



IFLA

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EDITORIAL

Berlin Special Issue

Ross Shimmon

Berlin was my last (of five) IFLA conferences as Secretary General. The first IFLA conference I attended was Brighton in 1987. I was very much in the background then, as I was a member of staff of the host organization, the (British) Library Association. I had already been involved internationally having worked for five years in Papua New Guinea training library staff, and nearly made it to the IFLA conference in Manila in 1980, but in the end I was unable to raise the money. After Brighton, I have attended every IFLA conference except two, at first as part of the (British) LA's delegation and then, of course, as a member of IFLA staff. The IFLA conference, now entitled 'World Library and Information Congress', is a kaleidoscope of events taking place at the same place in the same time frame: satellite meetings, IFLA business meetings, caucuses, colourful opening session, plenary speakers, open sessions, cultural events, the trade exhibition, poster sessions, and library visits. Not to mention the informal networking and reunion of old friends that is such a feature of our annual 'family gathering'. No wonder, despite our efforts to explain, first timers experience bewilderment among all the other emotions, especially if it is their first visit overseas. I have seen the event grow in terms of attendance from around 2,000 to 4,500. The exhibition has grown in size and importance. Increasingly organizations use the congress to announce new products and the winners of awards. I have also seen the quality of the papers improve significantly, thanks to the work of the Professional Board and its successor the Professional Committee. The Berlin congress was exemplary in this respect. So much so that the Editor and the Editorial Board have had a wealth of potential papers to choose from.

The fifteen papers in this 'Berlin Special Issue' were all presented at the World Library and Information Congress, 69th IFLA General Conference held in Berlin, Germany, from 1–8 August 2003. One or two were recommended for publication by the relevant Section Committees, but most were chosen by the members of the Editorial Committee from among the 200 or so papers presented at the Congress. Further selections will appear in forthcoming issues of *IFLA Journal*.

The issue opens with the keynote address by IFLA's publisher, Klaus G. Saur, 'Libraries and Publishers – a partnership?' After a brief review of the history of IFLA's connections with Germany and the current economic situation of libraries and publishers, the author discusses some of the factors affecting the relationship between libraries and publishers and notes that academic libraries and academic publishers are interdependent; they could not exist without each other. The book remains an irreplaceable medium despite the usefulness of electronic information; but will uncontrolled publication on the Internet mean an increase in 'information trash'? The author concludes that, in order to survive, libraries and publishers need to combine their strengths and intensify their cooperative efforts.

In the next paper, 'Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania', Gary E. Gorman (with contributions from Russell Bowden and Elizabeth Reade Fong) argues for a new approach to development that focuses on sustainability and capacity-building; but it also suggests that one of the greatest barriers to sustainability is the Information Society and what it stands for – an increasing volume of information and ever more sophisticated information technology. One of the growing gaps between the haves and have-nots is less the Digital Divide and more the Literacy Divide. The key to bridging the divide is not just technology but the ability to understand, filter, evaluate and use information – literacy, or information literacy. Information literacy, rather than technology, must become a priority for sustainable development; and the paper concludes with an indication of how IFLA regional sections might foster this awareness.

One of the aims of IFLA is to provide a forum for the exchange of ideas and experiences between members. The next paper, 'The Salaries Initiative: planning, implementation and action' by Bob McKee, describes the activities of the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom in relation to the pay of library workers. Other Association Members of IFLA will find useful lessons in the paper's descriptions of CILIP's on-

line debate on pay and status and survey of its members, as well as work on salary guidelines, self-help toolkits, and partnership activity to promote workforce development. The paper emphasizes that the CILIP strategy on salaries was developed from the views of members: it now needs the active involvement of members for that strategy to be delivered.

Library workers around the world, whether members of their professional associations or not, might be forgiven for viewing the idea of a library without library staff with some reserve; but the experiment described in the next paper, by Ngian Lek Choh, of developing 'A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience' is undoubtedly innovative and interesting. In order to improve service levels, reducing waiting time and saving customer time, the National Library Board of Singapore has been experimenting with a variety of new services, including a 'cybrarian' service that allows a customer to speak to a librarian and be guided without the physical presence of the librarian. This led the Board to experiment with a 'Totally Do-It-Yourself Library' – a library without any staff onsite, yet providing the same level of service as one with a team of staff onsite. The paper describes the prototype of this new kind of library, which opened its doors to the public in December 2002.

The development of a completely different kind of library is described in the next paper, in which Vibeke Lehmann discusses 'Planning and Implementing Prison Libraries: strategies and resources'. The paper describes a current IFLA project to revise the *Guidelines for Library Services to Prisoners*, summarizes the results of an international survey of prison libraries worldwide and offers suggestions for the development of such services at local or national levels. The paper includes an extensive bibliography.

Library services for another special group of users are the subject of the next paper, in which Jens Thorhauge describes 'Danish Strategies in Public Library Services to Ethnic Minorities'. The library service in Denmark has been more successful than society in general in dealing with the integration of ethnic minorities. A major step in this direction has been the development of a web portal providing information in the eleven most frequently met languages in Denmark. Its purpose is to support the integration of minorities into Danish society. Another recent develop-

ment was the creation of a project to help libraries develop lifelong learning activities and more direct advisory support to immigrants.

The next paper also deals with a special group of users – children in a war zone. Ljiljana Sabljak's paper 'Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia' describes how Croatian librarians helped children to cope with the consequences of war in Croatia a psycho-social rehabilitation project 'Step by Step to Recovery' supported by UNICEF in cooperation with the public libraries of the city of Zagreb. More than 2,700 children participated in the project, which involved 22 libraries in 14 cities throughout Croatia. UNICEF has also supported educational and advocacy projects, as well as projects on child rights promotion and education in children's and school libraries, offered by local experts.

We move away from special groups of users to special types of library materials with Charles Oppenheim's paper, 'Newspaper Copyright Developments: a European Union and United Kingdom perspective'. The paper examines the impact of copyright on newspaper librarians attempting to preserve copies of newspapers by copying, and attempting to provide ready access to newspapers for patrons. It concludes that, while British law provides only limited help to newspaper librarians, recent European Union Directives are unlikely to significantly change the situation, which is a microcosm of the problems all librarians face when trying to preserve, and allow access to, cultural materials to their patrons.

Access to a different kind of material is the subject of the next paper, 'Information and Training through the Net: the experience of *Documentazione di Fonte Pubblica in rete*' in which Maurella Della Seta and Fernando Venturini describe the development of a web directory of Italian government information resources available on the Internet and its use as a training tool to increase librarians' knowledge of such resources.

Training – but of library users rather than library workers – is the subject of the next paper, 'Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya', in which Sai-noi Chan describes how an Information Skills Course at the University has been made a compulsory subject for all first year students undertaking a first degree. Some academic staff and students question the academic credibility of a course taught by librari-

ans, and international accreditation through a proposed International Information Literacy Certificate could help academic staff have more confidence in the quality and importance of an information skills course.

The next paper deals with a more technical aspect of library and information work – subject indexing. In their paper, 'FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the *Library of Congress Subject Headings*, Edward T. O'Neill and Lois Mai Chan note that, although the *Library of Congress Subject Headings* is the most commonly used subject vocabulary for general application, its complexity requires highly skilled personnel. The Faceted Application of Subject Terminology (FAST) schema has a simplified syntax that retain the rich vocabulary of LCSH while making it easier to understand, control, apply, and use.

The relationship between librarians and their users – albeit in a highly specialized environment – is the subject of 'On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies', by June R. Verrier. The author discusses the complexities of delivering quality information, research and analysis services to the Australian Commonwealth Parliament and some of the problems that inevitably arise. She looks in particular at three issues: 'illegitimate' client requests; the misuse of briefs provided to MPs; and the political affiliation of staff. The Australian Commonwealth Parliament has systems, guidelines, work practices and in laws which help to manage these issues and these may offer models for other parliamentary libraries and research services.

An area of growing concern to many librarians and information specialists is the preservation of records in digital formats. The next paper, 'Digital Preservation Activities in the UK – building the infrastructure', by Maggie Jones, provides an overview of the major digital preservation activities being undertaken in the UK and the collaborative nature of digital preservation, which has been recognized in the creation of the Digital Preservation Coalition, launched in February 2002. The Coalition aims to obtain the

maximum benefit from the activities undertaken by member institutions and to provide a catalyst for further action.

One group of library users with very special needs – particularly in relation to accessing modern information media – are the blind and print-handicapped. In their paper, 'Making Websites and OPACS Accessible', Marijke van Bodegraven and Carol Pollitt note that, while many OPACs today have a web interface, most of these interfaces are not accessible for people with a print-handicap. A library OPAC that can be reached through the Internet with an accessible interface offers everybody, anywhere, anytime access to the information needed. The paper describes a project in the Netherlands which aims to create access to the Internet in public libraries for people with a print-handicap.

This 'Berlin Special Issue' opened with a paper by one of the German speakers at the Berlin Congress and closes with another. Thomas Hapke's paper, 'From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in Germany in the first half of the 20th Century' describes how the ideas and activities of the German chemist Wilhelm Ostwald culminated in 1911 in the foundation of 'The Bridge', an 'Institute for the Organization of Intellectual Work' which he also called the 'World Brain'. The links between Ostwald and other information pioneers who also worked for greater accessibility to the results of scholarly communication led to the first so-called 'transatlantic information dialogue' in 1957, something we would call today 'online retrieval'.

Next year's World Library and Information Congress will be held in Buenos Aires. This will be the first time that the conference will be held in South America, marking another step in IFLA's ambition to be a truly global organization. A distinctive feature of our congresses is the opportunity to experience something of the host country's culture. I shall not be there to enjoy it myself, but I am sure that those who do attend will be in no doubt at all in which part of the world they have arrived, in order to discuss and debate the current issues challenging the library and information profession!

Libraries and Publishers – a partnership?

Klaus G. Saur



Klaus G. Saur has been President of K.G. Saur Verlag in Munich since 1963. He is the Founder and Editor of the *World Guide to Libraries* and the *Publishers International ISBN Directory*. He is an Honorary Professor of the University of Glasgow and the Humboldt University of Berlin and an Honorary Doctor of the universities of Marburg, Boston (Simmons University), Ishewsk (Russia) and Pisa. He is Chairman of the German Historical Committee of the Book Trade and Book History and a member of the Board of Bibliographic Institute and F.A. Brockhaus AG, the German dictionary and encyclopaedia publishing house. He may be contacted at: K.G. Saur Verlag Gmbh & Co., Ortlerstraße 8, D-81373 Munich, Germany. Tel.: +49 89 76 90 24 60 Fax: +49 89 76 90 24 50. E-mail: K.Saur@saur.de. Website: <http://www.saur.de>.

IFLA was founded in 1928. A number of German librarians were already present at the foundation ceremony, in particular Adolf von Harnack and Heinrich Uhlendahl. When Heinrich Uhlendahl, the legendary Director of the German National Library (Deutsche Bücherei) in Leipzig, who held this position from 1924 right through until 1954 despite all contemporary political upheavals and changes, was arrested by the Nazis in 1933, the international library world unleashed such a storm of protest that Goebbels immediately ordered his release.

It was planned to hold an IFLA conference in Germany in the 1930s. But in spite of the fact that the Olympic Games were staged in Berlin and Garmisch in 1936 and the International Publishers' Conference was held in Leipzig and Berlin in 1938, IFLA always refused to contemplate meeting in Nazi Germany.

