the University of Illinois at

Urbana-Champaign (33), and University of Pittsburgh (28). Other schools subscribe to only a few journals. According to deans/librarians of these schools, budget is the main problem for not ordering any journals from Asia. A second reason is that there is no interest in the faculty or students to read these journals. Another reason mentioned was the Asian languages with which their students are not familiar [19]. A few librarians and library educators have even mentioned poor quality of journals, and others mentioned self-promotion by one editor of an Indian library journal. It is unfortunate that a majority of these schools do not offer any courses in Asian librarianship, comparative librarianship, or international librarianship to their students. The American Library Association with its 57,000 members is the largest and the oldest library association (founded in 1876) in the world. It has been advocating "Local Touch and Global Reach." How can it achieve this goal when a majority of the accredited schools in North America do not offer any courses in librarianship in Asia, where over two billion people live, and do not subscribe to Asian journals?

Martin Richardson, Journals Director of Oxford University Press, is of the opinion that "both authors and readers of learned journals are increasingly expecting their publishers to exploit the many advantages of on-line distribution. Important research can be disseminated faster, and relevant material can be found more precisely. But this will not happen if each publisher erects ring fences around their own portfolio of information." [20]. He added, "Clearly, there is a need for a 'one-stop shop' where all the major journals from whatever publishers can be searched and accessed without time-consuming visits to a succession of different websites [or journals] ... [Therefore, we should] maximize the exposure of our authors' research to the global community of academics, researchers, and practicing professionals." [21]. The publishers of Asian, including South Asian, library journals must work together and include their journals on major Website databases. It will give them more publicity, and their material will be used by many interested scholars, researchers, students, and others for their needs. If no action is taken by publishers and editors, they will be left behind in this race on the Information Superhighway of the twenty-first century.

A few more observations from an editor's point of view. As noted earlier, many journals do not appear on time. The same is true of abstracts and indexes. For example, Indian Library Science Abstracts, Guide to Indian Periodicals, and Index India are also published late. All journals, abstracts and indexes should be published on time for the benefit of researchers. All journals should also include an index for each volume and letters to the editor. Publishers may consider including a few advertisements from other publishers, booksellers, vendors, and subscription agencies; this may give their publications more visibility, increase subscriptions, and improve cash flow. Perhaps it is time for commercial publishers to take the responsibility and start publishing a few quality monthly library journals and newsletters in South Asia and other Asian countries. Excellent product and service should be the main concern of all editors and publishers. It will not hurt the editors and publishers to take a few courses in journalism and editing to enhance their knowledge. Even an internship with a leading journal and/or a newspaper would help present and future editors. There are many good books in the market on publishing including a new publication, entitled Journal Publishing [22], which can teach all of us a few important and basic principles of editing and publishing, which in the long run will benefit everyone.

Finally, we must keep in mind that journalism in librarianship covers local, regional, national, and international news and scholarship. Journals will continue to play a major role in dissemination of ... information [23] for a long time because they are indispensable. Therefore, we editors must present our quality publications in such a manner that they will have a positive impact on the field, and help every interested individual in the profession rather than only a few of us. Otherwise, we will not be successful in our efforts to improve the field of library and information science in the third millennium.

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Dinosaur or dynamic: exchange of art publications in the digital age

J. Margaret Shaw
National Gallery of Australia Research Library
Canberra, Australia

Paper

Until recently, it appeared that the structured exchange of art publications, particularly between museums, was firmly in place. In March, 1999, I carried out a survey on exchange between art museum libraries. The survey was distributed on ARLIS-L, the international art librarians discussion list and copies were faxed to a further 15 libraries. It contained 20 questions including questions about the effect of electronic publishing on exchange . The results confirmed that there are signs of cracks in the structure.

The environment is changing rapidly and art librarians must take account of the changes and incorporate them into their plans for the next 5 to 10 years.

Why do we have exchange programmes?

- To augment acquisitions funds , particularly for those with hard currency problems
- As a reliable way of ensuring acquisition of all publications from key partners
- As a reliable way of acquiring publications which may be invisible or elusive through commercial channels
- To place our own publications strategically in other libraries around the world.
- As part of our role as a public institution with a responsibility to increase access to our collections
- As a philanthropic gesture or, on the other hand, as a source of philanthropic donations
- In the digital environment, I would add another purpose: to ensure the survival of our publications.

What are the existing patterns of exchange between art museum libraries?

Some of the key factors in exchange were surveyed.

- **Exchange partners**
  Most libraries surveyed operate with more than one type of partner .
  79% work with a regular, profiled list of partners and only 11% with an un-profiled list; 32% work with a tiered list of partners, i.e. they send more to those who send more in return; 61%, including across all the previous groups, also operate one-off title-for-title exchanges.

- **Frequency of despatch**
  76% of libraries batch their publications for mailing with an average of 1-2 batches each year. Cost of postage and the number of publications available are the key factors setting the patterns.

- **Staffing**
  Staffing is a fairly complex question with a few libraries having a dedicated officer, some having the work spread over a number of positions and others including voluntary helpers in the exchange process. On average, none of the libraries surveyed appeared to allocate more than ca. 1 FTE member of staff to exchange.

  Exchange is a labour intensive process and the balance must be in the perceived benefit versus the cost. For libraries which can afford to purchase materials out-right, there are more cost-effective ways to use staff time if the acquisition aspects of exchange are the only factors being taken into account.

- **Automation**
  In 1991, the automation of exchange programmes was virtually non-existent. Today, 59% have automated their mailing lists and 35% have automated the listing of items sent or received to some degree.

- **Electronic formats**
  30% of the survey respondents came from museums which have published in digital formats. In most cases just 1 or 2 CD-Roms. Only 9% had actually distributed a CD-Rom on exchange although 50% were prepared to consider supply if / when they become available.

  Material published on line has not yet come into the exchange arena and only 44% gave mostly tentative acceptance to the possibility. Disturbingly few are collecting web information, even from their own institution but this is the subject for a different paper.

  Interestingly, and probably predictably, the willingness to receive electronic materials was higher, at 67%.

What are the possible threats to exchange?

- Imbalance in the number of publications being supplied has always been a problem for the larger players.
- Delay in distribution has always been a problem in exchange programmes. This is generally caused by the batching of materials for despatch.
- Occasional joint publishing between museums and commercial publishers has now become the norm for many museums, including mine.
- Travelling exhibitions but they appear to be increasing in number and in the number of venues they visit. In the exchange situation, who distributes the catalogues and to whom?

- Increasingly, publications sent on exchange have now to be purchased from ever reducing acquisitions funds.
- However, while all of these factors have caused varying degrees of disruption to the smooth flow of exchange, it is the effect of new publishing formats which I believe will have the greatest impact. I should like to look at just 2 formats CD-Rom and on-line publishing on the World Wide Web.

CD-Roms are currently enjoying rapidly increasing popularity as a publishing medium for museums. In some cases they take the place of an exhibition catalogue, more often of a hard-copy collection catalogue or as educational materials.

Only three libraries had included their CDs in their exchange distribution.

One of the problems raised by 3 respondents was that CDs are too expensive.

Of course, the successor to CD-Rom is already in the wings and technological shelf-life is an ever-present problem.

Web publications are a far more complex matter.

Art museums are taking to the web with fervour and there is no doubt that this is a very positive development in terms of remote access to collections and information about the collections; as a general source of information about activities; and as a means of facilitating contact with museum departments and staff.

However, in many museums there has been a parallel decline in the number of hard copy publications both because of the diversion of resources into the more glamorous digital agenda and because, for some forms of publication, the web is easier and cheaper. This includes the publication of the results of important research.

Of course, the standard of digital imaging is still far from satisfactory and I share the belief of many of my survey respondents that the beautiful art exhibition catalogue or monograph will be around for a long time yet. I cannot, however, accept the view that, because our readers prefer lovely hard copy catalogues, they will continue to be available at the same level of publishing as we have seen in the past.

We do have to come to terms with the fact that web publishing is increasing and is likely to continue to do so for a number of purposes.

- Information about particular works or artists
- Newsletters, calendars and annual reports are appearing on line. Scholarly journals are potential targets
- Exhibition catalogues and virtual exhibitions

What have the responses of librarians been to the place of web publications in the Exchange system?

There was a very small amount of activity by one or two more advanced libraries but generally the survey produced four groups of responses.

- Those who want to ignore web publishing. Their attitude is "My readers prefer books so that is what I shall continue to collect, to distribute and to accept."
- Those who envisage dropping exchange for all sorts of reasons, often with the prediction that it will probably cease to exist within a decade anyway.
- Those who do not themselves publish on the web and therefore considered the questions irrelevant. To me this is a view of exchange as a one-sided process.

- Those who do not yet publish on the web, or only in a limited way, but thought it was something that we should be considering.

What can we do/ should we be doing, in practical terms?

- Carry on regardless.
- Incorporate digital publications into our programmes.
- Use on-line methods of delivery to cut costs
- Rely on the continued, free, on-line availability of materials published on the Web.

Even if, as many of us hope, the superiority of hard copy publishing for highly illustrated art materials means that for many items the book format continues to thrive, the increasing irregularity of publishing patterns will continue to cause difficulties for exchange programmes.

In conclusion , a prediction

It would be cowardly to pose all these questions and not even hazard a guess at the answers. My guess is that over the next five years exchange will continue but with increased disruption to the standard patterns. Beyond this, it will either cease to exist or develop a very different pattern by the end of the next decade.

If it does survive:

- exchange will play a reduced role in the overall acquisition process;
- lists of partners will be shorter and much more carefully targeted;
- exchanges will tend to be between institutions of similar interests and size;
- automation will mean that procedures in general will be more streamlined;
- automation will permit much closer analysis of the balance of an exchange partnership with the recording of detailed financial balances between partners;
- individual digital format publications which cause fewer administrative problems will be included;
- inclusion of on-line publications will be limited to a small number of important publications which are unique and core to the continued study of a field;
- larger, better-resourced libraries will, for practical reasons, continue to drop out - although they may maintain philanthropic donor programmes.

Finally, the problem remains of what we put in its place, particularly for those for whom exchange has been crucial to their capacity to collect. My dream solution would be a world-wide, art museum virtual library into which we submit our quality on-line publications and from which they would be available to all other contributors on a continuing basis. The problems involved in doing this would take up at least a large sized hard-copy monograph. Realistically it is an impossible dream - but then twenty years ago how many of us would have predicted the World Wide Web as it is today?

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Macro and microenvironments at the British Library

Helen Shenton
Preservation Collection Management
British Library
London , England

Abstract

This paper describes the storage of the 12 million items which have just moved into the new British Library building. The specifications for the storage and environmental conditions for different types of library and archive material are explained. The varying environmental parameters for storage areas and public areas, including reading rooms and exhibition galleries, are described. An early assessment of the physical conditions in the new library building is made, reviewing the achieveability of the specifications in practice, together with an appraisal of the overall effect of the improvements to the macroenvironment on the collections.

In the second part, the microenvironments of enclosures used at the British Library are described. Comparisons of costs and the amount of practical protection afforded by different types of enclosures, from drop-back boxes to chit-su-type boxes to phase boxes, is made. The paper describes exemplar boxing projects in preparation for moving large quantities of material to a new building and projects to test an environmental specification using dataloggers within enclosures. It concludes with current work examining the possible use of vacuum packing and oxygen-free storage of, particularly, newspapers.

Paper

1. Macroenvironment

1.1 British Library Building at St Pancras

The new building for the British Library became fully functioning in the summer of 1999, when the last of the collections moved to the St Pancras site. The final stage comprised 200,000 monographs, 25,000 serial titles and 30 million patents of the Science Reference and Information Service (SRIS). Previously the Oriental and India Office Collections (OIOC), the Humanities, Philatelic, Music, Maps and Manuscripts collections moved from various locations around London into the new building over a two-year period. There has been a phased opening of the eleven reading rooms.

The controversial building designed by Sir Colin St John Wilson has opened to great acclaim, particularly for the light airy feel of the entrance hall and other public areas and for the use of natural materials such as brick, leather and travertine marble.

The building lies between Euston, St Pancras and Kings Cross railway stations and is in an area of North London due for regeneration. It is situated on a very busy, dirty six-lane main road. The building is approached across a wide piazza, under which are sited the main collection storage areas comprising four layers of basement.

The basements house 12 million volumes (approximately 6 million volumes remain off-site) in a variety of different types of storage depending on the different physical media and levels of security. The majority of printed books are shelved on mobile shelving (240 km out of 340 km of all the shelving is mobile) made of galvanised, polyester powder-coated, mild steel. Other physical formats, such as microfilm, sound recordings, maps, seals, scrolls, papyri, works of art and photographs have specific storage furniture, again made of inert material.

Whilst the majority of the collection at St Pancras is stored in the basements, material is also stored in the glass-fronted King's Tower housing King George III's library, and in other high security areas above ground including the exhibition galleries. In addition, reference material is on open access in the reading rooms. The amount on open access varies depending on the type of collection, for example, nearly 50% of SRIS material is on open access compared to 5% in Humanities. The collections are brought up from the basements and elsewhere to the reader by means of a Mechanical Book Handling System (MBHS) and the items are located and tracked by an Automated Book Request System (ABRS).

Throughout the building there is a fire alarm and detection system (FADS) with 4000 smoke detectors. The sprinkler system is a 'wet' pipe system. Inergen is used as a fire suppressant in the strong rooms and plant room. There is closed-circuit television and alarmed doors throughout the building. For emergency preparedness, in the basements there are freezers and vacuum packing machines, as well as salvage trolleys and salvage materials throughout the building.

1.2 Environmental parameters

One of the main reasons for building a new library was to improve the storage conditions of the collections. The majority had previously been housed in the British Museum which did not have air conditioning.

Particulate filtration levels are specified at 5 micron in the new building and atmospheric pollutant levels are monitored. A computer-controlled system maintains different lighting régimes within the building. Natural lighting is used extensively in the reading rooms augmented by artificial light. UV is excluded whenever possible. The specification for light levels in the reading rooms is 350 lux; in the storage areas is 50 lux. In the exhibition galleries fibre optic lighting of <50 lux or <200 lux is maintained, depending on the light sensitivity of the artefact on display. The galleries opened in April 1998 and the light levels are being monitored in the galleries as part of the rotation of objects. The environmental specifications are as follows.

	Relative Humidity	Temperature
Collection storage areas (basements and strong rooms)	50% ± 5%	170C ± 10C
Public areas, including Reading Rooms	50% ± 5%	210C ± 10C
Exhibition Galleries	50% ± 5%	190C ± 10C
Photographic store	45% ± 2.5%	150C ± 10C

1.3 Early assessment of achieveability of specifications

The Conservation Department has instigated weekly environmental monitoring using dataloggers to verify the BEMS system and check non-monitored areas. There are inevitable teething problems with the environmental control of the building for a number of reasons, ranging from non-exhaustive testing before occupation, to local plant being too powerful, to naturally evolving changes in use of parts of the building as its 1200 occupants moved in.

A conservator is responsible for monitoring the environment on all the BL sites. A weekly report is compiled, detailing which areas are within specification or if not, if they are within specified outer bounds, or if they are outside even the outer bounds. The outer bounds are a pragmatic approach to the environment in that whilst the highest standards are aspired to, it is recognised that in a new building this is not necessarily achievable immediately at all times and therefore the amount by which the environment is outside its specification carries different degrees of risk. Currently, the environment is within the specification for 60% of the time, within the outer band for 39% and outside that for 1% of the time.

In the exhibition galleries the cases, made by Glasbau-Hahn, have individual air conditioning separate from the general environment in the exhibition area. There are 5-10 air changes an hour. The original specification was 170C ± 10C, 50% ± RH 5% inside the cases and 210C ± 10C, 55% ± 5% in the gallery for the comfort of the visitors. For a variety of reasons this proved very difficult to achieve, not least because when the books, manuscripts, and other artefacts were put into the empty cases the bulk of the organic material had a buffering effect, it is thought, leading to greater fluctuations in temperature and humidity. A compromise of 190C ± 10 C, 50% RH ± 5% RH is now in place both inside and outside the cases. There have not been any complaints from the public about the lower temperature. The cases are monitored by the BEMS system and double-checked with dataloggers. If the environment goes outside the outer bound, which is specified as < 40% or > 60% RH, < 160C or > 220 C the public vacate the areas while the problem is solved. The lighting in the exhibition area is being logged, using Lux bugs (Hanwell Instruments) to calculate the cumulative light exposure of artefacts to help decide when to rotate them.

1.4 Appraisal of overall effects to macroenvironment of collections

The new building has undoubtedly led to great improvements in the macroenvironment in which the British Library's collections are held. The need to measure the impact of that environmental improvement on the rate of deterioration will be a future challenge. For the BL's library and archival collections, the methodology using isoperms, or adaptation of the time weighted preservation index' used for photographs are possibilities.

2. Microenvironment

2.1 Enclosures - boxes

The British Library uses a variety of different types of microenvironments whether boxes, enclosures, folders or envelopes made from a variety of materials. For boxes it mainly uses drop-back boxes made of archival millboard covered with archival buckram (acrylic coated) and lined with archival paper; 'phase' boxes made of archival manilla tied with a button and tie, and a conservation adaptation of the wraparound, folded case (based on chit-su and tao boxes), made of archival mountboard, covered with a cotton cloth, lined with archival paper and held with bone toggles. Flap-case folders and envelopes (both of archival manilla and inert polyester) are used; slip cases are not used.

There are many different considerations which dictate which type of enclosure is chosen, some economic, some practical, some aesthetic. The comparative costs of the three main types of box are shown in table 1. The different types of boxes give different degrees of protection to the items inside and will endure different amounts of handling. The drop-back box is the most robust. The 'phase' box, developed by Christopher Clarkson at the Bodleian Library at Oxford, is so-called because it is regarded as the first phase of a book's conservation treatment. In reality it is often the only treatment a book will receive. Phase boxes can be bought as ready-scored flat packs which can be made up by anyone, not necessarily a conservator. However they are not available in an infinite number of sizes and so the box may need to be packed out to accommodate the volume snugly. Phase boxes can be made by hand, using a hand- or hydraulic creaser to fit an individual item and take about 35 minutes to make. There are now computer-operated machines which make phase boxes and take about 6 minutes. For example, the National Library of Scotland and the British Library have a Kasemaka Box and envelope making machine (CXD KM503). The comparative costs for the different sorts of phase boxes are shown in table 2. These machines can potentially be programmed for cutting mounts and it may be possible to develop them for making cradles for book display.

A third type of box used at the British Library is a conservation adaptation of the wraparound, folded case, of the Japanese chit-su and Chinese tao boxes. This is used almost exclusively for stab-sewn, limp paper, often multi-volumed oriental bindings.

2.2 Boxing projects

At the British Library improvements to the microenvironment of individual items is often done on a project basis. In particular there were many boxing projects before the moves into the new building, not only to minimise risk of damage during transit, but to improve storage and handling once on the new site. For example, all the palm-leaf manuscripts which are particularly vulnerable were boxed prior to being moved.

Since moving to the new building the opportunity has been taken to examine work practices, organisation and treatment. So, for example, the six furbishers have become the Collection Care Section, dealing with a wide range of preventive conservation and maintenance including cleaning, immediate repairs and box making. They have just changed from making boxes by hand to operating the Kasemake machine. Given the scale of the conservation need at the British Library the work is carried out on a project basis. For example, a large collection of 10,000 unbound European manuscripts in the Oriental Collection are particularly vulnerable when being transported from the storage area to the reading rooms and their treatment was conceived as a project. Examination of the treatment options, ranging from microfilming to fasciculing to encapsulation to binding to boxing, determined that the latter was the best option both from curatorial and storage points of view.

2.4 Interaction of macro- and micro environment.

It is very simplistic to divide storage neatly into macroenvironment and microenvironment as the two are obviously interconnected. Sometimes the one will be used to combat problems with the other. In the new British Library building, the environmental specification of photographs in the Oriental Photographic Store was proving difficult to achieve (150C ±10C, 45% ± 2.5%RH,). Therefore as an interim measure dataloggers were placed inside the store, inside an empty box, and inside a drop-back box which already had photographs in it and the results were compared. The environment within the boxes was stable, compared to the cycling pattern outside. As an interim solution therefore, the photographs will be boxed to create microenvironments until the macroenvironment of the store is solved.

3. Future developments

Macroenvironment and microenvironments are only part of the care of the collection. At the British Library all the elements which affect the storage are being formulated into 'Levels of Collection Care'. This is adapted from the UK's Museums and Galleries Commission Levels of Collection Care which define basic, good and best practice in terms of handling, etc. In that the British Library still has a number of stores both within London and in the North of England which are not to the highest standards of the new building, the aim is to ensure that everything is at least at a basic level of care.

In the area of microenvironment the British Library is looking into the use of an anoxic (oxygen-free) environment for storage of some parts of the collection. Work at the University of Cambridge suggests this is also useful for magnetic tape. Vacuum-packing of newspapers has already been used in libraries (such as the State Library of New South Wales) but anoxic storage would involve introducing oxygen scavengers and oxygen-level indicators. This is being investigated as part of a large project to preserve the newspaper collection, and might be used for storing newspapers in poor condition which have been microfilmed. The use of newly developed materials such as Microchamber paper and board, which absorb pollutant offgassing, is also being looked into as part of this project, as well as the use of acid scavengers. In addition, vacuum packing is being investigated as a technique for accelerated drying of water damaged items in the event of a flood.

Table 1 comparison of boxing costs

Box type	Price
Drop-back box	£50.00
'Chit-su'-type box	£50.00
Phase box - see table 2	£4.50-£12.77

Table 2 comparison of phase box costs

Phase box	Price
Inhouse - hand made	£11.45
Inhouse - boxing-making machine	£4.50
External	£12.77

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South Asia in the Global Electronic Village: Issues and Implications

Jagtar Singh
Department of Library & Information Science
Punjabi University
Patiala, India
E-mail: jagtar@pbi.ernet.in

Paper

The Internet and its Impact

The Internet is an amazing development of our times based on the convergence of the computer and the communication technologies. The traditional constraints of space and time are no more there and the whole world is almost becoming a global electronic village. The developments in computer and communication technologies have made a significant impact on libraries and scholarly communication. Now it is possible to communicate from a networked workstation with anyone across the globe as well as have real time access to digital documents. Hypermedia and multimedia are other significant developments of our times. International collaboration is now possible in teaching, learning, publishing, and resource sharing via various networks. The Internet-based resources and services, such as e-mail, ftp, http, bulletin boards, mailing lists, scholarly discussion lists, computer conferences, electronic journals, digital databases, various browsers and search engines have a strong potential to provide massive access to one and all. In fact, the interactivity and interoperatability of many of these networks and services must be integrated into our professional education and practice for value addition at every level.

Paradigm shift and globalization

There is a shift away from stand alone libraries to library and information networks. More and more people are talking of 'hybrid library'. 'Balance' between the print-based publications and digital documents has become a buzzword. There is a paradigm shift from ownership to access; just-in-case to just-in-time ; print-based publications to digital documents; stand alone libraries to networked systems; intermediary model to end-user model, command-based systems to menu-based systems; linear to non-linear mode of access; hierarchical to non-hierarchical systems; one-way dissemination of information to interactive communication; bundling of scholarly journal to its unbundling; stability to instability; physical format to formless data; top-down to bottom-up systems. Information has become fluid and transcendental. It is now separated from the containers in the process of digitization. Otherwise also, information has become fourth need and strategic input for the emerging information society. There is a paradigm shift in education also. Now-a-days, there is a trend towards individual exploration, apprenticeship, team learning, diverse and fast changing curricula. Above all now teacher is required to serve as a councillor and facilitator. This shift calls for the use of networked PCs, information access, skill development simulations, collaborative tools, email, networks, and a variety of publishing and access tools. As such, it is high time that we take cognizance of these changes and make our professional education and practice responsive to the needs of the emerging information society.

Existing Gap and Inequality

There are wide variations between and within the developed and the developing countries. Though the position of the elite institutions in the developing countries is relatively better, yet there is a perceptible inequality of access to the networked resources and services between and within the developed and developing countries on the one hand, and the elite and the ordinary institutions on the other hand. The developed countries and institutions are better positioned to reap the benefits of enabling technologies. But in spite of these technological developments, the existing gap between the developed countries and institutions and the less developed countries and institutions is increasing day by day, whereas the enabling technologies have a strong potential for bridging the existing gap between them.

Not to talk of India alone, the picture is not rosy in other South Asian countries also. In fact, we cannot call this world a global electronic village till the less developed countries and institutions are provided with networked workstations and training facilities. Nepal, Bhutan, Bangladesh, and the Maldives are four countries in South Asia where the position of library and information networking is far from satisfactory. India, Pakistan, and Sri Lanka are relatively in a better position. It would be appropriate to point out here that it is very easy to retrieve quality information from the developed countries and institutions, but it is very difficult even to know what is available in one's area of interest in the South Asian countries. Very little information about librarianship and information work in these countries is available to the interested researchers. Therefore, the SAARC Documentation Centre (SDC), New Delhi must play a leadership role in this regard.

South Asia and its Problems

South Asia is characterized by asymmetry, in size, population, economic and military power. India is larger than all other countries put together. South Asia is a split spectrum of a once monolithic political entity consolidated and welded into Indian sub-continent by the British, mainly in the 19th and early 20th centuries. The breakup of this entity into seven independent states has given rise to centripetal as well as centrifugal forces. That is why SAARC (South Asian Association for Regional Cooperation) has emerged as a weak political organization, born of otherwise strong geographical cohesive expansion. The geographical hub of south Asia consists of the great plains formed by the coalescing basins of the Indus, the Ganga, and the Brahamaputra. They contain the nuclei of Pakistan, India and Bangladesh in their basins. South Asia's mountainous peripheral states are Nepal and Bhutan, nesting in the Himalayas on the north. In the south, Sri Lanka is a loose maritime adjunct to the Indian peninsula while Maldives represents the tapering end of the coral leg of this sub-continent, disappearing in the Indian Ocean. India has been so placed in south Asia that she has common borders with all her south Asian neighbours, while none of her neighbours share borders with each other. Such a geographical position creates a peculiar situation with regard to socioeconomic and political as well as geopolitical relations amongst the natives of this region.

There is no denying the fact that diversity present in the earlier conflicts of south Asia remained the major factor that stood as a great impediment to Asian unity. India and Pakistan need to play a key role in this direction, but they have their historic tension over the Kashmir issue. Despite the linguistic and religious diversities and differences in milieu in different parts in south Asian region, there does exist a unique cultural unity in the sub-continent. Unfortunately the nations of south Asia have not had good relations with each other. The entire region is economically backward. The continued existence of problems like unemployment, poverty, inflation, balance of payment difficulties, regional inequality, etc. and continued demographic pressures have forced these countries to resort to massive foreign aid leading to heavy foreign debt burden. This has created a serious problem of debt, which eats away a significant proportion of export earnings of these countries. There is, therefore, an urgent need for these countries to develop self-reliant economies for their sustained economic growth and solution to the other problems. It is ironical that while this region accounts for nearly one fourth of world's population, its growth rate is only 2%, and even the inter-SAARC trade is only 3.4 % of the total global trade of these seven countries. India is easily identified as the giant in south Asia. It occupies 73.2 % of the total area of south Asia, four times larger than Pakistan and eleven thousand times larger than the smallest member Maldives. The growing regional consciousness and trends towards unification of hitherto divided nations are trends which may help to think more seriously about their own regional identity and the need for greater unity among themselves. This unity is now imperative in the context of increasing international pressures both in economical and political terms on the region as a whole. The south Asian nations being in the process of socioeconomic development have to be on guard against any attempt to undermine their sovereign status, be it in the name of human rights, environment, intellectual property rights or security.

The south Asian region has been relatively instable, politically speaking. The countries of this region can be categorized into two categories. The first group consisting of India, Pakistan, Bangladesh, and Sri Lanka, which covers the major part of the region, in terms of area, population, economic development etc. As would be clear in this chapter much of the development in librarianship has also been in the countries of this category, particularly in India. The other group consists of three smaller states of Nepal, Bhutan, and the Maldives. Except for Maldives which has the highest literacy rate (93%) and the highest per capita income ($726) in the region, Nepal and Bhutan are among the least developed countries in the world with per capita incomes $180 and $190, and literacy rates being 27% and 40% respectively. As far as development of librarianship and information work is concerned, these nations have not much to speak of. Nepal, however has made some progress in the field, but the Maldives, in spite of being the most literate of the seven countries, has not made progress in this field parallel to its achievements in its economy.

SAARC (South Asian Association for Regional Cooperation) and SAPTA (SAARC Preferential Trading Arrangement) are good steps in the direction of regional cooperation and socioeconomic development of the countries of this region. The south Asian countries have decided to move towards building a SAFTA (South Asian Free Trade Area) before 2005, preferably by 2000 AD. SAARC, which came into being in December 1985, reflects the growing trend among regions to accelerate the process of their economic and social development through joint action - encompassing key areas of regional cooperation - arranging from exchange of trade preferences to agriculture and rural development; science and technology to health and population activities; and from telecommunications to infrastructure. In the long run regional cooperation must lead to removal of artificial barriers without in any way damaging the individuality and identity of people. SAARC has made some palpable, if not spectacular, progress in this field. The idea of establishing a SAARC Documentation Centre (SDC) at New Delhi was approved in principle by the Heads of State Governments at the second SAARC meeting held in Banglore in November 1986. It was decided unanimously in this meeting that for the SAARC Documentation Centre (SDC), the INSDOC should be a focal point in India to look after the documentation activities. The work of the SDC will be based on published materials available with focal points, information about which would be compiled into a SAARC Bibliography. SDC conducts human resource programmes in information management in the SAARC region. It includes short-term courses, seminars, workshops, etc. every year. Participants are drawn from all SAARC nations and the target groups include work professionals engaged in library and information activities. The SDC should facilitate access to all information about Integrated Programme of Action (IPA) for interested scholars and other users. Possibility may be explored for disseminating such information through cyberspace, including the Internet. Establishment of the SAARC Net - The Online Computerized data Information System, headquartered in FICCI BISNET - makes a good beginning.

Conclusion and Suggestions

The countries in the south Asian region display a wide range of disparities, which add to their socioeconomic problems. Unemployment, poverty, illiteracy, inflation, regional inequality etc. are the lingering problems of south Asian countries, which cast their shadows on the growth and development of library and information infrastructure in these countries. Not to speak of other countries in this region, even India has not so far adopted any national policy on library and information systems. Even the National Library of India has not fully internalized the concept of library automation and networking, whereas India is required to provide leadership in resource sharing via networking being the largest country in this region. There are wide variations between and within the countries and institutions in this region. There is perceptible gap between rural and urban settings as far as the provision of library & information resources and services is concerned. Whereas, the number of library schools in India is far more than required, in Bangladesh the situation is totally the reverse. Nepal, Bhutan, and the Maldives have no library schools to make the trained manpower available to cater to their information needs.

The position of academic and special libraries is much better than that of school, public and government libraries. The lack of resources and political will are the main hindrances in the establishment, development and maintenance of public libraries under the clear mandate of law in these countries. Even in India, so far, only ten states out of 26 have enacted library legislation to provide comprehensive public library service to the urban and rural folks. The concept of library automation and networking is being adopted by the academic, particularly university libraries and special libraries in India. There is an immediate need to coordinate and consolidate the resources and services of different types of libraries in south Asia to enhance people's access to quality information in this region. INFLIBNET is an ambitious programme in India to materialize the concept of resource sharing via networking. ERNET, VSNL, and NIC are the three main service providers in India. In fact, there is a clear trend towards library automation and networking in India, Pakistan, Sri Lanka, and Bangladesh. The bye-products of information technology are now visible in the form of indigenous databases and there is also a trend towards electronic publishing. NISSAT (National Information System for Science and Technology), INSDOC (Indian National Scientific Documentation Centre), and DESIDOC (Defence Scientific Information and Documentation Centre) in India have really made perceptible progress in developing their resources and services. Similar work is being done by PANSDOC (Pakistan National Scientific and Technical Documentation Centre) and BANSDOC (Bangladesh National Scientific and Technological Documentation Centre) in Pakistan and Bangladesh respectively. Though in Sri Lanka, a modern technological information system has yet to be realized, even then the planning, coordination and formation of an effective library and information system for the country are the mandatory functions of The Sri Lanka National Library Services Board.

The position of library and information infrastructure in Pakistan, Sri Lanka, and Bangladesh is perceptibly better than in Nepal, Bhutan and the Maldives. Lack of trained manpower, insufficient funds, and inadequate materials are the basic hindrances in the expected development in library and information services in all the south Asian countries. In fact, globalization is a complex phenomena which has resulted in a complicated interaction between " globalism " and " localism ", where huge corporations are selling products across national boundaries and creating a globally homogeneous culture of consumption. In this context the slogan given by the ALA, , is very significant. All the developing countries in general, and the South Asian countries in particular must formulate their library and information policies and develop adequate infrastructure to provide real time access to their citizens in a cost-effective manner. Efforts must be made to strengthen the SAARC Documentation Centre (SDC) New Delhi and develop connections with the East Asian countries. The international bodies, such as IFLA, FID, Unesco, IDRC, and World Bank must expand their activities in the South Asian region. At the first instance, the Internet connectivity must be ensured in all the countries in this region, and then the local by-products must be mounted on the main servers of the host institutions in a planned manner. Education and training, and resources consolidation and sharing via various networks is a pre-condition for enhancing users' access to global information resources and services. Otherwise, the so called globalization and the global electronic village will be lip service to the South Asian countries. The real benefit of this process will remain restricted to the industrial countries and the developing countries will continue to be used as consumers only. Real globalization can play a central role in our collective future by its potential to enhance individual freedom, widen opportunities for countries in the South, and increase democratic participation. In fact, the real global electronic village is that where there is equity in resources and equality of access for one and all. For this, there is an immediate need to change the mind-set of the 'haves' and 'have nots'.

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Metadata and trends of cataloging in Thai libraries

Praditta Siripan
Technical Information Access Center
National Science & Technology Development Agency
Bangkok, Thailand

Abstract

A status of cataloging in Thailand shows a movement toward the use of information technology. The international standards for cataloging are being used and modified to effectively organize the information resources. An expanded scope of resources needed cataloging now covers cataloging the web resources. The paper mentions Thailand 's participation in the international working group on the use of metadata for libraries.

Paper

1. Introduction.

The libraries in Thailand have a dual responsibility in cataloging : Foreign and Thai materials. Most libraries are using the Library of Congress and Dewey Decimal Classification. The U.S. MARC and AACR2 are commonly adapted to implement by the computerized libraries, particularly by the academic and special libraries. The integrated library system and the access to the international cataloging services such as the OCLC's and cataloged data from OPAC that are available from the Internet as well as the data from CIP - Cataloging in Publications have facilitated a great deal Thai librarians' routine cataloging work. Cataloging our local resources revealed some difficulty yet rather challenging. Thai catalogers faced with such problems as insufficient classification numbers for Thai subjects, and the subject headings do not provide terms for local use. For computerized systems, Thai libraries have difficulty in text retrieval of the data written in the Thai language as well as in data inputting because the Thai OCR - Optical Character Recognition level of performance is still not satisfactory. Leadership in cataloging research in Thailand is the Subcommittee on Technical Services and the Subcommittee on Information Technology under the Academic Libraries' Cooperation Committee. The projects are compilation of Thai subject headings, an authority list of Thai corporate names (government offices and state enterprises), and the Thai translation of U.S. MARC and AACR2.

This paper reports on the trends of cataloging in Thai libraries, with an interest in the use of the information technology as tools to accelerate the organization of resources, the benefit of cataloging resources available from the Internet, and the discussion on cataloging policy for the Internet resources.

1.1 Cataloging Thai documents. A fast development in the use of IT in Thai libraries have reflected enormously the increased need to use the libraries by the students, academic and researchers. Thai users have relied on the imported information resources from foreign vendors and publishers for a long time (with the exception to the Thai language collections, which have served the Thai library users by the manual and OPAC searching). Local information received relatively less attention in terms of database development despite the importance of the Thai government documents, manuscripts and rare books, complementary memoirs for the deaths, Buddhist teaching and history that represent a unique collection of Thai information. These collections need original cataloging . The best way to access the Thai information now is to search the libraries' OPAC from the National Library of Thailand, and to search the Thai academic libraries'OPAC from the Internet. But , because most Thai information were published in the Thai language, users can access the Thai language computerized catalogs by downloading the Thai fonts from Netscape and Internet Explorer to be able to read the message displayed on the screen. But searching is however limited to terminals with the Thai character keyboards.

1.2 Managing foreign documents and CIP. All Thai libraries purchase a number of foreign books that need cataloging. It is simple enough for many libraries that subscribed to OCLC catalogs to just retrieve the cataloging data for the acquired books and add the data to their records. Some libraries retrieved the cataloging data such as the classification numbers and subject headings from other libraries's OPAC. There is a number of libraries that do not have access to the Internet and need to catalog and to use the CIP for creating their catalog records.

1.3 U.S. MARC and AACR 2. Thai libraries have accepted the international Standards: the U.S. MARC and the Anglo American Cataloging Rules for cataloging both Thai and foreign materials with necessary modifications.

2. Original cataloging tools

2.1 Name authority files. Thai names have their own characteristics. Persons are recognized by their first names and not the last names nor the family names. There are personal names with royal titles and with titles of nobility as well as names with religious ranks. The National Library of Thailand is responsible for compilation of the guide to use the Thai personal names. (1)

2.2 Corporate entry list. A Cataloging Librarians Working Group under the Subcommittee on the Academic Libraries Cooperation published the second and revised 1998 edition of " A List of Thai Government and State Enterprise Entries for Cataloging the Thai Language Materials ". The electronic list is planned to be available from Thai academic libraries' Web sites in the near future. (2)

2.3 Subject headings for Thai Materials. Most Thai libraries use the Thai Library Association Subject Headings, Library of Congress Subject Headings, Sears List of Subject Headings, and the subject authority list compiled by the Cataloging Librarians Working Group under the Subcommittee on the Academic Libraries Cooperation. The group meets every two months to work on the added new headings for incorporation with the existing list. (3) For specialized subject headings, the Library and Information Center of the Bank of Thailand compiled a Thesaurus of Finance and Banking terms for their use in cataloging the Thai materials. The Siam Cement Information Center constructed a thesaurus of Building and Construction Materials for use with their in-house specialized database. Water Buffaloes Thesaurus was compiled by Kasetsart University Main Library for the database run by Kasetsart International Buffalo Information Center. The Thai Culture Thesaurus was the only thesaurus created in the Thai language, by the Office of the National Committee on the Thai Culture. At present a common use of tools for subject indexing is by manual process. Only a few libraries started to install the thesaurus list in the system in electronic format.

2.4 Thai language text retrieval software. A status of cataloging the Thai language Materials depend on manual indexing. The automatic indexing for full-text search for the Thai language requires a lot more research still, in order to solve several problems such as the appropriate word breaking, and the effective use of operators for limiting and expanding the search. The written Thai language has some special characteristics, for example the way the language is written without word-breaks, and there is no sign when sentences end. Besides, syllable breaking in words can cause mistakes of meaning in truncated searching the problems have results in a number of backlog, non-catalogued materials. In August 1999, a revised version of full-text search engine developed for use with the Thai and English language databases is due to be completed by the technical team of Technical Information Access Center (TIAC). This will result in the improved full-text searching for precatalogued materials, before controlled terms indexing can be completed.

3. Cataloging electronic resources: metadata and Dublin Core Initiative.

Thai libraries provide a growing number of electronic resources. A concept of digital libraries has encouraged many libraries to implement the electronic library and information services more seriously. Access to the universities' OPAC has become widely available throughout the country while a number of special libraries of the government allow the public to search their library collections by the Internet access. Through the government's homepages, the public is able to receive the important information more easily. And this means a number of government publications have been distributed on the www, from the libraries and from other information services. In general the information was prepared by using HTML and the commonly available browsers, however only a few Web sites created meta tags for the databases. To give the example of the tables of content service for subscribed journals, libraries now image-scanned the content pages and distributed them on their web sites. Users can browse but search the current contents of their new journals.

3.1 The use of metadata for creating www resources. It is interesting to note the Fact that traditional database searching gave different results from web browsing. A few Thai libraries namely King Mongkut Institute of Technology North Bangkok and Technical Information Access Center (TIAC) realize the need to create effective, searchable databases so that users can benefit the most from searching their databases and without having to spend long time browsing and discovering irrelevant information. TIAC library created the databases using HTML and commercial software (Microsoft Access™) in conversion of the data prepared with meta tags for the data structure. The available tools from the Internet Information Server and SQL are used to enable free text searching in English and in Thai. (4) Librarians preferred to serve their users with the structured databases for web-based searching, but the methods require some professional knowledge and training in computer programming. Thai libraries, which do not have technical support from the computer programmers, can manage to develop the databases at very limited extent.

3.2 Future directions toward searchable web-based information service. Special Collections of digitized information will be managed more and more by the libraries. A National Science and Technology Development Agency - NSTDA's planned S&T Information Resource Center aimed to create the database of web resources using the standard metadata, Dublin Core, with RDF and XML. Another project under study is the Asian Institute of Technology's graduate student thesis on multiple language database of digital theses. Chulalongkorn University has also made another pioneer movement that the university information resources will be produced more in a digital based. The university libraries then will extend the responsibility to cover the management of access to web resources. The Centers of Academic Resources (CAR) of Chulalongkorn University has joined the OCLC's CORC Project after having realized the need for well organized information resources available from the Internet. The beginning era of Chulalongkorn's second century means also a change into a web-based educational system, a virtual library and the electronic scholarly communications. CAR announced the plan for the next decade that she will lead the faculty, researchers and students to develop the future information resources. Metadata and other standards for creating digital information will be the task that CAR takes as her responsibility to inform and to train people within the university. (5)

3.3 Using Dublin Core. Technical Information Access Center, National Science and Technology Development Agency (TIAC/NSTDA) has participated in the Dublin Core Metadata Working Group since 1996. A translation of the Dublin Core 15 Elements into the Thai language was completed and registered with the multiple languages Dublin Core Working Group. (6) Technical Information Access Center, Kasetsart University, and Asian Institute of Technology and Chulalongkorn University organized four workshops on metadata and Dublin Core Initiatives in Thailand. The library communities began to discuss a need of training on database creation using metadata and Dublin Core. It is interesting to note the collaboration works of the academic librarians under the Subcommittee on the Academic Libraries Cooperation especially the work of the cataloging librarians who have spent years after years constructing tools needed for good cataloging such as the authority lists of Thai names and Thai subject headings. Their work will be available in the electronic format for facilitated use with machine-readable cataloging by Thai librarians and by other creators of information in other countries who are interested to learn the Thai studies. Cataloging practice will be able to use such created tools more easily in managing library information in electronic form.

4. Shared cataloging:

Libraries have for a long time attempted to establish a Cooperative cataloging in order to avoid duplication of effort that several libraries have to catalog the same titles uneconomically. Sharing the catalogued materials now means more than reduced duplicated efforts but also sharing the investment cost through shared collections from virtual access of libraries throughout the country.

4.1 Thai List. The Bureau of University Affairs has initiated a project to Incorporate the university library catalogs - OPAC into a single, national bibliographic databases. (7) All the public universities will access the resources, books and journals as well as audio-visual materials and CD-ROM databases from a single search. Planning for the operational project involves the integration of the various types of computer technology, the universal intellectual property rights, and the methods of delivery service and suitable payment schemes as well as professional training.

4.2 Journal Link is a database of a list of web sites of science and technology journal publishers compiled by the library of the Faculty of Science, Chulalongkorn University. Included in the database is a union list of science and technology journals in Thai libraries. Journal Link opens for the science libraries to join its membership and to be able to search the database freely from the Internet. Members can also update their own journal holdings through a decentralized network from the Internet . This initiative is very useful for the interlibrary loan and for document delivery service. Resources from science journals can be located and updated more quickly and shared more widely. Journal Link's movement in the future is to offer the table of content service, and members will be able to order full articles and payment can be processed by the electronic process. (8)

4.3 The National Library and the National Bibliography. The National Library of Thailand is in charge of national bibliographic control. It is by law a depository library of all books and journals published in Thailand. OPAC searching is available for service at the National Library in Bangkok and from branches in the provinces. An awareness of the Thai Internet resources has been noted, but the movement into the organizing access to the available web resources by using the metadata, by the National Library is still in an initial stage.

4.4 International cooperation. Indexing Thai materials is technically difficult and costly for foreign libraries. The language barrier, and insufficient reference tools for indexing has encouraged a consortium of Southeast Asian Studies librarians overseas to seek for cooperative indexing project with Thai libraries. A cooperation between Technical Information Access Center (TIAC) and the University of Washington is one of the Thai indexing projects that is planned to be operate as a database using the Dublin Core Metadata Elements. (9) The database will be a case study of shared cataloging and indexing by using the expertise of the Thai librarians, and the technology provided by the U.S. library. Users from both parties can access more information, faster and more accurately.

5. Library education.

The current cataloging courses offered by the library and information science schools in Thailand do not yet offer specifically teaching in the digital libraries, metadata and organization of web resources. Some courses on information storage and retrieval cover the evaluation methods of the databases searching analysis and the issues on the use of metadata were introduced to the students. The schools of library and information science at Chulalongkorn University, Chiang Mai University and Sukhothai Thammatirat Open University included a new topic on metadata for cataloging library resources. The metadata concept has also been introduced to the Information Technology courses offered by the Asian Institute of Technology, Mahidol University, and Kasetsart University.

6. Conclusion.

A fast movement of the IT world has caused the "On Site Libraries" or the "Physical Libraries" a so-called threat as to be removed or replaced by the "Digital Libraries." Thai librarians began to feel the impact from the changes. First, the new integrated library system forced librarians to learn new technology and to become computer literate. Then, in the Internet world, library users began to look for the information they need by browsing the cyberspace. People said that " Digital Libraries will replace the paper libraries", "nobody needs to go to the libraries", and "everything is accessible from homes via the Internet". Ironically, however, the concept of metadata and digital libraries reflected the fundamental knowledge of librarianship. Discussion on organized access to the digital resources emphasizes the simplicity, and the interoperability of universal implementation. The International library community discussed all the topics, and many problems were solved. Librarians can see the new look of libraries in the digital form. But, librarians' job is never changed. Librarians must provide digital library resources, catalog them, and teach users to find the right information from the digital libraries.