Wilhelm Munthe, the distinguished Norwegian librarian, was IFLA President from 1947 until 1951 and was the first to welcome German libraries and librarians back into IFLA and re-establish contact with the outside library world. He and Gustav Hofmann, the Director of the Bavarian State Library, were close friends, and in 1956 an IFLA conference was held in Germany for the first time, in Munich, under the chairmanship of Gustav Hofmann. There may only have been 350 participants but they were the *crème de la crème* of the international library and academic scene.

Gustav Hofmann was President of IFLA from 1958 until 1963. He was the first German to take over the presidency of an international association again after the Second World War and he made Joachim Wieder, Director of the Library of Munich's Technical University, a polymath librarian who spoke eight languages, IFLA's first part-time General Secretary.

In 1968 a Congress was held in Germany for the second time, under the heading 'Books and Libraries in the Industrial Society'. An unusual feeling of change was in the air. A large number of new universities with new and unusual forms of library budgeting had been founded. But the conference was to experience a great shock: during the IFLA meeting in Frankfurt, Warsaw Pact troops marched into Prague and crushed the Spring Uprising.

In 1970 the Conference theme was 'Lenin and Libraries'; there then followed the great professional debates 'The Organisation of the Library Profession', 'Reading in a Changing World', 'Universal Bibliographic Control' and 'National and International Library Planning'.

In 1976 preparations had been made to hold the Congress in Seoul in South Korea. However, not only did the Soviet Union and all the East European countries protest, they also declared that they would resign from IFLA if the Congress was held there and in this they were supported by Lausanne.

In 1981 the Congress was held in Leipzig and entitled 'The role of national centres in national libraries'. The Cold War was at its height, and the Congress centred more on visa problems than on professional questions. For most Western visitors it was their first opportunity to take a look at the DDR and to visit areas outside Leipzig.

In 1983 Munich was chosen as venue; the topic was 'Libraries in a technical world'. There were 1,500 participants and Munich showed itself to great advantage.

Today we are here in Berlin, the capital of reunified Germany and the city with the most heterogeneous library landscape in continental Europe. The German State Library (Deutsche Staatsbibliothek) in East Berlin and the State Library Prussian Cultural Heritage (Staatsbibliothek Preußischer Kulturbesitz) in West Berlin have amalgamated to form the Berlin State Library (Staatsbibliothek zu Berlin), the largest library in the whole of the German-speaking world. The America Memorial Library (Amerika Gedenkbibliothek) in West Berlin and the East Berlin City Library (Stadtbibliothek in Ost-Berlin) have combined to form the Berlin Central and Regional Library (Berliner Zentral- und Landesbibliothek). An unusually broad-based network of university and special libraries supplies more books and information than any other comparable location in continental Europe. And yet the problems cannot be ignored. The economic situation in Germany has forced massive budget cuts, staff cutbacks and reductions in important areas of library service and provision. The general situation in libraries is subject to more massive changes than ever before. The proportion of electronic information transfer media has increased rapidly, yet book and periodical production has not been reduced and it has proved impossible to cut back on print products, leading to a further budgetary shortfall. Today no library is financially in a position to provide access to the complete literary information spectrum on its own. This development has been further underlined by the worldwide economic concentration process taking place in the publishing and media industry. There is no denying the consequences of this process. The academic publishing house Springer, the very essence of a serious private academic publishing company, was sold to Bertelsmann four years ago. In the meantime Bertelsmann has transferred Springer to an investment group which has acquired the academic publishing sector of Wolters Kluwer but is un-

able to amalgamate the two as the approval procedures required by the relevant cartel legislation have not yet gone through and indeed may possibly never do so.

Libraries have for their part pressed for the rejection of these fusions, since they lead to a further monopolization of academic information supply with all the problems associated with it.

A further strain on the relationship between libraries and publishers has been made by developments in copyright legislation. The notorious Paragraph 52a of the new Copyright Law enables considerably more text excerpts from fully copyright-protected works to be transferred to databases for the purpose of further dissemination than was previously the case. This means that libraries are better able to fulfil their function as literature provision agents; it must not, however, be forgotten that this will lead to a further reduction in the sales of specialist academic publications in book and periodical form, so that it will become increasingly difficult to produce these publications at all. Yet if these titles are not even published, no electronic system, however excellent, will be able to process and disseminate them. We are talking not so much about the dispossession of the publishers but much more about the fact that academic publications, which ought to be distributed more effectively, will in fact not be published at all.

Publishers and libraries are partners and this partnership must be strengthened and expanded. Academic publishers could not exist without academic libraries or indeed without libraries generally. Libraries could not operate without the products of these publishers. Both spheres have the task of providing the academic world and its readers with comprehensive information and must therefore work closely together. Both must together ensure that the general structural requirements are met and an immense amount of work lies before them before this can be realized. Both spheres must work together to bring about a significant improvement in reading education. Nobody is able to read a text from a computer monitor for longer than three minutes and still be in a position to grasp it in such a manner that he can remember and process it over a longer period of time. Reading education fulfils an extremely important function here, for the number of people unable to read, clearly comprehend and absorb a text is continually growing. Only people able to read books are also able to think analytically and really deal with pro-

fessional challenges. In spite of the undoubted value and significance of electronic information it is quite clear that the book is an absolutely irreplaceable medium. Real knowledge and education, both essential for future development, can only be achieved by the reading of books.

In 1948 the American officer and German émigrée Jella Lepman came to Munich and founded the International Youth Library (Internationale Jugendbibliothek) as a UNESCO project. Today it is the largest children's and youth library in the world and its achievements are universally recognized. In 1949 the America Memorial Library (Amerika-Gedenkbibliothek) was founded by Americans in Berlin. It became and indeed remained the most important lending library in the occupied and later divided city. The Goethe Institute, which today maintains 117 cultural institutes worldwide, has in the last few years established a further 55 Goethe Reading Rooms in Eastern Europe and China. Thanks to generous support from publishers in the German Federal Republic and with the help of the German Foreign Office it has been possible to establish a network of libraries which, at comparatively minimal cost, have been able to achieve ideal loan and user statistics. Not only do we need a plan for the further development of the library system at national and international level, we also need to realize it. We must work together to ensure the development and efficacy of school and prison libraries.

The importance of libraries can be clearly illustrated when we examine the development of unemployment. Studies have shown that in those cities with the highest rise in unemployment the increase both in bookshop turnover and in the number of loans registered in public libraries has been far above average. Time and again the book proves itself to be the cheapest and most profitable information and educational medium in existence. IFLA is the ideal forum for the libraries of the world. We must intensify our cooperative efforts to assist countries in Africa, large parts of Eastern Europe, Asia and Latin America to achieve general informational equality. The World Bank and other United Nations organizations must broaden their programmes considerably in order to optimize results and here libraries and publishers both have a contribution to make. The electronic media available today open up a whole new range of possibilities. We are now able to distribute information in ways previously unthinkable. Online connectivity has given us the chance of disseminat-

ing and applying today's knowledge throughout the whole world.

Libraries and publishers share the same goals and the same problems. Both have to work efficiently, woo their customers and sell their wares. Libraries must work on retaining their position as the information and knowledge centres of their respective universities, cities or institutions and on serving their customers. They must provide comprehensive collections of material and process and supply information. It will become increasingly clear to publishers that they can no longer rely on their products selling themselves automatically but that production will follow the dictates and needs of the market. Buyers will subject their choice of books and publications to much more critical appraisal and it will become more difficult to sell and distribute these products. Both our spheres are going through a period of upheaval in the development and distribution of knowledge. Whereas 15 years ago 98 percent of all information was still distributed in paper form, the proportion of information on film and in electronic form is now continually increasing. More and more electronic information products are appearing which require neither publisher nor library; the information can be transferred directly from producer to consumer. Book supply is dependent on publishers, bookshops and libraries, whereas electronic information is not, at any rate not in some areas. Cost is a decisive factor. The retail and subscription prices of academic journals have increased by on average around 350 to 400 percent over the last 20 years. Yet nearly half of all academic periodicals are produced by academic organizations, universities, associations, academies and other institutions. Even today, most of them supply data to the publishers for printing and shipping, and of course the publishers charge for this service. As soon as the consumer is prepared to accept delivery straight to his or her computer screen instead of in printed form, more and more academic institutions and their staff will start supplying their information directly to the end user as part of a member subscription packet or at much reduced subscription rates.

Will this mean an increase in information trash? In other words, will ever more texts and information be published on the Internet without any kind of critical pre-selection process? The publishers' most important function is to check and to assess information as to its worth and suitability for distribution. What qualitative criteria should we apply here? There still exist many

distinguished publishing houses whose good name alone stands as a guarantee of excellence and quality for libraries and customers alike. The Internet often affords no such opportunity for assessment and pre-selection.

Libraries and publishers alike face enormous challenges. Whilst technical possibilities and problems increase disproportionately, budgets are shrinking rapidly. In order to survive in the future, both sides will need to combine their

strengths and intensify their cooperative efforts. There is no better place to begin than with IFLA and this international library congress in Berlin.

Original keynote paper no. 149 presented at the World Library and Information Congress, 69th IFLA General Conference, Berlin, Germany, 1–8 August 2003, in Opening session 103. German original and English translation available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.

Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania

*Gary E. Gorman
with contributions from
Russell Bowden and
Elizabeth Reade Fong*

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Russell Bowden is a former British Council librarian and Deputy Chief Executive of the (UK) Library Association, and a former Vice-President of IFLA. He remains active in IFLA through the Asia and Oceania Section, where he represents his adopted country, Sri Lanka. Elizabeth Reade-Fong is Associate University Librarian at the University of the South Pacific.

Introduction

It is worth reminding our audience that the region we represent, Asia and Oceania, is unique among the regions of the world. It is first of all the largest and most populous region in the world, stretching from Lebanon and Turkey in the West to the China Sea and Japan in the East, from Siberia in the north to the South Island of New Zealand in the south. It comprises an island continent (Australia), the world's largest country (China), and some of the world's smallest countries (island states such as Kiribati, Tonga and Nauru).

If geographical spread is one characteristic that is difficult to comprehend, consider the cultural, linguistic, religious, social and political differences that both separate and bind us together. We have two of the world's most developed countries, Singapore and Japan, in our midst; we also have two of the world's poorest countries, Myanmar and Laos. We have countries which are almost entirely Western in orientation – Australia and New Zealand – and countries which remain largely sequestered from dominant Western influence – Uzbekistan and Bhutan. Languages? How many can there be – more than 700 in Papua New Guinea alone, and an equally wide range of cultural traditions. Politically our countries range from the most traditional Marxist states to the most laissez-faire capitalist free enterprise systems.

And yet we all share some common features, and it is these features that should be our focus as we look to strategic planning that might benefit the entire region. We are all users of information; we all require a robust information infrastructure in order to ensure a more equitable distribution of information to our citizenry; all of our countries suffer from the digital divide and a need for lifelong information literacy. It is these focal points that form the basis for our own strategic planning in the Regional Standing Committee for Asia and Oceania, and which we have sought to articulate with IFLA's general priorities.

Collapse of the development myth

However, it must be admitted that these priorities for our region pose something of a conundrum, for they sound like traditional development objectives, don't they? And yet 'traditional development' is a concept that many of us call into question – I know that I certainly do, after a career in development that began in the heady days of the 1970s, when we had what seemed a bottomless cornucopia of development funding and a solid Leftist philosophy that informed our development thinking. In the intervening 30 years we have seen development come up wanting in so many ways; we have seen development ideals fail over and over; we

have seen development ideals replaced in many countries by neo-colonial aspirations of certain Western countries, and we have seen economic growth replace development planning.