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National Policies for Library Services to Visually Impaired and other Print Handicapped Children

Beatrice Christensen Sköld
R&D Co-ordinator of the Swedish Library of Talking Books and Braille (TPB)
Chair of IFLA Section of Libraries for the Blind

Abstract

In this paper the author s gives an account of the result of a survey trying to investigate which countries follow the United Nations recommendations by having a national policy for library services to visually impaired and other print handicapped children. The paper ends with conclusions and recommendations of what a national policy could contain

Paper

Introduction

Visually impaired children cannot read print or what is in the world of the blind called "ink-print". Their means for reading are mainly embossed writing and sound recordings, sometimes also large print. The by UNESCO recommended embossed writing for the blind is called braille, named after it's inventor Louis Braille (1809-1852). Beside braille there is the Moon writing still used by a minority in the UK and other Anglophone countries. Braille can be red on paper and on braille bars connected to a computer. Sound recordings can be stored on different media. Analogue recordings are today usually stored on compact cassettes, either 2 and 4 track. Digital recordings are under development. There is also large print for those who have enough sight to read larger letter and enlargement devices like CCTV.

There are several international documents and agreements that recommends states to treat all children equally. Such documents are the United Nations' Convention of the Rights of the

Child , Salamanca Declaration and the UN Standard Rules on the Equalisation of Opportunities for Persons with disabilities (December 1993) . However these documents have no legal status as long as the state hasn't signed them and legislated in accordance with the content.

Many democracies have included the basic Human Rights, such as freedom of information, in their constitutions. Handicapped children thus have the same right to information as other children. They also have equal rights to education and to information. But sometimes this is not the case, even though the constitution states so. Free education for handicapped children is something that exists in the rich world but in developing countries such is scarce. Reading material for handicapped people like the visually impaired is also inadequate not only in developing countries but practically all over the world. There are of course a few exceptions.

Most libraries for the Visually Impaired have originally been created in order to provide visually impaired people with both leisure reading and text books. I would say that this is still the case as there is no book market for blind people. The creation of a lending library is therefore a good solution for the provision of literature. If you don't get anything to read , you will probably loose your reading skill, at least not improve it. In order to be good readers children need plenty of leisure reading. The role of the library for the visually impaired must be both that of a publisher, book store and library and some times also of a news stand.

In a few countries there are also national policies guaranteeing the rights to such library service. As it is of utmost importance that visually impaired children get reading material sufficiently I set out to investigate this matter at the end of December 1998. I did so by sending out a questionnaire to the members of the IFLA Section of Libraries for the Blind. There are 78 members and therefore 78 questionnaires. I received 22 answers representing 17 countries. Seven of the answering countries have a national policy for library services to visually children. They not only provided me with a filled in questionnaire but also with printed documents and literature in this are.

National policies

By national policy I mean a policy adopted by government and sanctioned by law.

According to the responses of the questionnaire the following countries have adopted a national policy for providing visually impaired and other disabled children with library material:

- Denmark
- Netherlands
- Norway
- Russia
- South Africa
- Sweden
- USA

Botswana is about to build up a national library service for the blind. Finland has a national policy for library services to visually impaired but have not any special directives concerning children. The same thing may be said for Canada.

Some countries, like Canada and Denmark, also have Repository law that includes special format material.

The collection of Alternate format of the National Library of Canada is that of legal deposit copies. Whereas CNIB Library in practise has the role of a national library for visually impaired children, when it comes to nation wide services. Furthermore the National Library of Canada has published guidelines for library services to print disabled people.

Criteria

What is then the difference between countries with a national policy and those who only have privately run libraries?

First of all I want to point out that the policies differ a lot between the different nations but that there are certain criteria that characterise a national policy. Not all the nations have exactly the same rules and don't fulfil all the criteria mentioned.

The criteria are:

- Legislation (like a Library law)
- Goal of production/criteria for selection
- Information such as Union Catalogues or National Bibliographies
- Lending by a library network
- Cooperation with schools for the visually handicapped
- Trained staff
- The services are publicly funded

Legislation

In the Scandinavian countries you have library laws guaranteeing the library service to visually impaired of all ages. The Swedish legislation as well as the Danish also includes other print handicapped groups.

In the Southafrican Library Act of 1998 one of the functions referred to is the provision of a library service for all blind and print handicapped persons. In Russia the Presidential program "Children of Russia" from 1998 states that all children should have equal education and equal access to information.

The American Public Law (Sec.1, 80 Stat. 330) of July 30, 1966, is an amendment of the Acts of March 3, 1931, and October 9, 1962, relating to the furnishing of books and other materials to the blind so as to authorise the furnishing of such books and other materials to other handicapped persons, includes children within its provision as well as adults.

Beside the library law copyright regulations are very important. Copyright legislation in the Scandinavian countries, Canada, USA and Southafrica gives the libraries right to produce talking books and braille without the permission of the copyright holder.

Goals of production

Ideally all books for children should be available also for disabled children. However, this is not even the case in countries with a national policy. According to the Swedish Parliamentary Act of 1977 the national production goal of talking books is set up is 25 per cent of the annual book production. The Swedish Library of Talking Books (TPB) which is the central library, has however decided that all children's literature except school books shall be produced as talking books and as about half of the annual braille book production shall be children's books.

I have not found any similar kind of goal set up in any of the other countries with a national policy.

Information

Information about reading material in alternate formats is often scares. It is therefore one of the main tasks for the libraries for the visually impaired to regularly inform their clients of their stocks. Catalogues are the most important issue. In Scandinavia copyright also states that all talking books must be registered i.e. catalogued. In countries where you have a national policy you either have union catalogues or are included in the national bibliographies. The catalogues of the National Library Service of for the Blind and Physically Handicapped (NLS) of the Library of Congress is included in the Library of Congress Catalogue and thus also available on Internet. The Danish and the Norwegian catalogues are part of the National Bibliography. Also the Swedish collection of special format material is available on Internet, though this catalogue is not a part of the National Bibliography but part of the Public Library Union catalogue.

In Canada the also the CNIB collection is a part of CANUC the Canadian National Bibliography.

Practically all libraries in this survey also publish printed catalogues for their clients and on other media such as braille and tape.

NLS provides its network agencies also with bibliographical tools and publicity tools such as printed catalogues.

Other means of information is training of parents, teachers and librarians..

Printed material as brochures is also common.

Co-operation with schools and other institutions

That co-operation with nursery schools, schools and parents is necessary all the answering libraries are of one opinion.

School libraries, where they exist, are of course important mediators. However, as far as I can see from my sources it is only in the US you have legislation stating the role of the School Library (the Mainstreaming Act) in the provision of special format material. By law the Librarian of Congress through NLS, designate lending of reading material and talking books to for example schools for the blind and physically handicapped.

In Denmark Refsnaesskolen, the School and Resource Centre for Blind Children is responsible for the library services to visually impaired children and young adults ages 7-16, whereas the public libraries are answerable for leisure reading to children with other disabilities.

The Southafrican Library for the Blind have collections of books (block loans) in many of the 17 schools for the blind in the country. Three of these schools also have audio collections.

Library networks: Decentralised services

In most countries library service to the visually impaired is centralised, often to a big city. Distribution is in many cases done by post as " free matter for the blind" due to an international agreement. National policies of library services to handicapped children are often a part of a countries handicap policy. Since the 1970s often a part of an integration policy.

In Sweden the talking books lending has been a fully integrated part of the public library services for 15 years. But the integration actually started already in 1955 when public libraries at the same time as the then privately run Library for the Blind started to make talking books. The Central Library (TPB) does not lend talking books to individuals. However, it has not been that easy to integrate the talking book lending in the children's department. Many children's librarians consider the lending of talking books as a task for the social services or the out-reach services. A constant flow of information and a training program is about to change this attitude. The Dyslexia Campaign in Sweden 1997/1998 focused on a new print disabled group- those with learning disabilities. The campaign led to that talking book stock of children's books now are an integrated part in the children's department.

The United States has a national network providing library services to blind and physically handicapped people. The structure of this national network has several components. They are the Library of Congress' National Library Service for the Blind and Physically handicapped (NLS), four multistate centers, 56 regional libraries an 101 subregional libraries (all in public libraries and informally other public libraries which co-operate by referring potential patrons, housing demonstration collections and in other ways. Books and magazines in braille, cassette and disc formats as well as audio play-back equipment and accessories are provided free to individuals and institutions eligible for services. The one agency within the structure that interlocks with all other agencies in the network is NLS.

As already mentioned the Danish National Library for the Blind is not responsible for the lending to visually impaired children but this is the task of Refsnaesskolen. The library has a minor collection of children's books. All disabled children can borrow talking books from the Danish public libraries.

Canada has a special library, the CNIB Library for the Blind, which is part of the private organisation Canadian Institute for the Blind. The Public Libraries of Canada also maintain services according to the constitution. The National libraries has on-site lending to disabled children.

Trained staff

The central libraries in Canada, Denmark, Finland, Norway, Southafrica, Sweden and USA all have trained children librarian. Only the one at Refsnaesskolen in Denmark is fully occupied in the children's services. Quite naturally as this school does not serve adults.

Also the National Library in the UK has a full time trained children's librarian among its staff.

Public funding

Common for the countries with a national policy for library services to visually impaired children and young adults is that they are all publicly funded. In the Scandinavian countries the state takes on responsibility for the production of talking books and braille and electronic books but not for large print. The Central libraries are totally government funded. The municipalities are the principals of the public libraries that also serve handicapped children. As mentioned before, in Sweden all talking books lending is run by the public libraries whereas the braille lending and the Student's Library are the responsibility of TPB.

NLS (Library of Congress) is federally financed. However NLS does not provide direct financial support to other agencies in the network. It does provide a huge amount of money in material, equipment, services and other kind of contributions. These tools are probably the basic tools of the services.

In the Netherlands the five libraries for the blind recently were united under one" federative hat". The Dutch libraries receive 90 per cent of their funding from the Government which also set up guidelines for their operation.

The Government covers the regular salaries of the Southafrican library; the rest is financed on voluntary bases.

Conclusions and Recommendations

As I told you in the beginning I received altogether 22 responses on my questionnaire. From some countries I received answers from several libraries. According to the answers the following countries do not have a national policy for library services to visually impaired persons:

- Belgium
- (Botswana)
- (Canada)
- (Finland)
- Iceland
- Ireland
- Israel
- Japan
- Switzerland
- United Kingdom

I have put three countries in brackets because they have answered that they lack a specific national policy for library services to children and young adults but have a national policy for the services of visually impaired as a whole.

The lack of answers from Germany and France may illustrate the problems in those countries, who lack a central policy for library services to the disabled. From the United Kingdom I only received answer from one library, the National Library for the Blind which, has braille services but also a website for young readers but does not lend talking books.

All answering libraries have a service to the children and young adults. Although the annual production and the variety of media vary a lot. Some libraries only serve braille readers others have both talking books, Braille, electronic media and tactile picture books in their stocks.

In my questionnaire I also asked for certain statistics as size of stock and annual lending. As the frequency of answers was comparatively low it is hard to draw any conclusion from the information received. However, there is an almost drastic difference, as far as lending is concerned, between the libraries in countries with a national policy and those lacking one. Though in countries like Sweden in the US where you have a decentralised lending you either lack figures or just have statistics for the interlending from the central library.

Although I haven't asked any questions about the funding the conclusion must be that were there is public funding the annual acquisition is much larger than in libraries run on private bases Integration in a larger network seems to be a part of a national policy aiming to normalisation. The larger the network , the better lending figures.

The existence of good catalogues means that the client, be it either another library or an individual, can get information about the collections or about single titles. It is likewise important that cataloguing material is published in several different formats. Topic lists is another way of informing clients. Catalogues are also the most important tools for interlending. An inclusion of bibliographic data in the national bibliography or a large union catalogue is therefore to be recommended.

I asked the libraries if they used trained children's librarians for these kind of services and about half of them answered yes. Both TPB in Sweden and NLS, in the US, and its network organisation have training and information programs for librarians and other mediator. From my own experience in this field I know how important it is to train mediators in how to use the library services for alternate material. So one conclusion must be that training is very important for the integration in for example the public library system.

In order to promote literacy among the blind it is important for a nation to keep good braille good collections and transcription services. A sighted child can see signs around him all the time, like commercials, street names etc. This is called sign reading and is the first stage of reading. Many visually impaired children do not get acquainted with braille until they enter school. It is therefore a necessary task for the library to establish contact with the parents of blind children. Pre-schoolteachers recommend that blind children as early as possible get acquainted with braille. Most libraries for the visually impaired have picture books with interfoliated transparent plastic sheet for the braille text. Many libraries also of tactile picture books that can be used both for sighted and blind children.

Today, in most industrialized countries disabled children are integrated in the main stream school. Traditionally schools for the blind also have library services. This is still the case in many countries. We also know from history that many of school libraries for the blind have been integrated in larger libraries. This is the case in Sweden were the special schools for the blind have seized to exist in the 1980s and the library services have been transferred to the TPB (the State Library).

In order to create a professionalism in the area of library service to visually impaired children and young adults the staffing is very important. Trained children's librarians does not exist in all libraries for the blind. According to the answers on my questionnaire the children's librarians of the libraries for the visually impaired also have other task than children's services. Their main duty seems to the selection of books. But they also take part in the dissemination of information, reading promotion and training of colleagues in the public libraries and school libraries. Promotion work is of course very important.

In my questionnaire I did not touch upon the role of the Library School when training student's for future tasks as services to disabled children and young adults. However, I must emphasise that training of librarians should be a part of a national policy for visually impaired children. Library Schools ought to take notice of these services in their training programmes. Today fewer and fewer library schools include courses in library services to the disabled in their curriculum's. The tendency is to concentrate on IT - librarians become information brokers. But let me point out that libraries for the blind also are part of this digitisation. Th Electronic Library for the blind and other printhandicapped already exists. Actually the Information Technology is the solution of many problems that exists for the blind who wants to get access to information. For example the CNIB Library has a service called Visunet were they use Internet both for information and distribution to their patrons. Many other libraries have started or are on the point of starting similar services. Projects with broadband distribution of digitised talking books are just about to start in Sweden.

But the most important issue is of course that governments takes the responsibility for all their citizens. As I said before the Information technology opens the world of information for the visually handicapped. But you have to have the right the right devises and these devices are often too expensive for the individual. I would therefore recommend that governments include free aid of assistive computer devices in their handicap policies.

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Using information research techniques to track the effects of recent changes in Australian science policy

Kerry Smith
Department of Information Studies
Curtin University of Technology
Perth , Western Australia

Abstract

This short paper outlines information research techniques being considered and used for a research topic on Australian science and technology funding policy in the geoscience context.

Paper

Introduction

de Solla Price (c1965) uses the quantity of scientific output in the form of journal papers produced to assist his claims regarding the exponential development of science over time. The use and need by the scientific researcher for the scholarly journal paper and extensive bibliography to account for research performance has been well documented (e.g, Donohue, 1973, Lancaster, 1991) and indeed much bibliographical and bibliometrical analysis of science is based on this measure.

This demonstration of research productivity has been the accepted measure in Australian science and has been studied recently by Bourke, Butler and others in a series of projects which have been reviewed in the thesis. Their work used the proven methods of citation analysis to carry out research evaluations and performance indicator analyses in the Australian research domain, in order to verify whether or not the new funding regimes as described in the thesis were having an negative impact on Australian research outputs. It was generally found that Australian research output was as high as it had been in the past.

A major task of the thesis will be to test the validity of these measures in today's Australian geoscience research climate.

Brief discussion

According to Lancaster (1991), the bibliometric criteria for assessing research productivity, and hence research performance, include:

- the number of publications produced; the quality of the sources in which the published material appears;
- how much of the work is individual, grouped, or organisational;
- what is the quality of the citation, as judged by the perceived quality of the citing journal; (Lancaster, 1991, p. 6)

Lancaster's measures of an individual's productivity are:

Quantitative

Number of publications
Number of pages

Qualitative

Type of publication
Source of publication
Internal qualitative indicators
number of sources cited
types of sources cited
age of sources cited

At this stage it is not known whether all of these measures will be investigated in the thesis.

Another issue is that of the rise, as described by de Solla Price, of big, i.e. collaborative science with its consequent joint or multiple authorship of papers. Bibliometric studies have shown that jointly authored work tends to be cited more often than others (Lancaster, 1991, p. 17).

The issue of the scholarliness of a publication will be considered, i.e. it is generally assumed that the more bibliographical references a paper includes, i.e. cited, the more scholarly it is. Also to be considered are the role and changes in scholarly publication in today's electronic environment. The type of material cited (formal vs informal, primary vs secondary) will be considered as might the individuals and institutions cited.

The study

The thesis topic is: *Performance measures for Australian geoscientific researchers in the new Australian funding regimes.*

The following questions have been asked:

In general:

- Have the new funding regimes for the Australian geoscientific researcher had an impact on scholarly publishing in the geosciences?

and more particularly:

- Is the scholarly journal paper still the most useful and valid measure of performance for Australian geoscientific researchers?
- Has the output of scholarly papers for Australian geoscientific researchers changed under the new funding regimes?
- If Australian geoscientific researchers are not publishing in scholarly journals to the same extent as prior to the new funding regimes, is their research being disseminated?
- Are Australian geoscientific research results reaching the public domain? If not why not? If so, how is this happening?

In addressing the above questions, the following hypotheses will be tested:

- The research output of Australian geoscientific researchers continues.
- The scholarly journal article is no longer the single most valid way of judging the research performance of the Australian geoscientific researcher.
- The research output of the Australian geoscientific researcher is not reaching the public domain as quickly as in the past.

The **thesis includes:**

- a Bibliometric Overview, covering issues including using bibliometrics to measure researcher productivity and the impact of research, individual impact, journal ranking, a review of the work of the Australian social scientists Bourke and Butler on Australian research output;
- the Scientific Setting, including discussion of issues including the sociology of science covering scientific prestige, the commuting scientist, collaboration, the role of conferences and scientific exchange; scientists and their writing covering prolific writers and multiple authorship, scientific publishing and the public domain;
- The Australian Scientific Research Setting, including the historical context, Australian research centres (Special Research Centres (SRCs), Key Centres for Teaching and Research (KCTRs) and Co-operative Research Centres (CRCs)), research performance measurement, funding regimes covering initiatives like the R & D Taxation concessions, the Australian Research Council (ARC), commercialisation of research and Australian geoscientific research and its funding.

The **proposed methodology** is still under review but will essentially comprise a bibliometric analysis along the lines of the methods outlined above in the brief discussion, of most, if not all, of the geoscientists over the life of their research centre in one each of the three categories of research environments: the SRC, KTCR and CRC. It will, if possible, compare this with earlier output, i.e. research activity before the life of their involvement in the newer research environment.

Conclusion

This paper is a snapshot of the work to date for the author's PhD. It is hoped that the results of the thesis will provide an insight into the validity and value of changes in the funding regimes for Australian geoscientific research.

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About the use of "Functional Requirements for Bibliographic Records" in teaching cataloguing

Kirsten Strunck
Department of Information Studies
Royal School of Library and Information Science
Copenhagen, Denmark

Abstract

The report "Functional Requirements for Bibliographic Records" from the IFLA Study Group on Functional Requirements for Bibliographic Records has been chosen as the theoretical foundation for teaching cataloguing in Denmark. This paper illustrates the way we have implemented the ideas in the report in the teaching of cataloguing at The Royal School of Library and Information Science. Our experiences with this theoretical foundation are satisfactory, and we intend to go on developing our curriculum on this basis.

Paper

BACKGROUND

In Denmark we have a long tradition for focusing on the **why** of cataloguing rather than the **how** to catalogue when teaching this discipline. Cataloguing rules and cataloguing policy may vary from library to library and from one product to another. So we have chosen to give priority to the teaching of the fundamentals of cataloguing, to make the students understand the basic reasons behind the production of document representations.

In Denmark, we have standards for cataloguing and formating common to the national bibliography, the public libraries, and many of the research libraries. These standards are modifications of AACR2 and MARC. Danish library students are familiarized with these standards and are to some extent trained in producing bibliographic records according to these standards - primarily by self-tuition. If the students later on have to catalogue in a library or elsewhere, they will need further training on the job to learn the cataloguing standards in detail.

We use the concept **bibliographic control** as a starting point for teaching cataloguing. Nowadays bibliographic control is usually achieved through the production of bibliographic records and similar machine-readable document representations.

Before the appearance of "Functional Requirements for Bibliographic Records" we used:

- Cutters Objects of the Catalogue
- Functions of the catalogue as defined in the Paris Principles as the frame of reference for requirements for data in bibliographic records.

The advantage of using Cutters Objects was that they express requirements of:

- the description of the documents
- the collocating and relating function of the catalogue, which can be achieved by normative headings
- the subject data

The disadvantage of using Cutters formulation in the 1990s is:

- Cutters terminology seems outdated
- Cutter does not explicitly recognize the discrepancy between the work and the manifestation

The Paris Principles explicitly recognize the discrepancy between the work and the manifestation. On the other hand, they have the disadvantage of just dealing with headings for author and title data.

We first integrated "Functional Requirements for Bibliographic Records" in our basic educational material in 1997 using the actual draft version. When the final report appeared, we adjusted the material according to this version. Before 1997 the draft versions of "Functional Requirements for Bibliographic Records" were used only for special courses.

Among other things, the following makes "Functional Requirements for Bibliographic Records" an outstanding starting point for teaching cataloguing:

- the focus is on the bibliographic record - Cutter and the Paris Principles are talking about the catalogue, and the defining criteria of both a catalogue and a collection are shaky seen in the light of the present information technology, which facilitates remote access and the possibility of exchange of records

- "Basic Level of Functionality" in "Functional Requirements for Bibliographic Records" deals with all types of data in the bibliographic record:

    - descriptive data
    - headings for author and title data
    - subject data
    - localization data

- "Functional Requirements for Bibliographic Records" is user-oriented as it deals with the generic user tasks performed on the data in the records:

    - to **find**

  - to **identify**
  - to **select**
  - to acquire or **obtain**

- the distinction between the work, the expression, the manifestation and the item is explicit throughout

- the methodology and the terminology are up to date. The students will meet the same concepts and terminology in cataloguing as in the courses on system analysis

THE USE OF "FUNCTIONAL REQUIREMENTS FOR BIBLIOGRAPHIC RECORDS" IN THE LIS FOUNDATION PROGRAMME (BACHELOR PROGRAMME)

I am now going to illustrate how the basic teaching on cataloguing in The Royal School of Library and Information Science in Denmark is built around "Functional Requirements for Bibliographic Records". The component parts of the report are brought into play in a course including the following sub-topics in that order:

- bibliographic control
- bibliographic records
- user tasks
- "Basic Level of Functionality"
- entities in the conceptual model
- relationships in the conceptual model
- types of authorship
- authority control
- levels of description

When a student first comes to a cataloguing class (s)he has some experience of searching bibliographic and other databases as well as searching the Internet. We start by emphasizing that cataloguing is a process in **the bibliographic universe**. We study the bibliographic data in many instances of different types of materials which could be objects for cataloguing and the immediate entities for **bibliographic control**. We define these objects as being under bibliographic control when they are described in bibliographic records or similar document representations to be integrated in bibliographic databases or other bibliographic tools. We define cataloguing as the process of producing the bibliographic records for storage in databases and subsequent retrieval.

As we studied the bibliographic data in instances of types of materials, we spent some time studying instances of bibliographic records and other document representations produced using various cataloguing rules and formats. This way the students get a feeling of the variation in:

- the types of materials we are trying to bring under bibliographic control
- the cataloguing rules, formats and levels of description
- the types of data in bibliographic records

When this feeling about the materials and the data in the records is established, we proceed by looking into the uses being made of the data in bibliographic records. For this purpose the **User Tasks** as defined in "Functional Requirements for Bibliographic Records" are introduced:

- to **find**
- to **identify**
- to **select**

- to acquire or **obtain**

We discuss the situations in the information retrieval process in which the tasks and datatypes are relevant:

- when searching
- when displaying
- when identifying
- when evaluating search results
- when filtering out non-relevant entities
- when reformulating search criteria

Again we study instances of bibliographic records for a more detailed discussion of their ability to support the user tasks, and the quality of the data in relation to the user tasks.

This detailed discussion of the user tasks in relation to the data in bibliographic records leads us to the introduction of "**Basic Level of Functionality**" as the component part of "Functional Requirements for Bibliographic Records" explicitly stating the requirements necessary for supporting the user tasks:

- **Find** all *manifestations* embodying:
  - the *works* for which a given *person* or *corporate body* is responsible
  - the various *expressions* of a given *work*
  - *works* on a given subject
  - *works*in a given series
- **Find** a particular *manifestation:*
  - when the name(s) of the *person(s)* and/or *corporate body(ies)* responsible for the *work(s)* embodied in the *manifestation* is (are) known
  - when the title of the *manifestation* is known
  - when the *manifestation* identifier is known
- **Identify** a *work*
- **Identify** an *expression of a work*
- **Identify** a *manifestation*
- **Select** a *work*
- **Select** an *expression*
- **Select** a *manifestation*
- **Obtain** a *manifestation*

The formulation of "Basic Level of Functionality" mentions most of the entities in the conceptual E / R model in "Functional Requirements for Bibliographic Records". The discussion of the subject entities is taken care of in the teaching on classification and subject indexing. We proceed with a detailed presentation of the entities and relations in the E / R model.

The students do not find it difficult to comprehend the entities in:

- Group 2 Entities: Person, Corporate Body
- Group 3 Entities: Concept, Object, Event, Place

On the other hand, many students find it difficult to comprehend the entities in:

- Group 1 Entities: Work, Expression, Manifestation, Item
  - work: a distinct intellectual or artistic creation
  - expression: the intellectual or artistic realization of a *work*
  - manifestation: the physical embodiment of an *expression* of a *work*
  - item: a single exemplar of a *manifestation*

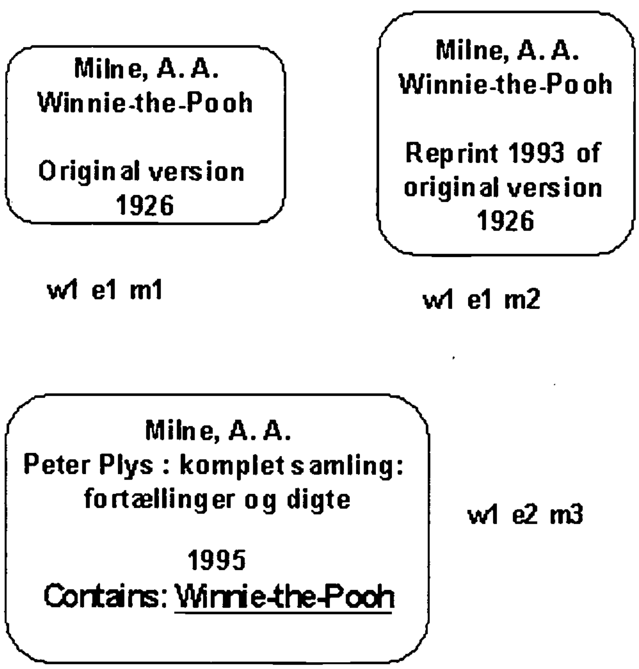
Some students find it unnecessarily complicated to operate with the abstract entities of the model as you cannot study these entities per se. They find the definition of the entities to be academic and airy.

We try to overcome these difficulties in a pragmatic way. We explain that one of the results we want to achieve in the production of a bibliographic record is to tell what is alike and what is different in the content of two or more items. Put in another way: what is the relationship between the items we are cataloguing. To realize and describe the relations between items we need the abstract entities as a frame of reference.

We study manifestations containing:

- the same expression of a work
- different expressions of a work

to make the matter more concrete. An example might be:



Having studied the entities as found in the objects for cataloguing, we study the corresponding bibliographic records to see how the entities and relationships are described in the records.

During this process, we inevitably reach a point where the crucial questions are raised:

- what are the boundaries of a work?
- how can you tell when a work has changed so much that we are facing a new work?

As teachers we cannot answer these questions unambiguously. Who can? We try to deal with them in a pragmatic way. For cataloguing purposes we can agree with the essence of what Pat Oddy once wrote:

> *"The cataloguing world can live without a definition of a work - we all have a pretty good gut feeling as to when a work is a new work and when it is a manifestation of an existing one ... That feeling is based, to a large extent, on whether or not our professional experience judges that a user would benefit from the bringing together in a catalogue search of the manifestations of a particular organized set of words, sounds or images"*

Besides using the "Basic Level of Functionality" to introduce the conceptual E / R model, we use it as a framework for discussing the implications of the requirements:

- **Find all manifestations embodying** ...
  - leads to a discussion of the collocating and relating function
  - which methods are available for operationalizing this requirement
  - leads to a discussion of types of authorship and authority control

- **Find a particular manifestation** ...
  - leads to a discussion of descriptive data and
  - reasons for making manifestations searchable by their inherent data

- **Identify a work / expression of a work / manifestation**
  - leads to a discussion of unambiguous data
  - individualizing data
  - levels of description

- **Select a work / expression of a work / manifestation**
  - leads to a discussion of the user's chances for qualified selection among retrieved records
  - individualizing data
  - levels of description

- **Obtain a manifestation**
  - leads to a discussion of publishing related data
  - localizing data
  - system requirements data for electronic manifestations

THE USE OF "FUNCTIONAL REQUIREMENTS FOR BIBLIOGRAPHIC RECORDS" IN THE MASTER PROGRAMME.

In our master programme "Functional Requirements for Bibliographic Records" is part of the curriculum in two courses which are not primarily cataloguing courses:

- system analysis and design
- system evaluation

In the course dealing with system analysis and design the students are taught methods, models and tools for system analysis in general. In connection with this general course we have some cataloguing classes where the students read "Functional Requirements for Bibliographic Records" from cover to cover. The purpose of reading the entire report is:

- to show a concrete example of E / R analysis technique on bibliographic data
- to strengthen the knowledge of bibliographic data and its function

After the introduction of "Functional Requirements for Bibliographic Records" we find that it is often used in part or as a whole by students for major or minor papers. Typical examples of papers are:

- To which extent is the standard xx in conformity with the requirements in "Basic Level of Functionality"?
- Define a cataloguing policy for Library XX using the "Mapping Attributes and Relationships to User Tasks" (Tables 6.1-6.4)

In the course dealing with system evaluation the students are taught methods, criteria and approaches to evaluation as well as system-oriented and user-oriented evaluation. In connection with this general course, we have introduced "Basic Level of Functionality" as special evaluation criteria for bibliographic data. "Basic Level of Functionality" can be applied as evaluation criteria at several levels:

- the system level
    - is the system functionality in accordance with the "Basic Level of Functionality"?
- the level of cataloguing rules and formats
    - are the cataloguing rules and the format able to operationalize the requirements of "Basic Level of Functionality"?
- the record level
    - are the data in a bibliographic record produced according to a certain cataloguing policy on a certain description level in accordance with "Basic Level of Functionality"?

IDEALS, RULES AND CATALOGUING POLICY

The Danish version of AACR2 has not defined levels of cataloguing like the original. It is stated in the introduction that each bibliographic agency has to define its own cataloguing policy and level of cataloguing considering the product and the users of the product. The rules also have a chapter on criteria for defining cataloguing levels.

As it is the intention of the rules that they should be administered individually by the cataloguing agencies, we treat the subjects:

- cataloguing policy
- cataloguing economics

when teaching cataloguing.

With regard to these subjects, the chapters on:

- "Basic Level of Functionality"
- "Mapping Attributes and Relationships to User Tasks"

are particularly useful.

"Basic Level of Functionality" outlines the overall functional requirements, while the tables mapping attributes and relationships to user tasks are a valuable tool for clarifying the gain / loss of functionality by including / excluding an attribute or relationship. Even though you might disagree with the value assigned to an attribute or relation, the tables can increase your awareness of the functionality of each attribute and relation and be a help in your own judgement as to its value.

We do not teach either "Functional Requirements for Bibliographic Records" or any set of cataloguing rules in a legalistic manner. We regard both as ideals which ought to be adhered to whenever possible, that is:

- when it makes sense for a given product with a given purpose
- when the necessary resources are available

What we are trying to achieve is to make our students aware of the impact on functionality of the choices you make, when an ideal solution is not possible.

CONCLUSION

As I have hopefully demonstrated, we have made "Functional Requirements for Bibliographic Records" our theoretical starting point for teaching cataloguing. It is our frame of reference when discussing cataloguing phenomena. We use these requirements as the ideal or standard against which we measure possible solutions to cataloguing problems. We are satisfied with our experiences using "Functional Requirements for Bibliographic Records" and intend to go on as we have started.

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The economic crisis and other challenges in accessing to science and technological information in Asia

Robert D. Stueart
Graduate School of Library and Information Science
Simmons College
Boston, Massachusetts, USA

Paper

Introduction

I must state one caveat at the beginning of my presentation. Although I have been asked to talk about access to scientific and technical information in Asia, I do not pretend to be an expert, one knowledgeable about the situation in every country in Asia and the Pacific Rim, not to even mention Australia and New Zealand which have contributed both financial and professional resources in the development of access to materials in South, Southeast and East Asia. Having said that, though, I have been fortunate enough to have worked with colleagues in over a dozen Asian countries, starting in 1981 in China[1] but recently in Southeast Asia, starting in 1986 and most particularly in Thailand where I have spent most of my professional life since 1994. I have consulted with colleagues and observed and used systems and services developed to access scientific and technical information in countries ranging from China and Vietnam in the east through Laos, Cambodia, Thailand and Myanmar and into Malaysia, Indonesia, the Philippines. In addition, I have made professional visits to Japan, South Korea, India and Nepal. Systems and services vary greatly, as one might expect, among those and other countries in the region. In each of those situations, though, colleagues are providing the best possible service under sometimes rewarding, yet always challenging conditions. If I fail to mention certain developments I must apologize since my remarks are constrained only by my own observations, readings and discussions. This presentation, then could be subtitled according to the Chinese expression "flowers from horseback," meaning that it is difficult to see the flowers if one is traveling by horseback - likewise it is difficult to cover this complicated subject with one broad stroke.

Economic Crisis

A recent report from the International Development Research Center states that "The most vital difference between developed and developing, rich and poor nations, is the knowledge gap - the capacity to generate, acquire, disseminate and use scientific and technical knowledge." This reemphasizes an earlier point made by Malaysia's Prime Minister Mahathir Mohammed who said, "It can be no accident that there is today no wealthy developed country that is information-poor, and no information-rich country that is poor and underdeveloped."[2] The greatest challenge for Asia, then, was set at the beginning of this decade at a time when some economies were experiencing double digit growth while others were robust and growing.

But the economic bubble was not to continue. What has happened in Asia during the last two years has halted a pattern of unprecedented growth of the previous half dozen years. The world's economic crisis shook Asia first, in July of 1996 and has crossed borders and continents, with shock waves reverberating to this day. It has forced governments to reexamine economic policies and priorities and has had an impact upon individual institutional budgets. This crisis is simply the latest challenge for many developing countries that traditionally have relied upon the oral tradition, rather than even print-on-paper for information dissemination.

It has been argued that the growth in information service is a significant factor underlying the economic well-being of countries and is therefore a major indicator of success or failure of the economies of developing countries.[3] Some few decision makers in Asia now recognize that timely access to information is one of the most important factors in economic recovery and growth. While some have not yet reached the point, several are developing or in some cases arguing for strengthening, national information policies with the goal of recapturing the momentum that once drove the so-called "Tigers of Asia," as well as others that were newly emerging when the crisis hit. Just at the point when many Asian countries were moving into what one might call the third phase of development, having moved from the sole reliance on the oral tradition through an exclusive reliance on print-on-paper sources into establishing technological infrastructures with strong economies and an opportunity to become knowledge rich, they were faced with new challenges, primarily financial because of this economic downturn. As an example, in Thailand most large academic libraries, before the crisis became obvious, had newly installed integrated systems, most are INNOPAC systems by III. At the time of the free-fall of their currency those libraries' new priority had become further networking by developing resource sharing schemes and identifying strengths of collections and assigning institutional responsibilities for subject representation and journal coverage, either through subscription or by license. Further, two previously independent networks, THAILINET, formerly covering only Bangkok metropolitan universities, and PULINET, composed of provincial universities, began initial steps in their merger. Cooperation and resource sharing were reaching a sophisticated level for libraries in Thailand, who were building upon previously developed bibliographic tools, such as union catalogs and union list of serials.[4] An early example of that cooperation was the Ministry of Science, Technology and the Environment (MOSTE) efforts in the establishment of a network linking databases and sharing union catalogs of books and journals, as well as CD-ROMs. Access to databases in science and technology are now available through these efforts. Full-text CD-ROM journals and online full-text access to their science and technology literature are also available, while online bibliographic searches for non-Thai materials, through such services as OCLC's First Search and CARL UnCover are common among a number of academic institutions. Further, the National Electronics and Computer Technology Center (NECTEC), through MOSTE, has provided valuable funding to both academic and special libraries in establishing networks. The Ministry of University Affairs and the Ministry of Education have also provided economic support and guidelines through various committees of professionals.

A similar pattern can be identified in other countries of the area. For instance, in the

Philippines the TINLIB system by IME had been installed in many of the larger academic libraries and cooperative networks have been developed with similar goals. By the way, with the costs of powerful hardware and sophisticated software many libraries, both large and small, in countries of the region still use PC-based hardware and Micro CDS/ISIS software, which is free from UNESCO to library organizations in developing countries,.

If there is a positive side to this economic crisis, it is that many institutions, either through conviction or design, now are concentrating on coordinating information strategies at both the local organizational level and the national level. This greater emphasis upon cooperation and coordination of resources and services, particularly in the scientific and technical areas, presents librarians and other information managers with new challenges to provide timely, accurate, relevant, accessible, as well as cost-effective information to their by-now information-dependent societies. In this process governments and organizations are being forced to consider the value of information and not simply the cost of acquiring it. We all know that two questions are essential in this debate of value. First, "What does it cost to have the materials and services available?" But equally important is the question of "What does it cost not to have access to the information necessary for the organization or individual to meet a goal or make a vital decision?" I am reminded of a statement by Oscar Wilde who once wrote, "nowadays people know the price of everything and the value of nothing." Decision makers in Asia are all too slowly beginning to recognize the economic benefits of access to information.

Libraries' Response to the Economic Crisis

At the same time Asian libraries are simultaneously struggling in an effort to remain current with the explosion of print-on-paper resources and their accelerating costs, while introducing new technologies and training staffs to more speedily access the vast array of information sources while coping with the cost of both. It is unfortunate that just as libraries began to explore the use of new technologies to make a breakaway, they also began to experience a period of accelerated inflation in the regular cost of scientific and technical resources and the deflation of local currencies. Additional financial resources are easy to justify yet difficult to secure in the current environment, particularly with fluctuating currencies. A good example is what has happened here in our host country, Thailand. In July 1997 the Thai government decided to allow the local currency, the Baht, to float. Previous to that point the exchange rate was about 25 Baht per US dollar. Distressingly, at one point last year the Baht reached a 50 Baht per dollar exchange rate, reflecting a one hundred percent increase in the purchasing price of foreign materials. Of course that inflation trend is not limited to one country or even to the Asian region. During the past two years "40 percent of the world's economies have been tugged from robust growth into recession or depression."[5] What institution can maintain library resource development with that rate of increase? Many libraries in Asia have been obliged to cancel research journal titles and to pull back on full-text online journal licenses, a trend that could result in not being able to keep pace with scholarly output. The pinch is being felt by all countries in the region, from the so-called "Five Tigers" to Japan and China, and certainly by those whose economies are less well off. Academic libraries now are continuously, not just occasionally, reviewing what is core in their institutions' curriculum offerings and adhering strictly to those factors as guidelines in purchasing materials and subscribing to the periodical literature. Tough choices are being made. Needless to say, those prohibitive costs produce shortage of resources that ultimately limits services. On top of all of this, an Asian library's ability to support information needs of users is severely threatened by current forces that seek to create a total Internet commerce. The current debate, reflected in the deliberations of the World Intellectual Property Organization, focuses on considerations about copyright of databases.[6] Encouragingly for libraries in Asia, while the whole issue of "fair use" has yet to be determined, the preamble of a proposed new copyright treaty discussed by WIPO recognizes the need to maintain a balance between the interests of the authors and the larger public interest, particularly education, research and access to information

Other Challenges to Access

In addition to the economic situation, many other challenges in providing access to scientific and technical materials can be identified in Asian as institutions try to develop comprehensive access. Again, I reemphasize that Asia is not alone in this struggle, but it is definitely more pronounced in some countries of the region. These manifest challenges include:

1. Uneven distribution of wealth in the area: There seems to be a widening gap in resource development among countries and those with the weakest economies and information infrastructure are becoming even more dependent upon the richer countries of Asia, on non-governmental organizations (NGOs), and elsewhere for new knowledge. This simply emphasizes the uneven development with weaker countries remaining weaker because their need to absorb new technology requires a greater proportion of effort in the form of funds for training and other start-up costs.[7]

2. Cultural issues play a major role: There is concern regarding the availability and accessibility of domestic or local information in the international arena, which of course raises the companion issue of the relationship between open information flow as opposed to other national interests. Examples of this are evident in at least one neighboring country where access to the Internet is still officially not available, the reason most often cited being cultural. External influence on genuine domestic resources is also viewed with a certain amount of resentment. Cultural sovereignty, including the values relating to indigenous heritage, customs, language, and national security are arguing points in this scenario. This reminds us that, although information production and information industries are global, information policies are local. For example, a local telecommunications policy has an impact on the use of information within the general economy and this perpetuates debate on the effects of international data transfer, with these cultural issues being the ones most exploited for political arguments. Several countries have limited access to the Internet for various reasons. Arguing on another side, think about scientific and technical information on the Internet, isn't it almost assumed that everyone knows English? In addition, influences from foreign broadcasting, imported radio and TV programs, films and other foreign language products of the information industry are rampant. The "right to know" debates are couched in terms of cultural issues and national security. In this region there is a visible clash between the need to exchange information and cultural value protection. This even includes the area of remote sensing. Remote sensing is viewed by some as a threat to developing countries because those countries have little control over the use of data collected by satellite.

3. Lack of organized access poses problems: This includes insufficient classification or retrieval systems with a need to develop and apply common standards. An example is that of our colleagues in Vietnam and Mongolia who wish to facilitate wider access to their resources. Having decided to abandon the formerly used BBK system, they are currently engaged in efforts to determine which existing classification system is most appropriate for the development of their library and information systems. There is also the problem of machine-readable record formats to follow the same standards. Challenges to be conquered include adapting systems to local scripts, whether it is CJK (Chinese, Japanese, Korean), or another non-romanized script, including Thai. Thai professionals have successfully overcome most of those obstacles that they initially faced when developing online systems. Most of you by now know that Thai is not a romanized script and that it possesses rather unique characteristics - the script is written continuously, no break between words or sentences, and vowels are written before, after, above and below the consonants. Besides the organization of materials, there is a more basic lack of depth in many collections. In some countries, as far as collections are concerned, they are not sufficient in quality, particularly the serials collections which have gaps and duplications at the national level. A few countries have been unable to purchase materials in the past several years, or have been limited to UNESCO coupons

for purchasing. There is little funding for books, periodicals and other materials in Laos, Cambodia and Myanmar. Government taxes also constrain development in some situations. For instance, a couple of years ago the National Library of Laos, a government entity, received a donations of book shelves from the Buddhist Society of Japan but was unable to install the shelves because the library lacked funds to pay the import taxes imposed by the government and therefore they languished in a warehouse. There are also examples of no legal depository law and no bibliographic control through national bibliographies, both important factors in the development of information services. Those short comings mean that sometimes needed information may be in existence but not available, since there is no place to look for it, even if it is in print. It is even more astounding to realize that only about one percent of all the bibliographic and numeric databases in existence are produced in developing countries.

4. Lack of technological sophistication, including compatibility of systems, unreliability of telecommunications and in some cases interrupted electrical supply, insufficient maintenance of equipment, and even shortage of supplies plagues efforts in some locations. In some countries there are not enough telephone lines for institutions to develop basic online networks. Lacking in some instances is an infrastructure to ensure continuity of access. Traditional methods of information collection, processing, storage and dissemination are prevalent in some countries.

5. In Asia, copyright tends to be viewed as denial of access. Of course, no discussion of barriers would be complete without some brief mention of this. It is a major issue because intellectual property is a basic national information policy issue. In the meantime there is ineffective enforcement of intellectual property laws evidenced in the indiscriminate and sometimes wholesale copying of whole texts. Positive decisions relating to fair use of electronic resources and a revisit to interpretation of copyrighted printed materials could greatly enhance access in many Asian countries. There must be "the balancing of the rights to use information resources with the rights to control the use of them."[8] The main purpose of copyright legislation is "not to reward authors, but to promote the progress of science and useful arts," as a ruling by the U.S. Supreme Court so eloquently stated. Resolution of how the rights of distribution should be adapted to digital technology and networking will resolve many headaches.

6. Finally, there is lack of a critical mass of professionals: This is my abiding theme. In several countries, there is a severe shortage of educated information professionals who can develop the services to store, process, analyze, package and deliver scientific and technical information. "Effective management of information requires professionals who understand information, how it is created, organized, sought and used by people in both their work lives and their professional lives. One of the most important activities in an information society is to maintain a cadre of qualified information professionals.[9] Of course that cadre must be up to date with both resources and technology, this requires a commitment to continuing education on the part of the individual and further staff development support on the part of the individual organization. Such a pattern is not yet ingrained in Asia. Obsolescence is one of the most serious problems facing the profession everywhere, but particularly here. "Obsolescence is the degree to which professionals and other workers lack up-to-date knowledge or skills necessary to maintain effective performance in current roles."[10] The causes of obsolescence are many, but include: "1) the information explosion and dynamic change stimulated by the knowledge revolution; 2) personal characteristics, particularly those which are psychological in nature; and 3) the work environment and climate."[11] Several of the countries, surrounding our meeting place today, have no library science programs or, in some instances, very basic library science program staffed with faculty now reaching or passed retirement age and whose credentials were earned 40 or 50 years ago and who have had little or no exposure to advanced technologies.

Conclusion

Still, the greatest threat to access for libraries in Asia is not technology, rather in the cost and pricing and the eventual policies and regulations that enforce it, while the greatest frustration, for professionals trying to facilitate access, is to find that full-text scientific and technical information cited in bibliographic databases remains outside the financial grasp of many of those libraries. The education of professionals and individuals users regarding their own use or misuse of information can contribute greatly to resolving the problem, perhaps even more than the development of complex systems or the introduction of advanced technologies.

APPENDIX I

Libraries' Response

Basic resource sharing and interlibrary cooperation has a long history in this part of the world. Recent developments illustrate a continuing commitment. This is not intended to be a comprehensive listing, simply an example of the development of systems to access scientific and technical information in Asia.

Bangaldesh: BANDASOC (Bangladesh National Scientific and Technical Documentation Center) provides Science and Technology information to scientists, technologists, industrialists, planners and policy makers to develop the country's economic welfare, through BANSLINK (the Bangladesh National Scientific and Library Information Network).

China: ISTIC (Institute of Science and Technical Information of China) collects and processes Chinese and other materials, as well as develops databases of Chinese materials and coordinates a national online network. NSTC (the National Scientific and Technical Commission) is responsible for collecting and distributing government information in those subject areas and the DSTI (Department of Scientific and Technical Information) of the State Scientific and Technical Commission is responsible for scientific and technical information services in the country.

India: INSDOC (Indian National Scientific Documentation Center) is responsible for developing relevant sources of information in the field of science and technology to complement and supplement all other national-level sources; to develop appropriate linkages with information systems throughout the country; to establish a national repository for all reports and scientific works in India (both published and unpublished). Its National Science Library has built a substantial collection of Indian scientific literature. NISSAT (National Information Systems in Science and Technology) functions as the national focal point for the field of science and technology information.

Indonesia: PDIN - one part of the Indonesian National Scientific Documentation Center - is a national network for library, documentation and information sciences is a designated center and the national focal point for 1) development of national collections of literature and provides information transfer and 2) manages the science and technology literature of Indonesia, produced by Indonesia through the national bibliography. It also 3) promotes regional and global cooperation to transfer scientific and technological information for national development.

Japan: NSCIS (National Center for Science Information Systems) is similar to others discussed here.

Korea: KIET (Korean Institute of Science and Technology) is responsible for disseminating technological information, and the National Technological Information System operates a centralized database and is supported by the KAIST (Korean Advanced Institute of Science and Technology).

Malaysia: MASTIC (Malaysian Science and Technology Information Center) acquires and organizes science and technology materials and conducts information processing and analysis. MOSTE (Ministry of Science, Technology and the Environment) supports the JARING (Joint Advanced Research Integrated Networking) project to exchange scientific and technical information

Pakistan: PASTIC (Pakistan Scientific and Technical Information Center) offers the same coordinating activities as those mentioned above.

Philippines: DOST (Department of Science and Technology) supports a network to:1) build library resources and services and 2) provide connectivity by means of the information highway in the Philippines. Its ESEP (Engineering and Science Education Project) was made possible through a loan from the World Bank (as are several of the other projects mentioned here. The Asia Development Bank also provides major funding for such activities). The S&T InfoWeb is the basis for science and technology information and communication services in the Philippines. It is developed and maintained by the Science and Technology Information Institute, an agency of the Department of Science and Technology. Their NISST (the National Information System for Science and Technology) integrates the science and technology information system into one database.

Thailand: NECTEC (the National Electronics and Computer Technology Center) provides funds, through the Ministry of Science, Technology and the Environment (MOSTE) to create library networks at the national level. NIDCST (National Documentation Center for Science and Technology), in addition to those organizations already mentioned in the paper, is involved in coordinating scientific and technical information.

Vietnam: MoSTE (The Ministry of Science, Technology and the Environment) is responsible for management of science, technology and the environment at the national level and, through its National Center for Science And Technology Information and Documentation (NACESTID), is responsible for the nationwide network of scientific and technical information and supports a Scientific and Technological Information network. The SCITEC database describes Vietnamese documents and articles in the science and technology area.

Endnotes:

1 Where the second edition of my textbook, titled Library Management, was translated into Chinese, as well as in Korea, where a later edition, Library and Information Center Management, has been translated into Korean.

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Exchange of publications in acquisition of the foreign literature in the National Library of Estonia - acquisition and promotion

René Tendermann
Department of Foreign Acquisition
National Library of Estonia

Paper

The social and political changes that began at the end of the 1980's, led to the regaining of independence of Estonia. That has also brought changes to all other fields of life including the librarianship.

The work of the National Library of Estonia changed remarkably in 1993 when the new building was opened and every citizen was granted a right to visit the library (before 1993 this right belonged only to the adults). "The Law of the National Library" (1994, 1998) fixed the library's basic functions - the function of a national library and the function of a parliamentary library, which brought several new tasks. As a national library, the National Library of Estonia has to complement and make available 1) publications that are published in Estonian, in Estonia, about Estonia or containing information on Estonia; 2) in the most universal way, publications that are necessary for the development of statehood, economy and culture; and 3) as a parliamentary library, legal, historical, politicological literature and legal acts. In five years, the National Library has developed into an important center of information and culture.

In the National Library of Estonia, two departments deal with acquisition - the National Bibliography Centre and the Department of Foreign Acquisition. The National Bibliography Centre deals with the complement of books and periodicals published in Estonia and publications in Estonian. The Department of Foreign Acquisition complements books and periodicals published abroad.

Changes in the society show extremely well in the work of the Department of Foreign

Acquisition. The complementing of foreign literature during the Soviet time was very limited and under the severe control of the ideological institutions. By now, the complement of foreign books has increased year by year and complement of periodicals has increased four times.

Until 1979 the small unit of the Department of Acquisition was responsible of the acquisition of foreign publications. In 1979 the Department of Foreign Exchange was founded. At the end of 1980's, there were only 7 employees in the department, but accordingly to increase in the amount of work, today there is 25 librarians working in the department. In the 1980's and in the beginning of 1990's, the exchange between libraries was the only significant way of acquiring foreign literature. The possibility to buy foreign books was very small and the only way to buy foreign books was through a bookselling company Mezdunarodnaja Kniga in Moscow. The selection of foreign books was poor and the books were mainly published in other East-European socialist countries. The books published in other socialist countries was possible to purchase for rubles. The purchase of publications published in western countries was possible only for the hard currency. For example in 1987 there was 2000 hard currency roubles (1 USD = 0.7 Roubles) for purchase of foreign books, and it was mainly used for periodicals. All the books had to be convinient for the Soviet libraries. Exchange of publications was the only way to acquisite books from so called non-socialist countries. Before the books and periodicals reached the library, they were controlled by censors and books not convinient for Soviet library were forbidden and were included into so called restricted access collection, which was not shown in the catalogues. Unfortunately there have been cases, where publications sent for the National Library were confiscated already in Moscow as politically incorrect and very often the library never got information about this.

By today, the part of exchange has decreased as the increase of other ways of acquisition - purchase and gifts - is continuous, but it cannot be set aside for many reasons. Though the exchange has been stabile for the last 10 years (about 15-17% of purchased foreign titles), in 1995 - 1997 the amount of exchange has increased from 15,7% to 19,3%. At the same point, during the last ten years the attention has been put to quality, and not to quantity, as it was during the Soviet period.

In 1980-s and before the exchange partners were mainly from other socialist countries - libraries from East-Germany, Hungary, Poland and others. The books published in these countries were politically correct. In the mid-1980s, with the rise of perestroika and with the political and ideological changes in Estonia, the interest of the libraries of "capitalist" countries toward Estonia and other Baltic states and also toward the democratization process and transformation in the Soviet Union, rised and the number of exchange partners began to grow. In 1987 we had 179 exchange partners, now the number is 350 from circa 30 countries - all parts of the world are represented. After the interesting time - the period of transition, the number of partners has continuously decreased. Now, when Estonia is one among other independent "boringly democratic" countries, we are not so interesting anymore and exchange partners we are cooperating with today, are institutions, who research the problems of the transition process of the post-socialist countries or institutions, who have a deep interest toward Estonia. This is the main reason why the exchange with the English speaking countries is very small (in the United Kingdom there is only one partner left out of 13 - the British Library).

Vice versa with the English speaking countries - the United States and the United Kingdom, the exchange has been increasing in Germany, Finland and Sweden. . In Finland we have almost 100 exchange partners, in Sweden and Germany the number of exchange partners is smaller, but almost 100% of acquisition of publications published in Germany, Sweden and Finland have been acquired by exchange. Germany, Sweden and Finland are countries with whom Estonia have had a very connected history. In these countries the big part of Estonica is published every year. In the universities and other research institutions Estonian history, literature and economics are research subjects. The Baltic Germans, Swedes and Fins have been living in Estonia for centuries (until the Soviet occupation in 1940, when most of them left). In France we have a small number of exchange partners, but the acquisition of publications published in France, we receive on exchange.

The exchange as a way of acquisition has some bad sides and some good sides.

During the last fifty years, while Estonia was a part of the Soviet Union, the libraries in Estonia (and in this case - in all republics of the Soviet Union) could not purchase literature, which was published in western countries. For this reason we have a big gap of literature in every field. The acquisition of the outstanding publications from this period is complicated. Most of the books published then are now out of print and the only way to acquisite these books is the exchange. Of course, the gifts from various institutions during the last ten years have been filling this gap, but not completely.

As a national library we have a very important function - we are a national archive of printed materials published in Estonia, but also publications about Estonia or obtaining information about Estonia or Estonians in one word - Estonica. During the 50 years behind the iron curtain we had no chance to purchase books publications about Estonia and there is still a big gap in our estonica collection. In foreign countries a large number of books is published, which are about Estonia and also books written by Estonians. We have to acquisite Estonica as exhaustively as possible and one good way to do it, is cooperation with our exchange partners. With many national libraries we have an agreement, that both sides send on exchange the national literature - translations, and also books about one country. Almost 50% of Estonica is published in Germany, Finland and Sweden. The problem is with English speaking countries, where we do not have such cooperation relations. And of course, there is a lack of information of Estonica published in Southern Europe and Latin America.

A good example about big gaps : in March this year we received from our partner in France five old books (published in the beginning of 19 century) to our rare books collection. And our surprise was big when we found out, that we are the first library in Estonia to have these books.

I would like to emphasize a good side of a exchange by following example : two libraries work together as partners, ordering publications on exchange as we order books from the vendors. In this case both sides are happy with the result. And that kind of a cooperation I believe is also the best way to cooperate.

In the acquisition of periodicals - journals and newspapers - exchange is absolutely indispensable. The ordering of periodicals from various agencies is very expensive, there is a number of periodicals only distributed locally and these periodicals are for us unobtainable. Exchange makes 1/3 in the acquisition of periodicals. And even though the newspapers reach our library about a week later, it is much cheaper. A good example : we receive from the National Library of Latvia on exchange among other periodicals Latvian biggest newspaper Diena; we send them our newspapers. Which makes the exchange equal. To order this newspaper through the agency, we would have to pay 20 times more than we pay for the annual subscription of a newspaper we are sending them. The periodicals make about a half what we send to our partners.

Though the exchange is much easier way of acquisition than purchase, because you do not pay for books, there are some minuses in the exchange. Exchange is much more expensive way to acquisite, because there is a lot of work witch is not straightly related to acquisition. In the National Library we have a collection of publication specially purchased for exchange. The reason we have to develop such collection, is the size of Estonian bookmarket - and it is small. Usually only 2000-3000 copies of a title is printed, and second print is not very common. To guarantee, that our partners get the books they are interested in, we develop the exchange collection. The development of this collection is difficult (even more difficult than development of the libraries collections, because in the development you have to know the interests of different exchange partner. Here we differ from many other libraries, who exchange only books from their duplicate collection. The development of the exchange collection is a work of one librarian, six librarians are involved in exchange process. And the work costs money.

Second minus side is the reciving of the publications. Many libraries exchange publications from their duplicate collection by sending out the lists of duplicates (or just exchange lists). In this case we can never be sure wether we get the book we ordered or not, because there is a rule, that the first gets all. Very often this is a case of the work and fastness of the post office.

As a National Library we believe a very important mission is to promote Estonian culture and literature. Estonia is a very small country, and the books and periodicals published in Estonia do not reach the international bookselling industry, mainly not because of lack of interest, but because of lack of information. One way to promote Estonian culture and literature is exchange programs with libraries all over the world. And here the case is not always to have a balanced exchange.

On exchange we try to send to our partners - usually national libraries or big university libraries, the outstanding examples of Estonian fiction, titles which have won prizes on the international level. Also we send to our partners informative materials about Estonia, its economy and culture. In cooperation with Estonian Institute we are sending to our partners free of charge a newspaper "Estonian Literature", which is in English and gives information about Estonian fiction and non-fiction. And also in cooperation with Estonian Institute we send to big art libraries and national libraries free of charge a journal "Estonian Art".

As a national library we feel it is our obligation to promote the culture of our country and we do look forward to any kind of cooperation in this matter. Exchange is giving this possibility to be another link between libraries, another possibility for cooperation.

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Memorial Books As A Means of Information Distribution

Amporn Tikhara
National Library of Thailand
Bangkok, Thailand

Paper

Introduction

It is a common practice for the Thais, particularly the well-to-do group to present gifts to their guests in a life ceremony. The kind and value of gifts vary with the expense account of the hosts. Usually beautiful ceramics, garlands, bouquets, are for well-wishers in a wedding party, but the suitable kind for all occasions, and the most popular one for attendants of a cremation ceremony is a memorial book.

Development

The first memorial book appeared in B.E. 2419 (1876) was a short excerpt from the Ramayana Epic. This book was published and distributed as the token of appreciation from Prince Bodinphaisalsophon, the director of the Royal Printing Press at that time to the attendants of his promotion celebration party. Afterwards, King Chulalongkorn published and distributed a play which was translated from The Arabian Nights by himself as the gift to royal family members who attended the New Year Party in B.E. 2422 (1879).

The first memorial book for cremation ceremony or cremation memorial book was also published by King Chulalongkorn for the cremation ceremony of Queen Sunantha Kumariratana and their daughter, Princess Karnabhorn Bejaratana in B.E. 2423 (1880). The content of the book was a collection of prayers, revised from palm leave manuscripts, and 10,000 copies of this first edition were distributed to 2 target groups:

1. The attendants of cremation ceremony as a way of making merit and transfering the

merit to the disceased according to a religious belief that disseminating the Dhamma or giving knowledge to other people was praised by the Lord Buddha as the superior form of donation.
2. The monasteries all over Thailand as the reference book for Buddhist monks in prayer chanting. This objective is in fact a means of information distribution.

Since then, the practice of presenting memorial book to the attendants of a cremation ceremony has become common for Thai society.

Other remarkable memorial book of the same period were Buddhist teaching Phra Ratanatrai, distributed in the celebration of the 70th Birthday anniversary of a chancellor in B.E. 2431 (1889), and the autobiography of a famous Thai educator, Praya Srisunthornwoharn which was published for the cremation ceremony of the author himself in B.E. 2438 (1895).

When the Buddhasasanasangaha Library was found in B.E. 2443 (1900) by King Chulalongkorn with the purpose of bringing together various collections of Buddhist scriptures and books on Buddhism in different languages, Prince Somot Amarabandhu, the director of the library promoted the idea of information distribution from this resource by editing and publishing Buddhist scriptures at the expense of the person who made request. For each printing, the library received 20% of copies for donating to Buddhist monasteries and other libraries. In case of a cremation memorial book, Prince Somot Amarabandhu also wrote the introduction part of each title, including a short biography of the deceased. The first book published for this purpose was a prayer book, published for distribution in the cremation ceremony of Queen Sukhumalayamarasri's mother in B.E. 2443 (1900).

In B.E. 2448 (1905), the Buddhasasanasangaha Library was amalgamated with other 2 royal libraries: The Mondhira Dhamma Library and the Vajiranana Library to be the Vajiranana National Library, and afterwards became the National Library of Thailand under the Department of Fine Arts, Ministry of Education in B.E. 2476 (1933). As a resource of Pali, Cambodian, and Thai manuscripts for different areas of research about Thailand and neighbouring countries, the activity of information distribution through memorial books was continued by Prince Somot Amarabandhu who also became the director of the National Library during B.E. 2454-2458 (1911-1915).

Because the idea of information distribution through memorial books derived from a religious belief, most of memorial books published in the beginning period were prayer books or sermons which were not the principal attraction for reading and this creative idea seemed to be futile. At this stage, Prince Dumrong Rajanubhab, another director of the National Library during B.E. 2458-2469 (1911-1926) contributed to the editorialship of this publication by switching the contents to other topics that met the need of reading for pleasure such as the Jatakas, the stories of Buddha's former lives before the incarnation as Prince Siddharta, and afterwards completely changed from Buddhism to other subjects in which the prince himself was an important researcher. His contribution resulted in 3 valuable series of reference sources for Thai Studies: The Collected Chronicles, Various Customs, and Ancient Inscriptions.

Under the editorialship of Prince Dumrong Rajanubhab, The Collected Chronicles comprises 80 parts. The contents in each part are different versions of chronicles of Thailand, stories and legends of some provinces and places, including history of Laos, Cambodia, Vietnam, Malaysia, etc. The 26 parts of another series Various Customs contains information on royal activities and court laws, Thai customs and traditions, including way of life of some ethnic groups, while the 4 parts of Ancient Inscriptions are transcribed texts from stone inscriptions in Thai, Mons, Cambodian, Pali characters, etc. with explanation or translation. At present, the first edition copy of these 3 series in complete set are very rare, as well as of high price in the antiquarian book trade. The value of them are not only for rarity, but also for the introductions or comments on Thai heritage by Prince Dumrong Rajanubhab which are omitted in some later editions. As memorial books, they are published on different occasions; birthday anniversary, promotion celebration, as well as cremation ceremony. These introductions also reveal that

Prince Dumrong Rajanubhab was so careful in matching the topics in the books with backgrounds of the sponsors to show their role in an activity or a profession, as well as designing a readable format with appropriate portrait and illustrations. Afterwards, when the publication of memorial books were in great request compared with time spent for manuscript editing or inscription transcribing, Prince Dumrong Rajanubhab wrote some books himself. A well known title among them is Legends and Tales, first published for the author's cremation ceremony in B.E. 2487 (1944). The bibliography of these books are in "List of Books Published Under the Copyright of the National Library, B.E. 2444-2470 (1901-1927)" and "List of Books Published by Fine Arts Department, B.E. 2471-2510 (1928-1967)," and afterwards "The National Bibliography."

From these lists, the top ten subjects of the contents of memorial books are

- Buddhism
- Thai Literature
- Social Life and Customs
- Thai traditional Medicine / Medical Science
- Genealogy
- Thai Cuisine
- Collected Articles / Generalities
- Geography and Travel
- Law
- Economics

Present Condition

The custom of information distribution through memorial books has been practiced for over a century. A birthday anniversary and a cremation ceremony are the opportunity for an interesting book that might be ignored by a publisher. In the aspect of rare book studies, three major factors contributed to the significance of memorial books are: identity , rarity , and value.

Identity: Memorial books especially cremation memorial books are considered as a sign of national identity since Thailand is the only country which observes the tradition of presenting books to attendants of a ceremony.

Rarity: According to rare book categorization, memorial books belong to the limited edition category because it is published only for one occasion in a person's life, and the number of copies for each printing is very limited compared with the publication for commercial purpose.

Value: Memorial books are regarded as primary source in some fields such as Archaeology, Genealogy, and Social History that cannot be found in other documents. Particularly in cremation memorial books, the life story of a person, highlighted by impressive reminiscences of family members and friends always reflects the social condition and related important events of his time that cannot be found in other books, and thus enable readers to have better understanding of Thai society of a certain period. They are also information source for Thai novelists about their plots and character casting.

Important collections of memorial books

The important collections of memorial books in Bangkok are the National Library of Thailand and "The Memorial Book Library" in a monastery named Wat Bovorn Nives Vihara where search tools for an easy access to the information are provided, while public libraries of the Bangkok Metropolis have a memorial book corner, and either research or readers' services in academic libraries. In many countries, institutions that offer Southeast Asian Studies are also good resources of memorial books from Thailand. The increasing number of memorial book collections is really a good sign for this custom of information distribution.

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The role of the school librarian in providing conditions for discovery and personal growth in the school library. How will the school library fulfil this purpose in the next century?

Anthony Tilke
Harrow International School
Bangkok, Thailand

Abstract

The paper looks at the skills and competency base of the school librarian. The paper contends that these attributes are necessary if the school library is to be in a position to encourage the development of discovery and personal growth for both pupils and staff. The paper concentrates on the role of the school librarian working with teaching staff to make these conditions most fruitful.

As well as traditional librarianship skills, the paper identifies a range of skills and competencies associated with management, marketing and evaluation. The paper identifies a number of ways in which the librarian may work effectively with teaching colleagues.

The author concludes that without this foundation, effective on-going learning in the school library will be limited, in extent and progression. As a result, the role of the library will be un-perceived and undervalued. It is therefore important that time and energy is given to these essential aspects of the development of the school library.

Paper

Introduction

The librarian (1) in a secondary school (2) typically employs a range of skills and competencies to enable the school library to be in a position to encourage the development of discovery and personal growth for both pupils and staff

This paper concentrates on the role of the school librarian working with teaching staff (3) so that these 'conditions' for effective learning are most fruitful.

Skills and competencies

The school librarian utilizes skills and competencies to enable her/him to be:

a. an effective communicator within the institution
b. proactive with colleagues in the organisation
c. politically skilful in order to develop and maintain relationships with individuals and take account of differing power bases that exist within each institution

For a variety of reasons, the school library is usually not regarded as automatically relevant, meaningful and useful. The manager - the librarian - of the facility makes it so.

S/he does not do this by being skillful and experienced only in traditional skills and attributes of librarianship, cataloguing, classification and indexing, important though they are, but in a wide range of skills and qualities that are not specific to librarianship but generic. These skills - qualities, even - include listening; watching; talking in a focussed manner; understanding the 'big picture'; flexibility; appreciating that priorities shift; tolerance and constructive selfishness.

Managerial roles

The school librarian will apply these attributes to the following common managerial roles (for a school librarian):

a. provider of a major centralised learning service within the school
b. manager of resources (in almost its widest sense)
c. promoter of services and resources

In addition, the school librarian will act as a tutor and teacher and as an evaluator of resources, all to support effective learning.

This paper contends that to enable discovery and personal growth to occur in the school library, the librarian needs to be aware of, reflect and influence the following:

- the school's mission statement, aims and objectives
- the governance, management and organization of the school.

Just reflecting these 'on paper', i.e. documentation is not enough. That is simply an 'inspection' or audit exercise. The librarian needs to be skilled in understanding what the school wants to achieve. The school library policy and development plan can then be harnessed to support these aims - arguably the need for pupil discovery and personal growth should appear somewhere, in some guise. This will be discovered by the librarian who then has a pivotal role in enabling and ensuring that the school library policy and development plan supports pupils' needs for discovery and personal growth.

Resource management

A librarian's management skills will focus on the need for effective resource management, including budgeting, to provide specific, identifiable conditions for personal growth to progress at a measured pace. Without a range of appropriate resources, personal discovery cannot occur. By 'appropriate resources' I mean those discovered by the librarian and subject teacher working co-operatively. Typically, the subject teacher may be experienced in specific texts closely associated with the subject and the librarian will be more versed in resourcing around the area in a more general sense. However, this may not be the case every time. The important thing is that librarians and subject teachers communicate with each other.

Personal discovery does not limit itself to subject foci but will - if serendipity has anything to do with it - be wide ranging. Successful personal discovery by pupils in a school library means a heavy responsibility for the school librarian. It will be more difficult, though not impossible to liaise with teaching colleagues when seeking to resource personal discovery in the widest sense. Pupil focus groups can also be consulted. Other advisers too may help, such as school library support agencies. Stock knowledge and awareness of trends in publishing are useful competencies for school librarians here. A school library policy may usefully indicate the boundaries that a school library can go in order not to dissipate financial resources needlessly, but this should not stop 'inappropriate' resource provision occurring, by which I mean stocking the unexpected. How often does one read in biographies and magazine interview articles how a book, unexpectedly seen or recommended and read, changed someone's life. The most important qualities here for the school librarian will be: stock knowledge, flexibility and the ability to take a gamble.

In addition the librarian will need to work assiduously with teaching colleagues through the following ways:

- library committee
- other working groups or committees in the institution
- departmental meetings
- on-going liaison with staff

Such methods - often well-tried and tested - are necessary foundations to allow conditions to evolve to enable pupils to make discoveries about knowledge and learning and develop their own personal skills. Pupils' skills include not only information-handling and study skills, but those of evaluation, not least with regard to developing personal tastes.

Marketing

Whilst promotion and marketing are different, they have sufficient 'cross-over' to be discussed together, at least in a paper of this length. School librarians are remarkably similar to librarians acting in a solo manner in other types of organisations, such as businesses, research bodies and hospitals, in as much as they must connect with their customer or user base.

Also, as in a department store where goods will not of their own volition 'walk off' the shelves and magically appear in the hands of grateful customers, libraries must promote, entice and cajole users to use library resources, enjoying and discovering as they go along.

In a school setting, the library may be subtly different from other areas of the school, in that it must be different! It is not a classroom, but can be a refuge, a resource bank, a shop-window, an exhibition and display area, a place to 'chill' out, to meet others and to relax in. All this must be managed, for it is still a facility within a school.

Within the school library, the librarian needs to 'see' with the eyes of an interior decorator and that of a department store manager. The general ambience must be appropriate and specific 'goods' excitingly presented and promoted.

At the same time, the librarian is operating in marketing mode within the organisation with arguably a different clientele, the teaching staff, liaising and connecting in order to make the conditions right for discovery.

A tall order! The skills and competencies needed in this scenario are not only those associated with marketing and promoting, but also general management of a facility, time management, prioritising, forward planning and so on.

Is this difficult, even impossible to achieve? It will vary in individual circumstances, e.g. what support is available. Of all the aptitudes required, perhaps one of the most important is that of judgement. Certainly, judgement to say 'no' in certain circumstances, e.g. it is not manageable because it is not in our development plan. At the same time, 'yes' might be the right answer, because the librarian's judgement is that s/he can be flexible and take advantage of new opportunities and so on.

Evaluation

Evaluation can be divided into quantitative and qualitative evaluation. Whilst the former bespeaks sound practice, it is often the qualitative that can be the more enlightening and useful. Nevertheless, the librarian should use a blend of the two kinds.

In some schools, the librarian needs to act as 'witness, prosecutor, judge and jury' in evaluating the effectiveness of library provision and use, and can only rely on irregular external inspections for feedback. Hopefully, in the majority of schools some assistance will be available to provide evaluation, whether it be library committee, senior management, pupil users (and non-users) and staff. In on-going situations, feedback from teaching staff on library performance is essential, and is an aspect of effective liaison on which a librarian may spend a good deal of time and energy. Nevertheless, the librarian should always develop skills and techniques of evaluation. For solo librarians, such as librarians in schools, this can be a difficult skill to develop, but is a very useful one.

Conclusion

Without these foundations, effective on-going learning in the school library will be limited, in extent and progression. As a result, the role of the library will be un-perceived and undervalued. It is therefore important that time and energy is given to these essential aspects of the development of the school library. However, the school librarian will be the best person to assess just how to do this - because s/he is the possessor of a basket of the appropriate skills and competencies identified in this paper.

Notes:

(1) By the term librarian is meant a professionally qualified and experienced person. In the UK, the professional body of librarians, The Library Association defines a chartered librarian as someone who is qualified academically and by experience to practise as a professional librarian and listed on the Association's register of chartered members. In addition, the Association indicates that chartered librarians working in schools '... have expertise in matters relating to information and information handling, learning resources and the learning process'. (The Library Association, Effective learning and the National Curriculum. Curriculum Guidance series, London, The Library Association, 1996.)

(2) Whilst I refrain in this paper from referring to specific educational types of institutions, I am considering the role of the librarian in a secondary school. By this is meant a school catering for pupils or students between the ages of 11 and 18. The paper may be relevant to librarians working in other types of schools, but the secondary school is the type of school the writer of this paper has in mind.

(3) The school librarian teaches. Whilst this is accepted, for clarity only in this paper, I have

referred to teachers in a school as 'teaching staff' or 'subject staff'.

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The school librarian, core competencies, curriculum development and staff liaison
Anthony Tilke

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Parliamentary library and information services as instruments for democratic development

Patricio Aranda Torres
Library of Congress
Congress of the Republic of Peru
Lima, Peru

Abstract

Democracy in many countries is currently undergoing a crisis due to the influence of powerful media interests, which disseminate views and comment which can, in turn, determine political outcomes. The explosion of media networks has given rise to a new form of interactive citizens' participation within the political system. This "network society" which incorporates the most dynamic social segments of the constituency, tends to exclude sectors which do not have the financial resources and technological skills necessary to access this new communication medium.

This paper formulates the means for an improved role for all citizens through a dynamic and interactive parliamentary library and information system. It illustrates the success of such a proposal to strengthen the legitimacy of parliaments by referring to the experience of the Congress of the Republic of Peru and explains what is being done to help Peruvian citizens who do not yet have personal access to electronic networks.

Paper

INTRODUCTION

We are all acquainted with the results of the worldwide globalization process. It has involved, amongst other developments, the integration of financial markets, the increased significance of the Asia Pacific region, European unification, the transformation of the former Soviet block, the North American Free Trade Agreement, and the voluntary association of cooperating third world economies into an interdependent system. The latter system works as a real time unit, that is, all changes taking place in one part of the world immediately affect other parts in a chain reaction, examples being the Asian and Brazilian Crises, and the "Tequila" effect. Globalization has also resulted, for many countries, in uneven development within society, specifically in relation to the less dynamic sectors and areas of particular societies. These sectors are at risk of turning into irrelevant participants in the democratic process, especially from the perspective of access to electronic information.

In this context, information units attached to legislatures can play an important role in social integration. They are able to mount interactive computer networks which disseminate important information to a broad cross-section of society as well as offering a direct line of communication with political representatives. The development of these technologies has created a new means of communication and has generated some important social changes in such varied areas as gender relations, environmental awareness and even political systems. Information technology has the capacity, where it can be made widely accessible, to impact most spheres of human activity, actually helping to shape the society of which it is a part.

NETWORKS AND THE MEDIA

Within this context, the Internet has now become a rather social institution, which can currently enable the state not only to implement an accelerated process of technological modernization, but also to apply this and other means to interact with its people, and to have real (virtual) citizens' participation. The achievement of this purpose requires the employment of systems conducive to upgrading electronic mail to worldwide standards.

The major difference between audiovisual information and the electronic medium is the opportunity for interaction provided by the latter. Many authors already refer to the existence of the information society as a new way of development, where the technology is the source of productivity, generating knowledge, information processing and communication of symbols. The new "information society" is oriented towards the accumulation of knowledge and increasing degrees of sophistication in information processing, which allows data to be organized and readily communicated. Within this information society, networking logic allows libraries and information units to interrelate with users through a common digital language that prepares, saves, processes, retrieves and transmits information.

Parliaments and their libraries and information services can take the opportunity to contribute to the strengthening of democracy by providing information on the political process direct to citizens, meeting the demand in the society for transparency with respect to policy making. In this way, technology (understood as the use of scientific knowledge to enhance productivity or communication) is used to foster a greater participation. The legitimization of the parliamentary institution is fundamental to the democratic law-making process. This legitimacy relies upon the citizens' knowledge and acceptance of legislative activities, and it is vital that the parliament should develop mechanisms which allow the use of technology to transmit such information to the citizens.

Effective policy making is dependent upon communication. Political manifestos tend to be compared with the current realities facing a community, resulting in a judgment by the constituents on the likely success of the measures outlined, and their impact on society as a whole and on discrete sections. To develop a relationship between the ruler and those ruled - there must be representation and communication. All political parties and groups should project their strategies through similar technological means if they want them to reach the people. This would ensure the support of an adequate number of citizens who, by utilizing the same medium, have access to the legislators.

Recent developments have shown how the television, newspaper and radio media can effectively control political communication and information through monopolistic growth or through media management. Fortunately this has in most cases fallen just short of political exclusion, which can adversely affect not only elections, but also the complete political organization, the decision-making process, and indeed the government itself. Those political parties which are still based on the organizational and political strategies of the industrial era observe the diminution of their autonomy due to the strong dependence on these information flows. In other words, the atomization of interests in societies allows the media to gain influence, since their clear messages provide a sense of identity for a huge conglomerate lacking common a common reference base. Those who are trained media practitioners have an advantage over those who do not have that communicative talent. The result of this can be notoriously seen in Latin America where it accounts for an average of 13 hours a day of turned on TV, and where politicians and parties become consumer goods instead of philosophers, educators or managers. This dependence can make a Government to collapse as in the Color de Mello case in Brazil where the TV network, radio and the press (O' Globo) no longer supported him and revealed the corruption charges on which he was subsequently impeached. This illustrates the need for decision makers to communicate. If they do not there may be a crisis in the democratic process in this information era, demonstrating the necessity for information to be generated within the parliamentary organization. Generators of information within the parliament, who are used to providing accurate and impartial information, are able to create the vital environment to introduce these new forms of direct communication with citizens, without the filtering commonly employed by the audiovisual media. This will aid both the nation-states and their citizens in the recovery of their autonomous status and independence, both of which have been undermined by the dynamics of global information flows led by rich and powerful transorganizational data networks. That undermining has frequently led to sectors of society ceasing to take an informed interest in their government and to a consequential fragmenting of the political system. The recovery or legitimization of democracy can be achieved through the opportunity provided by electronic communication to increase political participation generally and in particular horizontal communication among citizens, reversing the fragmentation brought about by manipulative media interests.

THE PERUVIAN EXPERIENCE

The information systems of the Congress of the Republic of Peru have been designed to achieve both of these ends. On the one hand, the purpose is to encourage participation by citizens, including direct involvement with MPs regarding their social needs. On the other, it is aimed at generating direct communication lines with the voters, circumventing any bias and misinterpretation from the audiovisual media, which often tend to undermine government policy.

This is exemplified by the Peruvian Virtual Parliament, created in 1996, a computerized network system through which the Congress of the Republic is made interactively available to citizens and institutions - both within Peru and abroad - with a view to encouraging their participation in the different activities conducted by the Congress. This form of participation enables citizens to directly interact with the legislative institution from any computer connected to the World Wide Web, and to propose by this means legislative proposals, demands, opinions or suggestions. In brief, this is a mechanism striving to consolidate the bases of the democratic system in Peru, since it is fundamentally structured on participation of each citizen and institution, making possible fluid political communication and an efficient decision making process within the legislative sphere.

Citizens are able to gain information, and make their views known on particular bills; submit direct petitions to their congressmen or the respective committee; participate in discussion forum, or propose to conduct them. Each citizen is previously registered and receives an access code in order to ensure reliability of his or her participation. Finally, it offers a friendship club where students have the opportunity to take part in civil culture and political knowledge contests from their school booths, witness the congressional sessions and visit the Congress, even if they come from the distant interior of the country.

Another information system developed by the Peruvian Congress is the Radio Program "Gathering center with the Congress" which broadcasts weekly the congressional activities and discusses specific issues one hour every week. It should be emphasized that this program has a regular audience, competing with other exclusively musical programs broadcast at the same time, suggesting that there exists an unsatisfied demand among the society with respect to Congressional information. This program can be obtained from the Internet in MP3 format, a digital audio and video format which, due the quality of the compression of audio data, is widely used to distribute audio (music) through the Internet and other resources. Results from the parliament's electronic voting system are also reported on the Internet allowing citizens to have access to precise information about their representatives' performance and attendance.

Digital press systems have enabled the development of direct communication not only with citizens, but also with information chiefs of the mass media, so that greater accuracy in the information disseminated is achieved. To this end, the electronic gazette *El Heraldo* provides on-line information about congressmen's varied activities, agreements, discussions and statements. Likewise, *La Gaceta del Congreso* makes public the agenda of the committees and of the Plenary of Congress and is distributed electronically to those citizens interested in receiving a copy. Sessions of the Plenary and the Permanent Commission are transcribed and published on-line on the web through our Debate Journal. This text system is linked to another image system called Virtual Television through which a session, in a segment of video, can be retrieved via a certain type of search that can be made by main subject, date or congressman.

The Digital Archive System for Peruvian Legislation is available through the web and allows access to all laws, legislative resolutions, supreme decrees and other legal regulations through two blocks: laws numbered from year 1904 up to date; and non-numbered laws from 1821 to 1904. The archive employs PDF format and prints of the documents can be directly obtained.

Since 1995, our Bills System has enabled inquirers to refer to a status report of all those bills submitted which have been enacted, or been filed. The system, developed in Lotus Notes format, permits searching and recovery of information by date of presentation, number of bill, congressman submitting the bill, political party or parliamentary bench, and even committee empowered to judge. It is important to point out that each of the 27 committees has an individual web page, where not only approved bills or information on members composing the said committee can be referred to, but so also can the work presented by specialists invited to the sessions or to the extra-parliamentary hearings carried out in the interior of the country.

The web page also provides detailed information on Congressmen's travels abroad and we also have a word search system through which one may enter a word on the constitution web page and the system will retrieve all results concerning that word.

Finally, specific distribution lists relating to different areas of interest allow citizens with concerns on particular topics to receive specialized information on relevant subjects. The databases available include a list of laws including a complete text of every law that is passed; a list of bills, including a complete text of every bill that is submitted; a list of Press News including all press notes released by the Congress; a list of photographs including JPEG images, about the main activities performed by the Congress, being those most frequently used by the media. The latter are distributed by e-mail to the information editors of the mass media.

Then we have information compiled by the Library (including information announcements providing citizens with the possibility of requesting free copies): links of interest on the World Wide Web; invitations to conferences of distinguished specialists in all subjects of national interest; and announcements of the latest books published by the Editorial Fund of the Congress, or working documents of the committees. This information is distributed by a mailing list that has more than 3000 members.

The Library of Congress

The Library of the Peruvian Congress, was restructured in July 1997 and forms part of the collection of the former Public Library and Legislative Library, the latter being the collection, in its turn, of the earlier House of Deputies and the Senate of the Republic. Although there is not an exact date of the foundation of the two first libraries, we know that the first Congress legislators of 1822 already had a basic collection of doctrine books and law digests dating back to 'colonial laws' or the so-called 'Indian laws', the first compilation of which dates back to the late 17th century and is still conserved in the Library's research room.

The fundamental objective of the Library is to gather, classify and disseminate materials and services to assist the decision making process of the Congress. A major task in progress is the widening of electronic services, involving the development of internal resources, such as an automated search system for reference material, laws, bills, decisions, debate journals, as well as other types of information provided on an Intranet and on the web site of the Congress. In addition to the Reference and Consultation Room, the Newspapers and Periodicals Library and the various special collections of the Library, there is also an Electronic Information Center within the Library. This Center is equipped with 18 PCs from which users of the Library have free access to the Congressional Intranet databases and the Internet. The Library currently has more than 100,000 volumes including complete collections of newspapers such as *"El Comercio"* since 1839 and *"El Peruano"* since 1836, as well as our Debates Journal, which is a transcript of all words pronounced on the Floor by all Deputies and Senators from 1866 to date.

The Library's electronic catalog gives on-line access to the 12,000 bibliographic entries corresponding to more than 30,000 volumes, with searching by author, title or subject from any Internet access point. The loan system is electronically controlled and the internal users of the Library reserve books from their office.

The total staff of the Library is 20, including 8 research and subject analyst staff, 7 professional librarians, 2 translators and 1 legal expert. The Library's electronic services are constantly updated by our staff, and these and other staff provide the specialized computer search services. The role of the Library in relation to the Congress web site is to be the physical threshold to all these services for the citizens and to provide the guiding system for the internal services developed in the Congress of the Republic, together with the Department of Special Projects which is charged with preparing the data for Web purposes.

PARTICIPATION FOR ALL

The exclusion of certain sectors of society from networked information is unavoidable at present, since not all of them have the facilities required for access. The question is: "How do we generate the sort of participation described above in social sectors which are not connected to the network?" This is one of the Congress's main concerns: it is the reason for the establishment of free public booths, and constant encouragement by the Executive to connect educational centers throughout the country. Currently around 10% of Peruvian state schools is connected through a system implemented by the Ministry of Education. This year's goal is to extend the figure to 15%. As well as this, the Congress has a special program entitled ***"Itinerant Parliament"*** . This has involved the establishment of a special public service environment which provides information about the organization and functions of the Congress and a variety of participatory access points which the legislature has put at the citizens' disposal, including publicly available Internet booths, so that citizens may have open access to this service, free of charge.

As this accounts shows, parliamentary libraries and congressional information services can encourage more participation and understanding from the general public concerning the activities of their congressional representatives, who finally represent the population's feelings. That is why the Library has an active interaction with citizens through technological events, and multi-interest events, such as the *Feria del Hogar* (which is a fair at which many companies offer a variety of products and recreational activities) and the *Feria del Libro* (a fair offering a wide variety of books), and we provide training in the use of electronic resources to any visitors to these fairs who request it. We have a visits program that is fully scheduled until July of this year with more than 700 people and we are able to provide courses on management of electronic resources which may also be offered to visitors.

These activities also lead to a greater strengthening of democracy, since all electoral systems are part of a market where voters will give their vote for those who best comply with their function as representatives of specific groups of electors, and such facilities open communication channels to permit them to exercise a better degree of choice and control.

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Libros braille para niños ciegos - mucho más que sies puntos

Norma Toucedo
Fundación Braille
Montevideo, Uruguay

Paper

Ya la Declaración de las Naciones Unidas sobre los Derechos de los Impedidos, del 9 de diciembre de 1975, hace referencia en su Art. VI, a la educación como la "forma de asegurar el aprovechamiento máximo de las facultades y aptitudes del individuo y de acelerar su proceso de integración o reintegración social".

Estudios realizados en países como Canadá, Estados Unidos, Suecia y el Reino Unido, permiten reconocer una notoria correlación entre alfabetización, educación y bienestar social: a mayor habilidad lectora, mayores posibilidades de obtener un empleo o de acceder a mayores niveles de enseñanza.

El Comité de Alfabetización de la UMC reconoce al braille como el único e insustituible sistema de lectoescritura para las personas ciegas, como su principal herramienta de comunicación y acceso a la información. Las pautas preparadas por IFLA/SLB como guía para el servicio de las bibliotecas a usuarios de braille, subrayan que debe darse al braille la misma prevalencia y tratamiento que se da a la escritura en tinta.

Sin embargo, ha sido fruto de muchas inquietudes y preocupaciones en múltiples foros regionales e internacionales, el descenso en el nivel de conocimiento y utilización del sistema braille. Sin duda, muchas podrían ser las causas, seguramente muchas más de las que vamos a intentar abarcar hoy en estos apuntes:

- La fascinación producida por las nuevas tecnologías, especialmente en aquellos que por múltiples razones no pueden o no saben utilizarlas correcta y cotidianamente, genera ilusiones casi mágicas en cuanto a lo que podría lograrse de ser posible entrar en ese universo percibido como tan lejano y "misterioso". Entonces, demasiadas veces quizás, padres, maestros y autoridades esparcen y estimulan la imagen de un sistema braille que pudo haber sido útil en algún momento, quién sabe, pero que irremediablemente ha de dejar su lugar a las innovaciones de los tiempos modernos.

Pero todos quienes adhieren, consciente o inconscientemente a esta postura, no reparan en el hecho incontrastable de que las nuevas tecnologías no han podido sustituir a la escritura tampoco entre quienes ven, aún cuando muchos de ellos apuesten más a las imágenes que a las palabras, cosa que, naturalmente, ninguna persona discapacitada visual podrá hacer, aunque así lo quisiera. El hecho es que ni la tecnología ni las grabaciones u otras formas auditivas de acceso a la información impresa, son aceptables como sustitutos de la habilidad de leer y escribir, ni para los ciegos ni para las personas que ven.

- Muy vinculado a lo anterior, no podría decir si como causa o consecuencia, observamos cómo se entrelaza este descreimiento con la falta de formación adecuada de docentes, bibliotecarios y demás involucrados en la alfabetización y educación de los niños ciegos. Demasiadas veces se enseña el sistema braille apelando a concepciones mecanicistas, analíticas y parcializadoras del sentido del tacto, concepciones que son más resultado de la teoría que de la practica experimental. Es entonces que leer se convierte en un acto de desciframiento, cansador y tedioso y sólo aquellos niños muy motivados por su entorno familiar o muy inteligentes y curiosos pueden seguir solos el camino hacia la comprensión globalizadora y el encadenamiento de ideas que supone la lectoescritura. Demasiadas veces se olvidan las premisas básicas del aprestamiento braille, que no es otra cosa que el entrenamiento del sentido del tacto para que pueda ir más allá de la pobre función que nuestra cultura actual le ha asignado y estimularlo a pasar de la combinación más o menos caprichosa de los puntos a la forma de una letra o palabra, de la parte al todo, del simple acto de reconocer un objeto hacia la apertura del símbolo escrito...

- Otras muchas veces, aún un buen aprendizaje no rinde los frutos esperados; nos encontramos entonces con aquellas personas a las cuales solemos llamar analfabetas funcionales, porque han perdido el gusto y la práctica de aquello que alguna vez aprendieron.

Y ahora bien: Cuáles podrían ser las vías para resolver o al menos comenzar a modificar estas situaciones, de conciliar tantas paradojas.