Many of us would now say that Serge Latouche, who developed his 'post-development' paradigm at the beginning of the 1990s, probably got it right. Those of you who have read Latouche – and I highly recommend it if you haven't yet – will recall his basic assertions:

- First, development is a specifically Western cultural concern
- Second, development has transplanted badly in the societies now known as the Third World
- Third, underdevelopment stems from the collision of very different cultural universes within the expansionary West
- Fourth, and most difficult to comprehend, within these imperfectly Westernized societies, the informal can be understood as the budding, under highly ambiguous circumstances, of qualitatively new social forms which are not 'alternative paths' of development but alternatives to development being confronted with the impasses of both modernity and underdevelopment. (Latouche 1993)

Development, in Latouche's words, is an 'Occidental artifact miscarried into the Third World' (Latouche 1993). The development ideal is a Western invention, based on a particular time and place – that is, a colonial time dominated by Western Europe and North America. Because not all societies are Western European/North American, not all societies are fixated on 'development' as we define it, or wish to 'become developed' in the sense of greater economic success.

Development was an outcome of 19th century colonization; that is, a 'colonizable exterior' was a necessary source of economic riches – first through slavery and plunder and trade, then in access to natural resources and cheap labour. Thus the Third World's underdevelopment is the negative face of the West's development. In other words, developed countries needed colonies and territories for the development process, which left the colonies underdeveloped, depleted and worn out for the most part. Today's developing countries don't usually have the same opportunities to exploit peripheral countries to fuel their own expansion. But it happens to some extent – Vietnam, for example, has now come off the list of Least Developed Countries. It exports rice, exports some manufactures such as shoes, televi-

sion sets, etc. And at the same time Vietnam has 'colonized' some of its neighbours – Vietnamese firms manufacture cheap clothing in Cambodia and then bring it to Vietnam for sale. Vietnamese artisans work in Laos, where precious metals and stones are cheap, and they bring these back to Vietnam. Vietnam's development, in other words, follows a Western model, of exploitation of less powerful neighbours. In this situation some countries, usually the poorest ones, will find it impossible to become developed, to effect an accumulation of capital large enough to generate a high material standard of living for the whole population.

And so in this view the development ideal has failed – it continues to devastate societies, and has never really delivered what we hoped, greater well-being and sustainable growth for the world's population. Few except the most rabid capitalists would say that development is little more than an impersonal, money-creating machine that destroys cultures and societies as it generates wealth for the few.

If this is so, if it is even only partly true, developing societies must resist and subvert this homogenizing movement. They must change the terms of reference in order to escape 'the disempowerment inherent in their chronic underdevelopment, and they must escape the strait-jacket of the impossible model of development that we currently have.' (Latouche 1993)

Sustainable development and information

Homo sapiens has a distinct advantage over other species in evolutionary competition because of the ability to reflect, learn, evaluate, and to communicate, orally and in writing, extensive amounts of nongenetic information across generations. (Pirages 1996)

Whilst this cannot be denied, it must also be recognized that humanity learns different lessons in different contexts, and that there is no true homogeneity in these contexts. This poses a real problem for what we regard as the solution to the development dilemma – sustainability. We tend to conceptualize sustainability, like development, as a mono-concept that applies unchanging across cultures. But in fact what is sustainable in one context may not be sustainable or desirable in another, because each context has different sets of variables, needs and desired outcomes.

Sustainability we define as

... lasting improvements in the economic, social and political conditions of men, women and children in developing countries. This means support for economic strategies that are equitable, that maintain the natural resource base and the quality of the environment and that provide the greatest level of self-reliance possible. (New Zealand. Ministry of Foreign Affairs and Trade, 2000)

For development to be sustainable, it must focus on capacity building, enhancing people's capacity to participate fully in their societies, in economic, social and political life. It is this participation through capacity building that is so context-specific as to defy generalization – what is 'full participation' in Myanmar, as compared with Singapore, for example? Different societies have different realities, different possibilities, different standards.

Perhaps one solution is to think of sustainability as a process rather than a specific goal to be achieved. Indeed, isn't this the real miracle of the human situation, that societies in very different ways have been able to survive and sustain themselves by adapting uniquely to their conditions? This is socio-cultural evolution, which is perhaps the same as sustainability. Note that it is not just economic or technological (which seem to lack context, or perhaps have a context which is almost exclusively Western and developed-country in orientation); socio-cultural evolution is firmly embedded in local societies and cultures. This is how development can be sustainable, by being fixed in the local culture and society, and not imposed from without, in the way that Western economic and technological values have been imposed on societies. As Pirages (1996) says,

The global spread of a resource-intensive industrial paradigm is peaking at a time when, due to increasingly apparent environmental limitations, that paradigm no longer gives valid guidance for the long-term sustainability of the human race.

Sustainability is the key to the future, yet it seems unlikely that most societies, especially developing countries, will evolve in any real way toward sustainability, because there are too many barriers to such evolution. Ironically, one of the greatest barriers to sustainability in my view is the Information Society, and what it stands for –

that is, an increasing volume of information and ever more sophisticated information technology (IT). Why should this be a barrier? As Marien (1996) believes,

The positive impacts [of IT], such as mass storage of information, mind extension through expert systems, computers as tutors, and automatic language translation, slightly [outnumber] the negative ones. But if one looks at the quality of the impacts, the negatives – unemployment, invasion of privacy, an accelerated sense of time, the destruction of sense of place, aggravated rich-poor differences – outweigh the positives.

If we look at this carefully, most of us would agree with Marien. One of the greatest negative impacts of the Information Society is information overload, or what he calls 'infoglut', which arises from too many people sending too many communications in too many ways. This Marien expresses as a mathematical formula: $I = P \times O \times T$. The infoglut impact (*I*) results from more people (*P*) in more service occupations producing and distributing information (*O*), using ever more information technology (*T*). Information leads to increasing complexity and decreased productivity.

The problem with 'infoglut' is that it creates entertaining distractions from many of our problems, and often makes these problems more difficult to comprehend. In other words, information does not help us solve the problem of development, does not necessarily contribute to sustainability through capacity building, but is actually a hindrance. Too much information that is too difficult to find, control and utilize is actually bad for development – is this heresy from an information professional? Think of your own work, your own professional development – how much information do you actually utilize? Only a very small amount, one might wager; and that's the way it is for development as well. We don't need that much information, we just need good quality information, and need to know how to harness it for development – this must be the centrepiece of strategic planning for IFLA's work in Asia and Oceania.

What can IFLA contribute?

Probably one of the most apposite themes for an incoming IFLA president is Kay Raseroka's 'Libraries for Lifelong Literacy', which will be our

focus for 2003–2005. This in our view dovetails almost perfectly with our reading of the present situation – a failure of traditional development philosophies, a recognition that sustainable development focussed on capacity building is the only viable way forward, and a recognition that good information is enough information. Information literacy is a key contributor to sustainable development and to capacity building, for it teaches lifelong critical skills of how to understand, interpret and utilize information needed for development, and it does this contextually. As Kay Raseroka has stated,

IFLA's goal is thus to facilitate access to, and understanding and effective use of information, however presented, in accordance with diverse information needs in disparate contexts. To achieve this goal, attention must be focussed on developing and maintaining lifelong information literacy in its broadest sense ... (Raseroka 2003)

Recognize that we are the Knowledge Society

For this goal to become reality we in IFLA need to recognize that the Information Society is probably a spent concept, and that in fact it has impoverished the development movement by encouraging us to think like technocrats. The Information Society is indelibly linked to information technology and technological innovation; therefore, to the extent that countries in our region are unable to access or afford the technology, they are unable to participate in the Information Society – many of our countries will always be second class citizens in this society, because they will always be technologically behind their Northern Hemisphere neighbours.

Instead of the Information Society, perhaps we should be thinking in terms of the Knowledge Society – an idea recently given prominence by Abdul Waheed Khan (2003). In his view the Knowledge Society, or more properly, Knowledge Societies, '... includes a dimension of social, cultural, economical, political and institutional transformation, and a more pluralistic and developmental perspective'.

Information tends to empower economic development in particular; knowledge is intrinsic to human development more generally – 'and, therefore, to such matters as intellectual cooperation, lifelong learning and basic human values and rights'. (Khan 2003) This is precisely the holistic approach to development that we

have seen is lacking in traditional development perspectives, and by adopting this view we can have a richer and more meaningful understanding of development.

Replace ICT with information literacy

In IFLA, as elsewhere, we are beginning to recognize that we have been missing the forest for the trees – we have been focussing on the wrong component in our drive to assist with development. For example, the first goal in the Asia and Oceania Section *Strategic Plan, 2002–2003* states: 'to provide opportunities for regionally-based education and training in library and information management skills, with emphasis on Information and Communication Technology (ICT) developments'. Our view when formulating this statement was that learning about ICTs would foster development by helping people in less developed countries to access the technology they need to use information. With benefit of hindsight, we probably we got it wrong.

We, like most others, assumed rather naively that ICTs would rapidly pervade the entire world, including the under-developed world. But they haven't, and they won't, not for many decades despite well-meaning experiments to make the technology cheap and accessible. Take as an example the Simputer – a cheap, pocket-sized computing device designed for use by rural populations in India. This has been hailed as a breakthrough in bringing the world of computing to the poor. But delays in production, escalating development costs and a dearth of buyers have led experts to question whether the project will succeed. (Digital Opportunity Channel 2002)

About a year after we formulated our current strategic plan in Beijing (March 2002), I had occasion to read a brilliant work by Mark Warschauer, *Technology and Social Exclusion: Rethinking the Digital Divide* (2003), in which it is argued in part that the Digital Divide is really the Literacy Divide, and that the key to bridging the divide is not just technology but the ability to understand, filter, evaluate and use information – literacy, or information literacy. This idea I developed further in Sri Lanka, where the RSCAO met in March 2003. In this workshop I stated, among other points, that

... people who can't read, who have not learned to use a computer and who do not know any of the major languages that domi-

nate Internet content will never be able to use the Internet productively. This is the real Digital Divide, and it is literacy that holds the solution, more specifically information literacy. (Gorman 2003)

Today, therefore, we should be amending our strategic plans to focus in the first instance on information literacy rather than the technology, with the first goal of the Section becoming 'to provide opportunities for regionally-based education and training in library and information management skills, with emphasis on Information Literacy developments'.

Continue to focus on education and training

You will notice that in our view information literacy remains embedded in education and training, for we believe that this is the basis of sustainable development. As Abdul Waheed Khan says,

We well know the central role that learning plays in sustainable development and its contribution in particular to poverty reduction and income generation, empowerment and consolidation of democracy, disease prevention and sustainable health and to the protection of the environment. The access to information and the acquisition of knowledge and skills through education and learning have never been more central than they are today. (Khan 2003)

And so, even though we have heard it many times, and it is probably enshrined in most of the IFLA section plans, education remains the key to development, and we believe that each section should be fostering appropriate education and training related to its specific interests – but with an emphasis on information literacy wherever possible.

In our view education – both in traditional and in new settings – is the key to creating equitable knowledge societies. Obtaining a balance between the two poses a dilemma for a number of countries in the region today, but with appropriately designed programmes this dilemma can be resolved.

Education is the forum that will provide an opportunity to learn the skills of information literacy. It is the process that reaches out and touches the largest portion of the population and is regarded today as a lifelong process that al-

lows adjustment to changes in life and the way of doing things.

In many countries distance learning is becoming accepted as the desire to increase the provision of learning develops and the economic need to cut the cost of education grows in tandem with participation levels. We are also observing mounting social pressure for democracy and the guarantee for equity and equality of opportunity. At the same time, there is a keenly felt need to improve the relevance and quality of the curricula and to move towards lifelong learning. 'Therefore, education – and I am speaking here of both traditional and modern delivery methods – is the condition sine qua non of Knowledge Societies.' (Khan 2003)

What we are trying to suggest is that there is a clear correlation between literacy or information literacy and information access, and that literacy is really the driver behind the Digital Divide. It is not access to hardware and software; it is not having electricity and Internet connectivity. Rather, it is knowing how to access, read, understand and use the information that we access. An organization such as IFLA can do very little to bridge the Digital Divide, because it is so massive –

80% of the world's population lacks access to basic telecommunications facilities, which are the key infrastructure of the information society and emerging knowledge societies, and that less than 10% has access to the Internet. Access to the information highways and to content, such as development data and information, is still a major problem in many countries. (Khan 2003)

Some would say it is our duty to help provide these basic facilities that are part of the information infrastructure, that a library can provide a telephone connection, a computer and a modem, that a library has the electricity needed to run this equipment; therefore, it should be a communication centre. But so many libraries in so many countries lack these basics; they don't have telephone lines, they can't afford computers, the electricity is unreliable. No, it is better to focus on teaching people how to utilize the information they can readily and regularly access, whether it is in a printed pamphlet from a government department, a radio programme, a newspaper – whatever is available locally.

Incorporating information literacy into primary and secondary teacher training programmes is

one solution to the problem of a lack of ability amongst our population to access, identify and use information available to them. Teacher librarians are the tools for teaching information literacy, complemented by librarians.

Tertiary institutions have incorporated information literacy programmes into their curriculum as part of the lifelong learning education process. In some ways this is like locking the gate after the dog has bolted, for it is a result of the realization that graduates lack information skills expected of them as graduates. We need to ensure the information literacy skills are taught at the start of the education system and continue to be developed at secondary and tertiary levels where the focus can then be more on ICT. In addressing information literacy at the earliest stage of the education process, the Asia and Oceania section of IFLA will continue to play its role.

In other words, we can contribute what we are good at. Libraries and librarians in all contexts have an honourable tradition as educators. They have long participated in making the infrastructure understandable to the populace, and responsive to the needs of the citizens. Wherever there is a library, there is a 'university' – sometimes for the elite, the university student or government officer, sometimes for the masses. The library has a principal purpose to educate its users, to help them understand. This is information literacy – helping people understand information, how to access it, how to use it, how to critique it.

For us in the region, the key is to refocus education, teaching and library curriculum to better reflect local and national needs as opposed to international and foreign needs that currently dominate the scene with a heavy ICT focus that is not realistic or achievable by many countries.

Concluding recommendations

Priority areas of action identified in the Glasgow brainstorming session (advocacy, partnerships, continuing professional development) should all be viewed in accordance with our primary focus on information literacy.

In our view this does not include advocacy that is a political activity in the narrow sense, aimed particularly at such matters as freedom of information legislation, censorship, etc., for in many of our countries this is simply not possible. Rather

we should be advocating stronger cross-sectoral professional networks of information workers, whether through professional associations or other groups that might exist, to the extent that these can have some impact on resource provision for information literacy education and training as identified above.

This leads naturally to the matter of partnerships, which we believe can be used to advantage for the promotion of our aims – partnerships with IFLA sections, partnerships with other international organizations, partnerships with government agencies. This is where we need to become more proactive and more creative so that energies can be harnessed more effectively than in the past.

And finally, continuing professional development (CPD) is an important key, for without ongoing training information professionals fail to learn new skills. We need to provide information literacy training for librarians, for library school educators, for schoolteachers, for policy makers. And happily, we have already begun this through our Advancement of Librarianship (ALP)-funded projects in many countries, including Lebanon, Thailand and Vietnam. And we are looking to introduce more such projects in Laos, China, Malaysia – in this respect, Asia and Oceania is 'on the move'.

We believe that the primary goal of information literacy for all, through improved education and training activities in all countries, articulates well with Kay Raseroka's priority areas of action, as just noted. It now remains to encapsulate our discourse into a set of recommendations for discussion and action. In these recommendations it is tempting to state 'IFLA and its constituent sections' in place of 'the Asia and Oceania Section', because we think these are entirely justifiable and self-evident goals that will help us achieve our aim of greater information literacy throughout the world. However, our brief is to speak for this one region, and we only hope that other regional sections and other divisions within IFLA share our vision, and will help to implement it.

Recommendations

1. The Asia and Oceania Section should no longer think of developing an information society that is heavily ICT-dependent, but rather a knowledge society that is transformational

and pluralistic, heavily tied to local contexts rather than externally imposed development models.

2. The Asia and Oceania Section should provide opportunities for regionally-based education and training in library and information management skills, with emphasis on Information Literacy.
3. The Asia and Oceania Section should be fostering educational activities that take advantage of developments in distance delivery of educational programmes and products.
4. The Asia and Oceania Section should continue to assist in strengthening the effectiveness of library associations and other professional groupings that might contribute to the development of information literate societies.

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The Salaries Initiative: planning, implementation and action

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The United Kingdom background

Levels of salary and conditions of employment are relative. What is a good level of salary in one country might be seen as a poor level of salary in another country.

Compared with many countries the United Kingdom has good levels of salaries and conditions of employment. We have a long history of organized labour – of collective action through trade unions and also through political activity. The strength of organized labour in the UK has helped to produce three important benefits: a framework of employment law which protects and promotes the rights of workers; a system of collective bargaining by which pay for most people is negotiated collectively not individually; and employment conditions which give workers a good range of benefits – a range which is being further improved by European legislation.

So this framework of legislation, collective negotiation and worker benefits gives library staff and other workers in the UK better conditions of employment than in many other countries. But there are library staff in the UK who have cause for complaint about their salary and status relative to the salary and status of comparable professionals in the UK.

Common concerns

When I became Chief Executive of the (then) Library Association (LA) in 1999 it became clear that some colleagues were seriously concerned about low levels of pay and status – and that they expected their Association to ‘do something’ about the situation. But comments tended to be negative, not constructive. People talked about the problem – but not about possible solutions.

Three main issues were raised – all based on misunderstandings or a lack of awareness about the role of a professional association in the UK context.

First, people asked, why could we not achieve higher salaries for our members by negotiating pay levels on behalf of our members? Because, we replied, we are not a trade union. In the UK, all types of library workers are already covered by various trade unions, which are recognized for collective bargaining purposes. As a professional association we would not be given that recognition and we have a different type of credibility and authority with employers.

Second, people asked, why did we accept for publication in our regular bulletin of job vacancies details of jobs where the salary

offered was below the level recommended in our published salary guidelines? Because, we replied, we do not practise censorship – and because the employer would simply place the job advertisement elsewhere if we did not publish it. It is much better to provide details of all available jobs and let our Members make their own decisions about which jobs to apply for.

Third, people asked, why did we not campaign for better salaries for library workers? Was this because our legal status, as a registered charity, prevented us from active campaigning? No, we replied, our charitable status does not prevent active campaigning – and we do campaign for better salaries by lobbying government, producing salary guidelines, working with employers, and supporting individual members.

It seemed clear to me from this dialogue that some colleagues did not understand our role as a professional association in work related to salaries, did not understand the reasons behind some of our policies, and were not fully aware of our activities in this area of work. We needed better communications – a better dialogue – and we needed a strategy.

The online debate

Most of the comments and questions had come from e-mail and online discussion lists. So we decided, in the Spring of 2001, to hold an online debate through our website on the issue of pay and status – which I, as Chief Executive, would personally moderate and respond to in order to demonstrate our commitment to this work. I hoped that the debate would clarify issues and move us forward from unfocused criticism to positive suggestions and a strategy for action.

The online debate was also an experiment to see if a debate held in cyberspace could be better than a traditional debate held in a meeting. Discussion in meetings can be constrained by many factors – age, appearance, accent, gender, seniority etc – which do not apply in cyberspace.

The online debate was held in May 2001 and was a success. It produced good discussion and good ideas, it enabled new voices to be heard, it democratized debate. It also took up a great deal of time – and the time cost of moderating such a debate has to be taken into account when deciding whether to use this process.

The outcomes from the debate were considered at our Council meeting in July 2001 – by which time I had attended the American Library Association (ALA) 2001 Conference in San Francisco where I met Mitch Freedman and discovered his passion for pay equity. Since that meeting there has been valuable collaboration on the issue of salaries between the LA (now the Chartered Institute for Library and Information Professionals – CILIP) and the ALA. We in CILIP are now talking with ALA about the possibility of using the toolkit developed by ALA to support our colleagues in the UK.

Lines of action

The online debate and the subsequent discussion in Council led to six clear lines of action:

1. to review our qualifications to make them more inclusive, relevant and accessible – and to give them greater prominence, credibility and authority with employers
2. to find out more about what was actually happening with salaries by conducting a regular survey of the pay and employment conditions of CILIP members
3. to continue to publish salary guidelines and provide support for individual members – and also to provide assistance for members to help them develop their own advocacy and negotiating skills
4. to strengthen our relations with employers and with the trade unions which operate in our area of work
5. to publish a clear disclaimer in our job vacancies bulletin stating that publication of a vacancy does not mean endorsement of the pay and conditions offered – and to challenge employers in all cases where the advertised pay fell below our recommended salary guidelines
6. to take every opportunity for advocacy not just in relation to the salaries and status of library workers but also in promoting the valuable contribution made by libraries and library workers in organizations and in society.

These six lines of action form the basis of our strategy on salaries – and so the online debate was successful in converting unfocused criticism that ‘something must be done’ into a clear strategy capable of promotion, implementation and evaluation.

Most of these lines of action have now been embedded into our main programme of activities – with some new work needed to conduct a survey of salaries, to develop new salary guidelines, and to provide support and a toolkit for self-help advocacy and negotiation.

Work in progress

During 2002 we carried out our first CILIP survey on the pay and status of library staff and the results were published in January of this year. The data gathered was indicative not authoritative but the value of the survey will become greater as it is repeated with better methodology and a better response rate. The survey reinforced our perception that many professionally qualified staff in the UK are paid relatively low salaries by the standards of other professions in the UK. The responses also reaffirmed our existing strategy by confirming the six lines of action agreed as a result of the online debate – and the responses also provided us with a contacts database of many colleagues who declared their willingness to work actively with us in our mission to improve the pay and status of library workers.

Meanwhile our other areas of developmental work are continuing. We are developing a range of new salary guidelines working in partnership with the various Special Interest Groups (equivalent to IFLA Sections) within CILIP. We are gathering information and stories from our casework in order to develop self-help toolkits for our Members. Because of the varied contexts in which library staff work, we intend to produce a number of different toolkits, each focused on a different area of work – beginning with school librarians and then moving on to special librarians, because our colleagues in these areas of work are often operating as solo library and information professionals in organizations dominated by staff from other professions.

Workforce development

We are also working – in partnership with other organizations – to address the issue of workforce development. This is becoming a priority in the UK on the political, economic and educational agendas. Investment in people is the single most important factor in business success whether in the commercial sector or in the public sector – and the overall workforce in the UK has relative-

ly low levels of skills and qualifications when seen in the European context. The creation of workforce development strategies for different economic sectors has thus become a matter of critical importance – and by working in partnership with the relevant agencies we at CILIP aim to place the library and information workforce at the heart of the UK's approach to the information society and the knowledge economy.

So – on salaries. We now have a strategy – developed organically and democratically out of the views of our Members. We have six clear lines of action to put that strategy into practice and these lines of action are now embedded into our main programme of activities. We are working in partnership on the issue of workforce development. And we have a great opportunity because of the political and economic and educational focus on the information society and the knowledge economy.