- Es imprescindible emprender con seriedad y urgencia la tarea de establecer y unificar hasta donde sea posible los criterios de formación docente, pero esto excede con mucho el tema del que debemos ocuparnos en este trabajo.

- Empezar a cambiar la situación actual también requiere de otros instrumentos, como son la disponibilidad de materiales en braille para ayudar a combatir el ya mencionado analfabetismo funcional. La escasez de recursos económicos juega aquí un rol fundamental. Recordemos que, tal como lo expresa E. Elissalde, 9 países concentran el 75.2% de los analfabetos en el mundo y precisamente 8 de estos países son los más pobres del mundo, de acuerdo a la clasificación del Banco Mundial. También en estas naciones se registra la tasa más alta de analfabetismo, poniéndose así claramente de manifiesto el significado de tan trágica coincidencia. El 90% de los analfabetos del mundo vive en los países en desarrollo, así cómo también el 80% de los discapacitados visuales. En muchos países pobres de Asia y de Africa, el 95% de los niños ciegos no van a la escuela; la enseñanza para ellos no es obligatoria y de hecho no existen escuelas en amplias áreas rurales.

La cooperación internacional sigue siendo una llave fundamental para romper este terrible círculo y lograr alcanzar soluciones al mismo tiempo realistas y accesibles. Así también el trabajo coordinado de las organizaciones locales, nacionales, regionales o de áreas lingüísticas, la realización de catálogos colectivos, la estandarización de la producción braille, de modo que se facilite el intercambio del material en soportes informáticos y la impresión local, etc.

- Pero adema s de la disponibilidad de materiales en braille, estos deben ser adecuados. Y qué queremos significar con esta expresión?

Por una parte, los contenidos de los libros, especialmente cuando éstos han de ser utilizados para la alfabetización y postalfabetización de niños, debe reflejar, de alguna manera, cada realidad geográfica y cultural.

Por otro lado, nos referimos a ediciones cuidadas y atractivas, las cuales puedan atender a algo más que cuestiones de simple transcripción. Existen criterios estéticos que deben tenerse en cuenta en la preparación de un libro destinado a la percepción táctil, pero esto que debería resultar obvio a estas alturas, no lo es tanto en la practica. Y si siempre el buen diseño de una publicación es deseable, es a todas luces imprescindible si nos referimos a la lectura infantil, con la cual estamos poniendo las bases definitivas de una buena alfabetización y afianzando el hábito lector y la comprensión activa.

En este sentido, creemos que deben cuidarse especialmente factores como el tamaño de la página braille, la unidad semántica de la misma, la introducción progresiva del uso de la doble faz de la hoja, la disminución gradual de la distancia interlínea, etc.

Siempre que sea posible, deberían incluirse elementos perceptibles para otros sentidos (aromas, sonidos y, por qué no, también sabores) u otras texturas y formatos que puedan ampliar y enriquecer la experiencia táctil. A la hora de elegir este tipo de elementos, no se debe apuntar a reemplazar la experiencia directa y cotidiana del niño en contacto con la realidad, sino a la mayor fijación de lo aprendido mediante una percepción más rica y ejercida de forma más global y placentera.

No se nos escapa, por cierto, lo costoso que todo esto puede llegar a ser, no sólo o no tanto por los materiales que puedan ser necesarios, sino por el tiempo que exige un trabajo casi artesanal y el que debería insumir la capacitación previa y las pruebas de campo muchas veces realmente útiles en estos casos. Sin embargo, no será siempre necesario incluir todos los recursos editoriales en la actitud frente a la preparación de una publicación, especialmente cuando esta va dirigida a los niños. Es necesario pasar de la transcripción a la adaptación, y utilizar los a veces muy escasos recursos disponibles de forma imaginativa y audaz. Cuando, por ejemplo, se descuida la distribución del espacio en un libro braille, es posible, tal vez, ahorrar algo de papel, materia prima muy cara o difícil de conseguir en algunos países en desarrollo, pero esto también puede estar ayudando a malograr una inversión de futuro mucho más importante, que es siempre aquella que se realiza en los recursos humanos.

La inclusión de personas ciegas en los equipos de producción de materiales braille y el trabajo conjunto y coordinado con los agentes educativos implicados, puede ser fundamental a la hora de decidir qué cosas son apropiadas y útiles para la percepción táctil en su acceso a la lectoescritura.

Más allá de las lamentables barreras económicas que enfrenta la gran mayoría de las personas ciegas que viven en el tercer mundo, es posible ahora para quienes no vemos, acceder a Internet; es posible leer en línea o desde nuestro PC, apelando a un sintetizador de voz a un display braille. Los libros híbridos pondrán muy pronto a nuestro alcance publicaciones accesibles, desde el mismo soporte, en audio real, síntesis de voz y braille, a elección del usuario. Pero la única forma de que sea precisa y realmente útil al usuario ciego quien ejerza esta opción, según sus necesidades y circunstancias, será brindándole los elementos para hacerla, desde la más básica alfabetización.

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Value and impact studies

Bob Usherwood
Department of Information Studies.
The University of Sheffield
UK
Email: r.usherwood@sheffield.ac.uk

Abstract

At a time when emphasis is being placed on quality, standards, and accountability the research world is spending more time assessing the value and impact of library organizations. The paper argues that research in this area requires sociological and psychological research skills. Qualitative data are as important as statistics. Different research methodologies are identified in a review of some recent studies. The result of such work must be made known, and new research is required to explore the relationship between research and the decisions taken by professionals and policy makers. We must ensure that value and impact studies have value and impact.

Paper

At a time when so much emphasis is being placed on quality, standards, and accountability, it should not come as a surprise that the research world is spending more time assessing the value and impact of organizations. Serious difficulties arise however when researchers try to deal with these issues using inappropriate tools. Tools that can be used to assess outputs, may not be the same as those we use to evaluate outcomes. Value and impact studies are much more than mere measurement. Statistics are just a small part of the reality of the library and any meaningful evaluation has to go beyond simplistic quantification. Even the quality guru Deming, who is often associated with the use, if not over use of statistics, has admitted that the most important things in life can not be measured. How does one measure love, kindness, and generosity? Many of the measures that are set out in the managerialist literature are often substitutes for qualities that are intangible or indirect..

Academic librarians have observed that, "relatively little attention has been paid to qualitative measures, or to output measures, but indicators which fail to take such factors into account will be inadequate and misleading." (Joint Funding Councils' 1993) In the public sector it has been argued that, "performance can seldom be expressed in a meaningful way by quantitative data only. To a great extent, analysis of performance has to be based on qualitative descriptions and statements." (Arvidsson 1986) If library services are to be evaluated in terms of their impact on individuals, and society as a whole, then we require sociological and psychological research skills. It means that we must be concerned with the "soft" as well as "hard" areas. As Stewart and Ranson(1988) have observed: "Performance monitoring in the public domain is not merely concerned with effectiveness in achieving stated values, but with unexpected impact, and of values denied."

In this brief review I am therefore going to concentrate on qualitative methodologies as used in some recent studies. We can also borrow research methodologies from other fields. For example, although a great amount of work has been carried out on "the library user", we still know relatively little about the functions of library materials in terms of their impact on the individual or the community. In a Sheffield study, on the value and impact of imaginative literature, we plan to combine the methodology, developed in our previous social audit work, with the "uses and gratification's" techniques used by researchers in the mass media (e.g. Brown 1976, McQuail 1969), and the reader response approach which is seen as integral to the understanding of literature. Similarly, in evaluating and planning services for communities, there are techniques such as cognitive mapping, which may help library managers gain a clearer impression of people's perception of an area or locality.

Perceptions play a significant part in value and impact studies, and research from other areas points to the dangers of making management, or indeed political, decisions on the basis of users' perceptions alone. Simply asking users is often not enough. Users know what they like, they sometimes know what information they need, but they often do not know what is possible for the library to provide. Some explanation of the different perceptions between librarians and users can be found in the literature on the psychology of prediction. For instance Slovic et al (1982) Tversky and Kahneman (1982) suggest that people judge events as likely if instances of it are easy to imagine or recall. What people can recall will depend on their knowledge and experience of the area. Library users by definition will have personal experience of using libraries. They will therefore have some relevant knowledge but as Stewart and Walsh (1989) suggest, from a public service perspective, in a number of areas this knowledge will be incomplete.

The public library service is above all about providing equality of access to information, ideas, and works of imagination, and it is important that this is reflected in the way services are evaluated. With equity, as with anything else, performance has to be evaluated against objectives. In the UK there are national standards, such as those set by the Audit Commission, but the evaluation of equality is still in its infancy. There is a tendency to rely to a great extent on numbers. For example counting the number of books in a foreign language, or the number of people from a particular community, or background, who use, or do not use a service. These kinds of data are, of course, important, if nothing else they are an indicator of an authorities' commitment. However such figures tend only to deal with inputs and outputs. In evaluating equality, people's experience of using the service, and their perceptions of it, can be used to evaluate outcomes.

Social Impact

Such qualitative outcome indicators are often a more meaningful way of assessing the value and impact of a service and its achievements. This, more qualitative approach, has been used in a number of recent studies of social impact. In *Beyond book issues* Matarasso (1998) reviewed library based projects entered for the Library Association Community Initiative

Award, and assessed the extent to which they have produced social benefits and seeks to identify factors which lead to success. Another piece of work, undertaken by the Community Development Foundation, looked at working with local people to develop indicators of social benefit. (Harris 1998)

The Sheffield Social Audit study was the subject of a paper at last year's IFLA (Usherwood & Linley 1999) so suffice it to say that the technique has much in common with quality audits, as defined by Percy-Smith (1992), and implemented by a number of local authorities with regard to recreation, transport and information technology services. It is has also been used by a variety of voluntary organizations, and companies such as Traidcraft and The Body Shop. To quote Gray (1995) social accounting has experienced "a (long overdue) resurgence as academics ...look for new ways of providing accounts of organisational life." The technique can be used to examine the success or failure of a portfolio of activities and services offered by a particular kind of library. For example inner city, urban or rural branch libraries or those serving designated areas of poverty.

Another Sheffield project, on the *Impact of library closures and reductions in opening hours* (Proctor, Lee & Reilly 1999), involved before and after studies of public library users in communities where closures and reductions were taking place. The data show that when a local library closes up to a third of adults may be deprived of access to the public library. Worst affected are young children and elderly people. Parents and teachers told the researchers that the impact of library closure was devastating. Although some children were reading as much as before, their choice and quality of reading suffered dramatically. People felt that only a local library helped them to feel a part of their own community and play an active part in it. It helped them to be part of a local information "network", reduced loneliness and, encouraged friendships.

The *Sheffield strike research* is an example of opportunistic research. In the Summer of 1995 Sheffield Libraries closed down for eight weeks. This gave researchers the chance to find out how people responded to the lack of a library service. Over 500 library users were interviewed after the libraries re-opened. Other local libraries and bookshops were surveyed to see whether people had transferred their use there. A survey of telephone callers using the information services was also carried out. The research showed that the social value of the local public library has been underestimated. People enjoy the experience of going to the public library, whether or not they need to borrow books or seek information. It seems to make a significant contribution to their quality of life. This seems especially true in communities with a high incidence of economic and educational deprivation. The local library can be an important resource for personal development, particularly when users have had a poor experience of formal education. The data also demonstrated the extent to which reading is an essential and critical factor in the lives of library users. Most people cannot afford to buy enough books to replace those provided through the library service. Turning from the established to the electronic technology, colleagues at Manchester Metropolitan University are currently looking at the value and impact of End-User IT services in public libraries. They are using what they describe as a "mix of methodologies, including desk analyses, structured interviews, and observation. Another Sheffield project seeks to demonstrate the value and impact of public libraries on educational attainment and the reduction of educational disadvantage in British Society. It will investigate the role of the public library in supporting and encouraging learning, in its widest sense, among the educationally disadvantaged. Learning will be taken to include both the absorption of new knowledge and information, and the acquisition of information seeking and retrieval skills.

The value and impact of library research.

Crucially the results of research must be made known. For a number of years we have strongly argued the need to establish a centre for the effective dissemination of public library research. We emphasised that this should not be confined to work carried out in academic institutions and other research centres but also include the "hidden research" that is undertaken as part of the day to day management of libraries. We have made some suggestions regarding the dissemination of research of interest to the library community. These include : Establishing a clearing house for the dissemination of reports and surveys prepared by different library organizations; developing a data base of these activities and; establishing a web site which would keep practitioners, academics, policy makers and others up to date with research being carried in library authorities, in universities, and other organizations with an interest in the field.

New research is required to explore the relationship between the decisions taken by library managers and policy makers, and the research that is undertaken by universities and other research organizations. In suggesting this approach I do of course recognise that decisions are constantly made in libraries which are not always based on systematic research. Such has been the pace of change that there will be times when, "Life cannot wait for social research to catch up." (Shipman 1988). Equally the quality of decisions may be improved if more people within library organizations catch up with research that has been undertaken.

Particular attention should paid to the ways in which research results are communicated within library organizations and how far the research focus of the organization is at risk through dependency on individuals rather than systems. Key professional staff and policy makers need to recognize the value of research as a contributor to performance. As researchers we need to ask, how far library services can be described as having a research ethos, through which the value of research is conveyed to professionals and policy makers. In the early 1970s a number of research officer posts were established in library directorates but most seem to have disappeared, although I did notice recently the appointment of a Research & Support Officer in a British public library.

The 'implementation' of research findings involves more than simply applying a recipe. Research is often about innovation and all innovations require organizational change to some degree if they are to be implemented effectively. For research to be 'implemented', someone needs to know about it, they must influence the organization and persuade policy makers that change along the indicated lines will be valuable. "Thus whilst knowledge of the results of research may be important, it is rarely by itself sufficient to change practice, and other factors need to be taken into account" (Watt 1996). Senior library managers need to persuade and cajole others in their organizations to try out new things, and to invest in people and other resources to provide the training that changes will require. In other words, implementing research findings is a major organizational task and not something simply to be bolted on.

Much of the recent work on the dissemination and implementation of research is to be found in the clinical and medical literature. Some of the approaches used in the Health Services GRIPP (Getting Research into practising and purchasing) initiative and by Canadian clinicians (Clark 1995), could be adopted for use in the library sector. We can also note that many of the models used by health researchers derive from the social sciences. For example in their use of Rogers (1995) work on the diffusion of innovations. Whatever model we adopt we must ensure that our research; illuminates the activities of library users; helps professionals and policy makers assess the impact of the services they provide, and enables them to identify the reasons for their success or failure. The research should help managers guide and monitor the service, and improve the way the value of the service is reported to policy makers. It should enable stakeholders to make better judgements about the service, and affect organizational behaviour. In short we must make sure that value and impact studies have value and impact.

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National Award Books as Quality Information Resources in Thailand

Supannee Varatorn
Department of Library Science,
Faculty of Arts, Chulalongkorn University
Bangkok, Thailand

Abstract

This paper deals with the importance of book contests and book awards in Thailand, especially the National Book Awards announced during the National Book Week. The results of an analysis of the national award books both fiction and non fiction by author, content and subject are discussed, to show how these highly recognized books are quality information resources. The study of the availability of these national award books in some leading academic, school, public and national libraries are also presented. The findings offer suggestions for improving book production in Thailand, enhancing the value of national award books and making information professionals and users aware of these quality information resources and putting them to the best use.

Keywords: National Award Books/ Book Contests/ Information Resources/ Reading Sources

Paper

1. Introduction

The importance of book contests and literary awards for promoting book development is globally recognized. Literary awards encourage those in the literary world to produce works of high quality, stimulate the publishing of good books and make known literary works especially of book award winners. However, values of literary awards may differ according to the conditions of book production, the book market and the reading habit of the people in the country. In Thailand, literary awards not only stimulate and encourage writers and publishers to produce qualify works and to promote the use of their books, but also reflect literary trends and book reading of the people in the country.

Awards for good literary works was started in Thailand in 1907, by the Archeology Society. A major task of the Society was to select good books both old and new for publishing, award them recognition as the nation's literature and publicize them. Similar activities have been carried on by various institutions for these past ninety years. Occasionally and yearly, organizations from both government and private sectors in Thailand organize book contests, and award prizes for good books. The only national book awards in Thailand are bestowed during The National Book Week. These awards were introduced in 1972.

2. The National Book Award

During the International Book Year 1972, Thailand as a member of UNESCO organized many activities responding to UNESCO's campaign for the recognition of the important role of books in bringing about enlightenment, international understanding and hopefully, prosperity to society and mankind. The National Book Contest was organized as a cooperative book promotion program with the National Book Week. The national book contest in Thailand today is organized by the National Book Development Committee, with the main objectives to: (National Book Development Committee , 2540)

1. Stimulate those in the book production field (author, publisher,printer etc.) to produce valuable and useful works.

2. Enable those who engage in the distribution of books, diffusion of knowledge and promotion of use of knowledge and information (librarians, information professionals, and readers) to have more choices in the selection of good books.

Each year, rules for the contest are issued, specifying the qualifications of the applicant, types and qualifications of the books summitted, details on the selection of the winners and the prizes. The rules are distributed to all who engage in book publishing in the country, inviting them to join the contest. Nine types of adult and children's books are included. The adult books are fiction, non fiction, poetry and short stories. The children's books are books for new readers (3-5 years old), books for small chidren (6-11 years old), and books for pre-teenagers (12-14 years old). The other two types are the cartoon books and books reflecting aesthetic values. (Department of Curriculum and Instruction Development, 2541)

The books summitted to the contest are distributed to a committee of specialists in specific types of books. Each member of the committee reads all the books assigned and evaluates them according to their qualities. There are years when there are no awards for titles under specific categories as they do not measure up to the standard. The results of the contest are announced to the public through the mass media.

The following points serve as guidelines for the evaluation of each type of book being considered for the National Book Award: (National Book Development Committee, 2540)

1. non fiction : main idea, reasonableness, correctness, style, endeavour of the author.
2. novel: contents, literary values and usefulness.
3. poetry: beauty, forms and ideas.
4. short story : contents, literary values, usefulness.
5. children's book: values and usefulness for the child's life, promotion of creative thinking, use of language, style, suitability for assigned child's age, format and illustrations.
6. cartoon books: contents, correlation of contents and pictures and usefulness.
7. books reflecting aesthetic values: the artistic design as seen from format, cover, printing,

lay out, illustration etc.

8. all types of book: details of printing (proof reading, printing, binding etc.)

3. The National Award Books

The national award books are products of quality passed through the judgement of all those concerned, from publishers to book speciatists. Each year over 300 books are selected by publishers to enter in the national book contest, and about 30 books are selected for the award. (Book production in Thailand came to 9,600 titles per year) (Landscape in Asian Publishing, 1997) From 1972, the first year of the National Book Award to the present (1998), there were 778 books of all types which won awards, consisting of 241 adult books, 235 children's books and other 302 books scattered among other categories. Although each of the award books were recognized for their values, there were some features that deprived them from being the nation's quality information resources.

3.1 An analysis of the national award books

An analysis of the contents and authors of the 169 national award books for adults, consisting of 80 non fiction books and 89 novels, revealed a limitation in contents and authorship of these award books to qualify as quality information resources.

Non fiction. The 80 non fiction books classified by contents using the Dewey Decimal Classification System showed that the number of books by subjects varied. The highest number of titles were in history (47.50%) followed by the social sciences (15.00%). The rest (37.50%) were scattered in 8 subject areas, with their number of titles as follows: Arts (7), Literature (6), Religion (5), Applied science (4), Miscellaneous (3), Philosophy and Science (2 each) and Language (1)

These non fiction books classified by subdivision of the D.D.C. are in 25 subject areas (from 100) which indicated more clearly a limitation in subject coverage. The books clustered in 5 subjects: geography and travels (22), biography (11) Thai literature (6), Asia (5), Thai customs and folklore (5), which added up to 49 books (61.25%) The other 31 books covered 20 subjects, each comprised of 1-3 books.

As for the authorship, an analysis of the 80 authors of non fiction books showed wider coverage of authors than that of the novels.The non fiction books were the works of 62 authors and 5 corporate authors. Among them, 8 authors and 1 corporate author wrote more than one book. The number of books written by each of them varied from 2 to 3 titles. However, in some subject areas such as Arts and Buddhism one or a few authors dominated the scene.

The findings indicated that in some subject areas some authors were so skillful and experienced that they won the awards many times. Unfortunately, there were not many writers of non fiction books and for some subject areas many of them could not produce highly qualify works.

Novels. An analysis by contents and themes of 89 award novels showed that the highest number was the sociological novel (32.58%) dealing with both city and country people. The second major group was the romantic novel (25.84%) dealing with family lives and lives of young people. The other 41.58% covered novels in 10 categories. Each category consisted of 2-6 books: in the following areas with the number of titles written: heroic novel (6), the Chinese in Thailand (6), historical novels (5), fantasy (4), hill tribes (4), exotic novels (4), novels of ideas (3), teenagers' lifes (2), drugs (2) and nature (2).

These 89 national award novels were the works of 39 authors. Fourteen authors had written more than one award novel. Three authors among them having won 10-15 award novels (under various pen names). Their works added up to 36 books (40.45%). Eleven authors owned 2-5 national award novels each, which added up to 28 books (31.46%), 25 authors owned one award novel each.

The findings showed that a number of authors more or less had a monopoly of the national award novels. The facts reflect the publishing scenes and the market for novels in Thailand. There are not many novelists and there is a lack of talent among the new generation. The authors who were frequently awarded for their works were outstanding writers with long time experiences in their career. They were also very popular among readers. As this group of novelists had their works published regularly and summitted to the contest in large numbers, they had more chances to win the awards than the less esperiences young generation of novelists who hardly had their works published or had them published by small publishers who could not produce books of high quality.

The limitation of the number of writers resulted in the limitation of contents, styles, and the use of languages in the awarded novels which could be concluded as a comment on Thai writing by an outstanding literary critic that "The Thai novel lags behind other forms of writings." (M.L. Boonlua Dhepayasuwan, 2539) An analysis of contents and themes of the awarded novels found that they represent the themes of the novels that are popular among the readers. Considering the style and language of these novels; as individual author has his/her specific style of writing, (M.L. Boonlua Dhepayasuwan, 2539) a small number of the awardees resulted in the lack of newness and variety in style and the use of language that readers should expect and enjoy.

3.2 The Availability of national award books in libraries

The survey of card catalogs and of online public access catalogs (OPAC) in the National Library, public, university and school libraries showed a disparity in the number of holdings of national award books available in these libraries. The university libraries and the national library have most of the national award books, the school libraries have about a fifth to a half of the titles, and the public libraries have the least number of titles.

Academic libraries. Results of the survey of the collections of national award books in libraries of four leading universities showed that libraries in these universities (central and faculty libraries) provided the majority of the national award books, ranging from 86.36% to 96.97%, and each of them owned 1-10 copies of each title. The number of books provided divided by type were: novels 83.15%-98.88%, short stories 79.31%-93.10%, and non fiction books 87.50%-97.50%.

Universities	Novels (89)		Short Stories (29)		Non fiction (80)		Total (198)	
	Number	%	Number	%	Number	%	Number	%
Chulalongkorn	88	98.88	27	93.10	78	97.5	192	96.97
Thammasat	82	92.13	23	79.31	76	95.00	181	91.41
Srinakarinwirot (Prasarnmitr)	85	95.51	26	89.66	71	88.75	182	91.92
Silpakorn	74	83.15	27	93.10	70	87.50	171	86.36

National Library. Thai National Library serves as a national and public library. According to the Print Act, it is a depository library that must have all publications published in the country and should receive five copies of all the national award books according to the national book contest regulations (National Book Development Committee, 2541) However, the survey revealed that of the 198 national award books studied only 178 titles (89.90%) are available in the national library, consisting of 80 novels, 21 short stories and 77 non fiction books.

Public Libraries. The public library services in Bangkok are under the jurisdiction of the

Bangkok Metropolis. Twelves libraries in the system acquire the same titles of publications and offer the same kinds of services to all people. A survey of the national award books from the card catalogs in Suan Lumpini Public Library, the main branch of the system showed that the public libraries in Bangkok have only 48 titles of national award books (24.24%) available in their libraries. The collection consists of 27 novels and 21 non fiction books. No short stories were available.

School Libraries. A survey of national award novels and non fiction books in five school libraries that received the best secondary school library award for the year 1994-1998 from Thai Library Association showed that these schools have a small number (18.34%-53.85%) of national award novels and non fiction books in their libraries. The proportion of the books are 21.35%-47.19% of novels and 15.00%-61.25% of non fiction books. These figures showed that young people have limited access to these quality information resouces from school libraries which are the nearest reading places for them.

School Libraries	Novels (89)		Non fiction (80)		Total (169)	
	Number	%	Number	%	Number	%
Wat Rajadhivas School	24	26.97	17	21.25	41	24.26
Wat Baworamongkala School	32	35.96	20	25.00	52	30.77
Benjamarajalai School	19	21.35	12	15.00	31	18.34
Bodindeja School	42	47.19	49	61.25	91	53.85
Bangkapi School	35	39.33	30	37.50	65	38.46

4. National award books and the readers

A survey of 92 students enrolled in literary courses (65 from the Faculty of Arts, Chulalongkorn University, and 27 from the Faculty of Arts, Thammasat University) showed that the majority (60.22%) read 1-10 titles (0.5%-5.05%) of the national award books studied. The highest number of students (36.96%) read 1-5 titles (0.5%-2.53%), and 2.17% among them have never read any national award book. The survey also showed that the students read the national award novels more than the short stories and non fiction books. However, the number of the titles they read was not high. Most of them (76.09%) read 1-10 novels (1.12% - 11.24%). As for short stories, the highest number of students (58.70%) read 1-5 titles (3.45% -17:24%), and 29.35% among them have never read any national award short stories.

Result of the student's reading of national award non fiction book was different. The majority of the students (54.35%) have never read any national award non fiction books. The highest number of students who read the national award non fiction books (40.22%) read only 1-5 titles (1.25%-6.25%). The data above indicated that the national award books were not popular, resulting in neglect and insufficient use of these quality information resources.

5. Problems of the national award books as quality information resources

The results from a sketchy analysis of contents and themes of the national award books, the survey of the availability of the award books in some leading libraries and the survey of the reading of the national award books revealed that the national award books are over looked as quality information resources of the nation and therefore are not fully used.

The problems identified under the following categories are: the national award books, the reading sources and the publicity.

5.1 national award books

non fiction

- limited subject matter (mostly biography and travels)
- a need for books covering in depth a variety of subjects.
- authors of books in some subjects (ex. arts and Buddhism) are limited to one or a few authors resulting in the limitation of ideas and viewpoints.

novel
- the contents and themes require variety (most titles are on social problems and love)
- outstanding novelists have a monopoly of the awards and the book market, their specific style of writing, resulting in the lack of newness and variety in the novels awarded.

5.2 reading sources

The survey of 4 types of libraries showed that there were more or less problems affecting the use of the national award books as quality information resources in the libraries.

academic libraries
- no arrangement of the national award books as seperate collection or identification to point to titles which are national award books in some libraries.
- lack of publicity of the national award books in the libraries (no indication in the catalog cards, and in bibligraphic database etc.)
- some national award books are kept as reserve books in some libraries with no spare copies for the general readers.

national libraries
- incomplete collection of the national award books.
- no special arrangement for the national award books as resources for study and research or identification to point to titles which are award books.

public libraries
- very small number of the national award books.
- the national award books are not maintained in good condition.
- no arrangement of the national award books as separate collection. or identification to point to titles which are award books.
- no indication of their importance as the national award books.

school libraries
- small number of the national award books in the collection.
- no arrangement of the national award books as separate collection.
- no guidance offered in using award books as quality information resources.
- lack of publicity and promotion on the importance of award books as quality information resources.

5.3 publicity

The national award books are not popular among Thai people especially the non fiction books. The factors causing the problems are:

- small and incomplete collections of the national award books in the libraries.
- lack of publicity and information about the national award books in libraries.
- not much news, book reviews, book talks or panel discussions on national award books in the media.
- organizations concerned with reading and education do not promote the use of the national award books.
- many national award books, especially those published earlier are out of print.

6. Suggestions

Books which have received national award can qualify as important information resources if the following suggestions are implemented :

6.1 book contests

- new forms of book contests should be organized.
  - non fiction book contests on specific subject (the rare and useful ones such as sports, science and nature)
  - fiction contests on specific theme (in particular, themes for which there are few books or useful for the public)
  - book contests limited to new authors.
  - book contests based on readers' opinion (wholly or partly)
- support for new authors, encouraging them to join the book contests.
- the committee for judging books for national awards should consist of specialists from various disciplines and experiences and be rotatable.

6.2 reading sources

national library
  - takes action in proposing the revision of the Print Act to make it effective or assumes depository of copies of books.
  - demand for all publications from publishers according to the Print Act.
  - demand for all the national award books from the publishers according to the national book contest regulations.
  - organize a special collection of the national award books for study and research.
  - special identification of national award books in the library catalog cards and on the online public access catalog (OPAC)

public libraries
  - a continual acquisition of the national award books (acquire some useful selected titles if not possible to acquire all of them)
  - promoting the use of these national award books among library users.

school libraries
  - acquisition of national award books useful for enriching education and experiences of students and teachers.
  - promoting the use of the national award books among students in cooperation with the teachers through book reports, book talks etc.

academic libraries
  - acquisition of all titles of the national award books that are missing to make complete collections, and revise them annually.
  - provision of information on the existence of these national award books in the library (lists, displays, bulletin boards etc.)

6.3 publicity

- publishers, copyright owners, and all sectors engaged in the national award books campaign for the publishing, reprinting books that are out of print.
- libraries publicizing the national award books through news on bulletin boards, book lists, annotations, library newsletters, book displays and conducting book talks by authors, book panel discussions etc.
- mass media (television, radio, newspapers and magazines) publicize news and information about the national award books (not only results of the national book awards) occasionally or for special events and conduct book discussions, book talks, interview with authors etc.

7. Conclusions

Although the national award books are generally recognized for their quality the study of 198 national award adult books from 1972 to 1998, and the survey of their availability in some leading libraries showed some limitations that deprived them from being recognized and used as quality information resources. The non fiction books are restricted to a small number of subject areas and in excess in some subjects; there should be an even spread of a variety of subjects. The novels were repetitions in themes and authors. These situations resulted in the limitation of ideas and no challenges. The national award book collections available in libraries were incomplete or were very small and not in good condition. Problems arose from many sources, the books, the reading sources, and the publicity. Suggestions to solve the problems and to improve the national award books to be quality information resources were to initiate new forms of contests, improve the availability of the national award books in all types of libraries and publicize their values and existence to all. Libraries need to initiate "user education and user friendly" activities to put these national award quality resources to wider use. If all these suggestions are accomplished the national award books in Thailand would be a true nation's quality information resources.

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Electronic resources on art in Thailand (ERA): trial of Silpakorn University Library

Poot Veraprasert
Central Library
Silpakorn University
Thailand

Abstract

Since its establishment in 1934, Silpakorn University has been recognized as the oldest and one of the best educational institutes on art and design in Thailand. Its library is said to contain the best collection in the country of various kinds of materials concerning art and art education. However, in the past, the Silpakorn University Library had a limited capacity to serve the public due to the insufficient number of books and materials available and to the limited physical space.

In order to expand its capability to serve the public and to enhance the development of art education in the country, a research project entitled "Electronic Resources on Art in Thailand (ERA)" was launched in 1998 with the objective of creating online databases including information useful both for the public and for professional artists and designers. This paper describes the results of the research work performed so far. Our experience suggests that for faster and probably better results art librarians should work cooperatively with the experts from relevant fields rather than attempting to acquire this expertise

Paper

Introduction

Silpakorn University,Thapra Palace Campus, was originally established as The School of Fine

Art in1934. As the first Thai university specializing in the fields of art and design, its library, formally established in 1959, also became the premiere art library of the country where the largest collection of diverse materials on art and art education were available, especially the materials on Thai art in various forms i.e. books, serials, art exhibition catalogues and posters, slides and pictures, videotapes, art theses, etc. In order to enhance the service ability of the library, the computer network and INNOPAC system were introduced in 1995. Recently, Silpakorn University Library planned to develop one step forward to become a real electronic library, a research project entitled " Electronic Resources on Art in Thailand (ERA)" was launched in October 1998 with the objective of creating online databases accessible through the internet containing both image and text useful for students, researchers, professional artists and designers and worldwide public.

ERA : Structure and Content

ERA is composed of 3 groups of creative work namely: ERA Web Site; Digital Image Database; and CD-ROMs Database on Art.

The creation of ERA Web Site is designed as a 2 - year pilot project consisting of 8 subprojects namely; (1) Online Bibliography: Mural painting in Thailand; (2) Posters of Art Exhibition; (3) Artists on the Web; (4) Master of Fine Art Theses; (5) Online Art Exhibition; (6) Art now and Then; (7) Art Image Database; (8) Art on CD-ROM.

The ERA Web Site

As a pilot project, the selection of materials for the creation of ERA Web Site is based mainly on the information resources available in Silpakorn University in order to facilitate the data collecting process and also to avoid the copyright problem. The project integrates electronic formats into the concept of "collection" and adapts the principles and practices of collection development to the selection of electronic publications, regardless of format but systematic building of the set of information resources concerned. Since the scope of the project is wide and covers various forms of information the research teams have to collect data from the various concerned and using several types of data collecting technique; e.g. taking photographs, recording video tapes, interviewing the artists, consulting experts, etc. Consequently, the conduction of the project helps enhance cooperation among librarians and academicians from various fields in the manner that never happen before in the history of Silpakorn University.

The software employed in the creation of ERA Web Site are Word Processors for text files, Photoshop 5.0 for retouching the image files, MS FrontPage 98 and HTML for web site creation and management. The web browser is Internet Explorer 4.0.

The Digital Image Database

The Digital Image Database is designed for the functions of collecting and retrieving art images concerning Thai arts and artists, both traditional and contemporary, including various kinds of information involved, e.g. artist 's biography, title of work, award, source, type, keyword, period, inspiration note. The artist 's biography, or artist database, presents brief information about each artist 's name, birth date and place, education, residence, awards and honors received, present academic status, selected exhibition records. The search screen allows the user to select one of the search options, or to return to either the Main or the Browse screen. Searches can be carried out by artist, title, category, etc. Clicking on one of the search options displays a dialog box which allows the user to either select an item from the list, or to enter their own search text, then the search results are displayed immediately.

The CD- ROMs Database

In January 1999 a meeting was arranged in order to schedule the work plan for the creation of the CD-ROMs Database on Art. Four topics among the total seven topics proposed are selected to be the target of production during 1999-2000. These are the CD-ROMs Database on (1) Master of Fine Art Theses, Sipakorn University, (2) Prehistoric Rock-Paintings in Thailand, (3) The 1st -10th Toshiba "Bring the Good Thing to Life" Art Competition, (4) Posters of Art Exhibition in Thailand: 1990 -1999. The production will include both Thai and English versions in order to increase and widen the opportunity for distribution. The production of the first CD-ROM is expected to be finished by the end of 1999.

The Operation System

Since the project is divided into 8 subprojects, 8 working teams each responsible for one subproject were appointed. A number of training courses were arranged in order to equip the necessary technical knowledge for the members of the working teams involved. Each working team had to develop its own work plan, workflow design and schedule, estimate the budget and equipment needed, design the presentation style, and propose the indexing strategy. Two computer programmers were recruited for constructing the Web Page, linking the relative data altogether and transform to the sever, designing the Web Page appearance, solving the technical problems that occurred, and giving technical advice for the working teams.

Equipment Specification

The project is being developed with the following resources:

Hardware: 2 x Server (400 MHz P-II/128MB/UW-SCSI/8GB); 8 x Multimedia Workstation (350 MHz P-II/128 MB/UW-SCSI/6GB); 2 x CD-Writer; 2 x HP Scanjet 6100C/T; 1 x Canon Powershot 600 Digital Camera; 1 x Canoscan2700F Film Scanner.

Software: MS Office 97; MS FrontPage 98; Axus 100; Adobe Photoshop 5.0; Authorware 5.0; Windows NT Server; MS SQL Sever.

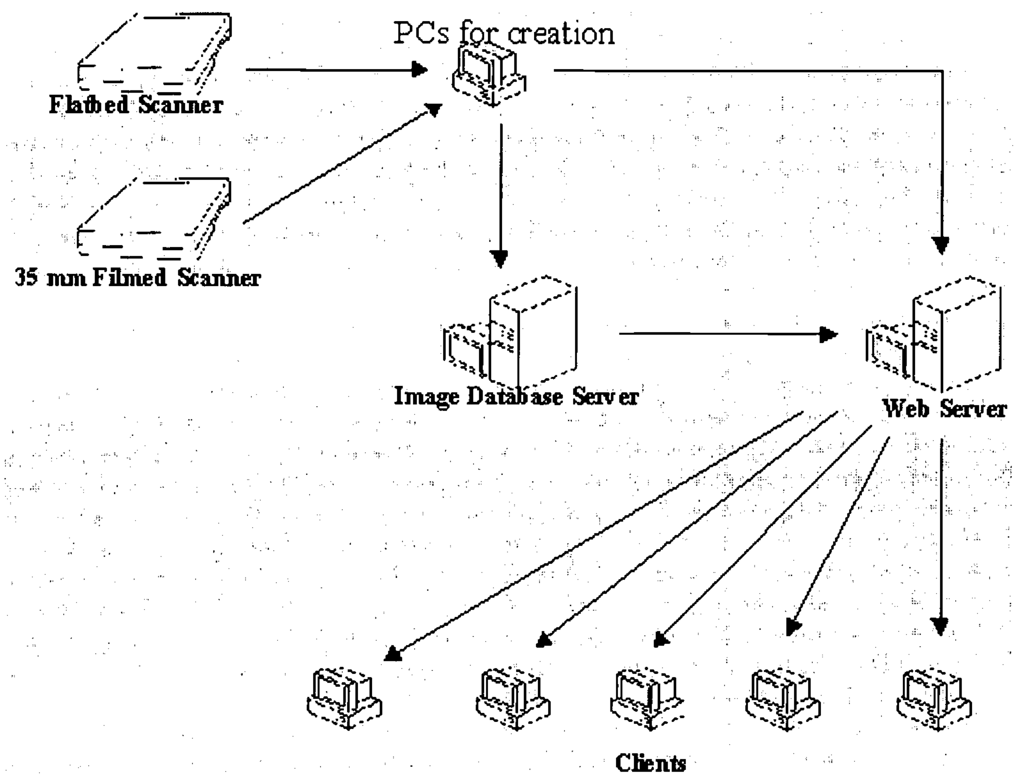
Image Digitizing

Image data used for the creating ERA come from various sources but most of them are from mounted slides, plates from books and exhibition catalogues, photographs, and 35 mm. negative films. These images are scanned into the image files and retouched by Photoshop 5.0 in order to keep the quality of both color and clarity as close to the original sources as possible. The type of scanner used is the scanner which can perform high resolution 2720 dpi, 24 bit (True) color image scanning.

Should art librarians work with archivists, curators, educators or become more specialized?

The experiences from the research and experiment performed so far suggest that cooperation between art librarians and the experts from other fields concerned should bring about faster and better achievement. Trying to become more specialized will consume much more time and labor since the technical skills necessary for any field of work can not be easily developed to reach the satisfactory level overnight. The evaluations of the results from the training courses arranged for the members of the working teams confirm the above statement that it is not easy at all to mould anybody to become a Jack of all Trades.

ERA Web Site and image Database System



ERA CD-ROM System

ERA CD-ROM System diagram is unavailable. Please contact the author.

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Capitalizing on a past investment; why we need bibliometric studies of social science literature again

Patricia Layzell Ward
Gwynnedd, Wales, UK

Abstract

Describes a bibliometric study carried out in the 1970's which examined the size and structure of the literature of the social sciences. It is suggested that the project should be replicated, and indicates the benefits that could be gained from the earlier investment.

Paper

INTRODUCTION

The 1970's was an important decade for research into library and information science. Governments around the world, particularly in North America and Western Europe, made funds available for projects at a higher level than in the past. Obtaining research funds was easier in many respects. The funding agencies were willing to examine proposals for investigations which were often of an exploratory nature. At the same time the library and information schools were expanding and developing research programmes backed by their universities and polytechnics. It was also a time when methodology was becoming important.

Project INFROSS investigated the information needs of social scientists. Towards the end of the project, discussions took place between Maurice Line, Michael Brittain, Stephen Roberts and other members of the research team at Bath University and David Nicholas, Maureen Ritchie and Patricia Layzell Ward at the School of Librarianship at the Polytechnic of North

London which laid the foundation for collaboration on a project known as DISISS - Design of Information Systems in the Social Sciences. The work was carried out between 1971-1975 and funded by the British Library Research and Development Department and the Polytechnic of North London. The aim of DISISS was to isolate some significant questions about published secondary services - "because they exist in large numbers, they cost in total a great deal to produce, buy and use, they are grossly underused..." (Line, 1980, 2). It involved a series of sub-studies that examined the literature of the social sciences. Maurice Line has drawn attention to features of social science information that distinguish it from the sciences, this includes instability and imprecision since they are concerned with the behaviour of human beings. He considered that there "can be no general consensus, over time or place, on the classification and terminology of the social sciences" (Line, 1980, 1).

What the investigation produced was a set of reports that examined the nature of the literature of the social sciences in the mid-1970's. The suggestion that lies behind this paper is that perhaps it is time to revisit the data collected and capitalize on the investment made in DISISS.

WHY RE-VISIT THE DATA?

In the early 1970's, when the project commenced, the professional literature was carrying papers on the information explosion. There was a view that this growth might continue - and so - how could users of the literature keep up with this continuing flood of publication? Given the level of investment in R & D in all disciplines at this time in the Western world, this was perceived to be a major problem. At the same time the computer was becoming a useful research tool in the field of library and information science, and Gene Garfield at ISI was producing the Science Citation Index and the Social Science Citation Index.

Maurice Line, in writing of the future output of social science information, commented that during the course of the project there were the "first real signs ... of the possible effect of the combination of economic crisis and technological advance on an unprecedented scale". He drew attention to the 'paperless society' or 'electronic journal/book', and commented that it remained to be seen how far-reaching this change would be (Line, 1980, 22).

Today we know that, whilst we may still not be working in an entirely paperless society, electronic access has changed dramatically the way in which we can identify and use social science information. At the same time we are also aware of the changes that have taken place within the disciplines that comprise the social sciences. Interest has grown in some fields such as politics, environmental planning, law and management - in others there may have been a decline.

As a profession we need to know what is happening in the environment in which information and library services operate, particularly in the field of publishing. Such information is needed to both provide a service to users, and also for securing the funding to support the services. An awareness of what has happened together with current trends would be a valuable contribution to strategic planning. The DISISS project yielded a snapshot of the literature of the social sciences as it was in the mid-1970's that could be compared with a snapshot of what is happening now, twenty-five years later. It might answer such questions as:

- Has there has been a decline or growth across the whole social science discipline?
- Has there been decline or growth in the sub-fields?
- Have some new fields emerged; have any died?
- To what extent has the electronic journal replaced the paper-based journal?
- Are the secondary services covering the primary literature as effectively as they did in the 1970's?

GATHERING DATA TWENTY YEARS ON

Collecting data in 2000 would be easier and less costly than it was in the 1970's. Just to give an indication of the challenges of the 1970's, SPSS had recently become available and was used for the analysis of part of the data. One problem was that we had limited experience of using SPSS. The sight of the first batch of printout being wheeled in on a trolley gave a first indication of the benefits of being able to easily write a program that would check all possible variables in relationships between citations. The problem that emerged was of being able to read through all of the print-outs ... Another challenge for one of the sub-studies was the need to check copies of social science journals for the total number of pages and number of articles. Willing students beavered away in the basement stacks at the British Library of Political and Economic Science at one point working by torchlight during the major power cuts that took place at that time.

Today we could take advantage of technological development and be able to gather and analyse the data much more easily, and at a far lower cost.

THE NATURE OF THE DATA AVAILABLE FOR COMPARISON

In this short paper it is only possible to give an indication of the richness of the data collection. Amongst the facts which emerged:

- world production of social science monographs 1961-70: a rise from 66,530 to 106,159
- output by country: in 1970 of the world's monograph production the USSR published 18%, followed by West Germany at 13%
- output by subject in the UK : in1970 21% in economics, followed by 14% in modern history
- current social science serials: in 1820 there were 22; by 1920 - 694; by 1950 -1806; in 1970 - 3490.
- In 1901-10 148 new titles were created and 5 ceased; in 1961-70 there were 1154 new titles and 134 ceased.
- In 1970 the USA published the highest number of serials - 340, followed by France - 199.
- In 1970 by subject there were 711 serial titles in economics, followed by 270 in political science.
- One example of a sub-study: coverage by secondary services in criminology - 2 primary serials were covered by 6 secondary services; 31 were covered by 3, and 531 were covered by only 1 service.
- The time lag between the publication of a primary journal in criminology and coverage in a secondary service varied between 4 and 27 months, with most intervals being between 8 and 16 months.
- From a careful analysis of citations US titles were more productive of references than British titles.
- Economics, psychology, linguistics and education showed high concentrations of citations within the subject field, while environmental planning, librarianship and political science had a wide scatter.
- The monograph authors most cited by serials were: Lenin, Marx, Engels, Freud, Parsons, Friedman and Pavlov.

THE SITUATION TODAY

With developments in technology it is now possible for the secondary services to provide a speedy individualised service to subscribers. This has been of great benefit to researchers and practitioners. But there is still a need to examine some of the fundamental questions that DISISS set out to answer. These include:

- How much literature is there to cover?
- How much of this needs to be covered?

- How many services in a field should there be?
- How much overlap is necessary or desirable between service?
- How should subject access be provided - by classification or linguistically?
- How can the key literature of the past be identified?

These are some of the questions that should be answered. One critical question that is of continuing concern to researchers in the social sciences is the coverage of their subject field in languages other than those they have access to; and can read. The language barriers still exist. As nationalism increases across the globe this may grow.