More from members

But to take this forward we need the active involvement of our colleagues, the Members of CILIP. We need more survey returns from Members in order to produce data which is authoritative. We need more statistics from Members in order to develop our salary guidelines. We need more success stories from Members in order to enhance our range of planned self-help toolkits. I began this presentation by talking about the achievements of organized labour in the UK. In a similar way we need collective action by our Members to strengthen our work on the issue of salaries. A professional association is a community of Members – and we need more Members making their contribution more actively to that shared community.

So I conclude my presentation by paraphrasing the words of a famous American who once, memorably, visited Berlin. The Members of our various associations when considering the question of salaries must ask themselves not just what can their association do for them – but rather what can they do for their association.

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A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience

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Background

The National Library of Singapore was a government department under the Ministry of Information and the Arts until September 1995, when it was converted to a statutory board called the National Library Board (NLB). Since then, the NLB has been experimenting with new services to improve its reach and to raise its level of services.

The Totally Do-It-Yourself (DIY) Library Concept was mooted for a year before the Board felt that the time was ripe for the concept to be tried out.

From the time the Board was formed in 1995, several new services were introduced in NLB's libraries to make library visits hassle-free, enjoyable and enriching. Due to heavy usage on weekends and during school holidays where queuing time could be as long as 45 minutes for returning a book and another 45 minutes to borrow a book, the NLB launched a concerted effort to install self-service machines to remove the queues. This effort was completed in 1998 when all libraries were equipped with 3M self-service machines for borrowing. Twenty-four hour bookdrops were also introduced in all libraries to remove queues in returning and to enable customers to return books on loan anytime of the day or night. The machines helped to remove queues. However, they did not help much in the returning function, as staff were still needed behind the bookdrop to cancel loan of books returned.

Collaboration with a local technology vendor brought about a prototype of the radio frequency tagging (RFID) system, which would allow for both the borrowing and returning functions to be automatically handled by the RFID system. This system reduced the returning function to zero queuing time, as the loan of any library item returned via the RFID-enabled bookdrop would be cancelled as soon as the item was dropped into the bookdrop. As the book travels down the chute of the bookdrop, a RFID sensor reads the RFID tag and cancels the loan from the library loan system.

Other functions automated included the payment of overdue fines and other payments via a national cashcard used in Singapore, and checking of loan records online and in real-time. These functions were often required by our customers as many of them could not remember the books they had borrowed and had a habit of asking staff to check for them the outstanding items they owed to the library. With these functions, automated payment of fees to the library also became a breeze.

With all the above functions automated, the library asked itself if there were remaining library functions which needed to be

automated in order for customers to transact every function on their own without the assistance of library staff. We found two such functions: registration of new members and the enquiry service. Work on these functions started as part of the plan to prototype the Totally DIY library without stationing library staff onsite. This new library was to be called the SengKang Community Library (SKCL).

Registration of new members

This was an interesting development as the project team struggled with whether we would ask customers to produce their personal identification documents before the library would proceed to register them as new members. The project team decided to take a risk in implementing this new DIY service, and a decision was made not to ask the customer to show their identification documents to staff before activating the membership. Instead, library staff would monitor if there was any abuse of the system after implementation. Fortunately, to date, there has not been any report of abuse.

A kiosk was designed to provide this new service, and focus groups were brought into the library to test the service before it opened to the public. Most customers were able to follow the user instruction on the screen without much assistance. Some feedback was gathered and improvements were made to the service before it was launched to the public on 1 December 2002 when the library was opened officially for business.

Remote enquiry service – Cybrarian service

The other service that was developed for this new library was the Cybrarian service. This uses the idea of a PC-based co-browsing service where the librarian sits offsite in another library, while the customer making his enquiry would ask his question from a kiosk at the library, wherever it is.

The NLB had experimented with this service in 1998 at another library using the video-conferencing facility. When first tried out, both the librarian and the customer could see each other on the screen that they both were looking at. However, feedback from the customers was that they would prefer not to see their own faces on the screen when using the service.

With this customer feedback, the team decided that the second iteration of the Cybrarian service would not include the cameras to capture the faces of the customer and librarian, and only the telephone and the co-browsing facilities were provided. Two such stations were installed in the library to provide customers with a remote enquiry service in the SengKang Community Library.

Results of the prototype

On the first day of the opening of the SKCL, over 12,300 people visited the library, borrowing a total of 13,900 library items. Some 128 new members registered themselves, and 255 enquiries were made via the Cybrarian service. It was interesting to note that the usage levels were about the same as any other new library opening, even though the library had no staff onsite.

Feedback from customers was mostly positive. There was some feedback about the noise level. However, this was expected as the first opening day usually drew larger than usual crowds.

The NLB is tracking the effectiveness of this library. So far, usage has been very encouraging, and enquiries from the library are still comparable to other similar libraries in the system.

Conclusion

The Totally DIY library is an interesting and exciting prototype for the NLB. While the NLB does not intend to implement this concept in every one of its 22 libraries, it is planning to implement it in a few other libraries in shopping malls to reduce the operating costs, and more importantly, to extend opening hours where there is a need. In fact, the reason for prototyping this new concept is to enable the NLB to open longer hours into the night (say, up to midnight on certain days) if we need to, in order to be accessible to customers who are not able to visit us during our current opening hours. The current hours at our shopping mall libraries are from 11 am to between 8 and 9 pm every day of the week.

As for the Cybrarian service, we would like to extend this as a service that can be provided anywhere round the island, and in time to come, anywhere outside Singapore, where there is demand. This service would allow our customers

to reach us from anywhere without visiting our physical library, yet be guided in their search for information, online and in real time. It will also allow our librarians to work from home or from anywhere, so long as they have connections to NLB resources.

The initial success of the prototype gives us the confidence to move further in this journey to bring library services to more people in a more accessible manner. There is a lot more to do, we realize, and we will continue to explore other ways to make the access of information to our customers a hassle-free, fun and enriching experience.

The current project that we are working on is to find an easy way to direct our customers from

the online catalogue to the bookshelf where the library item is shelved, so as to reduce time taken by the customer to find the item when he is using our collections. This, we hope, will increase the satisfaction of our customers when using our services.

We will continue to explore new possibilities, including using digital media, to reach our customers, and for our customers to reach us.

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Planning and Implementing Prison Libraries: strategies and resources

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Revision of IFLA's *Guidelines for Library Services to Prisoners* (1995)

The Libraries Serving Disadvantaged Persons Section (LSDP) is currently working on a project to revise the second edition of the prison library guidelines, and we hope to have the new publication out this autumn. As part of this project, a small working group set out to obtain information on the current status and level of development of prison library services in as many countries as possible. This 'snap shot' would be one element of a needs assessment that would determine the type of information most helpful to libraries, library systems and government agencies which had already established prison library services or were planning to do so. Another element of the needs assessment would be a thorough literature search.

The working group solicited input through an Internet survey and other targeted mailings, specifically asking for:

1. What government mandates on contracts exist to provide library services to incarcerated persons (national, regional, or local)?
2. Who provides these services? Public libraries, academic libraries, school libraries, prison authorities, volunteer organizations, or other agencies?
3. Where does the funding come from?
4. Do national, regional, or local standards or guidelines exist for prison library services?
5. If yes to #4, please provide information on how to obtain these documents.
6. Please provide contact information for persons knowledgeable about prison libraries in your country.

From this survey, and from personal contacts and follow-up, the working group obtained information from 20 countries, mostly North American and European, but also from Australia and a few countries in Africa and Latin America.

The working group also read numerous articles to get a broad picture of the world prison library situation. The most relevant articles from the period 1990–2003 will be included in the bibliography of the guidelines document [also included with this paper].

The level of prison library development, as expected, varies widely – from fledgling attempts by a few pioneering individuals or spearheading organizations to establish a few basic services and core collections to national legislation mandating such services as part of a comprehensive prison education, rehabilitation, and recreation program. Those countries with a history of providing prison library service for many decades (e.g., the United States, the

United Kingdom, and the Scandinavian countries), have also adopted guidelines or standards that are used as planning and development resources, as well as evaluation instruments and funding justification tools. Such documents have proven very useful, and the LSDP Section hopes that the new IFLA prison library guidelines will serve as a model for those countries that have yet to develop their own.

The working group realized quickly that in many countries there is little philosophical commitment from the general public and little government support for providing incarcerated offenders with more than the bare minimum of services. In many developing countries, the idea of offering education, rehabilitation, and meaningful employment is still not widely accepted, let alone the concept that offenders have rights, not only to decent and humane treatment, but also to read and to freely access information!

Resistance to these approaches may exist for political, philosophical, or economic reasons – even though it is a well-known fact that education and rehabilitation of offenders prevents recidivism and saves taxpayers money in the long run. Library professionals from those countries with a more developed and mature prison library system can be of great help to their struggling colleagues by sharing strategies, resources, and expertise. The members of the LSDP Standing Committee participate in a wide network of experts and are most willing to serve as a referral point.

Some of the articles and documents identified by the working group give good accounts of how some librarians became strong advocates for libraries in prison, and how they proceeded to work with local and national authorities to make their goals a reality in spite of many obstacles.

Strategies

Libraries that are committed to include incarcerated persons, whether adults or juveniles, along with other 'special needs' group they serve, may find some or all of the following strategies helpful:

1. If no legislative mandates exist, contact local politicians or national legislators to convince them of the existing need and offer to work with them to develop such legislation. In doing so, keep in mind that it is important to:

- Present facts and figures on the relationship of literacy and education to the level of offender recidivism and the social and economic development of the country. Emphasize the educational role of libraries rather than the recreational role.
 - Demonstrate how the resources and services currently provided by the public or academic library are relevant to the needs of incarcerated persons and the programs already provided by the prison or prison system.
 - Obtain demographic data from the prison authority on the prison population, including age, sex, race/ethnicity, languages spoken, educational level, social and economic background, sentence structure, and treatment needs.
 - Establish a special interest group on prison libraries within the national library association.
 - Take the initiative to develop local/national guidelines or standards and involve government authorities.
 - Market the guidelines through all means possible, and seek endorsement by appropriate prison accreditation agencies.
 - Start modestly by establishing contact with one or a few prisons in the library service area. Identify the key administrators and decision makers. Work with those who appear most receptive.
 - Submit grant proposals on behalf of the prison to obtain funding from government agencies, and private and public foundations.
 - Develop a pilot project, e.g. a deposit collection selected specifically for the prison population that includes many foreign language and multicultural titles; a regular delivery and reference service; a mobile library service (bookmobile stop); a literacy tutoring program, a book discussion group.
 - Develop a plan to provide prisoners about to be released with public library cards and information about education, social and employment services in the community.
2. Include targeted prison staff in library orientation and relevant workshops.
 - If initial 'informal' collaboration is positive, develop 'formal' contract/agreement, specifying services and resources to be provided by both parties. A model agreement may have the prison authority responsible for library space within the facility, technology,

furniture and equipment, supplies, and inmate workers; the library may be responsible for the initial collection, and the selection and processing of new materials; both parties may share the costs for upkeep of the collection, and both should be involved in the development of policies and procedures.

3. In those countries where the prison authority itself employs education and library staff, collaboration with public and academic libraries could include:

- Interlibrary loan arrangements.
- Access to union catalogs and bibliographic databases for cataloging.
- Training for prison library staff in information technology.
- Joint publications.
- Providing staff and expertise for prison library programs and special events.
- Solicitation by the public library for donation of books to the prison.

In general, it is very important to disseminate information about new projects and model programs, especially if they charter new territory. The objective should be to document the impact and viability of the services and projects with hard data, such as circulation statistics, number of patron interactions, program attendance, reading improvement scores, etc., as well as patron comments. Successful pilot projects are likely to lead to more funding and support.

Dissemination about prison library programs should include articles in professional journals, presentations at workshops and conferences, development of web pages, and postings on Internet discussion lists.

Resources

For a general background on how prison library services were developed in several countries and how they function today, I recommend the articles by De Carolis, and the IFLA 2003 papers by Barlotti and Costanzo (Italy); by Fernandez (Spain); by Hugo (South Africa); by Lehmann and Stevens and Usherwood (USA); by Desmond and Lithgow and Hepworth (UK); by Fabiani and Soldini (France); by Franzén (Sweden); by Peschers (Germany); and by Womboh (Nigeria). (See the bibliography for details of these and other sources).

In addition, two comprehensive handbooks (practical 'how-to' manuals) were published in 1995 in the USA; both are still in print and are used widely as textbooks in library schools:

- *Libraries inside: a practical guide for prison librarians* (edited by Rubin and Suvak)
- *Down for the count* (by Vogel).

Although reflecting the reality of US prisons, both books give a lot of practical hints that are applicable in all prison settings.

Libraries Inside is a compilation of articles contributed by several experienced prison librarians and consultants, giving background information and recommendations on a broad range of library management and operations issues – seen from the special perspective of the prison environment. Areas covered are the prison 'community', the planning process, the professional staff, the inmate workers, collection development (including the 'hot' topic of censorship), services, programs, literacy, budgeting, physical facility and equipment, information technology, and access to legal materials. The book includes a bibliography and several appendices, including samples of a prison library collection development policy, a request form for challenging or reconsidering library materials, and automation and information technology needs assessment questionnaire. All of these forms can easily be adapted to local circumstances.

Down for the Count goes into great detail about the dynamics of the prison environment and the roles played by different groups (administration, security officers, program and treatment staff, educators, inmates, and the library staff). The author is very frank in her depiction of the inhospitable environment for any service, including library service, that is perceived to 'enable' or 'empower' the inmates. The book offers many practical hints on how to deal with 'difficult' people – both inmates and staff – and survive with one's sanity intact. Also included are a series of 'most frequently asked questions' by those unfamiliar with prison libraries or contemplating a career as a prison librarian. The appendices contain a list of criteria for evaluating a prison library, lists and samples of policies and procedures, a needs assessment survey, a list of core reference materials, and documents about the human and legal rights of prisoners.

The decade from the mid-1980s to the mid-1990s saw a significant growth in prisons in the

United States and, to a lesser extent, in the United Kingdom. This building boom was the driving factor behind a re-examination of the effectiveness of correctional programs and services, including prison education and libraries. Existing standards and guidelines were no longer perceived as relevant or useful, due to many changes in technology and methods of operation.

A special subcommittee of the American Library Association took four years to develop the *Library Standards for Adult Correctional Institutions* (1992), which included both qualitative output measures and quantitative standards – the latter based on data obtained from a national prison library survey and reflecting actual figures on collections, staffing, funding, physical facility, and access hours. Using ‘real’ figures as benchmarks was intended to increase the credibility of the document among prison administrators and government authorities. Since the ALA publication was designed as a standards document for self-assessment and accreditation purposes, it has enough flexibility to allow compliance according to size of institution, inmate demographics, level of security, age of facility, total range of inmate programs, and employment options available. The document was developed on the premise that a prison library must select primary and secondary roles and then allocate available resources according to the selected roles. The standards were developed under the assumption that

Library services shall encompass the inmates’ right to read and their right to free access to information. Services shall encompass the same variety of material, formats, and programs as available in the outside community and shall comply with the following American Library Association documents:

- Library Bill of Rights (1948; revised 1961, 1980)
- Resolution on Prisoners’ Right to Read (1982)
- Policy on Confidentiality of Library Records (1971; revised 1975, 1986)
- Freedom to Read Statement (1953, revised 1972, 1991)
- Freedom to View (1979).

These documents are core professional ethics and values statements, and the fact that their full texts are included in the appendices is testimony to the commitment to treat prisoners no differ-

ently than any other patron group. As librarians in other countries develop their own service plans, guidelines or standards, they would benefit greatly from including similar statements and philosophies.

The ALA *Library Standards for Adult Correctional Institutions* cover the usual areas of access, administration, staffing, budget, facility, services, and library materials. The document also has a summary of key figures, an extensive glossary, the results of the 1990 National Prison Library Survey, an article on selection of roles and the use of output measures, and a bibliography. This autumn (2003), an ALA subcommittee will begin to revise the 1992 standards and will include additional chapters on information technology, marketing, as well as planning and evaluation. As it is written now, the document is still very useful as a planning and justification tool. During 1997, this author, with the help of an outside consultant, used it to develop a strategic planning process and manual for prison librarians in the state of Wisconsin, USA. This manual contains templates for conducting a needs assessment, selecting roles, writing a mission statement, creating a long-range plan with goals and objectives, and developing an implementation schedule.

The Library Association in the United Kingdom in 1997 published the 2nd edition of *Guidelines for Prison Libraries*. Any group intending to develop new national prison library guidelines will need to consult this model publication, which was designed to provide a comprehensive and practical source of reference for librarians, prison authorities, education staff, prison library officers, and inmate library workers. The recommendations are also helpful for public libraries which, under a service level agreement, provide the actual collections and professional staff.

The document assists in the entire process of needs assessment, establishment, management, and evaluation of services. Like the US standards, it allows a certain amount of flexibility in the implementation of services, taking into account the many variables among prisons. The main chapters address the nature of services required, the provision of library materials, the promotion of services, the physical facility requirements (with formulas and measurements), and financial resources and management. A helpful summary of key recommendations for each chapter appears in the beginning of the document. The publication also contains a short

bibliography and eleven (11) extremely useful appendices with the full text of relevant policy documents, lists of required legal and community information titles, position descriptions for library staff, content of staff training programs, detailed space planning recommendations, as well as definitions of responsibility areas between the prison authority and the local library. Although these documents are UK-specific, they are representative of the type of information that would make any national guidelines document more valuable. The UK guidelines were still available when I checked a few months ago.

Another helpful resource to be consulted when trying to enlist support for a comprehensive prison library service plan is the 1990 Council of Europe publication, *Education in Prison*. This document not only serves as the foundation for many European prison education programs; it also devotes a separate chapter to the prison library as an integral part of prison education, as well as a source for information and recreation, and as a cultural center. The document calls for cultural pluralism of library resources, professional library staff, free and direct access, and the absence of censorship.

As mentioned at the beginning, IFLA's LSDP Standing Committee is currently revising the *Guidelines for Library Services to Prisoners*. The first edition (1993) is also available in Spanish, and the second edition (1995) is available in German. The Standing Committee plans to provide the new third edition in all five official IFLA languages, as well as Chinese. Although the new edition will cover some existing areas in more detail and will add chapters on planning, information technology, and library promotion, it will still subscribe to the same basic philosophies and assumptions about the rights of inmates to read and access information. The current version of the IFLA document still gives a good overview of what to include in a guidelines document; it is meant to give broad directions and guide practitioners to international declarations, manifestos, and universally accepted principles about human rights, dignity, and democracy. These documents provide the foundation on which a wide spectrum of human and social services are built.

The Standing Committee of the Library Services to Disadvantaged Persons Section is also now working on its strategic plan for the next two years. One of the goals included will be to 'Promote the development and adoption of stand-

ards and guidelines for library services to persons with special needs' – and to that end the section intends, among other things, to provide training on the development of such standards and guidelines. We will seek funding and will collaborate with library organizations and institutions in developing their own guidelines documents for services to population groups with special needs – be they prisoners, patients in hospitals, deaf people, people with cognitive or physical disabilities, with dyslexia and learning disabilities, or others who are unable to use traditional library services. The LSDP Section has devoted much time and effort over the last decade to develop model guidelines for all these population groups and is ready to make its resources available as widely as possible.

So please let us know if we can help!

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Danish Strategies in Public Library Services to Ethnic Minorities

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Introduction

People differ and it is precisely the differences that represent the most powerful driving force in our lives. Man-woman, black-white, Muslim-Christian, pro or con ... whatever. The diversity is inspiring, stimulating and calls for further examination. But as we all know, differences may also invite conflicts. Ethnic differences are a classic source for stories and jokes. But sadly also for fear, scepticism and hostility. Ethnic differences are possibly the most frequent cause of wars in the history of the world; it is not only a question of outer territories, but also of inner territories. About codes of honour, codes of conduct which businessmen pay exorbitant prices to be instructed in as they are about to open new markets. Because even small false steps may be fatal. Even seen in this wider perspective, the minute corner of community life which is library service to ethnic minorities is important. Like all library service it is, of course, also important to the individual person.

Ethnic origin is therefore a sensitive and serious matter, which officially is handled with a maximum of political correctness if you belong to an ethnic majority – which I do.

My subject is Danish libraries' service to ethnic minorities and in particular the change of model which is happening right now.

The Danish example

Denmark is a small country – one of the best niches in the world. Could there be anything in our handling of the professional task of giving library service to fellow citizens of other than Danish extraction which might be of general interest? I hope so. But from the point of view that we are newcomers in the field. We have not as the United States a long and strong tradition for handling multicultural populations in any way. But that seems to be the case for most countries. At least in Europe you see more failures than success stories in integrating ethnic minorities. And Denmark is a country of extreme homogeneity. The country has had a monarchy for more than 1000 years with a parliamentary democracy since 1849. Apart from a 40-mile border with Germany, Denmark is surrounded by the sea, which has brought inspiration, but has also been a protection against being invaded by hostile neighbours. Immigration has been insignificant till recently. A systematic major import of ethnic minorities has only taken place the past 40 years. Some of the problems with this import are quite clearly reflected in the semantic dilemma: what are we going to call them when we talk about them? How do we perceive them? In the beginning, which was in the 1960s, we talked about 'guest workers', and this was meant quite sincerely. We imported labour for a brief space of time, because a 'boom' meant that we were unable

to produce as much and as fast as we could sell by only employing people of Danish origin. But the guest workers stayed on – even though some found it very difficult to adapt and only managed to keep going by family reunification, that is to say import of wife and children and in the next generation via marriage to someone from the homeland. And now we began to talk about ‘immigrants’. They kept coming and so did an increasing number of ‘refugees’ due to a growing global turbulence. The immigrants also got married and had children, they grew up and it is now a third generation of immigrants that contributes to the survival of mankind in Denmark, so now we talk about ‘new Danes’ or ‘ethnic minorities’.

What is the problem? The issue about ethnic minorities is in a way quite simple and succinctly expressed by the Danish minister for integration: all is not well with the integration of ethnic minorities in Denmark. For that matter, the situation is the same in most of the countries with which we tend to compare ourselves. So the Danish story may be interesting to many other countries. Perhaps the only country in the world with an effective model for ‘integration’ of ethnic minorities is America – and to a certain extent Canada and Australia. Where immigrants very quickly became ethnic majorities and ‘cultural diversity’ the rule rather than the exception. And where it was therefore not necessary to think in terms of ‘integration programmes’.