THE BENEFITS TO BE GAINED FROM REPLICATING DISISS

It would yield a snapshot that could be compared with a database developed by a project that employed robust methods of data collection and analysis. DISISS took the methodology of bibliometrics and moved a step forward through the use of a careful definition of terminology.

The question of replicating the project would also contribute to research in information and library science, for there has been limited replication of methods to date.

The original project was well documented. Much debate is taking place today concerning the extent to which electronic resources are replacing paper-based journals. More hard information is needed for decision-making. And here there is an investment from which we could capitalize. Is there a wider interest in a new look at social science information sources?

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Patricia Layzell Ward is an editor, writer and researcher who was formerly Head of the Departments of Information and Library Studies at Curtin University, Western Australia and the University of Wales Aberystwyth. She headed up a research team at The Polytechnic of North London School of Librarianship which collaborated with Maurice Line's research team at the University of Bath to investigate the literature of the social sciences.

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Designing Libraries to Meet Future Needs

C. David Warren
Richland County Public Library
Columbia, South Carolina, USA
E-mail: Cdwarren@richland.lib.sc.us

Paper

Introduction

The financial investment involved in the construction of a major library building is a commitment to a structure and its design that will probably have to serve the community for several decades. Under normal conditions, a new building should be designed based on the needs that might be realized over a period of at least twenty years. In reality, most buildings must serve for a much longer period of time. In order for the building to continue to function effectively, the structure and its layout must incorporate numerous elements of flexibility and adaptability.

The application of advanced technologies and new methods to deliver library services are changing daily. These changes impact on how library services are delivered, making it imperative that new structures address the matters of flexibility and adaptability in design and construction. These considerations range from such design issues as the elimination of unnecessary load-bearing walls to connectivity issues.

A vision of where libraries may be two, five and ten years from now is difficult, but an effort should be made to consider what issues may impact on the effective use of the library building in the future. Aside from the local librarian or other library representative responsible for overseeing the design and construction project, it is extremely advantageous to utilize a architectural firm that is knowledgeable in modern day library design. In selecting the architect, information about the experience of all interested firms and an expression of the firms' understanding of current library functions is crucial. If the firm that is selected does not come with this expertise, it is the responsibility of the library representative to educate those who will be preparing schematic design work.

A necessary tool for defining what should be incorporated in a new building and a vision of elements important to a long-term use of the structure is a written building program statement. Such a statement represents the library's instructions to the architect.

A well developed, thorough, written building program statement should be prepared with the input of the library staff that is involved in the daily operation of the library. No one else knows better the demands and desires of the library users. It can also be advantageous to employ the services of a library building consultant to evaluate needs and actually prepare the building program statement. The document should be prepared well in advance of advertising the library design project or competition.

Much can be learned from observing how other libraries have addressed the issue of planning a building to meet future needs in recently completed building projects. The IFLA Section on Buildings and Equipment is working to provide information on new library buildings on IFLANET. This can be used to identify and then contact libraries with buildings of comparable size or service programs that might provide information on how they dealt with design issues. The same kind of sharing of information is the focus of the Section's Plenary Session in Bangkok.

The libraries discussed in the papers presented include the following:

- The Richland County Public Library, Columbia, South Carolina, USA
- Zhejiang Provincial Library, Zhejiang Province, China
- City Library, the Hague, Netherlands

Incorporating Flexibility in Public Library Design:
Application in a South Carolina USA Library

Planning for the new headquarters building of the Richland County Public Library in Columbia, South Carolina, USA, at the beginning of this decade, involved close attention to the design of a building that could be adapted for future use. More than thirty years had been spent trying to obtain the financial means for constructing a new library building or expanding the building constructed in 1952. The latter was inconceivable since it contained many barriers to adding additional space to the core building.

Columbia, South Carolina is located in the fast-growing southeastern region of the United States. It is the capital city for South Carolina, home to the largest university in the state, and the location of Ft. Jackson Military Base. The Library serves a local population of 300,000 with a metropolitan population of approximately one-half million people.

The headquarters building was opened in 1993. Between 1991 and 1993 this building and seven branch libraries were constructed simultaneously. All sites were chosen and all buildings designed to allow for tripling of the size of the footprint of any of the buildings.

The architect for the building was chosen on the basis of his understanding of library functions and needs in library building design. He, also, had the experience of designing more than ten successful public library buildings in the United States.

The building includes 242,000 square feet or approximately 27,000 square meters of space. The building is designed on four levels, each connected by elevators, escalators and stairs. It incorporates large open spaces that can be adapted for use as needs change.

Since libraries are specific use structures, design of a library building should allow form to follow function. The most important factor to our Library was that the building be designed from the inside out. While it was important to have an impressive building in its external and interior features, it was more important that the building function well as a library. We did not want a structure in which we had to place library functions and have to try to make them work. It had to work for library users and library staff alike.

Foremost in considerations in the modular design of the building were the matters of how the site and building could be used and adapted as changes occur in the delivery of library services and as new services are instituted. The following were given careful evaluation and study:

- The site acquired had to be adequate in size to allow horizontal expansion of the building, allowing for it to be tripled in size.
- Modular design was incorporated, allowing for uniform design and ease of building expansion if desired in the future.
- Load-bearing walls were eliminated except where absolutely necessary. This included exterior walls as well as interior. Two exterior walls can be knocked away, allowing for horizontal expansion of the building if needed in the future. Interior space can be readapted for use as desired and needed.
- The use of poured in place concrete construction provides the foundation necessary to add additional levels to the building if needed for future expansion.
- Lighting was designed on a modular layout that allows for placement of shelving, study tables, etc. in virtually any arrangement and layout. The lighting also eliminated the need for task lighting. Added value was the elimination of anything other than a minimal heating system for the building since the building is primarily heated by the electrical ceiling lights, computers and the energy generated by a very heavy flow of users. This is also a plus for task lighting if used as a secondary light source.
- Floor covering in all public areas and many office/staff areas is modular carpet tile. Carpet is used in American libraries to control sound, for ease in maintenance, and for environmental reasons. The carpet tiles allow the floor covering to be replaced when wear and soiling occur in areas. If walls are removed or added, matching carpet tile can be easily installed without having to replace large areas of floor covering.
- The primary source for telecommunications and energy distribution throughout the building is flat wiring. This is placed flat on the concrete floor surfaces underneath the carpet tile and run to the location where the power or telecommunications source is needed. If the equipment for which connectivity is needed is relocated or if additional equipment is added to a location, the carpet tile can be removed in the area and the flat wiring replaced to the area where needed. This can be accomplished without the need for an engineer and can be completed in a matter of minutes by a library operations assistant. The cost of flat wiring is competitive with more traditional methods of wiring.

The building has proven to be successful. In the first six years of occupying the building, changes, especially those related to upgraded technologies and new service programs, have occurred. Some of these changes have required that areas of the building be adapted to new uses. The flexibility incorporated in design elements has allowed these changes to occur without significant costs and without jeopardizing the integrity of the building.

Author:
C. David Warren, Director
Richland County Public Library
Columbia, South Carolina 29201-3101 USA
Cdwarren@richland.lib.sc.us

Note: A PC/PowerPoint presentation will follow on how spaces have been adapted within the building for a Library Business Service Center and computer training center and how other library advancements have been made over the past six years.

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EMERGING RESPONSES TO THE SCIENCE JOURNAL CRISIS

Duane Webster
Association of Research Libraries
Washington DC, USA

Abstract

The continuing problem of the high cost of accessing scientific, technical and medical (STM) literature haunts both developed and developing economies. Maintaining access to significant research and scholarship at a time when both the volume and price of information have increased nearly three-fold in the last decade requires fresh strategies and new creative efforts.

This paper comments on the array of coping mechanisms adopted by US libraries including canceling lesser used titles, moving from ownership to access, resource sharing, and consortial purchasing. The paper will then look at the recently developed strategic responses aimed at addressing some of the root causes of the STM crisis: an imperfect marketplace, growing presence of commercial publishers, consolidation of STM publishers, and proliferation of titles. As a result of this economic analysis and legislative developments, the Academic community needs to consider dramatically different strategies for responding to the crisis. Some of the emerging strategies are noted in the paper.

Paper

Context:

Librarians are acutely aware of the dynamics in the market for academic journals. ARL has reported that between 1986 and 1997, the cost of scholarly journals increased an extraordinary

169%.[1] Over that same period, the cost of monographs increased by 64 percent. These dramatic increases do not have parallels elsewhere in the academy or the economy generally. For example, the consumer price index increased 46 percent during this same period. Even the price of health care increased by only 84%. The increase in the cost of journals is more than three times the rate of inflation and nearly twice the rate of growth in health care costs. These price trends for publications combine with the continuing growth in new knowledge and the creation of new formats for information that require investments added investments. The Washington Post recently described this as a vast uncharted ocean of information with 50,000 books published every year in America and over 400,000 journals published annually around the world[2].

It is apparent that the problem cost and availability is most acute among the science journals. Here the title costs range in the $5,000 to $20,000 annually. With limited use, there is an often an unjustifiable high cost per use. These items absorb a large share of total acquisitions and pressure other interests and needs within the academy.

The ARL studies the changing characteristics of library collections are complemented by a variety of supporting price studies. Recently, for example, a Cornell Faculty Taskforce completed a study on journal prices in agriculture and life sciences[3]. The purpose of the study was to investigate changes in journal prices, comparing 1988 prices with prices in 1994. This study revealed that commercial publishers had a much higher rate of increase over the period studied than the societies and association publishers. Furthermore, the most costly titles were the ones published by commercial publishers. Kraig Adler, Chair of the Faculty Taskforce on Journal Price Study and the Cornell Vice Provost for Life Sciences, is "...so alarmed that he is encouraging scientists not to submit articles to the most highly priced journals."[4]

This explosion in the cost and the quantity of science journals, however, is familiar territory; the phenomenon has been described and analyzed in conference after conference, report after report. Many in the academy have grown tired of the complaints and the numbers. Increasingly, there is a sense that the academy must do more than complain and blame. It is the time for careful thought and tough-minded strategic responses. These strategic responses must be based on a sound understanding of the causal factors contributing to the crisis.

Causes:

The central cause of the science pricing crisis is the imperfect marketplace that characterizes STM publishing. The imperfect marketplace is exploited by commercial publishers who have learned that if they control the supply they can dictate prices. The faculty, on the other hand, often view the work of research and scholarship as essentially a free good. And the act of publication constitutes what many have termed "gift exchange" among a community of devotees bound by a common interest; the giving of such gifts is intended to win the regard of other members of the community.

Yet increasingly, the intellectual property that is both an essential ingredient in the discovery process and an important outcome of research and scholarship is under the control of commercial publishers. This has happened because of a variety of factors including the complexity and difficulty associated with STM publishing as well as the skill of commercial publishers in wooing faculty with convenient publications, timely distribution, and credibility.

However, the operation of this gift exchange society creates an environment where the creators of knowledge experience none of the direct consequences of market failure. These contributors to a knowledge base who are faculty of universities or colleges expect their institution to provide the current information that makes possible their own engagement in a field. But universities having made an initial outlay in the form of salaries and infrastructure to support faculty research are then forced to pay exorbitant prices for the editing, production, and distribution functions that commercial publishers perform. With the growth in quantity and costs of new knowledge the university is finding it impossible to maintain a level of support deemed necessary. While members of the faculty regard publication as an exchange of free goods, the handful of publishers who are gaining control of intellectual property see opportunity for enlarged profits.[5]

In 1988, ARL contracted with the Economic Consulting Services (ECS) to conduct a serials prices study. ECS conducted an analysis of trends in average subscription prices and publication costs over time. They looked at four major publishing firms and proved the hypothesis that after adjustment for fluctuations in exchange rates, subscription prices paid by US libraries have risen at a rate greater than inflation in publishing costs, with the gap accruing to the publishers as incremental profit.[6]

In 1997, a twenty-year study of scientific journals by Tenopir and King[7] came to a similar conclusion and attributed an unknown but significant proportion of price increases to the pricing practices of commercial publishers. Studies within individual disciplines have time and again demonstrated higher costs per character and per page of some commercially published journals when compared to journal titles published by societies or other non-profit groups.

Most recently, Mark McCabe, a former economist with the U.S. Department of Justice (DOJ) reported the preliminary findings of the DOJ's work to develop a new model for understanding the competitive impact of publisher mergers on the academic journals market.[8] Librarians' outcry at the proposed Reed Elsevier/Wolters Kluwer merger encouraged the DOJ to look beyond its established criteria for evaluating publishing mergers and to explore whether other dynamics were operating that would permit mergers of relatively modest size to cause competitive harm and higher prices. Staff in over 50 ARL libraries provided DOJ with data on the holdings of over 3,000 journal titles for a ten-year period. These data, combined with that collected elsewhere by the DOJ, allowed McCabe and his colleagues to develop and test models by comparing projected effects with the actual effects of previous mergers and acquisitions. Based on this testing, McCabe outlined his new portfolio theory of journal pricing suggesting that publisher mergers of relatively modest size can cause competitive harm. While the Reed Elsevier/Wolters Kluwer deal was ultimately abandoned by the companies, several other publisher mergers have come before the DOJ. McCabe will continue his research for the DOJ, therefore, even as he takes on a new position as an assistant professor at the Georgia Institute of Technology[9].

McCabe's work helps us to understand the dynamics of the marketplace in scholarly journals publishing. It provides an economic model suggesting that commercial publishers are employing the business strategies of consolidation and proliferation of titles to gain control of narrow subject portfolios. These strategies allow them to use exploitive pricing practices. It may lead the DOJ to some future action that will protect the academic community from the anti-competitive practices of some publishers. Most importantly, it will replace some of our speculations with fact, allowing us to develop even more effective strategies for challenging the status quo.

Brendan Wyly, a librarian in the Johnson Graduate School of Management Library at Cornell University, uses publicly available data to analyze the financial health of four major publicly traded companies that have significant scholarly publishing operations.[10] Wyly describes the measures of profitability found in these companies' annual reports and concludes that the profits of some of the major commercial publishers of scholarly journals are, in a word, exceptional. He also concludes that these profits confirm a lack of competition in the marketplace. His response is to call for a new system of scholarly communication, created primarily by universities, that provides the kinds of innovations that will lure authors away from commercial publishers and end reliance on journal purchasing in a non-competitive market.

Many believe the exploitative pricing practices of a few large commercial companies operating in a near monopolistic market are the fundamental cause of high prices. Changing the patterns of unreasonable price increases will require addressing the economic and behavioral issues that allow this to happen.

Current responses from Libraries:

Library responses to this growing body of research about the extent and nature of price increases for scholarly journals have been multifaceted. National and international library conferences have drawn attention to the research findings and explored possible solutions. On the local level, librarians have combined campus experience with the literature published about the research to help inform faculty and students about the financial challenges and choices inherent in managing serial collections. Over time, this process of informing and educating research library users, boards, and funding agencies has contributed to a broadening circle of awareness about dysfunctions in this marketplace. With this awareness has emerged a sense among the academic community that the entire system of scholarly communication is in danger of collapsing unless there is concerted effort by and within the community to promote less expensive channels for publication, dissemination, and archiving of scholarly research.

Beyond communication and education, libraries have made a number of concrete changes in operations as a result of these price trends. Libraries have had no choice but to cancel significant numbers of journal subscriptions and to reduce monographic purchasing, dramatically changing their traditional collecting practices. Increasingly short-term access to a wide range of required information is the institutional response rather than the more traditional approach of securing ownership of required knowledge resources with long-term access available as needed.

Libraries have directed significant energy toward improving document delivery models and designing better performing and less expensive interlibrary loan systems. Cooperative collection development and resource sharing is routine and commonplace among state and regional groups of libraries with the promise of broader access to required information at a reasonable cost. Regional buying groups are being formed for the purpose of organizing library markets to lease to electronic information resources. Increasingly site licenses are providing immediate access to networked information resources on a temporary basis.

Some universities have informed specific publishers that the total spending on their journals is fixed by current spending, so that if they raise prices, subscriptions will be canceled so that pubishers' revenue from that institution remains fixed. This response assures faculty from other disciplines that the science journal budget will not consume an inappropriate proportion of the libraries acquisitions.

But, these responses seem to be short-term fixes of value largely to the local institution. The responses serve to inform and mobilize the staff, administrators and faculty but so far, they are not resulting in a moderation of the price trends experienced over the last several decades.

New strategic responses:

In December 1997, a group of academic leaders met at Johns Hopkins to think about strategic responses to the science journal pricing problem. Sponsored by the Association of Research Libraries and the Association of American Universities, it was convened by the Pew Higher Education Roundtable[11]. These discussions concluded that now was the time for action based on a tough-minded understanding of the market for academic publications and a readiness to seize the opportunities new information technology offer. These leaders put forward five broad strategies requiring collaboration and concerted action to address the science pricing crisis.

The first strategy advanced by the Pew Roundtable discussions is to find ways to separate the notions of quantity of publication from the quality of the publication in the tenure review and promotion processes within the academy. The concern here was that numbers of journal articles created by a faculty member may sometimes misrepresent successful intellectual productivity and contribute to the pressure to build and maintain large collections of resources that may be little used.

The second strategy is to promote the notion that Research Libraries should better define the market place and act as collective buyers of needed information products. The idea here is that more systematic purchasing on a local, regional, and national basis may provide savings and more influence in the market place. The third strategy is to redefine the way universities manage the intellectual property rights created as a result of the faculty working within the support structures of a the academy. The intent here is to gain faculty support for taking back some of the rights to the intellectual property demanded by commercial publishers.

The fourth strategy is to exploit electronic publishing on the web to provide the academy with the means of announcing and certifying new research results. The Pew roundtable explored levels of distribution on the web including announcements, pre-prints/drafts, and fully referred publications. At some later point in the publication process, print versions would become available. The fifth strategy was for higher education institutions and their faculty to redefine the process by which the scholarly community communicates advances in knowledge and to create an electronically mediated peer review process as a full complement to journal publication. This peer review process should be managed by the scholarly and scientific societies not by commercial publishers.

These several strategies as put forward by the Pew Roundtable are experiencing thoughtful responses from the community. For example, the library community is seriously considering the call to redefine acquisitions decision-making moving from comprehensive collecting to value-received based acquisitions systems.

Value-based acquisition systems are seen as a useful and distinct strategic response. In this approach utility of a title in relation to its price creates a ratio that helps determine whether the item should be purchased. Thus utility rather than other subjective criteria such as prestige or faculty preferences serve as the determinants for purchase. According to Louisiana State University Library's Stanley Wilder, regardless of what we may think about their price, commercial publications are of less value to faculty than society publications when measured against the revenue they generate. Wilder presents the specific case of chemistry where he finds that commercially produced journals account for 74% of the revenue generated by a core set of chemistry titles but contribute only between 22-35% of the value. The response? He calls for a change in philosophy of those academic librarians who currently pursue comprehensiveness in collecting scientific and technical journal literature. He recommends instead placing value at the heart of scientific and technical collecting and relegating lower value literature to more cost-effective document-on-demand acquisition[12].

The Scholarly Publishing and Academic Resources Coalition (SPARC) was formed by ARL to create another strategy among many for addressing the complex issues involved in the current scholarly publishing system. SPARC is an alliance of libraries that fosters expanded competition in scholarly communication. Launched with support from membership of the ARL, SPARC creates "partnerships" with publishers who are developing high-quality , economical alternatives to existing high-price publications. By partnering with publishers, SPARC aims to: create a more competitive marketplace where the cost of journal acquisition and use is reduced, and publishers who are responsive to customer needs are rewarded; ensure fair use of electronic resources, while strengthening the proprietary rights and privileges of authors; help apply technology to improve the process of scholarly communication and to reduce the costs of production and distribution. SPARC is influencing the marketplace positively by encouraging publishers to enter markets where the prices are highest and competition is needed most - primarily in the science, technical, and medical areas. Through it activities, SPARC reduces the risk to publisher-partners of entering the marketplace while providing faculty with prestigious and responsive alternatives to current publishing vehicles.

To accomplish this, SPARC: solicits and encourages the introduction of new publications of high quality and fair price; guarantees a subscription base and markets new products to potential subscribers privileges start-up capital; and generates support for SPARC projects from distinguished faculty, educational organizations, professional societies, and scholarly publishers. To date three partnerships have been established and more are planned[13].

As a second set of activities, SPARC plans to award grants that stimulate and accelerate creation of new university-based "scientific information communities" serving users in key fields of science, technology or medicine ("STM") (i.e., "discipline-based server model").

In this initiative, SPARC will enable projects that:

- offer a promising strategic response to addressing and overcoming Inefficiencies and inequities in the current, traditional scholarly Communication process, and
- Warrant our support because of solid potential to transform the STM Information market, particularly as applies to the dissemination of research, to the benefit of science, academe and society at large.

The University of Kansas Provost David E. Shulenburger advances another strategic response to the science journal-pricing crisis. He proposes to solve the journal crisis by creating the National Electronic Article Repository (NEAR), a centralized, public-domain server that would manage the intellectual property rights associated with faculty publications. He argues that when a manuscript is prepared by a faulty member and is accepted for publication by a scholarly journal, a portion of the copyright of that manuscript be retained for inclusion in a single, publicly accessible repository after a lag following publication in the journal. At present, essentially all scholarly journals require that all rights to copyright pass from the author to the journal when a manuscript is accepted for publication. In this proposal, only the exclusive right to journal publication of the manuscript would pass to the journal. The author would retain the right to have the manuscript included in the NEAR ninety days after it appears in the journal[14].

Shulenburger argues that by requiring authors' works to be submitted to NEAR within 90 days of publication, publishers would be forced to reassess the value they add and reduce prices accordingly. Shulenburger noted that he "no longer believes that solutions that fail to deal with ultimate ownership of scholarly communication, i.e., copyright, are viable." He notes that scholarly articles have market value, as demonstrated by the pricing practices and extraordinary profitability of commercial publishers. He is concerned that non-profit scholarly societies also recognize this market value and, judging by data collected at Kansas, have begun to exploit it, as well. Shulenburger believes that limiting the rights that faculty authors can transfer to publishers (which would be required for the establishment of NEAR) limits the ability of publishers to control and exploit all possible value from journal articles.

Yet another academic leader, Charles E. Phelps, Provost of the University of Rochester has offered ideas. He notes that the most important step in achieving effective competition for existing journals is to create an alternative mechanism to provide the refereeing/certification process now provided uniquely by the editorial boards of print journals. He observes that digital technologies allow the complete separation of the certification process from the other publication processes (reproduction, distribution, indexing, archiving, etc.)

Phelps proposes taking advantage of these new electronic capabilities to separate functions currently performed by the system of journal publication. He believes that by paying scholarly societies to conduct peer evaluation of manuscripts, functions such as publication and dissemination can be left to other entities, e.g., discipline- or university-based servers. This separation, or "decoupling," of functions breaks the link between the peer review process, which is essential to the academic enterprise, and the publication of a work, a link that is exploited by many publishers, as evidenced in their pricing practices. He characterizes the issue as "not whether the journals provide valuable services, they do without question, but rather whether the terms of trade are appropriate." Phelps suggests several steps that the university community should take: bringing faculty more closely into the collection decision mechanisms; creating criteria for libraries that reward access and consortial activity; evaluating faculty scholarship on the basis of quality, not quantity; and modifying the usual practice of total assignment of property rights. But he concludes that "the issues of journal pricing can only be resolved by systematic and widespread introduction of vigorous competition into the world of publishing...." Phelps believes that it is up to universities to introduce this competition and sees the decoupling proposal as one possible alternative[15].

Conclusion

The studies cited in this paper illustrate the issues librarians and researchers face in efforts to efficiently disseminate information; specifically through scholarly journals. In exploring the rising cost of journals from a variety of vantagepoints, each study similarly concluded that exploitive pricing practices do exist among commercial publishers and that it has had a monopolizing effect on the academic journal market altogether. The Economic Consulting Service reported in 1989 that increased costs of production and the growing size of journal titles do not fully justify the increase in prices charged by major commercial publishers. The twenty-year study conducted by Tenopir and King in 1997 attributed price increases to the pricing practices of commercial publishers. Mark McCabe reported in 1998 that the DOJ's work to develop a new model for understanding the competitive impact of publisher mergers on the academic journals market concluded that publisher mergers, even those modest in size, can cause competitive harm, allowing commercial publishers to use exploitive pricing practices.

The fundamental issues causing the science journal pricing problems can only be addressed by systematic and widespread introduction of vigorous competition into the world of STM publishing. These responses demonstrate that ibraries and researchers are increasingly exploring alternative strategies that would do this. Some key strategies being implemented to promote competition in the scholarly journal market include: the Pew Roundtable Recommendations; value-based acquisition systems; the Scholarly Publishing & Academic Resources Coalition; the National Electronic Article Repository; and the "decoupling" of functions between the peer review process and the publication of a work. Libraries, scholars, and publishers are working together to increase competition and bring prices down within the scholarly journals market.

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Describing the elephant: what is Continuing Professional Education?

Darlene E. Weingand
University of Wisconsin-Madison
School of Library and Information Studies
USA

Abstract

Continuing professional education [CPE] has been defined in many different ways, which has often resulted in confusion. This paper attempts to place continuing professional education within the context of the whole of education for librarianship. Using the fable of the blind men and the elephant as an analogy, the discussion explores the who, what, when, where, why and how of CPE and its relationship to the range of educational possibilities.

Paper

In the farthest reaches of the desert, there was a city in which all the people were blind. A king and his army were passing through that region, and camped outside the city. The king had with him a great elephant, which he used for heavy work and to frighten his enemies in battle. The people of the city had heard of elephants, but never had the opportunity to know one. Out rushed six young men, determined to discover what the elephant was like.

The first young man, in his haste, ran straight into the side of the elephant. He spread out his arms and felt the animal's broad, smooth side. He sniffed the air, and thought, "This is an animal, my nose leaves no doubt of that, but this animal is like a wall." He rushed back to the city to tell of his discovery.

The second young blind man, feeling through the air, grasped the elephant's trunk. The *elephant was surprised by this, and snorted loudly. The young man, startled in turn, exclaimed, "This elephant is like a snake, but it is so huge that its hot breath makes a snorting sound." He turned to run back to the city and tell his tale.*

The third young blind man walked into the elephant's tusk. He felt the hard, smooth ivory surface of the tusk, listened as it scraped through the sand, then as the elephant lifted the tusk out, he could feel its pointed tip. "How wonderful!" he thought. "The elephant is hard and sharp like a spear, and yet it makes noises and smells like an animal!" Off he ran.

The fourth young blind man reached low with his hands, and found one of the elephant's legs. He reached around and hugged it, feeling its rough skin. Just then, the elephant stomped that foot, and the man let go. "No wonder this elephant frightens the king's enemies," he thought. "It is like a tree trunk or a mighty column, yet it bends, is very strong, and strikes the ground with great force." Feeling a little frightened himself, he fled back to the city.

The fifth young blind man found the elephant's tail. "I don't see what all the excitement is about," he said. "The elephant is nothing but a frayed bit of rope." He dropped the tail and ran after the others.

The sixth young blind man was in a hurry, not wanting to be left behind. He heard and felt the air as it was pushed by the elephant's flapping ear, then grasped the ear itself and felt its thin roughness. He laughed with delight. "This wonderful elephant is like a living fan." And, like the others, he was satisfied with his quick first impression and headed back to the city.

But finally, an old blind man came. He had left the city, walking in his usual slow way, content to take his time and study the elephant thoroughly. He walked all around the elephant, touching every part of it, smelling it, listening to all of its sounds. He found the elephant's mouth and fed the animal a treat, then petted it on its great trunk. Finally he returned to the city, only to find it in an uproar. Each of the six young men had acquired followers who eagerly heard his story. But then, as the people found that there were six different contradictory descriptions, they all began to argue. The old man quietly listened to the fighting. "It's like a wall!" "No, it's like a snake!" "No, it's like a spear!" "No, it's like a tree!" "No, it's like a rope!" "No, it's like a fan!"

The old man turned and went home, laughing as he remembered his own foolishness as a young man. Like these, he once hastily concluded that he understood the whole of something when he had experienced only a part. He laughed again as he remembered his greater foolishness of once being unwilling to discover truth for himself, depending wholly on others' teachings. But he laughed hardest of all as he realized that he had become the only one in the city who did not know what an elephant is like.[1]

Continuing professional education has been a topic of great interest within IFLA and throughout the profession for many years, yet confusion exists as to just what it means. The Continuing Professional Education Round Table [CPERT] has charged me to address this issue and this tale or fable presents a useful introduction. Just as the elephant was subject to several interpretations by the six young blind men, it took the wisdom of the sage to recognize that the whole of something tends to be complex, and that making assumptions from partial evidence can be very misleading.

In terms of continuing professional education, partial descriptions have ranged from courses in universities and colleges to workshops within the library setting. This paper will attempt to place CPE within the whole of education for librarianship. The structure of the paper will be linked to the components of the lead paragraph in a newspaper article: Who, what, when, where, how, and why. At the conclusion of the discussion, I hope to have provided a useful map to the sometime confusing terrain and highlighted where CPE contributes to the whole.

Who: Every Information Worker

Continuing professional education is in the best interests of every person working in the information industry which, of course, includes libraries. Although the issue of competence will be discussed in more detail later in this paper, it is important to also introduce it here since it is key to maintaining a successful professional career. Regardless of job title and responsibilities--professional, paraprofessional or clerical-- every staff member has the responsibility to stay up-to-date as the profession, technology and society change. Such currency embraces knowledge, skills, and attitudes--in other words, the entire spectrum of educational achievement. This is an all-encompassing responsibility that extends throughout the length of the worklife.

What: Definitions

The phrase "continuing professional education" can be sub-divided into its components, in order to better understand its origins:

> *Continuing*...To go on with a particular action or in a particular condition; persist; to exist over a prolonged period; last.
>
> *Professional*...Of, relating to, engaged in, or suitable for a profession; engaged in a specific activity as a source of livelihood; performed by persons receiving pay; having great skill or experience in a particular field or activity
>
> *Education*...the knowledge or skill obtained or developed by a learning process
>
> *Continuing education*...An educational program that brings participants up to date in a particular area of knowledge or skills

These definitions are quite straightforward and understandable, so it is unlikely that the existing confusion can be traced to this source. Continuing professional education is clearly the process of engaging in education pursuits with the goal of becoming up-to-date in the knowledge and skills of one's profession. In a paper delivered at the IFLA/CPERT Third International Conference on Continuing Professional Education for the Information Professions, the authors described CPE as "educational activities primarily designed to keep practising librarians and information professionals abreast of their particular domain in the library or information centre, and to provide them with training in new fields." This approach expands the definition and moves beyond maintaining current competence to the acquisition of new abilities as the profession changes. If the educational engagement is voluntary, then the individual's attitude toward work is proactive and forward-looking.

But perhaps the confusion is rooted in how education is perceived and where CPE is placed within the larger educational construct.

When: Dividing Education Into Its Phases

Education can be viewed as having several distinct, and overlapping segments.

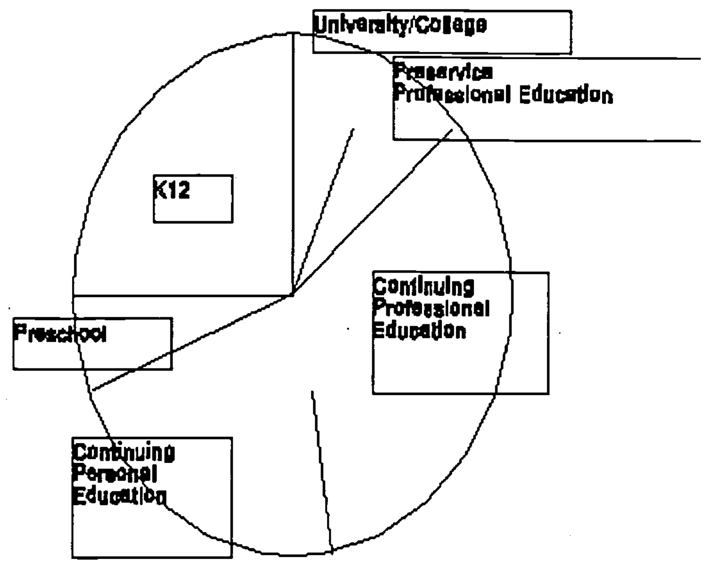

Fig. 1
A Lifelong Learning Model

The lines within the circle designate separation between segments, yet must be considered as flexible rather than arbitrary. Depending upon country and cultural norms plus personal interests, an individual will participate in various aspects of the lifelong learning model. The segments can be identified as:

Pre-school...any formal educational experiences occurring before the standard age of entering school.

K-12...education occurring between Kindergarten and graduation from high school.

University/College...post-secondary education that may, or may not, include professional pre-service education--depending upon the home country's professional requirements

Pre-service...education that may be a portion of baccalaureate study, post-diploma, or master's degree work.

Continuing professional education... education that takes place once professional qualification is achieved, with the intent of maintaining competence and/or learning new skills

Continuing personal education...education engaged in related to personal interests outside the workplace.

This model is intended to cover the entire life span. Therefore, continuing education, whether professional or personal, occupies the largest portion of the model.

Where: The Venue

Now that we have a context for the way continuing professional education 'fits' within the larger educational picture, it is time to move on to look at a range of possible venues. Continuing professional education can be offered in a variety of formats and locations, from formal face-to-face interactions to the use of electronic technologies. Some of these opportunities and venues include:

Formal Courses. Seeking a degree may be viewed by some as continuing education and, in very general terms, this is true. However, a degree program is more usefully defined as pre-service education. Even advanced degrees within library and information studies, while continuing a candidate's study in the field, should be regarded as different from continuing professional education. Formal courses may be offered by colleges and universities, technical schools, and private vendors/industries. They may extend across a semester or involve some combination of evenings and week-ends. Some formal courses may be considered as CPE if the student's intent is the updating of professional abilities outside of enrolling in a degree program.

Workshops and Seminars. Educational events that are short-term in nature, from one to five days, fall into this category. A workshop typically involves some experiential learning, whether that be hands-on skills development, role playing or scenario-based discussion sessions. Seminars more commonly draw directly upon student involvement, with less instructor lecture time.

Both formal courses and workshops/seminars may be offered in two primary venues:

- Classroom...when instructor and students gather together in a single physical location. In this venue, there may be a mix of degree-seeking and continuing education students. As stated above, it is the intent of the student that defines the educational context.
- Distance Education...when instructor and students are separated by time and/or distance. Distance education is a broad term that covers a variety of possible venues, including correspondence, video or audio teleconferencing, Web-based instruction, and so forth. The list of options continually changes as technologies emerge and phase-out.

Conferences. The gathering together of professionals in a conference venue such as IFLA provides many opportunities for continuing professional education. Participants can select from workshops, general sessions, paper sessions, and settings for social interaction and personal networking. Conferences offer a broad spectrum of formal and informal educational events and the social context is quite attractive to many professionals.

Tutorials. For the purposes of this paper, tutorials are defined as a one-to-one experience between instructor and student. Sometimes confused with "independent study," the tutorial includes both the face-to-face or electronic interaction--plus whatever research, reading and/or study is done by the student in preparation for that interaction.

Independent study and Reading. The "independent study" presented here involves work that is done entirely by the student, without any input from an instructor. Such study may be of short- or long-term duration and needs to be carefully documented if presented to an employing organization as evidence of continuing professional education.

Teaching, Presentations and Publishing. Less often recognized as CPE, preparing for teaching, delivering a paper, or writing an article or book involves considerable research and study. While this type of CPE also requires documentation for employment purposes, it is certainly true that considerable learning and effort is involved with this effort.

Certainly, continuing professional education can occur in a variety of different contexts and venues. But how does it take place? Who has the responsibility for providing, authorizing or encouraging CPE? How can the quality be assured?

How: Issues of Responsibility and Quality

The responsibility issue is complex, involving participants, funders, and providers. This three-way involvement is a partnership, with all that such an arrangement implies: a sense of equity and benefit resulting from the arrangement. Participants need to feel that learning has taken place; funding suppliers, whether personal or organizational, must recognize value for monies expended; and providers require that evaluations were positive and anticipated costs were met.

Participants. Individuals are frequently represented as both participants and funders. Paying for one's own educational experience is a common by-product of a personal commitment to professional competence. Participants also expend time, and this time allocation becomes increasingly valuable as the years go by; time is often perceived as more valuable than money in the second half of life. Library workers may engage in educational opportunities at the workplace, which is termed in-service or staff development, or personally in any of the occasions or venues described earlier.

Funders. While individuals may finance their own education, funding may also secured from various organizations. The library itself may support in-service training and/or offer stipends to employees that engage in education off-site. Library systems are another source of funding, as are governmental agencies and private endowments. In each country, the pattern of funding resources will vary and library workers need to become knowledgeable about where these monies might be located.

Providers. Schools, organizations and vendors are representative of the many continuing professional education providers in the marketplace. For all of these agencies, recovering expended costs can be a critical concern. Beyond the financial considerations, however, lies the nebulous issue of quality. All of the partners in the CPE enterprise have an expectation that the educational event will be of high quality.

Quality. How can quality be assured? In 1988, a unit of the American Library Association considered this question in detail and prepared a set of "Guidelines." These "Guidelines" provided criteria for group programs and activities, individualized programs and activities, instructional materials and technologies continuing education providers, and learning consultants. While the question of quality could easily be a paper unto itself, there are certain approaches to CPE that should be highlighted:

- *Needs Assessment* is the first step on the road to quality. Who is the audience for the program? What are the needs of this audience? What are the most appropriate learning strategies to meet those needs?
- *Planning / Developing Program Objectives* is the stage where what is learned from the Needs Assessment is translated into program design. Consideration of how adults learn is also factored into the decisions that are made.
- *Evaluation* of the educational event is both the final piece of one event and the first piece of those to come, as data is fed into the next needs assessment exercise. There are six steps to evaluating a learning activity: know your purpose(s) in evaluation, delineate what you need to discover, identify who knows what you need to discover, communicate what you need to discover to those who are best able to inform you, gather the information, and relate the findings to your purpose(s). Evaluation is an essential ingredient in strengthening the quality of CPE.

These issues of responsibility and quality are intrinsic to the "How" of making CPE happen.

Why: The Issue of Competence

Last, but certainly not the least of these components, is "Why": Why engage in continuing professional education? Why spend the money? Why put in the time and effort?

Central to the argument is competence: the competence of each individual library worker; the competence of the library /information agency so that it effectively serves its community; the competence that is both a right and an expectation by each customer. Competence rests on shifting sands these days, as the library strives to compete in a rapidly changing world. A century ago, libraries and publishers could have been regarded as the entire information industry; today, they are working to maintain market share in an industry that embraces more providers each day. Competition is very real, and libraries must provide service that is better, faster, and/or cheaper than other potential providers.

Consequently, the shelf life of a degree is approximately three years and declining. Maintaining competence and learning new skills must be at the top of every professional's "To Do" list. It is an ethical responsibility, to be sure, but also one that is pragmatic and critical for career success. Indeed, the "Why" of this paper has been the easiest to compose. Continuing professional education is no longer an option; it is a requirement of professional practice.

Summary

And so, we have described the elephant. It is not simply a wall, a snake, a spear, a tree trunk or a frayed piece of rope. Rather, it is a very large animal, with many attributes and, increasingly, a life of its own within the profession. In fact, we need to learn to ride this elephant so that it can take us into a brighter professional future. It is too large and important to ignore--and we do so at our peril. Each person must discover this truth for him or herself. It is a discovery that is both a mandate and an adventure--as we seek to become wise.

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Availability of information to LIS curriculum developers and policy makers and the status of LIS education system: the case of an information poor country

Pradeepa Wijetunge
University of Colombo, Colombo
Sri Lanka
Email: pradeepa@eureka.lk

Jonathan Willson
Department of Information and Communications,
Manchester Metropolitan University, Manchester, UK
Email: j.p.willson@mmu.ac.uk

Abstract

This paper defines curriculum development and discusses the process of curriculum development. It emphasises a variety of information, which are essential for curriculum developers and the policy makers to perform their task satisfactorily. This information system required by the curriculum developers is poor in Sri Lanka due to a number of reasons. Poor information system has produced a weak LIS education system in the country. The paper finally make suggestions as remedial measures in order to strengthen the information system.

Paper

Current LIS education and training programmes in Sri Lanka

Currently there are two types of LIS education and training programmes in Sri Lanka - academic programmes and professional programmes. Academic programmes include, the three tier part time certificate course, General and Special degrees and the Masters programme of University of Kelaniya, Masters programme of University of Colombo and the three tier part time certificate course and the Library Technicians Course conducted by the Sri Lanka Library Association (SLLA). In addition, National Institute of Education conducts a 75-hour module on LIS for teachers. Professional programmes include the Associateship and the Fellowship of the SLLA. Panels of senior librarians handle curriculum Development of these programmes.

Curriculum Development

"Curriculum development is a process whereby the choices of designing a learning experience for students are made and then activated through a set of coordinated activities. Curriculum development for the professional, is a logical process that begins with clear goals and proceeds in an "if-then" manner until finished". (Wiles & Bondi 1993 p.3).

Smith and others (1971) identify two types of curricula - that of common education and that of special education. According to these authors, Common education will be based upon the universal elements of the culture and such aspects of the specialities are of general concern. Special education will be based largely upon the dominant specialities of the culture. It will be designed to train the individual for a particular social or vocational position. In the context of this paper, the term curriculum development (CD) is used in the second sense.

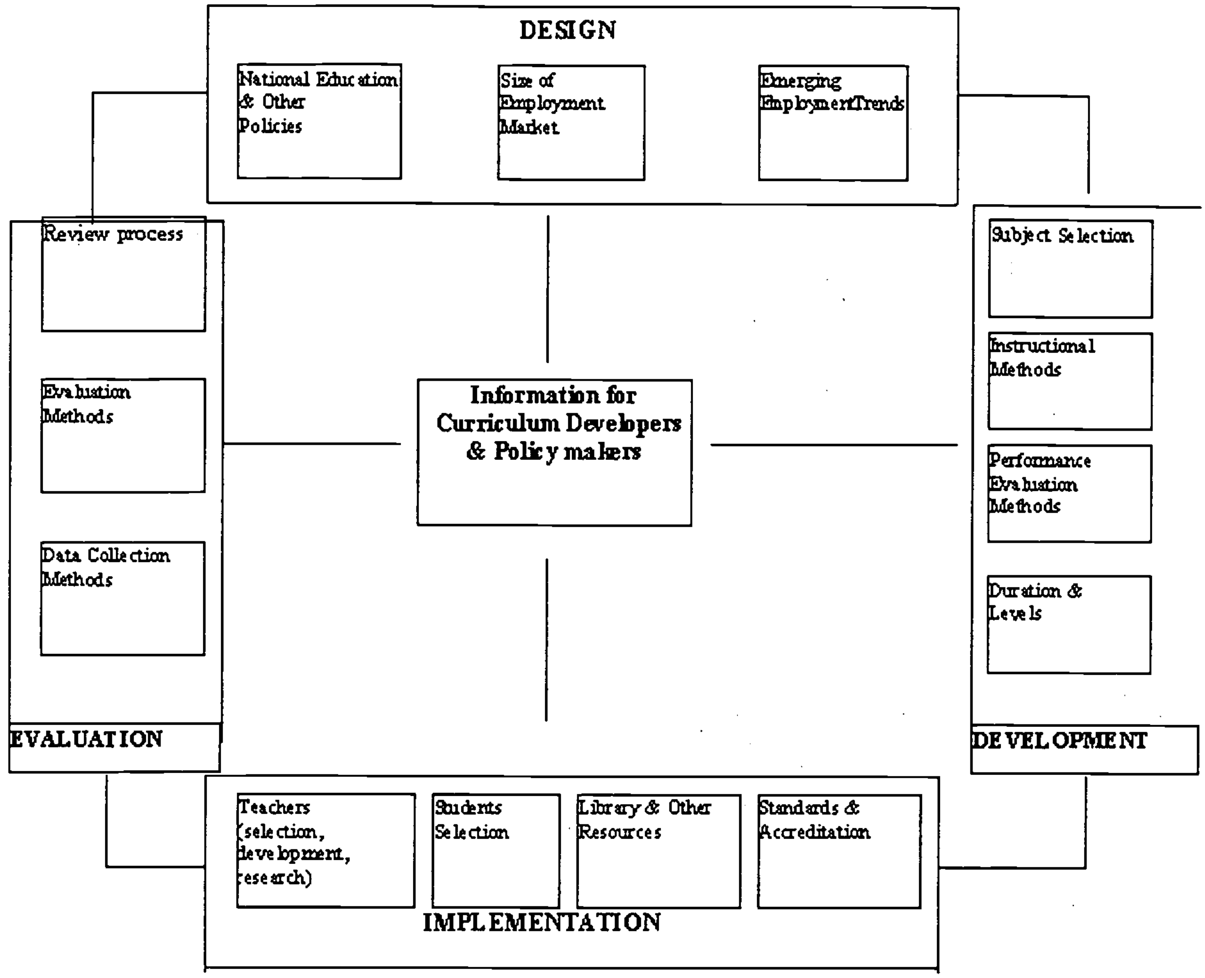
Wiles and Bondi (1993) use the analogy of an architect to explain the CD process. The architect cannot design a home until certain information about style (ranch, colonial, modern) and function (number of bedrooms, special rooms) are known, curriculum planners cannot design a gifted programme until they know the purpose and the intended audience. Over time, the field of curriculum has focused on a cyclical model to guide this process of development: analysis, design, implement and evaluation. (Wiles & Bondi 1993).

Each of these stages requires careful assessment of a multiplicity of conditions, which affect that particular stage. Design stage must consider the national policies which affect the library and information centres, aims and objectives of the LIS education programmes, existing employment market and the emerging trends of employment opportunities. Development stage should concentrate on the subject selection, instructional methods, duration of programmes and levels of programmes (certificate, graduate, postgraduate etc). Implementation stage involves, the selection of teachers and their development, selection of students, library and other facilities, funding sources etc. Evaluation stage must study the effectiveness of the programmes and review the existing programmes to suit the requirements.