Let us take a look at some figures. In 2002, 7.7 percent of the Danish population were of another ethnic origin than Danish, and 47 percent of them have jobs. Only 53 percent of the 16–66 year olds in the group have a job. By way of comparison – employment frequency for ethnic Danes is 76 percent. To these rather alarming figures we might add others which reflect major social problems for ethnic minorities in Denmark. Like tendencies towards negative ghetto formations, a considerably higher frequency of offences against property and also sexual abuse. Investigations by the Organisation for Economic Cooperation and Development (OECD) show that there is no change in the low level of integration, when we move from the second to the third generation of immigrants. The third generation has as many social problems and a similarly high crime rate as their parents’ generation. This underlines the fact that unless we change course, we have a permanent problem. A Danish sociologist maintains that bad integration is the greatest threat against the Danish welfare society. Be-

cause in a welfare society we have to support those who are unable to support themselves – and their number keeps increasing – especially the number of fellow citizens of other than Danish origin. The more apparent the economic problems become, the greater the social tension.

The development of services

There is one consolation, though. Ethnic minorities are frequent visitors to the library, and Danish public libraries have a strong tradition of servicing ethnic minorities. The ‘guest worker collection’ was established as early as the beginning of the 1960s, as a cultured Denmark’s offer to the kind people who had come here to work. In the classical library tradition, we wanted to offer them our library service and began to acquire books in particularly Turkish and Yugoslav languages. Typically for the Danish tradition, the initiative came from a highly developed and well-equipped municipal public library – but it quickly developed into a government institution, the Public Libraries’ Immigrant Library, which today is integrated in the State and University Library in Århus. For a small country like Denmark with no traditions of cultural diversity, it proved no easy task to build up an immigrant library. During the 1970s, 1980s and 1990s the number of refugees from all over the world increased and the immigrant library issue was dealt with in a professional way. As far as possible the selection of books was made according to the Danish criteria which include quality, topicality and diversity – and later other media followed, particularly music from more than 30 countries. A network was established as well as an expertise on many languages and cultures and at some point it also became necessary to register the collection in a library system that was able to handle many different alphabets. An extremely complicated task. The Immigrant Library was, and still is, a superstructure collection which lends requested works and depository libraries to Danish public libraries – often adapted to rather small groups and in recent years also for other kinds of institutions such as asylums.

For many years the concept remained the same as for the first ‘guest worker collection’: these people must have some – preferably good – library books in their own language. The idea was – and still is – to support and encourage people’s personal development, education and identity on the basis of the culture they have been born into. In a way ‘integration’ was not a

key concept for the service during its first decades. But as the number of ethnic minorities increases, the demand for integration has become more urgent. Has this got anything to do with the library? Yes, it most certainly has.

The latest survey of ethnic minorities' use of the library: *Frirum til integration* (2001) (A space for integration) shows that in the larger Danish towns, ethnic minorities use the library more frequently than ethnic Danes do. And this is quite something, considering that the Danes are among the world's absolute top scorers when it comes to using the library.

One of the reasons for this keen usage is that the library really has something to offer and fulfils some real needs. A giant step in a new direction was taken in the mid-1990s by Århus City Library, which at that time introduced a new service: access to Internet services to citizens – also of other ethnic origin than Danish. Initially the librarians constructed simple subject gateways where, via links, users could easily access, for example, newspapers and other news sources in their own language. At the time very few immigrants had access to Internet from their homes. The service was well marketed and quickly became a success.

The next step was to organize basic information on the Danish community and in particular on social and educational services that might be helpful to new citizens. And from that point it expanded into a well-organized portal.

Today the portal FINFO (an acronym for Information for Refugees) is organized in such a way as to provide both general information on the Danish society and local guides and explanations under headlines like New in Denmark, Education, Social Security, Society, Work, Organizations, Culture so that all areas in Denmark are covered, with 131 municipalities offering local information and support in the immigrants' own languages. The site now has a global links index with directories to various countries and continents. The information is available in the eleven most common immigrant languages in Denmark. Compared to a New York borough this is, of course, nothing to talk of. In Queens you may meet more than a hundred different languages, but in our national context it works well. Establishing local FINFO systems has meant local ownership of service to ethnic minorities, and the web site has a positive effect on other library services to the groups in question. The

'culture meeting' is a classic event staged by the library.

Danish integration policy is high on the present government's agenda. The government's policy has attracted attention at least in Europe, because it advocates a reduction in immigration to Denmark and this is done by considerably tightening the rules for, *inter alia*, obtaining residency and family reunification. It is also a clear policy that the task of integrating ethnic minorities be distributed between all local authorities. There is an obvious tendency to encourage civic society to work seriously for improved integration. And in practice there is a clear distinction between the German philosopher Habermas' concepts 'demos' and 'ethnos'. 'Demos' defines the people as a political concept, whereas ethnos defines the people as a cultural (religious) and linguistic concept. To put it quite simply one could say that the aim is a complete integration for all ethnic groups in relation to 'demos' as far as social rights and obligations are concerned, and an acceptance of 'cultural diversity', to use a central European Union concept, in relation to 'ethnos'.

Seen in a Danish library perspective, it is obvious that public enlightenment – which is one of the library's domains – is meant to develop the general public and create empowered citizens. The public enlightenment which is needed in relation to ethnic minorities is one that encourages integration in relation to 'demos' and respects 'ethnos'. In other words: Yes to integration, No to assimilation. The objective is an integrated society with a rich 'cultural diversity' and not a situation which could be termed 'multicultural'. It is in this light that the latest initiatives in library service to the minorities should be seen.

The Danish National Library Authority has launched a project where four ethnic library coordinators or advisers, operating in different areas in the country, are going to work together with the libraries in their region on developing new services. The challenge is simple: can the libraries' good relations with ethnic minorities be used as a springboard for a more forceful role in the work for integration? Or to put it differently: Can 'lifelong learning' inspire a method for development? Questions arise like: Can we advance the creation of networks? Can we help identify areas which have to be dealt with in order to further integration? Can the library's resources be exploited more fully to provide the kind of learning which extends a person's competencies? Can the library assist with writing job

applications, run computer-literacy programmes and support self-help in relation to competence-development? Can the library be a guiding force for immigrants attempting to find their way through the Danish jungle? Of course it can. It already acts in this way in several libraries that have been aware of their users' needs, and the results are encouraging. What we try to do by running this project is to turn all libraries to deal with these user-groups more proactively in introducing new services interfering more directly in the lives of their users.

The 'Objectives' section of the Danish library act points us in the right direction: to further information, education and cultural activity. We are in fact trying to meet the needs of an increasing number of different groups and have clearly been inspired by the very positive experiences we have drawn from the work done by the children's cultural coordinators. Here too the point of reference is the life conditions of the target group and not the library as an institution. One could maintain that this is something we learned in the very childhood of the information society, but sometimes one has to be grown-up in order to apply this knowledge: Awareness of the importance of the target group concept is of the utmost importance when talking about mediation.

The perspective

The perspective is quite simple too. The project on ethnic minorities is just one among many readjustments that change the library from being an institution which could more or less be characterized as a book centre, into an information and resource centre with at least three important characteristics: first, by focusing on the needs of the target group, it goes beyond the classic library task of passively making materials available. It becomes out-reaching, confronting and forcefully insistent. Secondly, it exploits the networking possibilities by creating an interplay between services on the Internet and personal services from the library. Thirdly, it integrates the library's service more in everyday life, as it endeavours to make a difference in relation to a great variety of ordinary everyday problems where concrete knowledge is all-important.

A new library concept

This is in fact the point. The vision for this concept is the hybrid library where help is always

just a click away and where net-transmitted information can be followed up by personal guidance, learning and instruction. The hybrid library will reach another level in relation to the user. It will be integrated in your working life and your daily life because in principle it is always at hand – all round the clock. The hybrid library will encourage information, education and cultural activity through competence development in a lifelong process, it will cultivate active citizenship – note that citizenship is a keyword in relation to several European Union-programmes – it will support personal development in a much more versatile way than the traditional library could, and it will develop the 'culture meeting' as a source of inspiration. It will mean a change of model in library service which can be summed up in the librarian's change of role into more of an advisory capacity, one who takes an active stand and advises on the basis of a personal individual profile. The library becomes more focused on the user than on itself as an institution. The cross-sectorial network cooperation becomes a means to greater efficiency in the services to the citizens. The library will then be moving in another space of action where the emphasis is on developing services and regular programmes. If we look specifically at the ethnic minorities, we can certainly imagine programmes and services which are directed firstly at general social and cultural information and secondly at competence development. Generally in relation to the Danish language and specifically as regards personal professional competencies. And thirdly – active help with integration and advice, for example help with job applications, language training goals and actual meetings with Danish culture. Fourthly, support for personal development, for example with materials that improve the knowledge of one's own ethnic background and the relationship to other cultures.

A brand-new service opened as a web based support and reference-service run by the State and University Library's Immigrant Division, offering special support to female ethnic minorities that often face cultural conflicts related to the various expectations to their behaviour from various cultures.

What do we want? It is very easy to compile a list of wishes

As regards the target group ethnic minorities we want to obtain: higher employment as a result of increased competence development. We want

better integration – leading to fewer social problems. We want to see a more enthusiastic involvement in Danish community life by the ethnic minorities; we want a constructive cultural dialogue and a better quality of life for ethnic minorities in Denmark.

As regards the local authorities we want a more conscious effort to improve the interplay between the relevant parties in the integration process: the library as bridge-builder and integrator in relation to educational institutions, social authorities, police, employment service – all with a view to maximum exploitation of resources.

As regards the libraries we would like greater target fulfilment: this means a more proactive strategy in relation to various target groups, stronger networking with related institutions and associations, and a staff competence development which enables them to transcend the institutional barriers and which might become the decisive success factor.

If we glance at these targets for the national library strategy, the enterprise outlined is perfectly suited for the development of the hybrid library: It is a question of creating an interplay between virtual and real services, creating at national level

a *library.dk* portal with constant development of relevant net services, for example FINFO, and subsequent new services. It is a question of web-based learning in an interplay between library and other parties – and it is a question of a constant differentiation of the services. One could imagine the excellent reference service ‘Net Librarian’ getting a special FINFO department, run by librarians with special qualifications for handling integration questions – preferably librarians of other ethnic origin than Danish.

The goal is simple: The library must deliver services which are rewarding and enriching, whether they be virtual or real. The library must become more flexible as a centre for information, learning and culture. There must be plenty of space for the ‘culture meeting’ and the dialogue, bringing about a more harmonious integration as well as a personal development which can be accommodated in the Danish community.

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Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia

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Introduction

It is estimated that 400,000 children in Croatia have become direct or indirect victims of war. During the intense war in 1991/92 and prolonged war activities in areas along the borderline of the country lasting until 1995, children were exposed to various forms of suffering. The most tragic was wounding and killing of children, caused by weapons and war devastation. Refugees, displaced, deserted from their homes, life in poor hygienic and sanitary conditions, separation from parents, loss of a parent, impoverishment of the family; these have affected a great number of children and reflected on their growth and development for a long time.

In 1992 UNICEF began emergency intervention which also included the psychosocial rehabilitation of traumatized children. Various projects for building the capacity of care providers to deal with trauma were initiated and implemented since 1992. The project 'Step by Step to Recovery', or the 'Library Project' was born within the project 'Psychosocial Rehabilitation in Schools'. A group of creative experts, mainly psychologists and librarians, realized that public libraries were a peaceful spot in besieged cities where people could gather, bring their children and look for a secure environment and the consolation of reading. 'Step by Step to Recovery' has been implemented since then in 22 libraries all over Croatia, where traumatized children's souls were healed by experienced and trained librarians in 'Step by Step' guided activities. Library projects proved to be far more than just a set of art therapy techniques used for trauma healing. Creativity stimulated during the session, the atmosphere of hope, tolerance and peace created by children during these workshops, contributed to the quality of life of many more children other than those involved in the project groups. Benefits varied among the places in Croatia where several librarians enriched their own experience and felt strongly motivated for this type of work with children. Finally, the road 'Step by Step to Recovery' contributed to paving the way for the implementation and protection of basic rights, which were rudely violated during the war.