Information system of the Curriculum Developers

Curriculum developers (CDs) need to concentrate on all these stages in order to develop a sound curriculum. Curriculum cannot be developed in isolation, but it has to recognise the social, economic, political and technological environment in which, the LIS professionals have to function. CDs must consider the needs of the information environment and the expectations of the LIS employers in designing the education and training programmes. CDs need a variety of information in this endeavour. The following figure depicts the variety of information required by the CDs, in the process of CD.

Figure 1 - Information requirements of LIS curriculum developers and policy makers.



Information System of LIS Curriculum Developers in Sri Lanka and the resulting curriculum

It is doubtful whether LIS CDs of Sri Lanka have had access to all these information. Evaluation of the Sri Lankan LIS education system revealed that, there are several problems related to the curriculum, entry requirements and duration, teaching staff, research and publications, co-ordination, library and other facilities. (Wijetunge & Willson, 1998a). A further survey was conducted in 1998, to measure the attitudes of the students, teachers and employers of LIS professionals in Sri Lanka.

Attitudes of these three categories were measured using two data gathering techniques. Students and teachers were mailed a self-completing postal questionnaire and the employers were interviewed using a pre-defined interview schedule. A representative sample of 175 students was chosen for the survey and there was a 52% response rate. Total LIS teacher population (which is 45) was surveyed and the response rate was 67.5%. A representative sample of employers was approached and 71% were interviewed. Following table summarises the attitudes of students, teachers and employers towards the current courses.

Table 1 - Attitudes of students, teachers and employers towards current LIS education programmes in Sri Lanka

		Students %	Teachers %	Employers %
1	Admission requirements are good	-	55	20
2	Subject coverage is good	71	66	40
3	More IT knowledge is required	-	-	60
4	Librarians should have a subject knowledge in addition to professional knowledge	-	-	40
5	Personal qualities are not developed by the courses	-	-	60
6	Status of Librarians are low when compared with other professionals of the organisation	-	-	60
7	Course is relevant to the occupation	57	-	-
8	Library and other facilities are satisfactory	28	4	-
9	Student guidance and support is satisfactory	52	44	-
10	Teaching, learning and assessment is satisfactory	20	-	-
11	Employers should be involved in curriculum development	-	-	100

This survey proved that, the attitudes of students, teachers and employers, towards current LIS education programmes are not favourable. Especially the employers have a negative attitude. This negative attitude towards the existing LIS education programmes indicates that the CDs have not been completely successful in their enterprise. Poor information system available for the CDs, policy makers and stake holders of LIS profession in Sri Lanka has created a mismatch between skills provided by the courses and the employment market.

Factors which affect the information system of Curriculum Developers.

There are several factors which contribute to this poor information system A previous study (Wijetunge and Willson, 1998b) indicated that the LIS education system of Sri Lanka mainly depend on part-time teachers and co-ordinators. Those involved, are the cream of the profession who are also involved in numerous other professional activities in addition to teaching and CD. Therefore, CDs cannot devote their full attention to the task. Because they are not full-time teachers or CDs no organisation is responsible for their training in CD. Hence, they lack training in CD. These two factors affect their information seeking behaviour relevant to CD, negatively. Thirdly it is difficult to locate pertinent national information. (National educational policies, current and emerging employment markets for LIS professionals, employer requirements, skills required etc.). Research and publications are extremely limited in the field of LIS. There is no proper co-ordination of other national information sources. A special attempt has to be made spending extra resources to locate the required information. Because of the lack of research and surveys, the threat imposed on the LIS professionals by the changing societal needs are not realised by them. Fourthly access to international information is limited. Access to electronic databases is not readily available on one hand, and access to hard copies of information generated in foreign countries is limited on the other hand. Distance between information generators and the Sri Lankan CDs causes a delay in receiving the current information. Fifthly, cost of information contributes to the poor information system. Even if the distant materials are located, the question of "who pays for the acquisition" is inevitable. High cost of material restricts the selection and acquisition and the greater distance to information means higher freight charges which escalates the cost of information.

Conclusion

To overcome the problem of poor information system, immediate surveys must be undertaken at national level to assess the requirements of the employers and employment trends. This will enable the CDs to formulate aims and objectives and design programmes to bridge the existing gap between the market requirements and the skills generated. Secondly CDs must be given a training in their venture, so that, they will be able to take a systems approach to CD. When they are aware of the significance of the CD process they will attempt to build up a strong information system to support their assignment. At present, LIS education and training organisations pay attention only to CD, but it is a significant obligation of them to develop the curriculum developers as well as their supporting information system. By this process only, we can move away from the saber - tooth curriculum. (Benjamin, 1971).

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How to establish a successful health information library in community

Carolyn Willard
Washington, USA
cwillard@cnmc.org

Abstract

Patrons seek health information in order to make informed medical decisions or to learn to how cope with an illness, disability or death. The health information library enables the patron to get reliable up-to-date information in a secure environment facilitated by a knowledgeable and discreet staff. Setting up a consumer health library necessitates a well thought out plan that includes a statement of the goals and vision of the library; procedures and policies; and a staff-training program to ensure customer satisfaction. A health library differs from a public institution in the way patrons are served. This paper examines some options that make a health information library succeed or fail.

Paper

Congratulations, you have gotten the funding! Now what do you do? There are so many details that have to be managed, but first you must plan and make crucial decisions before doing the obvious, like ordering furniture and materials for the library. There are decisions about governance and/or maintenance of daily operations. Who has oversight - the librarian, library committee or a manager who does not have daily "hands-on" experience with the operations of the library? Policy decisions need to be made about whom the library serves, computer access issues, fee-for-services, loans, and legal issues like putting disclaimers on materials etc. Practical decisions such as where will the library be located, shelving layout, wiring for computers, storage for supplies and materials, types of furniture, budgeting for the known needs and the unexpected necessities. Most importantly, you have to plan how to get the users to your library, how to give good customer service and how to keep the library funded.

As librarians, it is important to maintain decision-making authority over the daily operation of the library, selection of materials, access to computer information and customer relations. In the beginning, insist that the librarian, *who has the training and the professional skills*, be the final decision-maker. This will save time, money and mental health of the person who has the most personal contact with the public. Decisions made by committee or perhaps a "clueless" Manager have resulted in some bad results with library patrons and stressful librarians who have to handle the outcomes of bad decisions. This is not to say that the librarian acts without "consultation" with a committee or Manager, or overrules management decisions, but personal experience working with the patrons you are serving, can give you better insight into what is the correct procedure. For example, the committee decides that there should not be any materials on Alternative or Complementary therapy in the collection because they believe that anything not based in traditional Western medicine is misleading. This is not a problem in many public libraries, but is controversial in many hospitals. The experienced librarian, who knows that this is a popular topic with patrons, can argue for a broader material selection policy and also make concessions with the committee by having the materials "reviewed" by experts. This worked well with us, as we actually "selected" the materials to be "reviewed". Once our credibility as reliable selectors of relevant materials was established, the reviewer said that we could go ahead and do our own selection without review and to ask him only if we had questions. The materials are now there for the patron and the committee is satisfied.

In order to protect the library from legal entanglements and misunderstandings regarding the selection of popular or controversial materials, a disclaimer sticker or stamp should also placed on all materials displayed in the library. This sticker or stamp may say something like, "Information found in the Health Information Library may differ from traditional medical opinion, and a health care professional should be consulted if you have any questions or concerns".

[*There will be samples of disclaimers at the conference*]

The Mission Statement

Once governance issues are negotiated and resolved, important policy and procedures must be established. To do this well, it is helpful to borrow a procedure from the business world and write a Mission Statement. A well thought out and simple one presents the vision and goals that guide the entire operations of the library. It can be as simple as "*Our goal is to give great customer service*" (from an Ohio bookstore). All the policies and procedures are guided by that simple statement and the employees have embraced it as their own way of doing their job. Customer service is top priority even if it means the store loses money on a transaction. It worked so well that the store's excellent reputation is widespread and the store is very successful.

A health resource library Mission Statement could read "*we provide free comprehensive information to help all patrons make informed medical decisions and to promote healthy behavior*". From that statement decision about materials selection, fee-for-services, loans, Internet access, who has access to library services (children, adults-only, indigents), can be made. It is important that the mission statement be truly believed and be accepted by all workers in the library. If the library staff and volunteers do not want to practice it, you need to re-educate or relocate them, or else your credibility with the public will be lost and success of the library may be uncertain. We have all had encounters with a surly or lazy employee that give the patron minimal help. If, for example, the patron does not get the *comprehensive information* he or she needs to make an *informed medical decision* (including controversial therapies if requested) from an apathetic employee, the meaning of the mission statement is worthless. The patron goes away not fully informed, and in the worst case, the reputation of the library may be damaged by what he or she tells others.

Practical Matters

If you have any input on deciding where the library will be housed, remember the three primary needs for successfully selling your home: "Location, Location, and Location". I have always lobbied to have the Health Resource Libraries visibly located near the cafeteria. Visibility and a pleasant appearance are the keys for a successful placement. A welcoming atmosphere will attract the walk-in patron and eating areas are a natural enticement to bring potential patrons nearby. There should be at least one window to the outside corridor so people can see inside the library. There is nothing more forbidding than a solid door and walls, and this can easily deter some patrons. People will give up trying to find the library if it isn't in an easily accessible area. Our Family Library was originally located in the Laboratory Medicine area and rarely visited because no one could find it. Now it is located next to the cafeteria and is always busy. Visible and clearly written signage is also essential. Our experience is that people do not read elaborate signs, so keep them eye-catching and the wording simple.

If the library has the funds, a photocopier and one or two public computers are beneficial. I personally would give the purchase of computers and printers priority over most items for the library. Internet access to resources such as MedlinePlus or support groups is more helpful to the patron than an outdated paper publication. Our patrons are happier getting a printout of an Internet search than a pamphlet because they feel they are getting the most up-to-date and credible information. This may not in fact be true, but that is how they perceive it. You, however, must know the sensibilities of your patrons. If they are suspicious of or intimidated by the computer (and many are) then you need to concentrate on print materials.

Needless to say, comfortable seating and well-lighted reading areas are a must. Shelving and layout of the library must be conducive to storage and ease in finding materials for all, but it is especially important in enabling handicapped patrons to get information. I always feel that a "sense of place" is important. These libraries are often a haven for distressed people, so make it comfortable for them. You may be giving more than just information to patrons; you may also be giving them a place to sit, think and make important decisions, and maybe even give them a sense of harmony and peace of mind.

Procedure and Policy Manual

When writing your procedure and policy manual, remember your Mission Statement and the patrons you will be serving. Here are some things to consider.

- Are you going to be answering homework questions? - A thorny problem for hospital based libraries because it is so time consuming
- Are you going to charge back for services? - We charge for copier use and cost recovery for any interlibrary loans.
- Do you loan books out to patrons? If so, do you have sufficient funds to replace them? - Unless you are part of a library system, you will lose a lot of books.
- Internet access - will you let it be open to all, or have monitored access or will you use filtering software? - Sometimes having the computers next to the librarian's desk solves many problems.
- Are you going to allow people to use your computers for email? - We found this ties up computers that should be used for searching health information.
- How will you handle inappropriate usage of the Internet? - A written policy statement displayed by each computer helps when you want to remove an offender.
- Do you establish time limits on the computer? - 30 minutes works well for us, and if it isn't busy we allow the patrons to stay on longer.
- Do you allow indigents to "loiter"? - Have a written policy covering this if you are allowed to remove homeless patrons from the library. Our hospital has tight security so this is not a problem.
- Do you answer telephone or email requests for information? - This is a very difficult

issue because the patron is not there in front of you. Be sure to quote directly from a dictionary or textbook and give the citation. This may seem an innocent problem, but there is such a danger here of giving out the wrong information. Libraries with email addresses are being inundated with requests from patrons outside their geographic area.

You need to think of all contingencies and cover everything in your manual for both consistency in handling problems and also for legal protection. You also have to decide whether you want to be the "Library Police" and have to enforce too many rules. Every librarian must make these decisions based on experience with patrons that the library will serve and the library's mission. The CAPHIS (Consumer and Patient Health Information Service) listserv is an excellent source of information for help answering these questions. *Address to subscribe is* LISTSERV@SHRSYS.HSLC.ORG

Confidentiality

If at all possible, have a separate room where patrons can have some privacy to read sensitive material. Since there are stigmas to certain diseases and the sensitivities of some patrons must be taken into consideration, a private space - a room or even a partitioned area - is desirable to enable them to read or view video materials in private. Staff must be sensitive to personal information they receive from the patron and handle the questions in a professional manner. They should NEVER discuss what they have heard from a patron with anyone, not even with another library staff member, unless it is to solicit help. Think of yourselves and patrons as having the same confidential relationship as doctor and patient

Staff and Volunteer Training

Training, especially with volunteers, is one of the most important aspects of setting up a health information library. Although the steps in helping a patron are similar to a public library, special care must be used with patrons seeking information on severe illnesses, disabilities, or coping with death and dying. Sometimes patrons are emotionally fragile after hearing bad news or are in denial, and they may need special handling. They are sometimes unclear about the diagnosis and this can be a problem because the librarian or volunteer must be especially cautious about giving misinformation. Good reference interview techniques are needed to search out the real diagnosis or, in many cases, to find out what the patron really wants (not always what they first say). The librarian may be the first one to give them information that the physician has not yet divulged and, if it is bad news, must be ready to handle the patron's reaction. Role-playing can help train your staff to deal with unexpected reactions from patrons and give them confidence in handling emotionally charged scenarios. These scenes don't happen very often, but it raises the confidence level of staff and/or volunteers so they can handle them calmly and professionally when they do.

The very first question I ask a patron is "What has your doctor told you?" or "What do you know about this syndrome/disease/disability? Can you explain it to me so I know what it is?" And then: "Is this information for you or someone else?" This lets me know several things: their level of comprehension, how much they know about a devastating illness and/or what their doctor has told them and who wants to know - caregiver, parent, friend, relative etc. I then probe to find out what and how much they really want to know (it may not be what I expected). I usually begin giving them basic information and see if that satisfies their information needs. I then tell them that if they need more advanced materials I will be happy to get it for them. Try not to overwhelm the patron at first, but if you sense that they are already well informed about the condition, immediately give them more complex information.

You should not ever interpret medical information for the patron unless you are a trained health care professional. Even if you think you understand the material, and it is tempting to help out the patron, you are in danger of giving them misinformation. If they are having difficulty with the information presented, we either give them more basic information that they can understand or show them a nursing dictionary so they can look up terms. When I have parents who ask me, "what does this mean?" I suggest they photocopy the information and take it to their doctor or a nurse (who usually explains things more clearly) or some other health care practitioner to give them an explanation. "I do not have medical training and can't explain or interpret this material for you," is a safe thing to tell a patron. Since hospital liability is an important consideration for us, we are very stringent with this rule. You may be able to less rigid about this, but do be careful.

A professional demeanor is important for credibility. It is hard to describe to a volunteer exactly what "professional demeanor" means, especially to someone who wants to cheer up a patron. It is hard, even for the professional librarian, to find the correct balance between detachment and over-involvement. Your staff or volunteers should be trained to be empathetic, but not to say, "I know what you mean" when they do not personally have the disease or disability themselves. Nor should they be overly solicitous or inquisitive about personal matters or tell the patron about their family member or friend "who had the same thing." Most importantly, they need to be discreet in dealing with the patron and not discussing with anyone what was said during the encounter.

Source of Materials and Networking

There is a lot of information on the Internet - some of it good and some of it unreliable. Librarians have the skill to evaluate sites (another good reason to have a professional librarian manage the library) and they can put these links on your library Web Page, if one is available, or print out a list for use by patrons. Another source of materials can be found on the Medlineplus pages, with link to support groups and clearinghouses. We use Web-based *Health Source Plus* (Ebsco) and *Health Resource Center* (InfoTrac) for full-text printouts of materials for our patrons - both are expensive but they save us time, are reliable sources of information and eliminate the need for material storage space. I also have an extensive list of bookmarked sites that I use. [A list of medical sites will be available at the workshop]

Networking with other consumer health libraries, hospital, medical or university libraries and government or community health organizations can yield good sources and bibliographies of consumer materials. If you can negotiate to become a member of a consortium of health libraries, materials can sometimes be freely loaned or exchanged.

Public Relations

Once you have your attractive library set up in a visible location and are linked to the Internet, how do you get patrons to come in the door and continue to return? Getting the word out about your services is an on-going project. Since a lot of the continued and new funding for libraries is determined by the amount of usage by the public, it is important to do a lot of public relations work. An opening reception is a must to thank those that have made the establishment of the library possible and perhaps to get some publicity from the local news outlets. Giving talks to community groups about the library or going to local schools and giving book talks initiated large donations to our Family Library. Giving talks at conferences (not necessarily library conferences) also helped to publicize the library. Web sites, brochures in public areas are useful. Helping healthcare givers find patient information will establish a good relationship and will facilitate them referring their patients to you. The important thing is to keep the library in public view and, of course, the best PR is to send the patron away satisfied with the service he or she got from the staff.

Proving that the library is being used and how it is being used is important and maintaining a User Log is a necessity. Either the patron can fill out a request form or the library staff member can fill it out after the patron has left. At Children's we note on the form how we searched for the information - Internet or databases - and the search strategy used. When we show them books, we also note the title. This helps us if we have to go back and recreate the search or another staff member helps the same patron and doesn't want to duplicate the previous work. As an added benefit, keeping the User Log helps with collection development because we also write a message saying we need more materials on the subject. We keep the logs for a year and add the statistics to our monthly report.

Conclusion

I have not gotten into the details of setting up a library, because there are sources on the Internet and books published about this subject, and also because of local customs that determine what you do. What I want to emphasize are the universal qualities that will make the successful consumer health library work. Remember the three C's - Customer Service, Credibility and Confidentiality.

Establish your *credibility* with the public. Do not give out misinformation. Make sure you understand what information the patron really wants. Be sure you have enough of the right resources to fill these requests. A library that has only a few pamphlets on the shelf is not going to serve the public well and people will not return. A disgruntled patron may say to their friends, "they don't have anything there, don't bother going", and that bad publicity is worse than no publicity for the library. Be sure that the public knows that the materials you hold cover a wide spectrum of beliefs, and what they read might not agree with what their healthcare giver has told them. Be sure you have a disclaimer on all your materials stating this, and do not explain what is in the material unless you are an expert in the area.

Maintain *confidentiality*. This is important in any business or library, but more so in a consumer health library. A patron's health problems are personal, and staff and volunteers must never discuss them with friends or even with each other. Public confidence in knowing that what they discuss in the library will never be repeated outside the reference interview is essential.

Most importantly, give great *customer service*. Pleasant, well-informed, helpful staff and volunteers are the keys to a successful library. Go beyond the minimal procedures for the patron and give the most comprehensive answer possible. Remember your Mission Statement - internalize it and work by it.

For questions write or email at:
Carolyn Willard
111 Michigan Ave NW
Washington DC 20010 USA
cwillard@cnmc.org

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Evolution of Social Science Information Sources in Asia: the South Korean Case

Myoung C. Wilson
Alexander Library
Rutgers-The State University of New Jersey
New Brunswick, New Jersey 08903
U.S.A.
Email mywilson@rci.rutgers.edu

Abstract

This paper examines the increasing output of South Korean government publications in social science titles. It attributes the cause primarily to modernization and democratization combined with economic development and growth in associated social life indicators. Government sponsorship of education and research also played a critical role.

Paper

I. INTRODUCTION

There are at least three hypotheses that are relevant to understanding the contemporary growth of social scientific data and information sources in Asia. One posits that growth depends on an increase in economic output and associated social life indicators. Another posits a historical legacy of library development with holdings that reference, at least tangentially, social science issues. Yet a third suggests that the growth of social science information sources depends upon government sponsorship of education and research including a strong component in the social sciences.

To some extent all three of these hypotheses interlock in the case of Asia. It is, after all, the case that in China in the early years of the Ching Dynasty library holdings were one of the largest in the world. It is also true that in China and Korea the traditional meritocratic basis for status advancement was through an examination system that placed a premium on education. These historical features were firmly imbedded in traditional cultural values and they have left an abiding legacy that has helped in the growth of modern day social science information sources.

Despite these historical legacies, however, it is modernization in general and improvements in social life that have been crucial for the development of social science research. Consider the following. During the last three decades South Korean per capita GNP rose from a little over $640 to over $8000.00. The illiteracy rate dropped from 12% in the mid 1970s to less than 5% in the mid 1990s. Government expenditures on social security doubled from the 1980s to the mid 1990s. Life expectancy rose from 61 years in the mid 1970s to 71 in the mid 1990s while infant mortality dropped from 47 per 1000 live births to 12 during the same period. (1)

Is there a qualitative correlation between these growth figures and a greater output of social scientific data and information sources? Given the limited nature of this paper, and the fact that much social science data is published in the form of government documents, I will attempt an answer by concentrating on official publications in South Korea.

II. THE CASE OF SOUTH KOREA

1. Historical Antecedents

A 1984 UNESCO study characterized social science research in Asia as emanating from relatively young academic disciplines that were largely imported from the West around the turn of the century.(2) While this characterization may be true as a gross generalization, it is not the case that social science materials were unknown in traditional Korea. In the royal court of King Sejong in the 15th century, the palace (i.e. the government or the state) actively promoted literacy among the general public even to the extent of creating a new Korean alphabet, Hangul. The palace Royal Academy scholars were also responsible for publications on agricultural economics, geographical descriptions of the country, the compilation of legal codes and official histories. Through the Royal Academy (Chiphyunjon), a precursor to the numerous government sponsored research institutes that exist in contemporary Korea, the state promoted research in many areas including social science. These historical compilations were critical primary source documents in their day and continue to be so for modern social scientists.

This tradition of government sponsorship of research continues to this date in Korea (as it does in many Asian countries). Hwa asserts that the Singapore Government plays an important, if not crucial role in financing teaching and research in the social sciences.(3) Our host country Thailand, passed a National Research Council Act in 1959; it has been said that since the creation of the NRC there has been an increase in the number of social science research cells attached to government departments and agencies.(4) Although S.P. Agrawal suggests that social science information in India has low governmental priority, it was the Education Ministry of the Government of India that established the National Social Science Documentation Centre.(5)

In South Korea the government has increasingly become a critical stimulant to the production and growth of scientific research as well as social science information sources. In contrast to technical and scientific research areas, however, social science research in Korea occupied initially an unenviable position as an underprivileged and under-funded area of inquiry; the acquisition of specialized knowledge in technical and scientific areas and in industrial know-how had higher priority. This effort rewarded South Korea with a fast growing economy, the results of which have paved the way for the promotion of research on social issues as well as on the ways that scientific and technical developments have impacted social life.

2. Quantity and Quality of Government Issued Social Science Information Sources

The number of publications of social science materials issued by the South Korean government and by quasi-government organizations, i.e. government-invested enterprises and government-related agencies has increased significantly. According to the 1997 Catalog of Government Publications the total number of government publications issued in 1996 was 4,697--among these over 3000 titles (66%) are classified as social science titles. This is an increase of 6% over 1993 in the number of social science titles published by the government.(6) It is relatively easy to measure the quantity of government issued publications; between 1945-1965 only 293 titles were issued. By contrast in 1966 alone the number of government publications jumped to 903 titles, tripling the total output of the previous 20 years.

When South Korea began its economic expansion in the early 1960s, this also marked the acceleration of official publishing by government agencies, not only in terms of quantity but also in terms of quality. For example, it was the 1960 census that embarked on the expansion and transformation of the census from one where only basic demographic data were collected to one where multi-faceted information on socio-economic characteristics were obtained and analyzed utilizing computerized database processing. In 1964 the government also began to review and classify the local administrative districts of the entire country. This was done in order that appropriate data could be collected on each unit. Many government statistics are collected based on these continuing reviews and classifications.(7)

It appears that South Korean government agencies at all levels are rapidly shifting their publications from a print to an electronic format. Many government agencies have an Internet presence, a large number of them with an extensive bilingual homepage (Korean and English). The quality and content of homepages vary from one agency to another, e.g., some carry an extensive publications list with detailed annotations. Examples of government units with homepages are the National Historical Compilation Committee, the Supreme Court, the National Statistical Office, the National Library and the National Assembly Library. The National Statistical Office has begun to build massive numeric data files that are becoming a critical source for contemporary social science research. The electronic information resources that the Korean government provides on the Internet promises to enhance the quantity and quality of global social science information.

3. Types of Publications

At the heart of social science information resources are three principal types of publications issued by the executive branch of the government. These are yearly statistical reports, yearbooks and annual reports and white papers, all of which constitute important primary source data for social scientists. Korean government publications are rich in statistical reports. Publication of these reports is frequently mandated by a comprehensive statistical law that requires that each government agency/ministry issue an annual (or quarterly) statistical analysis. Statistical yearbooks (Tonnggye Yongam) issued by government ministries are good examples in this category. The title and the text of statistical yearbooks are often bilingual (in Korean and English) and almost always contain international statistics for comparative purposes. These statistical reports are the best sellers among government publications; about 35% of government publications deal with statistical data. (8)

Following a pattern that originated in Great Britain, white papers (Baiksuh) are issued by almost all ministries. These government reports deal with timely national topics. This form of government report has existed since 1948 when the first government was formed following the end of Japan's colonial domination. Many social, political and economic issues are analyzed by appropriate ministries. Unlike statistical reports, Korean government white papers are almost always written in Korean.

4. Bibliographic Control and Access Tools

Despite Korea's reputation for having moved from "imitation to innovation" in economic and technical matters, there are few innovations in the repackaging of government information for easy public access. Providing access to government publications through specialized catalogs and indexes is largely done by the issuing agency itself. Two of the most prolific of these agencies are the National Statistical Office and the Ministry of Unification. The National Library and the National Assembly Library are actively involved in the dissemination of social science information through their digital library projects.

The two main access tools for South Korean government publications are the Catalog of Government Publications issued annually by the Government Publishing Office, and the section on government publications in the Korean National Bibliography issued by the National Library.

5. Distribution and Dissemination

While the number of government publications issued by various agencies has increased dramatically in recent years (the number actually doubled in the last five years from 2,680 titles issued in 1992 to 4,697 titles in 1997), no centralized or systematic distribution method has yet been adopted, particularly one designed to reach large numbers of the public. The majority of government publications, while compiled and edited by an issuing government agency, are invariably printed by private printers. They are distributed either by the issuing agency itself or, if priced, through designated sales centers.

The National Assembly Library, the National Library, the National Archives and Records Service and the Library of the Government Publishing Office are currently legal depository libraries. All government agencies, including government-invested enterprises and government-related agencies, whether they are national or local, are required, by law, to place their publications in depository libraries.

Although the word Nappon Tosohkwan is translated as depository library, it has a very different meaning conceptually from the term „depository library" as it is used for government publications in America. In the United States US federal government agency publications are deposited in designated libraries by the government for the purpose of public distribution and public access. In the Korean sense of „depository library" the „deposit" is made by the publishers (including government agencies) in the designated libraries (i.e. government libraries) for the purpose of preserving the cultural heritage, for copyright protection, for international exchange and, lastly, for public access.

The legal depository system was first introduced as part of the 1963 Library Laws. Prior to this in 1961, all publishers were required to submit two copies of their publications to the Ministry of Education which then forwarded them to the National Library. The 1963 National Assembly Law No. 1424 requires all government agencies to deposit three copies of their publications in the National Assembly Library. Since 1991 three copies of publications produced by the executive branch of the government, by city/provincial governments and by city/provincial Educational Commissions have also been deposited with the Government Archives and Records Service. Since 1996 three copies of the same category of materials have also been deposited with the Library of the Government Publishing Office Library.

It has long been recognized, however, that many government agencies fail to comply with these legal obligations. Moreover, there has been no effective way in general to enforce the deposit system law. Some argue that initially the legal deposit system was viewed as „censorship" or „thought police" as it was at times practiced during the Japanese colonial period or under previous autocratic governments. Especially under Japanese rule prior submission of a manuscript to the colonial government was required for official approval. (9)

III CONCLUSION

Despite the fact that there is an apparent correlation between economic growth and the development of social science information sources, it is clear that this is not the sole explanation. For many years following World War II, Korea labored under various forms of authoritarian government. Democracy as it is understood in the West did not truly arrive until 1992. Prior to that time, social science information sources disseminated by the government were frequently viewed as propagandistic disinformation. Interestingly, the advent of democracy has witnessed a marked upsurge in the quantity and quality of government publications that deal with social science issues. Nothing speaks more eloquently to the importance of an open political environment as a stimulant to the production, dissemination and use of social science research information sources.

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International Federation of Library Associations and Institutions

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Section on Cataloguing
Report of the activities 1998/1999

Maria Witt
Secretary of the Section
Médiathèque de la Cité des Sciences et de l'Industrie
Paris, France

Paper

1. Introduction

The aim of the Section on Cataloguing is to analyze the functions of cataloguing activities (bibliographic and authority) and OPACs. The Medium Term Programme details this aim. The Section follows new trends and " is taking into account the developing electronic and networked environment in order to promote universal access to and exchange of bibliographic and authority information ". New projects are established : for example in 1998 the new WG on metadata was created. To accomplish the tasks the Section has close relationships not only with other IFLA sections but also with organizations and institutions dealing with standards including ISO/TC46 and the IFLA UBCIM programme.

Action Plan

The Action Plan 1998/1999 was reviewed. The final text was edited in October 98. It is available on IFLANet.

2. Membership and Standing Committee

The Section had 149 members in December 1998.The Standing Committee is composed of 20 permanent experts in cataloguing (9 of them have been elected until 2001 [including 4 who will finish their 2nd term in 2001], 9 - were reelected this year until 2003, 2 - are the new members since this year election). We have 6 people including corresponding members and observers. The permanent members represent mostly North America and Europe, including Russia. Three corresponding members come from other parts of the world : Central America (Cuba), Asia (China and Fiji) and Australia.We would like to expand the participation of members from Asia and Africa. We believe that Cataloguing Section projects could be interesting for them as well as for their experience ; their input would be valuable for new projects.

The Officers are :

Chair of the Standing Committee and Chair of Division IV (of Bibliographic Control): - Ingrid Parent from National Library of Canada ingrid.parent@nlc-bnc.ca;

Secretary - Maria Witt from Médiathèque de la Cité des Sciences et de l'Industrie, Paris, France m.witt@cite-sciences.fr;

Information coordinator : Kerstin Dahl from Lund University Library, Sweden kerstin.dahl@ubl.lu.se.

3. Meetings and progress report on major projects of the Section

Last year the Section held meetings in connection with its projects and activities : The officers participated in Division's Officers meeting - April 1999 Paris France. The SC I and SC II took place as usually during 1998 IFLA's Annual Conference in Amsterdam. Working groups meetings took place also in August 1998 in Amsterdam: on OPACs, GARE, FSCH, ISBD Review, Metadata.etc.

The ISBD(S) Working Group met also in Copenhagen, November 1998.

Below you will find the updated information on major projects of the Section. Most of them were mentioned last year so we will point out their progress .

Study on Functional requirements for bibliographic records (FRBR)

The final report published in January 1998 (K.G. Saur, UBCIM Publications. New Series ; 19) has defined some follow-up steps, consisting of examining the impact on : National bibliographic agencies, individual libraries, cataloguing codes and guidelines, ISBD's as a whole Authority control, which is not covered in the report, should be considered (also note the work of the MLAR group) (Minimal Level Authority Record).

There were some presentations on this topic : during the Annual Conference in Amsterdam 1998 and the International Conference on National Bibliographic Services (Copenhagen, November 1998) (ref. 1). Please note also Danish presentation for this conference on the impact of FRBR on cataloguers training.

This topic is now discussed on a larger scale within different discussion groups on the international and national levels. The European Library Automation Group (ELAG) has recently dedicated a second workshop to this subject in April 1999 (ref. 1), the national committees in Denmark have implemented the project into practice, in France the FRBR were presented and discussed at the standardization meeting at the beginning of May.

Anonymous classics

Phase One consisting of the revision of the 1978 edition is in finalization. The list will be enlarged and will include the literature from Provence region and titles (in particular concerning the regional literature and folklore, etc.) from the National Library of Albania.

The introduction to the text Phase One was written in French and translated into the IFLA official languages.

Phase Two will concern Latin America and Africa. Colleagues from Guatemala, Benin, Burkina Faso and Shombourg Center for Black Culture have been contacted.

Anonymous Classics for Asia including the Turkish-Mongolian area will constitute Phase Three.

People interested in this project are invited to contact the chair : Nadine Boddaert from Bibliothèque nationale de France (e-mail fichierautorite.titres@bnf.fr)

International Conference on National Bibliographic Services

ICNBS, organized by the Division of Bibliographic Control and the UBCIM Programme took place in Copenhagen in November 1998 (25 to 27). Its aim was to review and update the Paris 1977 recommendations considering the new developments in data requirements.

It gathered 150 participants from 72 countries. The sponsorship and grants were provided for more than 30 people from Asia and Africa and 12 from East Europe by DANIDA, BIEF and France etc.

The Cataloguing section submitted a paper about our interests in the field : Olivia Madison's talk concerned the functional data requirements.

For the final recommendations see the IFLANet, ICBC and IFLA Journal.

Form and Structure of Corporate Headings

This WG has existed since 1995.After the discussion in Copenhagen 1997, the members have exchanged messages and letters. Most problematic rules have been identified and they are to be compared with AACR, RAK, AFNOR. This work continued during the Amsterdam conference. A virtual base was suggested which could be used by any library.

It is necessary to define the minimal elements and rules for corporate headings and to develop the examples based on the national usages in different countries.

GARE - Guidelines for authority and reference entries

The objective of this work is to publish a single comprehensive and flexible set of rules, giving examples (covering all materials, music, electronic resources, legal works...). Two specific issues will be treated : legal materials (treaties, laws) and seriality.

This group worked closely with the MLAR group (Minimal Level Authority Record).

Guidelines for OPAC displays

This new project started in 1997. Dorothy McGarry is chair of the working group.

Its goal is to recommend guidelines for good practice for OPACs display and retrieval. Other IFLA sections are involved (Bibliography, Classification, Information Technology).

Martha Yee from the University of California at Los Angeles was chosen as the consultant to help the group to draft the report.

The first draft circulated among members of the task force before August 1998 and almost the entire draft was discussed during the meeting at Amsterdam (1998).

Comments were transmitted to Martha Yee, who prepared the new version of the draft report in October. The updated version dated December 1998 has been sent for world wide review. The comments were expected by the end of April. The results of this work and comments will be presented during the Bangkok Conference.

ISBD (S)

In order to revise the ISBD(S), the working group was established in 1997 and is chaired by Ingrid Parent. It works in close cooperation with the Section on Serials, with the ISSN International Centre and with AACR 2 revision which is considering some radical changes in the matter of serials.

Major topics were discussed eg. electronic serials, metadata as well as definition of a serial and seriality. In Amsterdam (1998) seven topics were determined for analysis by each member of the WG and the last meeting took place in November 1998. The end of the revision is planned for August 2000.

ISBD Review Group

The group was re-installed in September 1997. It was concluded that the comparison between FRBR and ISBD(M) was necessary as the first step. It was suggested to have the same framework for all ISBDs.

The group was also interested in the impact of the AACR2 revision and metadata standards on ISBDs.

The recommendations were established, for example :

- continue the comparison between FRBR and ISBDs (for the ISBD(M) it was done) ; the next step will be : ISBD(G).
- explore the possibility to make the ISBDs more available than it has in the past (on the web) and publish all ISBDs together as one.

Working group on Metadata

This new group was created in 1998. It is chaired by Lynne Howarth. It is composed of members from the cataloging section and from other sections : Bibliography, Classification and indexing, National Bibliographies.

Its aim is to provide guidelines for libraries for using metadata, maintaining at the same time links with archives and other domains connected . The basic requirements from the FRBR study will be applied. The WG will contact other groups leading the same kind of projects, and with ISO/TC 46.

Minimal Level Authority Records- MLAR

The cataloguing section was involved with the project on Minimal Level Authority Records. The final report was published by UBCIM in December 1998. As for numbering : the next step will be the creation of a joined working group (the Division IV and UBCIM progamme) to study the feasibility of ISADN (International Standard Authority Data Number).

4. Publications

SCATNews (ref. 2)

The Section's newsletter is published twice a year, in print and electronic form (on the IFLANET web site). Last issue available : n°11 (February 1999).

Conference papers from Amsterdam 1998 Annual Conference are in print :

International Cataloguing and Bibliographic Control (ICBC) , 28(3) (ref.3)

- "The Anglo-American cataloguing rules and their future ", by Ralph Manning from National Library of Canada ;
- "Cataloguing vs. metedata : old wine in new bottles ? " by Stefan Gradmann from PICA ;
- "The ISBD(CF) revision project, the features of ISBD(ER) " by John Byrum and Ann Sandberg-Fox

Cataloging and classification Quarterly (CCQ)

- "Authority records as a reference tool for the end- user " by Thierry Giappiconi from Fresnes Public Library France
- "Implications of the Functional requirements for ISBD(ER) by Eeva Murtomaa from Finland,
- "Provisions for CD-ROMs " by Maria Witt from France.

Divisional brochure

The Division brochure was updated and translated into IFLA official languages as well as into Italian. The new edition and translations were available for the International Conference on National Bibliographic Services (ref. 4).

5. Conference programmes

Last year the open session "Library catalogues : responding to user needs" and the workshop on the ISBD(ER) : International Standard Bibliographic Description for Electronic Ressources were very successful. The participants appreciated the topics and presentations. We hope the same this year.

Section on Cataloguing's Open Programme

Theme : " Cataloguing Rules and Data : New Trends in Theory, Practice and Teaching "

Four following topics will be presented :

- "Metadata and trends of cataloging in Thai libraries", by Ms Pradittta Siripan from National Science and Technology Development Agency of the Ministry of Science and Technology, Bangkok, Thailand ;
- "Guidelines for OPAC displays " by Martha M. Yee, from UCLA Film and Television Archive, Los Angeles, United States ;
- "German cataloguing rules facing the 21st century : RAK headings for internationality and online operability " by Monika Munnich from Heidelberg University Library (Germany)
- "About the use of Functional Requirements for Bibliographic Records in teaching cataloguing " by Kirsten Marie Strunck from Royal School of Library and Information Science in Copenhagen (Denmark)

These texts are available in Booklet 4 and their translations - at papers' handling desk. Some of them will as usually be published in ICBC.

The translators were members of the section or other experts.

Section on Cataloguing's Workshop

This year the general theme is " Universal Bibliographic Control in the Multilingual, Multiscript Environment ; access to information ; theory and practice".

We are pleased to introduce the following speakers :

- Joan Aliprand (RLG, USA) who will present the "Cataloguing in the Universal Character Set Environments : Looking at the Limits ;
- Geneviève Clavel-Merrin (Swiss National Library) will speak about " The need for cooperation in creating and maintaining multilingual subject authority files " ;
- Paivi Pekkarinen (National Library of Health Sciences, Helsinki) has named her paper " National access in the international environment : the role of vernacular vocabularies in the context of virtual library " ;
- Françoise Bourdon and Elisabeth Freyre (Bibliothèque nationale de France) will present " UNIMARC - multilingual and multiscript solutions " ;
- John Byrum (Library of Congress) will present a short view on " ISO/TC 37 language codes ".
- The local paper from Asia will concern the " Analysis of the ISBDs from the multiscript point of view ".

Open Forum of the Division IV

As usual, it will consist of a general review of the work of the Division followed by the presentations on different topics such as UBCIM and UDT Programme activities, follow-up to recommandations from the International Conference on National Bibliographic Services and a local presentation on the importance of the bibliographic control in Asia, etc. Some of the topics will be present only by written form, e.g. news on classification, annual reports, as we do not have enough time during the Open forum.

Annual reports of each section are available in Booklet 4. They will be published in ICBC.

After the Open Forum three sections of the Division IV will meet together and will exchange their opinions.

References

(1) FRBR

a. User benefits of a change to the bib-model : follow-up of the IFLA Functional requirements for bibliographic records, by Peter Noerr and Dan Matei from CIMEC Institute for Cultural Memory (Romania) representing ELAG discussion group (paper presented at IFLA 1998 Annual Conference)

b. The impact of the functional requirements for bibliographic records - recommendations on the ISBD(ER) / by Eeva Murtomaa),

c. (paper presented at IFLA 1998 Annual Conference)

d. Standards for international bibliographic control : proposed basic data requirements for the national bibliographic record / by Olivia Madison, (paper presented at International Conference on National Bibliographic Services Copenhagen, November 1998).

e. Functional Requirements for retrieval of bibliographic records. Proposals for an enhanced Bibliographic model. Discussion paper at ELAG 1999 conference in Bled, Slovenia / by Ellen Beate Grinnen, Anne Munkebyaune and Liv Holm (Oslo college - faculty of journalism and information science) http://www.nuk.uni-lj/elag99/ELAG99WS4.html

2) SCATNews : Newsletter of the Standing Committee of the IFLA Section on Cataloguing. ISSN 1022-9841. 2 issues per year.

(3) ICBC : International Cataloguing and Bibliographic Control IFLA UBCIM Programme. ISSN 1011 - 8829. Quarterly.

(4) Divisional Brochure

- IFLA Division of Bibliographic Control - English version
- IFLA Division du Contrôle Bibliographique - French version
- IFLA Division de Control Bibliografico - Spanish version
- Die Abteilung Bibliographische Kontrolle der IFLA - German version
- Divisione IFLA del Controllo Bibliografico - Italian version.

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IFLANET Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

IFLA 1999 BANGKOK
Conference Proceedings

Code Number: 063-122-E
Division Number: II
Professional Group: Science and Technology Libraries
Joint Meeting with: -
Meeting Number: 122
Simultaneous Interpretation: *No*

Collecting Science Materials from Developing Regions: Universal Dilemma, Collaborative Solutions

Milton T. Wolf
Senior Vice President for Collection Programs
For the Center for Research Libraries

Paper

As Science turns, so does the world. In the United States it is considered axiomatic that the advancement of basic science is relevant to the nation's welfare. Whether we like it or not, the Western World is a technological society, one highly dependent on science and its handmaiden, technology. Whether Science is good or bad is moot; what is not debatable is that it has changed significantly the world in which we live, and that it is likely to continue to do so for the foreseeable future. It has even challenged the basic tenets of some religions; for some even replacing the need for religion, causing Albert Einstein to caution that "Science without religion is lame, religion without science is blind."

As the world confronts the transformation to the Information Age, it is already obvious that Science will once again "spin off" technologies that will have both desired and undesirable effects. The Industrial Age, in which Science amplified muscle power through the inventions of wondrous machines, also left a legacy of environmental degradation and worldwide pollution. While forecasters easily predicted the train, plane and automobile, who could have predicted the traffic jam, the multiple vehicle collisions, the polluted air, our very cities being built around the car (the machine that kills and maims annually more people than all of the wars!)?

The Information Age, spawned largely by the advent of computers that could manipulate mountains of raw data and amplify the power of brains in a manner similar to the Industrial Age's amplification of muscles, has changed the world even more dramatically than the machines of the Industrial Age. With the introduction of the commercial microcomputer less than twenty years ago and the subsequent growth of the Internet, the worldwide exchange of information has burgeoned to the point that we are, indeed, both "drowning in a sea of information" and "drinking from an information fire hose."

The worldwide glut of "information and knowledge currently doubles every year and is expected to double every 73 days by the year 2020."[1] Like the unforeseen consequences of the proliferation of the automobile, what are the consequences of a world smothered in inaccessible information? in unauthenticated information?

One of the consequences is the improper storage and inevitable deterioration and loss of much information, including information about Science itself. Whatever your philosophical position is on Science and Technology, not to mention the Information Age, I suspect that you would not want the history of science to be lost because we failed to collect, store and preserve its materials. But in much of the world, including the Western World, the scientific record is not only being shunted aside, its longevity is also being compromised by inadequate storage. In the rush to keep up with the unrelenting production of scientific knowledge and the costs associated with it, we are now at that point where very few institutions have the financial resources to store and preserve the vast amounts of information that the Science-Technical-Medical (STM) field is currently generating. In astronomy, for example, hundreds of thousands of computer-generated charts and documents are piling up, unread, and in peril of being lost or destroyed because there is no money to spend on proper storage facilities. The information cup runneth over!

While we are all too familiar with the exorbitant price increases over the past two decades for purchasing STM materials (most libraries are paying more and getting less for their acquisitions expenditures), it bears repeating that "increases in STM journal prices have been responsible for fueling the 147 percent increase in STM journals from 1986 to 1996."[2] And, "during the same decade, as a result of library budgets not keeping up with such increases, 7 percent fewer journals and 21 percent fewer monographs were acquired on average across North America's 100 largest research libraries."[3] The cost of scientific subscriptions to "journal and serial titles alone is now stated to be "seven times more than that of arts and humanities titles and twice as much as social science titles."[4] This crisis in scholarly communication shows no sign of slowing and has had the pernicious effect over the past decade of decimating science collections to the point that the fortunate are holding steady while most are declining in their ability to offer credible support for scientific research. All the while, the number of STM publications available worldwide continues to increase.

Even though there have been heroic efforts to salvage at least a core STM collection from the numerous cycles of "review and cancel" strategies (dictated by years of insufficient funding), the collection money in science libraries has migrated to the "for-profit publishers" for high-demand titles, which are increasingly English language journals reporting work done in the United States and Western Europe. Predictably, the end results have been not only more homogeneous collections nationwide but also a continuing loss of the peripheral and unique materials that so often are the hallmark of an excellent research library.

Nonetheless, long-held titles have been canceled and receipt reduced to only one or two libraries-and, in some instances, to no holding library at all! Peripheral titles canceled are often in other languages or from other regions; though generally not costly, such titles, if canceled in sufficient number, yield enough money to retain subscriptions to core titles. And that, in a nutshell, is what has happened to U.S. academic science collections: they have been pared to the commercial core, but at the loss of a considerable number of peripheral titles that often narrow the scientific inquiry.

Because a title is considered "peripheral" to a core collection, however, does not mean that it is not a valuable publication, or that it should not be held at all. On the contrary, many so-called scientific peripheral titles, especially from the developing nations, are of the utmost value. In certain areas of science, the developing nations are the only ones addressing certain scientific issues. Because the results of science have so many social, political and economic ramifications it is of the utmost importance to the global village that a dialogue involving all the participants be encouraged and recorded. Paraphrasing the great English Poet, John Milton, "Science, like Virtue, must sully itself in Reality and walk unfettered among the Truths of Inquiry." In something as important to the world body as science and its technological outcomes, national concepts of superior science are to be avoided, if at all possible.

Also, many disciplines of science are based on the ability to examine as many aspects of the problem as is possible. For example, in the area of bio-diversity any lack of information about the animal and plant species on this planet (or others) makes understanding the "balance of nature" incomplete, and potentially dangerous when the inevitable technological or biological "tweaking" of the environment becomes involved.

And research in many scientific disciplines, like the earth sciences, requires an incredibly diverse array of materials from as many areas of the world as is possible. Many of these areas are remote, sometimes inaccessible due to political problems, or are regions that have been seldom studied at all. In these instances, the only available information comes from relatively obscure, peripheral sources. This material may be absolutely critical not only for those studying the area directly, but also to scientists needing analogs from around the world or seeking global correlations. So it is essential that scientific publications be international in scope to balance the various biases of the individual countries.

It is equally important that retrospective holdings for these peripheral titles be retained, somewhere, as well. After all, since science is always building on what was done before, it is valuable to save the historical infrastructure. And, one could argue that these titles are important so that not only former paths of research can be traced but also (hopefully) that they might lead forward in different directions.

Adding to the fiscal problems regarding scientific research, as if the situation was not already calamitous enough, most research libraries are spending nearly one-third less on preservation than they did just a few years ago. And, "Total preservation staff [at the 115 Association of Research Libraries] has sharply declined to 1,742 FTEs [Full Time Equivalents] in 1996-97 from 1,879 in 1995-96, falling back to the staffing levels reported in 1989-90."[5] One of the reasons given for this decline is the withdrawal of grant funding.

It is quite clear to all but the most myopic that the traditional concept of a library is no longer valid, that no one library, be it Harvard or the Library of Congress, can conceivably collect all the information now being generated-let alone guarantee its preservation. Is not one of the central reasons for libraries that they would be repositories and archives of the historical record?

One of the possible ways to ameliorate some of this dilemma is accelerated resource sharing and preservation, but it must be effective resource sharing; otherwise it will only result in the "expeditious pooling of poverty," which is the unfortunate result of too many consortia. Since the Center for Research Libraries (CRL) has operated similar programs in the past fifty years to assist librarians, bibliographers and researchers to join together to do what they could not easily do, or do at all, regarding access and preservation of peripheral materials, we wondered if the crisis facing the collecting of STM materials might be eased by applying cooperative lessons learned from the past.

In a serendipitous moment at last year's IFLA meeting in Amsterdam, two of the participants in the present Science Research Materials Project (SRMP) initiative met for the first time and struck a conversation that became the impetus for the development of a plan to make accessible and to preserve the scientific and technical materials of the developing nations. Building on its already extensive holdings in these areas (holding over 4,000 current subscriptions to such materials and retrospective holdings of over 10,000 journals), CRL brought together science librarians (see list below) from various scientific disciplines to form a Working Group.

The SRMP Working Group was charged with a thorough examination of CRL's present STM holdings, and asked to rationalize its collecting policies both to promote concerted cooperative collections of these materials at the national/international level, and to establish a desiderata list of STM titles recommended for immediate preservation. Recognizing that the cost of STM materials has created a crisis for research libraries attempting to sustain credible core collections, and that competent research is not only being impaired but also that the very history of the scientific enterprise is being lost, CRL proposed a cooperative approach that includes both the centralized CRL facility and the distributed collections of the SRMP participants (who do not have to be CRL members in order to belong to the SRMP).

Utilizing such a collaborative strategy the international community has an opportunity to address a significant collecting and preservation problem regarding STM materials. Whether a title is central or peripheral to a science collection, it requires staff time to acquire and otherwise process; in fact, it could be argued that peripheral titles generally involve more-than-average effort to acquire and although they are not usually expensive per title, because of the staff time involved, they can actually be quite costly to an individual institution to acquire. In short, much of the scientific record is at risk of being lost not just from natural and human disasters but from simple attrition of efforts to gather and retain copies in sufficient numbers in various sites.

The cooperative solution proposed by the creation of the SRMP would benefit science librarians and scholars in the scientific disciplines through:

- A larger pool of acquisitions funds to support rarely held scientific materials generated by scholarly societies and related publishers from around the world.
- An environmentally controlled collection archive for access and preservation.
- An enhanced ability to build and maintain local collections with the assurance that complementary, rarely held materials in a safe, secure print and/or electronic archive would be readily accessible to its local clientele.
- A widely accessible electronic and traditional delivery mechanism.
- An expanded opportunity to seek grants and endowments to collect and preserve unique scientific information.
- A framework, complementary to efforts such as ARL's SPARC, for librarians and scholars to foster cooperative projects to lower costs involved in expanding the availability of science and technology publications.

Initially, SRMP activities will be limited to the collection and preservation of unique science materials, especially serials, in the following disciplines: biology, physics, agriculture, astronomy, chemistry, environmental studies, geo-sciences, mathematics, and physics. Later, more scientific disciplines will be added.

As mentioned earlier, its planning and implementation would incorporate the substantial holdings of CRL's journal collections. From this core collection, SRMP would progress to build collaboratively an international conspectus of collecting agreements for the preservation and access of rarely-held, unique science materials. Participating institutions would integrate their local collection development policies with the one to be engineered by SRMP.

The SRMP Working Group will initiate a general discussion among science librarians, interested scholars and researchers nationwide on the perceived areas of need and the scope of the project. The Working Group will then draft a project program statement, initiate work plans, and issue a general invitation to participation.

The SRMP will aggressively seek external funds from granting agencies and endowments/contributions from relevant donors, commercial vendors, and publishers to undertake its work and to increase acquisitions and preservation programs. Based on CRL's highly successful Area Studies Microform Project (AMP) model, the SRMP will develop operational bylaws and a coordinated project work plan, including alternative funding models to defray administrative and access costs to the expanded STM holdings at CRL. The CRL Vice President for Collection Programs, or designated Program Officer, will be a permanent ex officio member and CRL liaison.

Currently, the CRL SRMP Working Group consists of the following librarians and institutions:

Ross Atkinson
Deputy University Librarian
Cornell University Library
Ithaca, NY

Linda Musser
Head Earth & Mineral Sciences Library
Pennsylvania State University
University Park, PA

Bonita Perry
Assistant Director for Research and Collections
Smithsonian Institution Libraries

Lucy Rowland
Head, Science Collections & Branch Services
University of Georgia
Athens, GA

Susan Starr
Associate University Librarian
University of California-San Diego

David Stern
Director of Science Libraries & Information Services
Yale University
New Haven, CN

Gary Wiggins
Head, Chemistry Library
Indiana University
Bloomington, IN

Patricia Yocum, Chair
Coordinator for Collections
Shapiro Science Library
University of Michigan
Ann Arbor, MI

Kathleen Zar
Science Librarian
John Crerar Library
University of Chicago

While the SRMP is just getting started, we believe that it will provide a collaborative forum to address some of the major fiscal difficulties confronting the collecting of STM materials. And we would like to take this opportunity, at this international conference, to invite those of you who share our problems and concerns to contact us by way of the SRMP web site http://wwwcrl.uchicago.edu, which is mounted on the CRL server, to explore ways of extending this concept to the international community. If we work together, we may be able to not only preserve and access the historical record concerning science, but perhaps even influence the costs of acquiring this material. Your voice in this matter would be most welcome.

ENDNOTES

1 Bosseau, Don L. and Martin, Susan K. "VISIONS: Where Are We Now? Some Thoughts about Expansionism," in The Journal of Academic Librarianship, V. 24, no. 5 (September 1998), 390.

2 Keller, Michael A. "Science, Scholarship, and Internet Publishing: The Highwire Story," in Content, V. 6, no. 2 (Fall 1998), 12.

3 Ibid.

4 Burnam, Paul D. "Private Liberal Arts Colleges and the Costs of Scientific Journals: A Perennial Dilemma," in College & Research Libraries, V. 59, no. 5 (September 1998), 406.

5 Kyrillidou, Martha, O'Connor, Michael, and Blixrud, Julia C., eds., ARL Preservation Statistics 1996-97 (Washington, D.C.: Association of Research Libraries, 1998), p. 6.

Latest Revision: *June 8, 1999*

IFLANET
Search Contacts
International Federation of Library Associations and Institutions
Annual Conference

65th IFLA Council and General Conference

Bangkok, Thailand, August 20 - August 28, 1999

Conference Proceedings

Code Number: 097-104-E
Division Number: VII
Professional Group: Continuing Professional Education
Joint Meeting with: -
Meeting Number: 104
Simultaneous Interpretation: *No*

Fourth World Conference on Continuing Professional Education for the Library and Information Professions, Boston, Massachusetts, August, 2001

Blanche Woolls
School of Library and Information Science
San Jose State University
San Jose, California
USA

Paper

The foreword from the first World Conference on Continuing Education held in Palos Hills, Illinois, U.S.A. August 13-16, 1985 stated the belief of the organizers, Elizabeth W. Stone and Brooke E. Sheldon. They wrote, "continuing education for library personnel should be a more significant part of local, national, and international library and information science efforts."(1) This conference would be "one important step in developing a world-wide network for library leaders in continuing education, to explore mutual concerns, share research, and demonstrate the state-of-the-art in practice."(2)

Elizabeth (Betty) Stone presented the idea of a world seminar at the 1977 meeting of the International Federation of Library Associations and Institutions (IFLA) in Brussels. Brooke Sheldon expanded the concept as President of the American Library Association (ALA) in 1983-84. Betty and Brooke organized a committee and secured the necessary resources for the first conference. Most of the donors were U.S. based, the Council on Library Resources, H.W. Wilson Foundation, the Association of College and Research Libraries (ACRL), General Bookbinding Company, and the Continuing Library Education Network and Exchange (CLENE), now a round table within the ALA organizational structure. K.G. Saur Verlag has continued to support the Continuing Professional Education Round Table by publishing the proceedings for the next two conferences. These three conferences resulted in significant publications on continuing education.

Through the efforts of Betty and the group of professionals she drew around her, a Continuing Professional Education Round Table was formed within IFLA and two conferences, Barcelona and Copenhagen, followed. We are proposing a Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions to be held as a pre-conference to the Boston conference of IFLA, August 2001. This proposed conference as well as the success of CPERT from its early years can be attributed to the two women who led the planning for the first World Conference. Both have been dedicated to providing continuing education from their early careers.

Dr. Stone became interested in continuing professional education as a young technical assistant in the Pasadena, California library. She had recently completed her master of library science degree and was determining how she would continue her education. She noticed that others on the staff who completed their degrees some time before did not seem particularly interested in further education. It was difficult for her to understand their disinterest in what she considered vital to the profession. When it was time for her to undertake research for her doctoral degree, she chose this as her topic.

In another major step, Dr. Stone created CLENE. This organization supported continuing professional education in the U.S. Housed on the campus of The Catholic University of America where Betty was Dean of the library school, she wove this into her other duties, maintaining a viable and active association. CLENE provided an opportunity for continuing education providers to meet and discuss their problems and solutions. CLENE had an active publication program, and a growing membership. In order to give CLENE a stable future, it was moved to the ALA as a round table.

With the success of the 1985 World Conference as a positive example, Dr. Stone turned her attention to IFLA where she worked to create a round table within that organization. Her efforts were rewarded with the creation of CPERT, our forum today. She served ably as its leader and as editor of its newsletter assuring its successful beginning and continuation.

Dr. Sheldon became interested in continuing education in her position as Director of Library Development in the New Mexico State Library. She recognized the need for training opportunities for librarians in the many very small cities that make up most of a state with one major population center (Albuquerque) and very few other cities with populations of 10,000. Prior to that time, the only educational opportunity for librarians in the state was to take Loyola University's correspondence courses. While some librarians were taking these courses, Brooke determined that, if they enrolled students in the courses and they then brought the authors of the courses to New Mexico, students could network and talk with the leaders in the field. Brooke herself then and later has conducted many continuing education workshops.

Brooke recognized that no single agency, even one as large as a state library, could be the only provider of continuing education. As a library school dean, she recognized that library schools should take some responsibility. When she became interested in international affairs, she learned how helpful it was for those who could attend IFLA. Others from developing countries benefited by the learning opportunities offered by UNESCO. She knew that IFLA, through CPERT, could play an enormous role in helping people in various countries to share their knowledge and create continuing education opportunities.

It is because of their efforts that we are able to plan a Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions.

Theme:

The theme of the Boston Conference is "Libraries and Librarians: Making a Difference in the Knowledge Age." One of the sub-themes, "Delivering Lifelong Learning Across Space and Time" can be easily modified for our pre-conference would be "Delivering Lifelong Continuing Professional Education Across Space and Time."

Dr. Stone and Dr. Sheldon have agreed to attend the conference, and we suggest that this conference be a celebration of their efforts to make "continuing education for library personnel a more significant part of local, national, and international library and information science efforts."

Publication:

After the successful Copenhagen pre-conference, it was proposed to K.G. Saur that a festschrift be prepared to honor Dr. Elizabeth Stone during the Boston conference. To create the festschrift, a committee was formed to review the proceedings of the first three conferences and make them the core. When it was learned that Dr. Stone could attend an event in Boston, the concept was moved into a pre-conference. The addition of papers from the Boston conference will expand the selections from the past.

An editor, Dr. Viki Ash-Geisler, Texas Woman's University, has been chosen to edit the proceedings for the Fourth World Conference. Dr. Ash-Geisler previously co-edited the proceedings from a five-day institute held at the University of Texas at Austin, *Achieving School Readiness: Public Libraries and National Education Goal No. 1* published by the American Library Association. She is presently on the faculty at Texas Woman's University.

Conference Site:

The proposed conference site is located in Chester, Vermont, a small New England town. Participants will be collected at Logan Airport in Boston on Tuesday, August 7 and driven in small vans to Chester. This is approximately a two and one-half hour drive through lovely countryside. Using smaller vans will mean that the wait at the airport should be no more than two hours, assuming participants are arriving the day before the pre-conference begins. A buffet dinner will be served in the evening. Should participants arrive earlier in the day, they may stroll to the Village Green and have lunch in a charming tea shop, Rosemary & Thyme.

All participants will be returned to Boston to the IFLA headquarters hotel on Friday at the close of the pre-conference. When at all possible, vans will deliver participants to their hotels.

This facility includes a conference center with five one- or two-story houses that are divided into small apartments. Each apartment has two or three bedrooms and two baths. These will accommodate 52 persons in shared rooms.

Participants who bring their spouses may prefer to stay in one of the bed and breakfasts within walking distance. Three B&Bs, Fullerton Inn, The Chester House, and the Hugging Bear Inn, are within five minutes walk. Other lovely accommodations are available in the area should a participant have an automobile and wish to drive.

The conference center has a large group meeting room and small breakout rooms for concurrent sessions. If requested, technology is available in a laboratory setting for use by participants.

Participants will be fed breakfast and dinner at Fletcher House. Because breakfast is as participants arrive, it will be inside. A tent on the lawn will accommodate evening meals. Lunch, morning coffee, and afternoon tea will be served in the conference center.

The conference costs are divided into four plans. For the full conference package (Plan A), participants will be met at Logan Airport in Boston, moved to Chester and housed in conference housing. For Plan B is for those persons who will arrive in Chester on their own. Plan C is for participants who wish to choose their own housing in one of the local inns within walking distance. Plan D is for participants who register only for the conference and meals.

They take responsibility for transportation and housing.

Participants:

This pre-conference is limited to 80 persons including speakers as well as observers. This will be a working pre-conference and participants must pre-register by a deadline so that they will have time to review and react to information that will be sent to them before they leave their homes.

Conference Planning Committee:

A conference planning committee has been established. Their most recent meeting was held in New Orleans during the annual conference of the American Library Association. The work has begun. It is up to you to help with suggestions today so that our conference in Boston is as successful as the preceding three conferences have been.

Abstracts and papers are invited on these topics:

- Defining lifelong learning needs for continuing professional education
- Models to expand shorter continuing education experiences into lifelong learning
- Meeting the needs of information professionals for lifelong learning: predicting their needs
- Effects of new technologies on both the need for continuing education as well as the use of new technologies to provide the actual opportunities
- Acknowledging differences; how to structure learning sessions so that "one size fits all" when our students live in different countries and cultures, speak different languages, and have widely varying educational systems in their countries.
- Sharing continuing professional education programs across time and space

The IFLA conference in Bangkok becomes our opportunity to expand the planning for this pre-conference. We invite your comments, suggestions, and assistance in preparing for this event. The questions that follow allow the discussion to begin.

Questions:

1. What additional topics should be chosen for papers to meet our theme?
2. What keynote speakers would you suggest?
3. To whom do you suggest that we send personal invitations to submit papers?
4. Have we anticipated the correct number of participants?
5. What about the proposed registration fees?
6. What social events should be planned?
7. Other?

Endnotes:

(1) "Foreword" of Horne, Esther E. Continuing Education: Issues and Challenges: Papers from the Conference Held at Moraine Valley Community College, Palos Hills, Illinois, U.S.A. August 13-16, 1985. New York: K.G.Saur, 1985. [n.p.]

(2) Ibid.

Latest Revision: *June 22, 1999*

65th IFLA Council and General Conference

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IFLA 1999 BANGKOK

Conference Proceedings

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Professional Group: Government Information and Official Publications
Joint Meeting with: -
Meeting Number: 83
Simultaneous Interpretation: *No*

Pangaea Central: the coming global access to legal, scientific and technical information through the resource networks of Intergovernmental Organizations

Jane M. Wu
Food and Agriculture Organization (FAO)
David Lubin Memorial library
Rome, Italy
Email: Jane.Wu@fao.org

Paper

Introduction

As we look to the year 2000, we can review the important trends of the past century and make some pred about the future. Globalization of trade, the growth of multinational enterprises, partnerships among nati the European Union, and the growing importance of nongovernmental and intergovernmental organizati realities which evolved over the past century. The world has started on this course, and followed it throu decades, undergoing in the process an enormous transformation. Concurrent with this sociological transf information collection and dissemination have been revolutionized. In this paper, some of the major intergovernmental organizations, the United Nations programmes, are examined for major information tr specific concentration upon the Food and Agriculture Organization (FAO), some predictions are made a and trends in information dissemination which the world, in the 21st century will undergo.

Intergovernmental Information Resources -The United Nations System

The United Nations (UN) and its specialized agencies, which constitute the UN system, continue to foste dialogue and development and to work for human rights, justice and peace. To achieve their respective o huge amounts of socioeconomic and technical information collections and resources have been develope of the UN agencies and indeed by every unit of the United Nations itself. This information is collected a published in vast numbers of no-frills publications, in technical series and reports, many of which are aut considered grey literature. Although these publications may be deposited and filed in international docu collections in libraries around the world, because of their quantity and format or appearance, the incredib of their contents may remain largely undiscovered. Technology is now helping to unravel the mystery an of United Nations and agency documents are being indexed and/or presented electronically in full text to This process will undoubtedly continue to evolve with technology because, as will be seen, the essence o United Nations is built upon a solid foundation, that of international consensus.

The governing bodies of the UN, established by its founding Charter, work with dozens of other related agencies, funds, programmes, and the UN family of organizations, to provide an increasingly cohesive y programme of action in the fields of peace and security, humanitarian assistance, human rights and econ social development. The specialized agencies themselves work in areas as diverse as health, finance, agri civil aviation and telecommunications but may all be identified for specific roles they play in providing humanitarian assistance, in development, and in assistance for development. All activities are document reported in official reports or technical studies.

Development is an activity whereby industry is encouraged to counteract deprived conditions. Assistanc development means providing funding for specific activities or projects which will stimulate growth or h problems which prevent growth. Underpinning many of the UN activities is the principle of avoidance o through social action and the premise that lasting world peace can be realized only through social and ec development for all peoples of the world. This relationship is recognized by the UN Charter, [United Nat website. http://www.un.org] which assigns to the UN, as one of its main functions, the promotion of hig standards of living, full employment and economic and social progress. Thus a major part of the UN bud personnel is allocated to numerous programmes aimed at achieving a better life for people everywhere.

Working directly under the General Assembly are a number of programmes furthering the UN's economi social mandate. In the forefront of efforts to bring about social and economic progress is the UN Develo Programme (UNDP). The UN's largest multilateral provider of grants for sustainable human developme in 174 countries and territories to facilitate technical cooperation. The UN Environment Programme (U to encourage sound environmental practices everywhere.

Figure 1 shows some of the major agencies and the above-noted relationship to the General Assembly an As the roles and functions are described it is important to recall that there is transparency. Throughout ea there are numerous primary information products, because each process, each country, the conditions, an are completely described and documented and made evident to the world's national and inter-governmen as part of the intergovernmental management process.

Figure 1

THE UNITED NATIONS SYSTEM

Figure 1 is unavailable. Please contact the author.

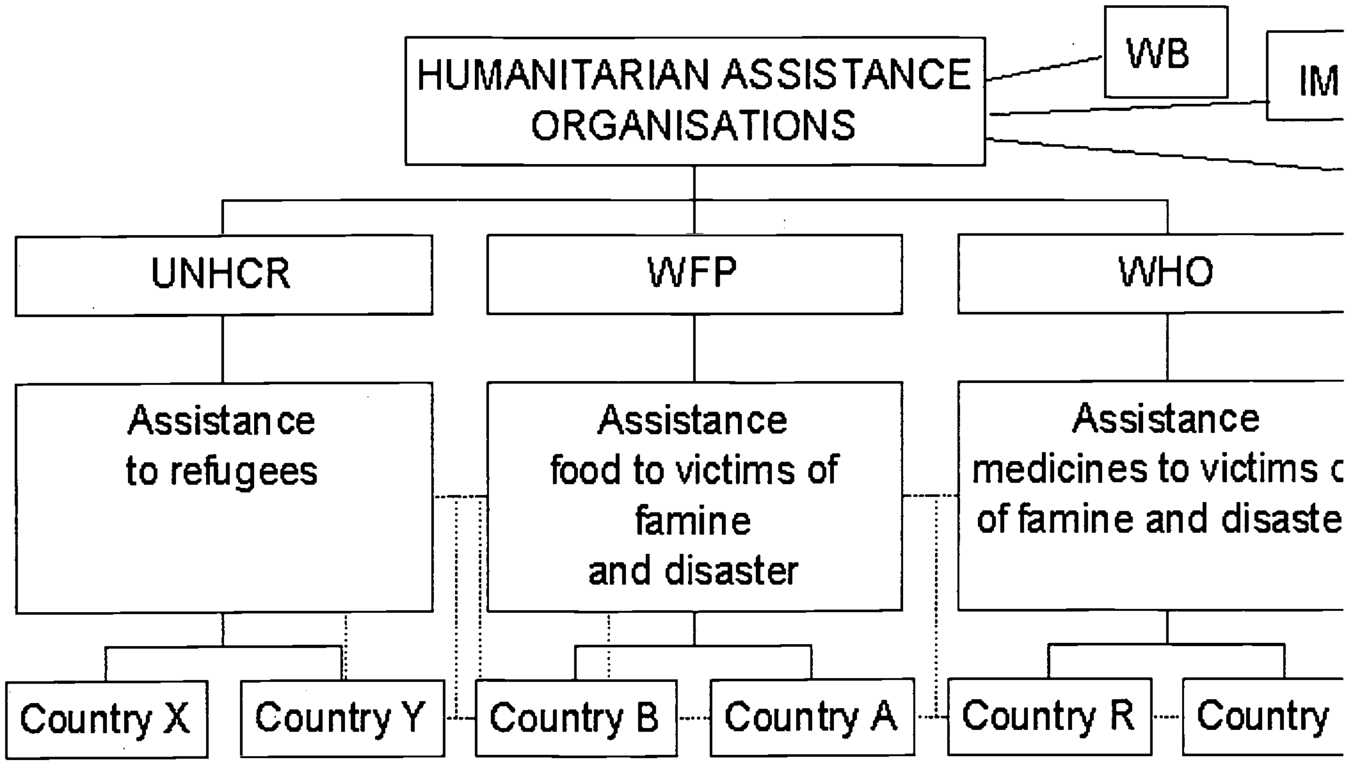
Source: Information derived from UN website. http://www.un.org and FAO website http://www.fa

Discussed at greater length later in this paper, the FAO, through its field networks and global warning sy detects potential emergencies and contacts the appropriate agencies. When the situation is extreme, the F also be called upon by member governments to assist, but normally FAO's role in emergencies is to help the agriculture infrastructure once conditions have begun to return to normal.

The World Bank group provides loans and the International Monetary Fund (IMF) provides funds to bri financial stability during financial crisis. The International Fund for Agricultural Development (IFAD) financial resources for better food production and nutrition among the poor in developing countries. Fig illustrates the inter-relationships with respect to humantarian aid. It is also important to comprehend the depth of information related to each programme and to each country.

Figure 2

UNITED NATIONS - HUMANITARIAN AID



Source: Information derived from UN website. http://www.un.org

Intergovernmental Information Resources -The Food and Agriculture Organizatio

The Food and Agriculture Organization (FAO) was founded in October 1945 with a mandate to raise lev nutrition and standards of living, to improve agricultural productivity, and to better the condition of rural populations. The historic milestones are listed in Table 1. Since its inception, FAO has worked to allevia and hunger by promoting agricultural development, improved nutrition and the pursuit of food security - of all people at all times to the food they need for an active and healthy life. The Organization offers dire development assistance, collects, analyzes and disseminates information, provides policy and planning a governments and acts as an international forum for debate on food and agriculture issues.

TABLE I -- FAO HISTORIC Milestones:

1996 -- FAO hosts 194 Heads of State or Government at World Food Summit in November to discuss a world hunger.

1995 -- FAO celebrates its 50th birthday

1991 -- International Plant Protection Convention is ratified with 92 signatories

1986 -- AGROSTAT, the world's most comprehensive source of agricultural information and statistics operational

1981 -- The first World Food Day observed on 16 October by more than 150 countries

1980 -- FAO concludes 56 agreements for the appointment of FAO Representatives in developing mem countries

1976 -- FAO's Technical Cooperation Programme established to afford greater flexibility in responding situations

1974 -- UN World Food Conference in Rome recommends the adoption of an International Undertakin Food Security

1962 -- The FAO/WHO Codex Alimentarius Commission established to set international food standard operational

1960 -- Freedom from Hunger Campaign launched to mobilize non-governmental support

1951 -- FAO headquarters moved to Rome from Washington, DC

1945 -- First session of FAO Conference, Quebec City, Canada, establishes FAO as a specialized Unite agency

1943 -- Forty-four governments, meeting in Hot Springs, Virginia, United States, commit themselves to a permanent organization for food and agriculture

Today, FAO has 175 Member Nations plus the EC (Member Organization) and more than 4,300 staff m around the world. Following recent efforts to decentralize, FAO's staff includes almost 2,300 people at and more than 2 ,000 working at decentralized offices and field projects. The Organization's 1998-1999 budget is set at $650 million and FAO-assisted projects attract more than $3 billion per year from donor and governments for investment in agricultural and rural development projects.

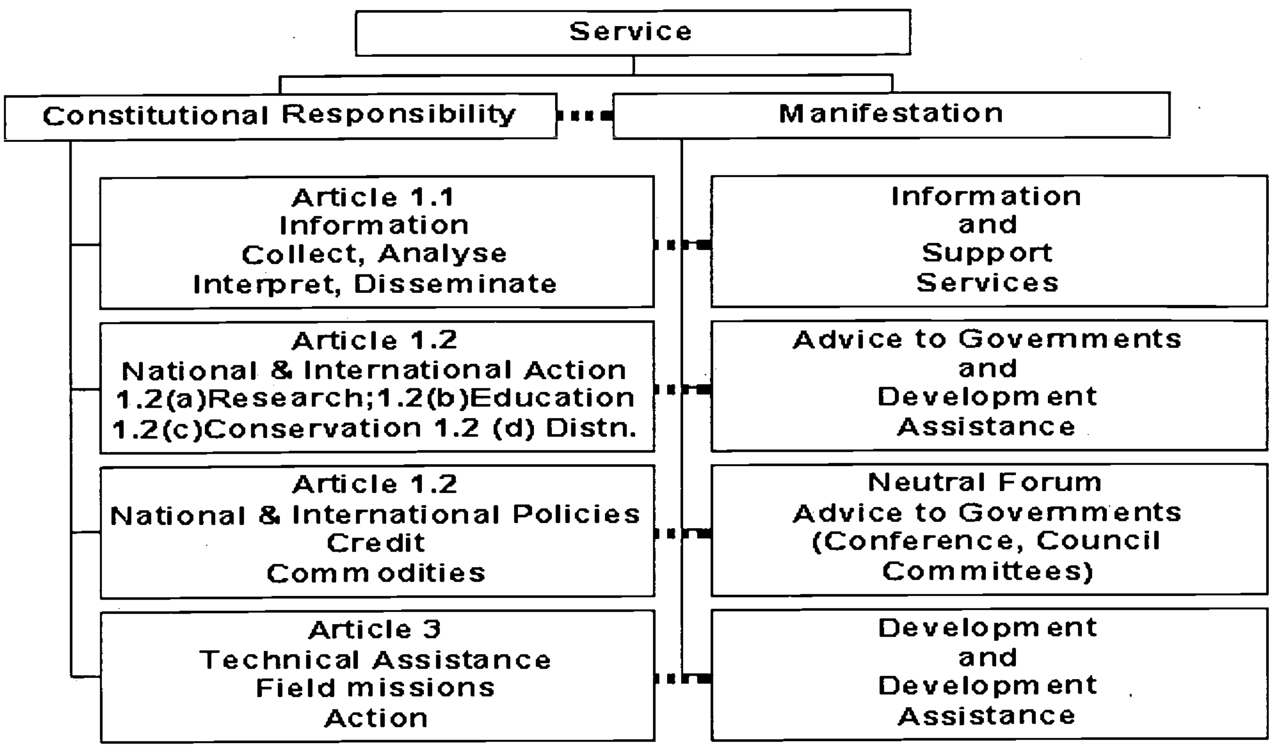
Representatives from governments of each of the 175 member nations review the programmes and achie the Organization, annually, through the 49 member FAO representative Council and every two yearsthro FAO Conference. At this Conference, and at the Committee and Council sessions preceding it, each me country has the right to question, make observations and to vote on whether or not the budget and the pr are acceptable. While all votes are of equal value, assessments are not. A member nation supports the w Organization with an annual assessment proportionate to its Gross Domestic Product (GDP).

FAO establishes its plan of work based on its Constitution with the ongoing guidance and approval of its nations through the Conference and the Council. The responsibilities expressed in the Constitution are c through agricultural development assistance whereby FAO gives practical help to developing countries t wide range of technical assistance projects, through the provision of information and support services, th provision of advice to governments and through the role of acting as a neutral forum for promoting furth and development.

FAO is active in land and water development, plant and animal production, forestry, fisheries, economic policy, investment, nutrition, food standards and commodities and trade. It also plays a major role in dea food and agricultural emergencies. A specific priority of the Organization is encouraging sustainable agr rural development, a long-term strategy for the conservation and management of natural resources to me of both present and future generations through programmes that do not degrade the environment and are appropriate, economically viable and socially acceptable.

Figure 4

SCHEMATIC OF CONSTITUTIONAL RESPONSIBILITIES AND SERVICES



Source: Food and Agriculture Organization. ***The Director-General's Programme of Work and Budg 1998-99.***

The Organization usually takes one of three roles and documents activities and results in detail: i) imple own programme; ii) executing a programme on behalf of other agencies and international donors; or, iii) advice and management assistance to national projects. Consensus by client member governments in the and functioning of the Organization is a key to success. This consensus is achieved through the efforts of and Agriculture Organization staff serving as Country Representatives in the specific country as well as consultation and involvement of the Permanent Representatives normally stationed by each country in R

Development And Development Assistance

Development and development assistance in agriculture is defined as providing the practical help to far developing countries to make their farms more productive and efficient, now and in the future. This is d training and funding for a broad range of sustainable agriculture practices and rural development initiati website. http://www.fao.org]. In turn this provides an essential foundation for improving the nutrition, fo and standard of living of millions of people living in developing countries. A broad range of skills is nee out a project effectively and all of the participants have roles to play. One example of such a multidiscipl programme is that of Integrated Pest Management (IPM). Similarly, another multidisciplinary sustainabl that of aquaculture in southern Africa, managed by the Fisheries Department, and a number of projects f tenure to access to funding for women in development, managed by the Sustainable Development Depar [FAO website. http://www.fao.org]

In sustainable agricultural development, the Food and Agriculture Organization gives practical help to d countries through a wide range of technical assistance projects using an integrated approach. Environme and economic considerations are included in the formulation of development projects. In some areas, for particular combinations of crops can improve agricultural productivity, provide a source of fuelwood for villagers, improve soil fertility and reduce the impact of erosion. By combining scientific procedures and same time encouraging people's participation, FAO technical experts draw on local expertise to cooperat development activities. New skills, ideas and technologies can thus be introduced in a sustainable way to communities. Keys to success are support of member governments, a presence in the developing countri having a technically qualified staff.

Another key to success is the breadth of products and country coverage. On average, the FAO has some projects operating at any one time, ranging from integrated land management projects to policy and plan for governments in areas as diverse as forestry programmes and marketing strategies. Although the Food Agriculture Organization's budgets are too limited to support these activities, FAO's Investment Centre a developing countries in formulating investment projects in agricultural and rural development. [FAO we http://www.fao.org]

Information and Support Services

Information services are defined as the broad range of relevant scientific, research and statistical informa collected and aggregated by the Organization being made available fairly and equitably to all member na Support services encompasses the full spectrum of information collection and dissemination, from creati aggregation of information in various relevant computer databases to production of various outputs, fro and Internet products to a decreasing number of printed publications. [Food and Agriculture Organizatio Programme Implementation Report, 1996-97]. Knowledge of relevant new methodologies is a vital tool development. Scientific and technological advances have brought unprecedented changes to agriculture production. A key to success is the technical expertise of the Food and Agriculture Organization staff w lead role in transferring this information and related skills to the developing countries.

In addition to encouraging the direct transfer of skills and technology through field projects, FAO undert variety of information and support services. Computer databases are maintained on topics ranging from f marketing information to trade and production statistics and records of current agricultural research. The Geographic Information System (GIS) provides data on soils, vegetation cover and other aspects of land Satellite imagery is among the many tools used by the Global Information and Early Warning System (monitor conditions affecting food production and to alert governments and donors to any potential threat information gathered by the FAO is made available through publications, videos, filmstrips and compute key to success is being able to provide technical information and data in a number of formats.

The Food and Agriculture Organization's information activities also include grassroots communication p that reach rural people directly, encouraging community awareness and action on agricultural and enviro issues. Public information campaigns address major issues at a broader level.

FAO's Global Information and Early Warning System (GIEWS) monitors the crop and food outlook at g national levels to detect emerging food shortages and assess possible emergency food requirements. Sinc inception in 1975, the System, in addition to its regular reports, has issued 338 Special Alerts/Reports to international community on the deteriorating food supply prospects in various parts of the world.

The System issued warnings of developing drought in southern Africa in 1991/92 and again in 1994/95, months in advance of the harvest. In 1987, GIEWS issued an Alert three months ahead of the harvest on performance of the south-west monsoon in Asia and its implications for regional food supplies. This ena countries to make critical decisions on imports and food stocks.

FAOSTAT is another support service, providing an on-line and multilingual database currently containi million time-series records covering international statistics in the following areas:

Production	Land Use and Irrigation
Trade	Forest Products
Food Balance Sheets	Fishery Products
Food Aid Shipments	Population
Fertilizer and Pesticides	Agricultural Machinery

Development assistance in agriculture means providing the practical help to farmers in developing count make their farms more productive and efficient, now and in the future.

This means fostering sustainable agriculture and rural development to provide an essential foundation fo the nutrition, food security and standard of living of millions of people living in developing countries.

In addition to ensuring adequate food, it creates employment and generates income through farming, pro distribution sectors and contributes to overall national development. FAO promotes development that pr long-term solutions to the fundamental problems of poverty and hunger.

Examples of development assistance:

- People's participation in Sri Lanka
- Aquaculture in southern Africa
- Integrated Pest Management
- Women in development

The phrase 'Advice to Governments' refers to FAO's roles in developing and promoting international sta food and agriculture and in the provision of sound agricultural and policy advice. Agriculture is one of t foundations of national development because it helps feed a nation's population, provides employment a and can prove a crucial source of foreign exchange earnings.

FAO works with governments to promote agricultural and rural development and to foster international on issues such as food standards, fair trade, environmental management and the conservation of genetic r FAO gives independent advice on agricultural policy and planning, on the administrative and legal struct needed for development and on ways of ensuring that national strategies are directed towards rural devel the alleviation of poverty.

The Field staff are critical in providing advice at the national level. FAO has Country Representatives co more than 100 developing countries, providing a direct link to the Organization's resources. FAO also se missions, often in conjunction with other agencies, to assess resources, offer advice on management strat review development programmes and assist in dealing with emergencies.

FAO's mediation at the international level has resulted in a number of intergovernmental agreements, su International Undertaking on Plant Genetic Resources and the World Soil Charter. The Organization wo improve regional coordination, particularly in the management of shared resources - supporting the Ama Cooperation Treaty, for example. Through theTechnical Cooperation among Developing Countries (TC Organization's programme for technical cooperation among developing countries, FAO identifies opport countries to share expertise.

A neutral forum refers to the provision of an impartial meeting place for members of the nations of the matters of concern to agriculture and food can be discussed without fear of serious repercussions and co international cooperation is essential for meeting global, regional and national development goals. Share and responsibilities require coordinated management strategies and FAO documents and reports on all in

FAO's role as a neutral forum is also closely related to its role as an adviser to governments. Five special committees - on commodities, fisheries, forestry, agriculture and world food security - advise the FAO i governing body, the Council, on current trends and suggest practical management strategies in their field expertise.

The Council, in turn, reports to the FAO Conference, the Organization's supreme governing body. Throu Conference, Member Nations contribute to debate and participate in policy formulation of major food an agriculture issues. Member Nations meeting at the Council commit themselves to supporting developme initiatives, such as the World Food Security Compact and the International Code of Conduct on the Distr Use of Pesticides.

Intergovernmental Information Resources -The Shape of Things to Come

This brief summary has, it is hoped, described and illustrated the persuasive and pervasive nature of the inter-governmental organisations. Promoting human health, development and dignity, focusing on peace Nations and its agencies are having a net positive effect, influencing increasingly every individual in eve life. Given the observation that the structure of the organisations is sustainable, one can predict a continu growing influence in the years to come.

Collaboration and co-operation is a key to success within the present United Nations structure. Waste an unnecessary expenditure cannot be tolerated. Member governments are continuously alert for ways to ac greater efficiencies and expect the same vigilance from the inter-governmental bodies. Within specific di collaboration has allowed great achievements. One specific example among many is the success of Code Alimentarius, the set of international food standards jointly prepared by the WHO and FAO. These stand achieve the objectives of both Organizations for they allow maintenance of health and nutritional standar facilitate international agricultural trade.

Within the information and knowledge management domains, interagency task forces have addressed joi collaborative projects. Together, the members of the Task Force on Library Management and Standards created a union web-based database of the depository libraries of the United Nations and the agencies. T defined best practices, formats and a common carrier for a shared bibliographic and full text link databas currently covers seven agencies and is being extended to others. The phased implementation of the Z39. will allow greater flexibility. They are also working towards a common metadata indexing scheme to fac multi-agency search and retrieval. In the regions, practical ways of collaboration and co-operation are als sought. One can see the many knowledge-based and economic advantages of these directions and predict trend will continue.

Knowledge management has been the favorite phrase of the last decade of this century. As technology e encompass and actualize the vision, undoubtedly it will shape the decades to come. Given the investmen infrastructure now taking place in the developing world, the great technological advances are predicted t in these regions. These are the regions also which will have greater percentages of young and energetic p and the focus of the multinational enterprises, intergovernmental collaboration and non-profit organisati combine to transform the economies and promote development and expansion. Technologies will evolve distance learning, multilingual communications and true knowledge management, assisting in the econo social development process. As we work towards making this utopia a reality, we will need to capitalize resource and utilize every inspiration to bridge the gap.

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Conference Proceedings

Code Number: 156-128-E
Division Number: V
Professional Group: Document Delivery and Interlending
Joint Meeting with: -
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The Role of Inter-lending and Document Supply in Malaysia

Raja Abdullah Yaacob
Faculty of Information Studies
MARA Institute of Technology
Selangor, Malaysia

Abstract

While the economic and business activities show sign of sluggishness, it is not so in the field of education. Mushrooms of commercial colleges and public universities are being established and most of them are having links with universities abroad. Given such scenario and with support from the government, the goal of creating Malaysia as the center for academic excellence has become a reality. The growth of universities and colleges means more libraries but being at the infancy stages, most of them would rely very much on resource sharing for their information consumption. However, the current financial constraint calls for more effective inter-lending and document supply services. It would be interesting to see the role and the current status of inter-lending (ILL) and document supply, with some references to the way students and practicing librarians come to term with it. The paper also touches on the ILL services and usage in Malaysia and the extent to which the services are rendered.

Paper

Keywords: Inter-lending, Document Supply, Information Industry, Malaysia, Multi-media Super Corridor, ILL.

Introduction

The idea of global village is becoming a reality in the field of global communication, especially with the fax and the Internet developments. This has cost millions of Malaysian dollars in the expenditure, especially amidst the information-intensive world of the year 2020. In Malaysia, organizations have begun to subscribe to a networked environment. To this effect, IT vendors are also beginning to emphasize on the need for computer networking, and households have also started to look into access capabilities through networking. In the era of information superhighways, high speed and high capacity bandwidth can be used to permit voluminous and complex media types, like images, video and sound to transmit in real time. Libraries and information centers in Malaysia are not only able to access to a wider range of bibliographic information, but also to a multidimensional media of information. The networking systems allow enormous information to be to be made available and accessible, leading to social and economic progress. The development of library computerization and increasing society's value for information has led to the articulation of a new paradigm in inter-lending and document delivery and supply via networking system. Ability to transmit inter-lending requests expeditiously to libraries known to own the materials sought is vital to Malaysian libraries' present planning that could speed up document delivery. The development has indeed opened up the window of opportunities for the libraries and information centers to participate on a wider range through the databases covering local collection and information on Malaysia that will not only allow faster sharing and information delivery but also will boost the availability of the much-needed local information content that could also promote investment.

Trends and Development in a Malaysia

Inter-lending and Document Delivery System has been recognised as important in view of the fact no single library can be independent of its collection. This is reflected by the increasing number of libraries opting to become members of the Consortium of Libraries and Organisations Document Delivery Programme. However, there are room for further development in the services rendered in terms of facilities, cost, period of delivery and finally promotion of the services. Promotion of the service is crucial so that it will be in consonant with the proliferation of electronic information products. In some institutions users are still reluctant to use the inter-lending facilities even though they are in dire need for specific information. In other words, they need to be acculturated with the inter-lending and delivery services as part of their process of information seeking and use.

Potential of Inter-lending and Document Delivery Programmes

The creation of a Malaysian bibliographic network is an impetus to the development of the national bibliographic database and the provision of national bibliographic and documentation services. The Jaringan Ilmu (Knowledge Network) is a joint effort between the National Library of Malaysia and the Malaysian Information (MIMOS) and under this project all libraries throughout the country would be linked in a wide area network, based on the MIMOS' Joint Advanced Research Integrated Network (Jaring). This nation-wide integrated library information networking and services would be linked to academic, public, special, research and school and college libraries, other research public, and private institutions through Internet. Millions of records could be accessible and this could encourage collaboration between public and private sectors. Among the services that are expected from the network are: interlibrary loan and document delivery; information search; duplication of information; information retrieval; and announcement and mailing list.

Number of Libraries

Economic development, mushrooming of higher education institutions, and globalization has increase the demand for and the supply of information of a much wider range. The number of libraries has increased at an encouraging rate in so much that that it surpasses the supply of professional librarians. Table I show the total number of libraries in 1997 but it has increased by now. The number of commercial colleges providing diploma and degree programmes has been 556 in 1999. The Accreditation Unit of the Ministry of Education, Malaysia has it as an essential requirement for each of this institution to incorporate a well-established library before the approval for the running of the programme is give.

Table 1

TOTAL NUMBER OF LIBRARIES IN MALAYSIA, 1997

Type of Libraries	Number of Libraries
National Library	1
State Public Libraries	
- Main State Public Library	14
- Territory Libraries	3
- Branch Libraries	92
- Town Libraries	54
- Village Libraries	247
- Mobile Libraries	97
Rural Community Centre Libraries	
- KEMAS, RISDA, FELDA	216
- Library Under Local Government Authorities	201
- Others (mosque, etc)	258
University Libraries	
- Government	11
- Private	3
University Branch Campus	30
Institute of Higher Learning Libraries (College/Institute, Polytechnic, Teachers Training College, MARA Junior Science College)	(110)
Special Libraries	
- Ministry/Government Department	186
- Statutory Body/Private Agency	(207)
School Resource Centres	
- Secondary Schools	(1,538)
- Primary Schools	(7,084)
TOTAL	10,362

Note: (The number of libraries has increased to approximately 11, 000, i.e. in addition to 600 new private colleges).
Source: Zawiyah Baba. "Seventh Conference of Directors of National Libraries in Asia and Oceania (CDNLAO) - Malaysia: A Country Report." Sekitar Perpustakaan, bil. 27 1998.

Document Delivery System: Background Information

The Document Delivery Supply system, known as Inter-library Loan among libraries before, has been part of the resource sharing effort among libraries. One of the main advantages of this system is that libraries can, to a certain extent save as they are not necessary to buy materials that are already available in member libraries. The Document Delivery System consortium among libraries, initiated by the National Library of Malaysia was formed in 2nd June 1998, with the objective of encouraging local delivery services and to enable easy access of information at local and international level. The Document Delivery Supply system is a part of the National Availability of Publication which is part of the Universal Availability of Publication Program, initiated by IFLA and supported by UNESCO. Most of the inter-lending and document delivery processes are still operated manually. With the widespread use of

Telnet and Internet searching of bibliographic records activities would be easily done.

Table 2 shows the number of members involved in the Consortium of Documentation Supply. The National Library, all the university and public libraries are involved and the number of special libraries and information centre is on the increase.

Table 2

Libraries Involved in the Document Delivery Supply Consortium Until May 1998

Types of Library	Number
Academic and University Libraries	40
Government Departments	125
Commercial Agencies	37
NGOs	79
TOTAL	310

The Tun Abdul Razak Library of University of Technology MARA (UTMARA) has been a member of this consortium since the 15th July 1988. Despite the economic slowdown at the present moment, the system is regarded as even more important in ensuring that the teaching and learning process is not affected.

The services rendered includes the borrowing of books, photocopied articles and print-out from data bases. Two services given are identified as:

- Internal services for students and staff
- External services to the members of the consortium.

The total number of staff involved for these services are two. A short survey was conducted on sixty three students from the final year. Although clearly there is an indication of their awareness of the existence of the service, there is a clear reluctance on their part to take advantage of the service. A short survey on 66 students of the Faculty of Information Studies provides some data on their perception towards the ILL services that could be used to further improve the document delivery programme. Although 54 of them are aware of the availability of the service only three have used it so far. Most of them, that is 35 say that they are not satisfied with the service in terms of delivery services as well as the promotion of the service itself.

Overall, the following table 3 revealed the extent of the demand of the users both internal as well as external users up to August, 1998. The total requests for the services is 934, with only 247 from within the university users. Appendixes 1-3, however look at the case of three main institutions that have close association with the university. The total number of requests from the three institutions UTMARA for the services was only 26 while the number of requests made by UTMARA to outside institutions is only 34. [1] It is therefore necessary for the library to give assessment so that the confidence level of the users in general could be maintained.

Table 3

Libraries Involved in the Document Delivery Supply Consortium Until May 1998

Month	LoanOut	Loan	Total
Jan	28	7	35
Feb.	112	41	153
Mar.	69	7	76
April	38	4	42
May	19	6	25
June	90	45	135
July	77	38	115
August	63	24	87
Sept.	67	8	75
Oct.	54	24	79
Nov.	60	27	87
Dec.	10	15	25
TOTAL	637	247	934

It would be worthwhile to compare the extent of the inter-lending and document supply services in the Universiti Technology Malaysia, based on the 1998 research conducted by Rashidah Abdul Rahman of the Document Delivery System in this library. [2] The study was made based on the interview to the staff responsible for the inter-lending service of the UTM library. Data and statistics was also provided by the library based on the library's records. The findings indicated a more success story in the response from the users, although the success of the delivery from the other institutions leaves much to be desired. (see table 4). In 1995 the number of requests was 1265, and in 1996, 1260, but dropped to 1178 in 1997. The higher response from users as compared to UTMARA may be due to the fact that, UTM has been a full-fledged universiti for along time and graduate studies and research has been the order there. The findings revealed that researchers are given higher priority for the services.

Table 4
Request to Inter-lending to Outside Institutions by Year in UTM

Tahun	No. of Requests	Successful supply	Percentage
1994	1188	580	48
1995	1265	625	49.1
1996	1260	631	50.1
1997	1178	596	50.6

Table 5

Request to Inter-lending to From Institutions by Year to UTM Library

Tahun	No. of Requests	Successful Supply	Percentage
1994	350	198	52.4
1995	407	165	40.5
1996	435	253	58.2
1997	365	183	50.1

Table 5, on the other hand shows the request made by institution to the UTM library for document supply. There has not been much increase in the demand while the success rate of document supply has been about 50 per cent from 1994 right through 1997.

Table 6

Types of Materials Requested

Tahun	Books	Percentage	Articles	Percentage
1994	123	10.4	1065	89.6
1995	190	15	1075	85
1996	192	15.2	1068	84.8
1997	203	17.2	975	82.8

Table 6 above revealed that the number of requests for articles far exceeded the number of requests for books, from 1994 through 1997. The requests for articles exceed more than 80 per cent every year as compared to books.

Problems Associated with the Success of the Services

The present economic problem has indeed slowed down the recruitment of new staff. The UTMARA library, like most libraries is still under-staffed and as such, only two professional staff are provided to man both the internal and external requests for information. This problem is compounded with similar lack of staff in other department within the library that would otherwise help in speeding the flow of the services. The table 7 below shows the below shows the total number of personnel involved in the system in eight academic libraries in Malaysia. It can be said that the number of personnel will have bearings on the extent of the services that could be rendered. Future more, the number is not consonant to the number of students and academic staff who constitute the library users. In UTMARA for example, the total number of students is 60,000 and 3000academic staff, against 2 staff manning the document delivery system. The UNIMAS is still very new with much less number of students, yet the department is manned by 3 staff.

Table 7

Staffing of Document Delivery Departments in Universities in Malaysia

No.	Name of University	No. of Personnel
1	University Teknologi MARA	2
2	Universiti Sains Malaysia	4
3	University of Malaya	2
4	Universiti Putra Malaysia	4
5	Universiti Utara Malaysia	3
6	Universiti Teknologi Malaysia	3
7	Universiti Malaysia Sarawak	3
8	International Islamic University	2

Turn around Time

One of the main problems faced by the administration of the service has been the turn around time. In general most institutions share the fact that the delivery time spent for delivery from other local institutions is between two to three weeks while materials that are needed urgently could be delivered between two to three days. For materials requested from abroad may take up to two weeks. Basically, most institution share the same problems associated with the late delivery for the requested items and they are:

- materials are currently on loan
- material are being bound
- not available on the shelves
- materials available and second request has to be made to another library.

Recommendations

- Additional staffing should be given to man the document delivery department to reduce the load of each staff. These staff can take over some of the responsibilities of the professionals and this will reduce the chances that the requests not being processed.
- More photocopies and facsimile should be provided to facilitate the inter-lending and document supply process.
- The inter-lending processed should be automated, to reduce the routine tasks.

Conclusion

It must also be reiterated here that although commitment towards ILL services is given it is by no mean without its own limitation. The success of the inter-lending and document supply services is highly dependent on the commitment, support and creativity, not only from the libraries but also from all authorities involved. The main goal of the document delivery system is to provide access to all sources of information both local and international. Concerted effort should be made by most institution to promote the inter-lending and document supply services in light of the current financial constraint. Turnaround time has been one factor that affects user satisfaction on the document delivery services. The application of IT has helped to a certain extent in the reduction of the routine tasks and also enable fast channelling of requests online. It allows easy means of communication between libraries for information through the e-mail as well using other facilities, such as kurier and facsimile. It is also seen that the rate of fees charged by institution in Malaysia is not standardised. While some libraries' rate is higher than others, there are also certain institutions, which do not require any fee.

Endnotes

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Appendix 1

STATISTICS OF DOCUMENT DELIVERY SUPPLY BY ORGANISATION
JANUARY - DECEMBER 1998
ORGANISATION : UNIVERSITI TEKNOLOGI MALAYSIA

Table is unavailable. Please contact author.

Appendix 2

STATISTICS OF DOCUMENT DELIVERY SUPPLY BY ORGANISATION
JANUARY - DECEMBER 1998
ORGANISATION : UNIVERSITI MALAYA

Table is unavailable. Please contact author.

Appendix:3

STATISTICS OF DOCUMENT DELIVERY SUPPLY BY ORGANISATION
JANUARY - DECEMBER 1998
ORGANISATION : SIRIM

Table is unavailable. Please contact author.

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Guidelines for OPAC displays

Martha M. Yee
UCLA Film and Television Archive
Los Angeles, California
USA

Paper

Background

Several studies on OPACs have been made since the early 1980s. However, OPAC development has been governed by system designers, bibliographic network librarians, public service librarians, and technical services librarians, but not necessarily according to user needs. Existing OPACs demonstrate differences, for example, in the range and complexity of their functional features, terminology and help facilities. While many libraries have already established their own OPACs, there is a need to bring together in the form of guidelines or recommendations a corpus of good practice to assist libraries to design or re-design their OPACs.

Audience

The history of OPACs has been one of movement from centralized systems designed and controlled by system designers and programmers, to more and more distributed and customizable systems. These more customizable systems put more of the burden for effective OPAC design on the shoulders of librarians in the libraries that purchase these systems from vendors. Even so, there are still a number of areas in which bad system design prevents librarians from being able to achieve optimal customization. Thus, the audience for these guidelines should be both librarians charged with customizing OPAC software, and vendors and producers of this software.

History of the Project

In 1997 at the meeting of the International Federation of Library Associations and Institutions (IFLA) in Copenhagen, the IFLA Task Force on Guidelines for OPAC Displays was constituted. It was agreed that members of the Task Force would be drawn from the Section on Bibliography, the Section on Cataloguing and the Section on Classification and Indexing from the Division of Bibliographic Control, and from the Section on Information Technology. Commentators were invited to participate from a number of sections and roundtables.

The aim of the project was to make recommendations for good practice in OPAC displays. The design of World Wide Web sites and other multimedia products, GUI-based interfaces and Z39.50-web interfaces was to be taken into account.

Scope

As mentioned above, the guidelines are intended to apply to all types of catalogue, including Web-based catalogues, GUI-based interfaces, and Z39.50-web interfaces. The focus of the guidelines is on the display of cataloguing information (as opposed to circulation, serials check-in, fund accounting, acquisitions, or bindery information). However, some general statements are made concerning the value of displaying to users information that is drawn from these other types of records. The guidelines do not attempt to cover HELP screens, searching methods, or command names and functions. Thus, the guidelines do not directly address the difference between menu-mode access (so common now in GUI and Web interfaces) vs. command-mode access (often completely unavailable in GUI and Web interfaces). However, note that in menu-mode access, the user often has to go through many more screens to attain results than in command-mode access, and each of these screens constitutes a display.

The intent is to recommend a standard set of display defaults, defined as features that should be provided for users who have not selected other options, including users who want to begin searching right away without much instruction. It is not the intent to restrict the creativity of system designers who want to build in further options to offer to advanced users (beyond the defaults), advanced users being those people who are willing to put some time into learning how to use the system in more sophisticated and complex ways.

The Task Force is aware of the fact that many existing systems are not capable of following all of the recommendations in this document. We hope that existing systems will attempt to work toward the implementation of the guidelines as they develop new versions of their software in the future.

Organization

The guidelines are divided into principles and recommendations. The principles are general statements of the goals of the guidelines, and are intended for use whenever situations arise that are not covered by the more specific recommendations. The principles are intended to provide a context and a rationale for the recommendations. The recommendations are meant to be a more detailed expansion of the principles into actual practice. In a sense, you could say that the principles provide the 'why' and the recommendations provide the 'how.'

The order of the principles is based roughly on generality, with the more general principles first, and the more specific ones last; the principles concerning display of headings tend to precede those that concern display of bibliographic records. The principles could have been organized in a number of different ways. When it was attempted to classify them, it was found that it was very difficult to design a set of categories that was not riddled with cross-classification. However, it is recognized that under various circumstances it might be useful to group several together in different ways, depending on the nature of one's immediate information needs.

The recommendations are organized based on the four main types of search that users conduct in library catalogues:

1. A search for the works of a particular author, composer, choreographer or other creator, or of a particular corporate body.
2. A search for a particular work.
3. A search for works on a particular subject or in a particular form or genre.
4. A search for works that take a particular disciplinary approach.

It is felt that different displays are needed for each of these types of search. The recommendations begin with some general recommendations that apply to all types of search, and then proceed to give more specific recommendations that apply only to each particular type.

Within each of these four main types of search, the guidelines are organized based on the types of searching that might be available. We have identified at least four types of searching in existing online public access catalogues:

> 'keyword-within-heading searching,' in which the user types in keywords that the system matches against headings without regard to order
>
> 'left-to-right-exact-beginning searching,' in which the user types in a string of characters that the system matches against headings in the exact order in which the user typed them in, with the first word of the search being matched against the first word of the heading
>
> 'phrase searching,' in which the user types in a string of characters that the system matches against headings or other fields in bibliographic records in the exact order in which the user typed them in, but without regard for the first words of fields or headings
>
> 'keyword-within-record searching,' in which the user types in keywords that the system matches without regard to order against all words in a single bibliographic record, or all words in a group of fields within a single bibliographic record, such as all subject fields or all title fields

These guidelines are not intended to address the question of the ideal types of searching that should be provided in OPACs. These types of searching are defined here only because the displays that are available to the user often depend on the type of searching that resulted in the displays. For example, when any type of keyword-within-record searching has been done, headings displays are not possible, since the search could easily match a field which is not a heading at all, or it could match several different heading fields.

Note also that even though these guidelines do not address searching directly, we do advise that searching decisions be made in conjunction with display decisions and vice versa. We want to avoid the situation in which a piece of data that has been made searchable does not appear in the resultant display.

Principles

Principle 1, Objects of the Catalogue
Principle 2, The Headings Principle
Principle 3, Assume Large Retrievals
Principle 4, Display What Was Searched
Principle 5, Emphasize Author, Work or Subject Sought in Resultant Display
Principle 6, Treat Display, Sorting, and Indexing as Separate and Independent Functions
Principle 7, Integrate Cross References in Displays
Principle 8, Respect Sorting Elements

Principle 9, Display Subfields in Order Set by Cataloguer
Principle 10, Respect Filing Indicators and Symbols
Principle 11, Provide Compact Summary Displays
Principle 12, Provide Logical Compression
Principle 13, Provide Logical Sorting
Principle 14, Maintain an Attachment Between a Heading and the Bibliographic Records that Contain it
Principle 15, Do Not Truncate Headings
Principle 16, Display Works About an Author or Work, or Related to a Particular work
Principle 17, Display Works About a Particular Genre or Form
Principle 18, Display of Serial Works that Have Changed Title
Principle 19, Display the Hierarchical Relationship Between Headings and Their Subject Subdivisions
Principle 20, Display the Hierarchical Relationship Between a Corporate Body and Its Corporate Subdivisions
Principle 21, Display the Hierarchical Relationship Between Work and Its Parts
Principle 22, Display the Hierarchical Relationship Between a Classification Number and the Entire Classification
Principle 23, Avoid Repetition
Principle 24, Highlight Terms Matched
Principle 25, ISBD is an International Display Standard
Principle 26, Make the Default Single Record Display the Full Display
Principle 27, Design the "Look and Feel" of the OPAC for its Primary Audience
Principle 28, Allow Display of the MARC Record
Principle 29, Do Not Duplicate Records for Display Purposes
Principle 30, Support International Standards for the Display of Diacritics, Special Characters, non-Roman Scripts, and Bi-Directional Scripts

International standards followed

Paris Principles[1]
ISBDs[2]
AACR2R[3]
Functional requirements for bibliographic records[4]
MARC21[5]
UNIMARC[6]
Guidelines for authority and reference entries[7]
Guidelines for subject authority and reference entries[8]

Standards lacking

Display of 856 (universal resource locator information)

As yet, there are no display standards in place for the display of the fairly complex information to be found in MARC21 856 fields (universal resource locator information). MARC21 itself does not call for particular display constants in this field, and AACR2R does not address the need for adequate display of this information.

Display of LCSH subdivision authority records

The Library of Congress has only recently begun to distribute authority records for free-floating subdivisions (in February of 1999; see: http://lcweb.loc.gov/catdir/cpso/subdauth.html). As yet, standards for display of these records have not yet been developed.

Display of examples of and works about a particular form or genre

Over time, a number of different LCSH practices have grown up for creating pairs of headings to represent examples of a particular form or genre as opposed to works about a particular form or genre.

Patterns in use:

> genre/form heading singular (about)/plural (examples of) (Example: Opera/Operas); headings linked by means of scope notes, as well as see reference from Operas--History and criticism to Opera.
>
> genre/form heading (examples of) with subdivision (works about) (Example: Gangster films--History and criticism); no explicit link made; users expected to notice free-floating subdivision under the heading itself
>
> genre/form heading used for both examples of and works about (Example: Computer war games)

Without standardization in practice, it is difficult to recommend effective displays for these heading pairs.

Controversies

Should the default subarrangement under subject be by main entry or date?

In science and technology libraries in which editions tend to be of the successive type such that most users are likely to be interested only in the latest edition, some people might think that default subarrangement under date would be preferable. This subarrangement works against the objects of the catalog, however, and should not be followed in general libraries or humanities libraries. In either case, the subarrangement not chosen as the default should always be available as an option for users to apply to the results of their search.

Should the default single-record display be abbreviated to certain fields only?

This is recommended even for children's libraries (where it is common practice to let computers shorten displays arbitrarily). The problem is that MARC formats do not let the cataloguer label notes as either 'IMPORTANT--always display, even to children,' or 'Need not display to children.' Therefore, it is strongly recommended that children's libraries and other types of libraries that desire a record that is not as full as those used in large research libraries (from which most shared cataloguing is derived) utilize human catalogue editors to edit their records to meet their specifications, rather than relying on the arbitrary dumping of fields by a computer algorithm. Certainly, a short display should be an option in any such library (to be selected by the user for either individual record display, or for setting for the entire OPAC session), but it is dangerous to impose it on users as a default, as much important information (important even to children and their parents!) is found in fields that are often left out of short displays.

Should the principle of sorting elements be followed?

Our recommendation is that when headings are segmented into sorting elements, headings displays should be sorted first on the first element of the heading; the second element of the heading should be used only to subarrange headings that begin with the same first element. Examples of segmented headings include: a) a name or subject heading with subdivisions; b) a subordinate corporate body entered under a parent body; c) a uniform title for a serial with a qualifier; or d) a part of a work entered under the name of the work as a whole.

EXAMPLES:

Displays following the principle of sorting elements contrasted with those that do not; note that in each of these examples, in a catalog for a library of any size, there would be many more headings than depicted in the example separating headings that users need to view together. Also, note that in the displays below it is assumed that it is possible to compress all of the editions of a particular work (such as Homer's Iliad) to a single line in the initial display, using the uniform title, with editions being displayed only on selection of that line. Many existing systems cannot currently do this.

Example 1, Display of headings retrieved on a keyword search of Homer

1A BAD (Display that does not follow the principle of sorting elements):

Homer, Anne.
Homer. Carmina minora.
Homer, Davis A.
Homer-Dixon, Thomas F.
Homer, Frederic A.
Homer. Iliad.
Homer, Joy, 1915-
Homer. Odyssey.
Homer, Winslow, 1836-1910.

1B BETTER (Display following the principle of sorting elements):

Homer.
    Carmina minora.
    Iliad.
    Odyssey.
Homer, Anne.
Homer, Davis A.
Homer, Frederic A.
Homer, Joy, 1915-
Homer, Winslow, 1836-1910.
Homer-Dixon, Thomas F.

Example 2, Display of serial titles.

2B BAD (Display that does not follow the principle of sorting elements):

1. Health advocate.
2. Health alert.
3. Health (Canberra, Australia)
4. Health care costs.
5. Health care management review.
6. Health (Chicago, Ill.)
7. Health cost review.
8. Health (New York, N.Y. : 1981)
9. Health news.
10. Health reports.
11. Health (San Francisco, Calif.)

2B BETTER (Display following the principle of sorting elements):

1. Health (Canberra, A.C.T.)
2. Health (Chicago, Ill.)
3. Health (New York, N.Y. : 1981)

4. Health (San Francisco, Calif.)
5. Health advocate.
6. Health alert.
7. Health care costs.
8. Health care management review.
9. Health cost review.
10. Health news.
11. Health reports.

Example 3, Display of subject headings

3B BAD (Display not using sorting elements):

Line no.	Term:	No. of records: [available for selection]
1.	Power lawn mowers	1
2.	Power (Mechanics)	102
3.	Power (Mechanics)--Congresses	108
4.	Power (Mechanics)--Dictionaries	8
5.	Power of attorney	15
6.	Power (Philosophy)	300
7.	Power (Philosophy)--History	4
8.	Power presses	9
9.	Power (Social sciences)	226

3B BETTER (Display using sorting elements):

Line no.	Term:	No. of records: [available for selection]
1.	Power (Mechanics)	102
2.	Power (Mechanics)--Congresses	108
3.	Power (Mechanics)--Dictionaries	8
4.	Power (Philosophy)	300
5.	Power (Philosophy)--History	4
6.	Power (Social sciences)	226
7.	Power lawn mowers	1
8.	Power of attorney	15
9.	Power presses	9

Should we try to provide catalog users with serendipity by displaying works about when their search is for a particular work or for works by a particular author?

The guidelines do recommend this, on the assumption that it is better to show people as many pathways into the catalogue as possible. However, if this is done, it is imperative that the two categories be differentiated, so that users can easily choose either to view works about or not to view them, depending on their needs and interests at the time.

Should we try to provide location and format information on initial summary displays of bibliographic records in an environment in which more and more different locations and formats are being represented by one bibliographic record?

When it is possible to provide location and format information on summary displays, it can be helpful to do so for users who have a fairly good idea of what they want and just want to jot down some call numbers quickly. This approach saves them having to request quite so many different displays. However, the more complex the locations and formats that can be represented by one bibliographic record, the more difficult it becomes to summarize all of this information concisely and clearly in a summary display that may summarize thousands of retrieved records. If, for example, some of the holdings on a particular record are in the stacks, located using call numbers, some are in remote storage, located using barcodes, and some are electronic resources available over the Internet, located using URLs, how do you convey all of that in a line or two in a summary display that must also identify the particular manifestation of the particular expression of the particular work that the display line represents?

The value of work headings

In countries and libraries that employ work headings (sometimes known as main entries), it is possible to carry out the second object of the catalog in OPAC displays that list in one group the manifestations of expressions of a particular work, list in a second group the works related to that work, and list in a third group the works about the work in question. It also enables elegant compressed displays of all of the records representing that work in various ways, so that multiple-edition works can be quickly and concisely displayed to users interested in them, and so that users can navigate the display efficiently, quickly making their own decisions about which of the above categories of items interest them, and which do not. These kinds of displays of the work can be made available to users who have arrived at that work through any kind of search, whether it be an author search, a work search, a subject search or a search of the classification.

Unfortunately, even in countries and libraries that employ work headings, many catalogues are in disarray because inadequate authority control has been applied to works. The option of employing uniform titles to create work headings has not been exercised on all kinds of works that exist in multiple manifestations of multiple expressions. For example, application may have been limited to music and law materials. It is highly possible that a chicken and egg situation exists here. System design heretofore has not supported the use of work headings to make searching easier for OPAC users, so cataloguing librarians and administrators have lost sight of the value of work headings, and do not devote resources to maintaining them. If systems were to support the superior work displays recommended in this document, flaws in existing catalogues would be easier to spot and fix over time.

How much can be generalized internationally?

Many countries and libraries do not formally designate work headings. Many countries and libraries do not use subject headings; among those that do, many do not use systems that employ subdivisions or that have a syndetic structure of see and see also references. Many countries and libraries do not assign uniform titles with qualifiers. The approach we have taken is to describe the ideal displays for countries and/or libraries that do these things, but to footnote with warnings in cases where it is known that a practice is not universal.

ENDNOTES

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2. ISBD(A): International Standard Bibliographic Description for older monographic publications (antiquarian). 2nd rev. ed. Munich ; New York: K.G.Saur, 1991.
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ed. London: IFLA Universal Bibliographic Control and International MARC Programme, 1987.
ISBD(ER): International Standard Bibliographic Description for electronic resources. Munich: K.G. Saur, 1997.
ISBD(G): general International Standard Bibliographic Description. annotated text, rev. ed. Munich; New York: K.G. Saur, 1992.
ISBD(M): International Standard Bibliographic Description for monographic publications. rev ed. London: IFLA Universal Bibliographic Control and International MARC Programme, 1987.
ISBD(NBM): International Standard Bibliographic Description for non-book materials. rev. ed. London: IFLA Universal Bibliographic Control and International MARC Programme, 1987.
ISBD(PM): International Standard Bibliographic Description for printed music. 2nd rev. ed. New York: K.G. Saur, 1991.
ISBD(S): International Standard Bibliographic Description for serials. rev ed. London: IFLA Universal Bibliographic Control and International MARC Programme, 1988.

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Conference Proceedings

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Division Number: VII
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The publishing of library and information science journals in Southeast Asia - an overview

Jaffe Yee Yeow-fei
Asian Library News
Bangkok, Thailand

Abstract

This paper attempts to present an overview of the present stage of the publishing activities of library and information science journals in Southeast Asia. It also highlights some of the important titles in some major countries. Suggestions are made at the end to advocate more support and encourage more publishing activities, especially online.

Paper

The publishing of LIS journals and newsletters in Southeast Asia mainly involves the following four groups of organizations: Libraries, Library associations, Library schools and Commercial publishers.

Many titles come and go in a relatively short time, which shows that the publishing of LIS journals and newsletters in East Asia is anything but easy. Most if not all of those surviving through the years are mainly supported and sponsored by comparatively stable organizations. Failures are mainly due to poor funding, staffing and inadequate support in the gathering of editorial material.

Southeast Asia consists of ten countries. Each of these countries has its own unique situation, and the publishing of LIS journals and newsletters in some aspects cannot be generalized. My paper attempts to highlight the present stage of LIS publishing activities in the region and present some important titles published in a few major countries.

Singapore has attained the status of a developed country, but all 0the other nine countries are still considered to be developing countries. Among these countries, the levels of development are very uneven and the differences can be great. The big gap between them signifies a big difference between the publishing industry of these countries in terms of the number and quality of publications published annually, including LIS journals.

LIS journals published in Southeast Asia are mainly published by the libraries, library associations and the library schools of each country, with a very limited number of titles published by commercial publishers.

The following is an overview of LIS journal publications in the region. I would like to focus on a few main areas, including format, circulation/readership, quality and editorial focus.

FORMAT

Most LIS journals in Southeast Asia are still in print format, with some changing to print plus online. I foresee that more and more will go online in future, as it is undoubtedly the least expensive and perhaps a more effective way to publish the journals, especially for those published by a library association. Hong Kong Library Association has recently announced that it would no longer publish their Newsletter in print. Members who do not have access to the Internet can request the association to print out a copy for them.

Publishing online will eliminate a great deal of time-consuming procedures which are required by publishing in print. These include pagination, checking proofs at various stages, colour separation, and especially coordination with the printer. The editor can save a lot of time running around between his office and the printer. It will also bring down the total cost of producing an issue.

The cost factor of print versus online is very simple! Besides normal overheads such as salary, rental, postage and telephone etc., the cost of paper can constitute perhaps up to 75% of the total cost of a printed issue. The thicker the issue, the more paper required and the more costly it is to produce - not forgetting that it will also cost more postage to send each copy to the end users. In contrast, the major cost in publishing online lies with the fee for renting space in a server, and perhaps the service fee of an ISP. But in most cases, the libraries, library associations and library schools have access to the institute's or parent organization's server, which may not involve any extra cost. With the webmasters and editors being volunteers, there is almost no cost outlay at all - no overheads, no paper and printing cost, no postage to get the issues sent. This is really a "win win win" situation for all concerned.

CIRCULATION AND READERSHIP

Most LIS publications in Southeast Asia enjoy very little readership outside the countries where they are published. The main reasons are:

1. Since it is very likely to be a journal published by the national library association, the circulation is normally restricted to its members.
2. With the exception of Singapore and the Philippines, most local LIS journals are also published in their own national languages which not many people outside of the country are able to read - for example, the *Thai Library Association Journal*, which is virtually all published in Thai. (See sample issue of this and other titles).

There are very few regional or international titles except for *Asia Library News*, which covers Asia at large, and *Malaysian Journal of Library & Information Science*. Almost all other locally published journals limit their circulation within their own countries, with perhaps a handful of copies sent overseas for the purpose of exchange.

PRINT QUALITY

The print quality of all journals and newsletters published in the region varies greatly from country to country. It seems to be directly related to the level of development of each country - the more advanced the country, the better the quality. In general, Singapore and Malaysia seem to produce better quality in terms of paper and printing. But in Thailand, a commercial publisher in which I was a partner also consistently produced a good quality journal, *Asian Libraries*, until 1995 when it ceased to be printed locally. I was its founding publisher and editor. And now a new journal called *Asia Library News* under my editorship, also published in Thailand for ALIVA (Asia Library and Information Virtual Association), has maintained a high quality in printing and design.

In general, most library associations' journals in most Southeast Asian nations do not go for very high print quality mainly to cut cost. Also, the people in charge of production are often volunteers who are not professional enough to be able to demand or look for quality. Most of the publications are in black-and-white or two-colour and almost none are published in four-colour. This is understandable, as the cost for four-colour printing is exorbitant. For print journals, an editor of a small organization should also be an expert in printing, as often he is the person looking after the printing job. With online publishing, the role of the printer does not exist and most of the jobs rest with the webmaster.

The quality of layout and design is another factor that many regional journals tend to overlook. It may be even more important when a journal goes online, since a webpage with a bad design and layout will definitely discourage the very reader the journal is trying to attract. Therefore, perhaps online journals demand a better design and layout than print journals.

EDITORIAL FOCUS

The contents of most library association journals tend to be heavy on news and local topics. Not many articles deal with the region as a whole as well as international issues. Perhaps the editors themselves are very conscious of their target readers, who are mainly members of the association, whereas the journals published by library schools focus strongly on library and information science, with mostly technical and highly academic articles.

A COUNTRY BY COUNTRY OVERVIEW

As we are all here in Bangkok, I thought it would be appropriate for me to start with Thailand and go south in a circle covering the rest of the countries in the region.

Thailand

Thailand has a vibrant library community consisting of a total of about 1,000 libraries. Twenty-three titles in the field of library and information science are currently published. The following are a few major publications.

TLA Bulletin (ISSN 0857-0086)

T.L.A. Bulletin is published quarterly by the Thai Library Association (founded in 1954) in Thai, with English abstracts for feature articles. It is mainly distributed free of charge to its 889 members. The editors and production team are all volunteers or staff members of the Thai Library Association. The editorial focus is mainly on news of the association plus a few feature articles. It is published in print only.

IFLA Newsletter- Regional Section for Asia and Oceania (ISSN 0858-2815)

This biannual newsletter is published in English by the IFLA Regional Office for Asia and Oceania, based in Bangkok. It is basically distributed by air free to about 800 members and non-members of IFLA. Editorial focus is mainly on news of IFLA headquarters and news around the Asia and Oceanic region. It does not carry feature articles.

Asia Library News (ISSN 1513-0452)

This is the official journal of ALIVA (Asia Library & Information Virtual Association), which is currently under my editorship. It is distributed free of charge to all members of ALIVA. The publishing of the print journal and online version is being undertaken and underwritten by InfoMedia Asia Limited, which relies solely on sponsorship and advertising to support the publishing activities. The first issue was launched last September. Editorial focus is on all aspects of the library and information profession with an emphasis on the Asian region. Regular departments include library profile, interview, news, information resources and calendar of events.

Malaysia

Malaysia has a fairly well developed library and publishing community, perhaps due to its British legacy. Most libraries publish some sort of newsletters and bulletins circulated among their own personnel and users. There are four major publications that merit mention here. All of them are published in print format only, and except for one in English, they are all bilingual in English and Malay.

Malaysian Journal of Library and Information Science (ISSN 1394-6234)

This is a semiannual journal published in English by the Master of Library and Information Science Program of the University of Malaya. It was launched in 1996 and has an international readership. It publishes "original articles based on professional policies, practices, principles and progress in the field of library and information science".

TINTA (ISSN 0127-5100)

This is an annual publication published by the School of Library and Information Science, MARA Institute of Technology. It publishes articles on various aspects of library and information science.

Majalah Perpustakaan Malaysia (ISSN 0126-7809)

This is the official journal of the Library Association of Malaysia (PPM). It is an annual journal distributed free to its members. Editorial coverage includes significant news in the field of library and information science in Malaysia. It also publishes articles from working papers of conferences, seminars and workshops.

Sekitar Perpustakaan (ISSN 0127-1172)

This is a semiannual publication published by the National Library and is distributed free of charge. Articles are mainly by staff of the National Library and individuals from other institutions in the field of library and information science.

Singapore

There are about 100 academic, special and public libraries in the island state of Singapore, which has a population of about 3 million. Singapore has two institutions offering LIS education. The Library Association of Singapore (LAS) is fairly active compared with other library associations in the region. The only two LIS titles are also published by the association, both in print format and online. The online versions of both titles are at .

Singapore Libraries (ISSN 0085-6118)

This is the official semiannual journal of the Library Association of Singapore (LAS). It is in English and was founded on August 30 1971. It deserves to be congratulated for an uninterrupted continuous publication for almost 28 years! It is mainly distributed free of charge to members of LAS, libraries in Singapore and the region, and is also available for sale at S$50.00 per year. Editorial focus is on library and information science, information services and information technology related to and applied in information services relevant to Singapore and Southeast Asia.

Singapore Libraries Bulletin (ISSN 0218-1479)

This is a quarterly newsletter type of publication which focuses mainly on news of libraries and librarianship, reports/ announcements of courses, meetings, contacts for networking and book reviews. It started in 1990. It is published in English and distributed free to members of LAS.

Philippines

As a former US territory, the Philippines is predominantly an English-speaking country. Therefore the medium of instruction is English in all learning institutions. English is also the main language in publishing. In the Philippines, almost all LIS publications are in English. The major titles include the following:

ASTINFO (The Regional Network for the Exchange of Information and Experience in Science and Technology) Newsletter

This UNESCO-sponsored newsletter was originally published out of Bangkok. It is now being put out by the Science & Technology Information Institute, Department of Science & Technology (STII-DOST) in Manila. As the name implies, its editorial focus is on news and reports on information services geared more towards science and technology. It is a 16-page quarterly publication.

Journal of Philippine Librarianship

This journal is published by the Institute of Library Science, University of the Philippines. It deals with all aspects of library and information work in the Philippines.

Philippine Journal of Law Librarianship

This is an annual publication and contains articles, bibliographies, book reviews and documents concerning law and law-related information.

Besides these, the Philippine Association of Teachers of Library Science (PATLS) publishes a quarterly newsletter and an annual research bulletin, which contains articles about research in Philippines library education as well as seminar proceedings. And the various library associations also publish newsletters and bulletins mainly for distribution to members the associations.

Indonesia

Indonesia has about 8,600 academic, special and public libraries. There are 13 institutions offering library science degrees and diplomas. The country has an output of 52 LIS publications, of which 18 are published in Jakarta. The language used in all publication is exclusively Bahasa Indonesia, the national language. It seems that there is no online LIS publication at the moment.

Brunei

Brunei has a library association of about 130 members. There is no library school. The association used to publish a newsletter and has ceased publication for more than 3 years. There are no LIS journals published in the country.

Vietnam

According to Mr Vu Van Son, director of the Library of National Center for Scientific and Technological Information and Documentation (NACESTID), which is the centre for ISDS in Vietnam, about 600 periodical titles are published in Vietnam. Of these, only five are in the field of LIS, three of them published in print format and the other two in print and online.

Journal of Information and Documentation (Tap San Thong Tin Va Tu Lieu)

This is published and funded by the National Center for Scientific and Technological Information and Documentation (NACESTID), under the Ministry of Science, Technology and Environment, in Hanoi. It is a quarterly published since 1990 in Vietnamese with abstracts in English. It is also published online at . Its editorial focus is on news of library activities in Vietnam, plus general articles on library and information services and new information technology.

Library Bulletin (Tap San Thu Vien)

This is a quarterly published and funded by the National Library of Vietnam in Hanoi. It is published in Vietnamese with abstracts in English and only circulated in-house. Its editorial focus is to provide information on the public library system in Vietnam. It is believed that the first issue was published sometime in 1963.

Information and Library Activities in South Vietnam's Provinces (Thong Tin Va Thu Vien Phia Nam)

This title is published in Vietnamese semiannually by the General Science Library of Ho Chi Minh City. It is circulated in-house only and not for sale.

Electronic Newsletter Online (Ban Tin Dien Tu)

This monthly newsletter in print and online is funded and published by the Library and Information Center of the National University of Hanoi. Its first issue was launched in July 1997 and it now has a readership of 1,200. There is an Intranet online version. Editorial focus is on providing news on the LIC system, information on library and information science, economics, social science, education, science and technology, environmental science, etc.

Electronic Newsletter Online/ Library Club (Ban Tin Dien Tu)

This title was launched in January last year and is published only online in Vietnamese. The publisher is the Graduate Library, University of Natural Sciences, National University of Ho Chi Minh City. Its main editorial focus is to provide information on library development and reports of local libraries' activities. It is a monthly and can be accessed at

www.hcmuns.edu.vn/GLIB0001/btdt.htm

Laos

There are no LIS journals published in Laos. The reason is perhaps that there is no library association and library school yet. Also, all other publishing activities are directly controlled by the state-owned publishing organization called The State Books Publishing and Distribution House.

However, there are a few positive moves in the right direction and Laos is now planning to form a national library association. According to sources from the National Library, a draft constitution has been completed and submitted to the Ministry of Information & Culture. The proposed President is Mr Khamseng Soundara, who is attached to the State Books Publishing & Distribution House. The publishing background of the proposed president will certainly be very useful for the young start-up. A library school with the assistance of Mahasarakham University Thailand is also being set up at the National University of Laos. Hopefully we will witness the birth of a LIS journal in Laos in the near future after the country has formed the library association and established a library school.

CONCLUSION

I strongly encourage more translation of good articles appearing in vernacular languages into English so as to widen the readership.

I also advocate the publishing of all library association journals/newsletters to gradually go online to save cost and again to enjoy a bigger audience and to reach out to readers not just confined to the profession of library and information services. A broader readership will definitely create more interest and better understanding, which in the long term will benefit the profession at large.

I do not foresee any commercial publishers in the region willing to launch any LIS journals, due to the highly unprofitable nature of the subject unless more support in terms of advertising and sponsorship is forthcoming. Therefore, I also advocate more support from publishers, library vendors and other organizations to encourage more LIS publication in the region.

In addition, there should be more training offered to those interested in becoming involved in any aspect of publishing, with special emphasis on web publishing.

We should also form an online network of editors of LIS publications in Southeast Asia by starting a newsgroup on the Internet. Hopefully members of the group will be able to identify all the problems related to the publishing of LIS publications in the region and find solutions to overcome them in order to sustain the publishing activities of LIS journals and other publications in Southeast Asia.

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Success - structured search strategy: information retrieval in the age of global information systems

Chaim Zins
University of Haifa
Haifa, Israel

Abstract

Information searching is a sequence of interrelated actions. Every action determines the course of the searching, and thus affects its final result. Consequently, the searcher's reasoning is a key to the success of the searching process. Therefore, it is essential to educate professional librarians and information experts, as well as lay searchers, to adopt structured search strategies that are based on rational preplanned searching procedures and techniques. Success is a strategy for structured searching. It is based on the principle of planning the search according to four successive components: ***What, Where, Words****, and* ***Wow*** *- the* ***Working*** *method. Phrase* **what** *you search. Locate* **where** *to search. Select search-words, and use the* **working** *method. (This might invoke the "wow" - "That's a wow".)*

Paper

Information literacy.

The intensive development of information technologies accelerates the development of sophisticated information systems that expand the human horizon. We live in an age of global information systems, accessible by the Internet. Yet utilizing these innovations requires basic knowledge and proficiency. Information literacy seems to be an essential requisite at the start of the new millennium.

Trial and error.

Most people seek information using "blind search" methods. Such searches are usually executed - when implemented in the Worldwide Web - by the searcher typing a query in one of the popular search engines, AltaVista, Yahoo, and the like. Very often, these searches end up with one "big zero" or with the "stunning success" of thousands of useless results - much ado about nothing. Computer technology has made us extremely impatient. We desperately need information. But we eagerly want to have it here and now. Therefore, not surprisingly, we usually get plenty of nothing. The congestion of irrelevant and useless information is overwhelming.

Systematic searching.

The frequent frustrations create a genuine need for systematic searching, based on systematic search techniques. This is true for all kinds of users - professionals, students, and the general public, for all kinds of information - commercial, educational, and scientific, and all forms of information searching - via cyberspace and in the real world. Unquestionably, the Internet appears as the ultimate implementation of the notion of globalization. Yet very often we tend to ignore other major resources. Despite its leading status, the Internet is only one of the numerous resources available to literate people.

Information searching is a sequence of interrelated actions, each of which determines the course of the searching and thus affects its final result. Consequently, the searcher's reasoning is the key to the success of the searching process. Professional librarians and information experts, as well as lay searchers must therefore be educated to adopt structured search strategies that are based on rational preplanned searching procedures and techniques.

Four Ws for exhaustive searching.

Success is a strategy for structured searching[1]. It is based on the principle of planning the search according to four successive components: **What**, **Where**, **Words**, and **Wow** - the **Working** method. Phrase **what** you search. Locate **where** to search. Select search-**words**, and use the **working** method. (This might invoke the "wow" - "That's a wow".)

What. Phrasing the search assignment is aimed at focusing the search by specifying the needed information. The process of phrasing compels the searcher to define the needed knowledge (or in most cases the needed information) in terms of distinct search assignments. It enables him/her to divide complex tasks into specified lists of achievable assignments.

Where. The search assignment prescribes the potential resources. For instance, a scientific-medical paper on cardiology is best searched for in the Medline database, not in AltaVista. If one needs to know the life expectancy in India, one should search in the CIA *World Factbook*, not in Yahoo. And one can find the address of a department store in Manhattan in the New York City's *Yellow Pages*, not in Excite. Still, AltaVista, Yahoo, and Excite are excellent for locating Medline, the CIA *World Factbook*, and New York City's *Yellow Pages* on the net.

Locating potential resources might be easy for experienced searchers who are familiar with the relevant subject matter. Yet the real challenge is to locate information resources when the subject matter is new to the searcher. In these common cases the search becomes a two-phase assignment. First, the searcher has to locate relevant resources, using structured search techniques. Then he/she can proceed to execute the primary assignment proper.

Words. The search-words affect result precision. They should induce adequate results, namely not too broad and not too narrow. Selecting suitable words requires some basic knowledge and skills. The searcher should properly characterize the needed information, based on subject-related terminology. He/she should correctly spell the search-words, using printed or computerized desk reference sources (e.g. dictionaries, spelling checkers, glossaries, and thesauri). Proficient information retrieval frequently involves the use of professional thesauri. Examples are MeSH for medical information, ERIC's thesaurus for educational information, and the Library of Congress *Subject Headings* and Roget's *Thesaurus* for general information.

The working method. The working method depends on certain conditions (e.g., the features of the search tools or the resources, the nature of the assignment, the searcher's expertise, etc.) Generally, there are two basic methods of information retrieval on the Internet: browsing and typing a query. Note, however, that hypertext and hypermedia formats allow two kinds of browsing connectivity: 'occasional' and structured. Occasional browsing is based on associative links; structured browsing is usually utilized in hierarchical lists.

Structured browsing is implemented in classified directories, while, typing a query is implemented in search engines. However, the ongoing changing nature of the Internet necessitates a clarification. Most search tools consist of both types, a directory and a search engine, and enable users to choose between browsing through hierarchical classifications and typing queries.

In general, it is preferable to use a classified directory when the information is related to a specific topic. It is more advisable to use a search engine when the needed information is simultaneously related to several topics, when the topic is unclear, or when the user is searching for a specific item (e.g., a person, an organization, a publication) by its name.

Use of classified directories requires the searcher to adjust his/her terminology to that used in the directory. Note that the major directories are designed for American users; for them, the "kicking ball game" in Europe (and the rest of the world) is soccer, not football. On the other hand, using search engines requires the searcher to phrase a query in a way that best utilizes the search techniques, supported by the engine (e.g., keyword searching, free text searching, Boolean searching, field searching, meta-searching, truncation). In addition, the user has to learn the engine's user-interface and the syntax for phrasing a query.

Structured search strategy.

As one can see, in most cases successful information retrieval is the product of systematic thinking rather than mastering technology. Information literacy means internalizing structured search strategies as well as technological mastery. This is the cornerstone of the Success strategy.

Scientific validity.

The *Success* strategy was developed in 1995. It is based on field observations and structured interviews with students, professional librarians, and information specialists. Currently, this strategy is being reviewed through scientific research based on the Delphi method. This is a qualitative study consisting of three rounds of structured interviews with 15 professional information specialists.

The panel covers a large variety of fields, including aerospace, business, chemistry, cyber culture and Internet, education, electronics and high-tech, health and medicine, information technologies, patent searching, science, technology, and general information. The participants work in academic and scientific institutions, government and public information centers, educational R&D centers, industrial and high-tech companies, and commercial information and Internet services. They serve all kinds of clients, e.g., in-house employees, paying customers, students, and the general public.

The panelists have been asked to critically analyze the strategy's rationale, evaluate the basic components (i.e., guidelines, forms, tables, etc.), and discuss implications for user education, information personnel education, and information system development.

The Delphi research methodology provides the means to conduct in-depth structured peer discussions, while protecting the discussants' anonymity. The anonymity is aimed at neutralizing group pressures, while confronting peer debates and controversies. The first questionnaire consisted of 23 exhaustive questions covering all aspects of the strategy. The second questionnaire is based on a critical analysis of the 15 interviews. The panelists were required to consider the various evaluations, suggestions, and positions expressed by the group and to re-answer the major questions. In the third questionnaire the participants will be asked to summarize and conclude the evaluation. The study is due to be concluded in mid-May 1999. However, preliminary findings confirm the rationale and the fundamentals of the strategy.

Endnote:

1. Hebrew and English versions of the success strategy can be found at: www.success.co.il.

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