It has become a focal point for children traumatized by war, their voice, a collection of stories, poems and drawings in which children have expressed their greatest joys, their deepest fears and a vision of how they see their future.

The project 'Step by Step to Recovery', which began in 1993, was initiated by well-known art therapist and psychologist Dr. Arpad Barath, a member of the Institute of Psychology at Zagreb's Faculty of Medicine, and librarian and bibliotherapist Ljiljana Sabljak from the City Library of Zagreb. The concept involves using the library environment as the most conducive for art therapy work with children. The projects incorporate the use of psychological

discussion and games, drama and puppet therapy, computer games, art and bibliotherapy. The project took place in 14 cities throughout Croatia, involving 22 libraries, with 2732 children participating. Librarians, pedagogues, teachers and psychologists worked with children, mostly refugees and displaced, helping them express their post-traumatic stress and negative emotions and transform them into creative works.

The results achieved were inspiring. The range of tested trauma-related symptoms was reduced by 78 percent.

Children delighted in the opportunity to have a voice, a medium to express themselves, even the most withdrawn. Many of them, introverted, anxious, suffering from shock and antisocial behaviour at the beginning of the programme, truly found a place and expression by the end of the therapy.

The creative process of guided reading, or bibliotherapy, facilitated by twelve steps involving psychological and creative techniques, led the children to problem solving, recognizing and developing their goals and finding their own individual and collective paths towards positive growth for the future. Each of the 22 libraries involved in the project received a basic set of the unique manual for psychosocial care providers which included a range of new experiences completed since the project was first implemented in 1994, four audio-cassettes of selected segments from books for the library therapy work with children and the library therapy list of literature for different age groups and for the performance of all the twelve steps.

The twelve steps are:

1. strength and powerlessness
2. sense and nonsense
3. confidence and suspicion
4. introspection
5. softness and anger
6. safety and fear
7. innocence and guilt
8. gladness and sadness
9. life and death
10. justice and revenge
11. goal and future
12. love and friendship.

On the occasion of UNICEF's 50th Anniversary in 1996, a mobile exhibition on the twelve steps was prepared, followed by the text of the Con-

vention on the Rights of the Child. The project 'Step by Step to Recovery' was given an international award for an innovative approach to the reading by the International Reading Association (IRA) in Dublin, Ireland in 2001.

UNICEF in Croatia also supported other library and book projects. These are:

- 'In the World of the Fairy Tales of Ivana Brli – Ma urani' (a famous Croatian writer for children). This project began in Slavonski Brod, a town in the Eastern part of Croatia, on the war frontier, and involved intensive training, workshops, performances, talks, shows and numerous other activities. It reached more than 20,000 children in fifteen war-affected towns in Croatia, who attended workshops every year in different towns. The workshops also included librarians and teachers from the pilot groups who disseminated skills and built the capacities of local teachers in primary schools in war-affected areas.
- 'Early Childhood Care and Development' is a project whose goal is to promote the development of organized out-of-family programmes for pre-school children and programmes for parents. A manual, *Early Childhood Care and Development in the Republic of Croatia*, was developed. The centres for parents are planned as examples of overall programmes for both children and parents, providing better care for families in the local community. Some public libraries participated in the project by opening playroom activities for pre-schoolers in children's libraries.
- 'Education for Development, Cooperation and Tolerance in School and Children's Libraries' is a project which aims to promote education for development, tolerance, peaceful conflict resolution and cooperation in 31 school and children's (public) libraries. Seminars are organized, a bulletin for librarians is regularly published, professional literature for librarians is supplied and several libraries are equipped with literature for children and with didactic and art materials. Librarians all over Croatia were trained in peaceful conflict resolution skills and communication skills.
- 'Promotion of the Rights of the Child' is a project in which lecturers of the Faculty of Philosophy in Zagreb and officers of the Ministry of Education and Sports take part, preparing, within the project, a handbook for teachers called *Promoting Rights of the Child*. The project involved teachers and school librarians in ten primary schools. The hand-

book has been produced containing the text of the International Convention on the Rights of the Child.

Several of these projects are still ongoing.

Why should projects of this kind be applied in public libraries?

Public libraries in Croatia, especially in big towns, are organized in a network of libraries, like networks of primary schools. They become a kind of a cultural centre, in addition to having the traditional information and life-long learning function.

The librarian's job has two components:

1. keeping up with and processing new publications and ensuring access to information (informative task)
2. offering and organizing various activities for attracting children and stimulating them to read, creating a pleasant atmosphere in which they can learn and spend their spare time creatively.

For this reason public libraries have become a natural place for psychosocial programmes with the application of bibliotherapy and other expressive techniques, because of their basic purpose, equipment and because public librarians are working with children as a professionals in various workshops and they can use bibliotherapy structure or psychosocial structure in their everyday activities.

We have come to this conclusion:

1. Public libraries, in addition to their traditional education and information role, have recently become institutions for self-education and local cultural centres. They have also become places for self-help groups.
2. During the war in Croatia from 1991 to 1994, public libraries were permanently open to users. They had a 100 percent increase in the number of their users, a real boom in readers.
3. Librarians have found themselves facing the problem of what to offer to so many users who spontaneously turned towards the book as a source of information and also as a kind of therapy in sociological terms.

Discovering how books can help displaced and banished children brought out many difficulties and problems. Under the threat of war and the

destruction of their homes and their lives, they had fled, leaving their homes, friends and neighbours. They left behind their favourite toys, books, familiar playgrounds; they did not even have time to take pets with them.

We have realized that if we want to help children, we have to discuss their problems and to organize the new way of life. The usual creative technique we use is bibliotherapy, which includes the following processes.

- a) IDENTIFICATION – which is the most important, because without it none of the following processes can be realized. That is why the choice of text, i.e. literary work, is extremely important.
- b) PROJECTION – the reader projects himself and his feelings into the character he identifies with, and through this character's eyes examines his own views and the reactions of other people. It is a reliable way of examining one's own and other people's behaviour, as well as of trying out alternative ways of solving certain problems.
- c) CATHARSIS – by sharing emotions with the character the reader identifies with, he or she can achieve emotional exoneration.
- d) INTROSPECTION – through the conflict in the text, the reader can recognize his own problems, which could be the key to their solution.

Some UNICEF-supported programmes in Croatia are now being run by national rather than international NGOs like 'Na a Djeca' (Our Children). Some of them became a part of a National Program of Human Rights Education, in which school and public librarians are participating.

The bibliotherapy project 'Step by Step to Recovery' lives till now as like a creative reading program for children and young adults trying to solve their everyday problems. It is implemented in public libraries in various ways, like in the City Library of Zagreb in programmes 'Reading on the Other Way' and 'Guided Reading through Your Problems'.

It is important to stress that UNICEF does not offer ready-made projects to local institutions, but only supports those which are put forward offered by local experts in the countries where UNICEF is active. Thus, the team from the City Library of Zagreb had first developed, and then proposed to UNICEF, projects like Step by Step to Recovery.

During the war in Croatia local librarians and psychological experts were the first who offered their projects to UNICEF to be financially and sometimes organizationally supported, and many of them were accepted. For the first time UNICEF supported psychosocial, educational and advocacy programmes, because of the situation in Croatia. The country was not all demolished, there were parts without war destruction, but Croatia had more than 400,000 refugees and displaced people (most of them children), even from Bosnia and Herzegovina. There was a great

need for psychosocial support, and Croatian experts, supported by UNICEF, gave all their knowledge and creative capacities in that field.

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Newspaper Copyright Developments: a European Union and United Kingdom perspective

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Introduction

In this session, I will be discussing UK copyright law issues involved when someone makes copies of newspapers for the purposes of preservation, provides access to such copies, and under what circumstances they can lend newspapers to other libraries to let them copy.

It is worth stressing that in general, the law ignores the content – the law does not distinguish newspapers from other types of publications, such as books or journals – in other words, my remarks are applicable to all types of published materials and not just newspapers. It is also worth stressing that although copyright law is similar in most countries of the world, it most definitely is not identical, and therefore you should only assume what I am telling you is correct for the UK.

Copyright

As I am sure you are aware, the owner of the copyright has the right to prevent anyone else from doing certain acts to his work without his express permission. These acts include copying, selling, lending or hiring out or amending the work. These are the so-called restricted acts.

Copyright in most works lasts for 70 years from the end of the calendar year when the author died. Thus, if a newspaper article has an identified author, the lifetime of the work depends on when that author died.

If the work is anonymous, or if it has been created as part of employee duties, then in the UK the lifetime is 70 years from the end of the calendar year when the material was first published.

Each individual article or news story in a newspaper is a separate copyright work. In addition, the contents of the newspaper as a whole enjoy copyright. Also in the UK, there can be copyright in the typography and layout of the printed words, though that only lasts for 25 years. There is also copyright in each image in the newspaper, such as photographs, sketches, graphs, etc.

So, copyright law says no one may copy a work – and copying includes photocopying, scanning, faxing, microfilming it, etc. If you do copy all, or a substantial part of the work without permission, you are infringing the copyright in that material and can be sued for the damage you caused the copyright owner, or for the profits you made out of your infringing action. In addition, in cases of severe wilful infringement, such as outright piracy, you can be sent to prison. As you can see, copyright law is not helpful to those

wishing to provide access to newspapers. Notwithstanding the best efforts of Nicholson Baker (Baker, 2002) to persuade me otherwise, I accept that newspapers are fragile documents that are easily damaged, especially by repeated re-use, and therefore if libraries are to provide reasonable access, and at the same time ensure the long term preservation of such a crucial part of our cultural, social and political history, they should be offering copies to readers rather than the originals.

This difficult situation is not helped by the aggressive attitude towards libraries adopted by the Newspaper Licensing Agency, the reproduction rights organization that represents many UK national and local newspapers.

Exceptions to copyright

However, all is not gloom and doom. One reason is that there are a number of important exceptions to copyright in UK law. In particular, there are special rules about libraries and archives making copies for preservation purposes, and it is this I now want to look at.

Section 42 of the 1988 UK Copyright Act permits libraries or archives, under certain conditions, to make copies of copyright material to preserve or to replace the original. Any library can supply the copy, but only 'prescribed libraries' can receive them.

A 'prescribed library' is, in essence, one that is not for profit, such as public libraries, university libraries, school and college libraries, libraries of learned societies and professional associations, government libraries, national libraries such as the British Library, and hospital libraries. Only material permanently held by the donating library may be copied and even then, it should be reference material only.

So, newspapers that are on loan to the archive or library, or electronic materials it simply has a licence to access, cannot benefit from this provision of the law. And any newspapers that can be lent to patrons cannot be copied.

Libraries can copy their own newspapers providing they fulfil all these requirements. Finally, the newspapers in question must be out of print and unobtainable. The copy must enter the receiving library's permanent collection as a reference only item. Copies can only be made in this way to help preserve an item that has been lost or

damaged, or is in severe danger of doing so. Not for profit archives that are associated with a commercial body can also make copies in this way. Note that this exception only applies to literary, dramatic or musical works or to illustrations that happen to be embedded in a literary work. You cannot therefore use this exception to make preservation copies of artistic works, or to preserve sound recordings, TV broadcasts, video and film. Thus, you could not use this exception to preserve multimedia items that combine, say, text, music, still images and moving images.

Furthermore, digital copies can only be made under strictly controlled conditions; this is because the law allows the making of a single copy only, whereas digital copies are potentially multiple copies as anyone can access and download the item. If the digitized copy of the newspaper were held on just one non-networked PC, it would be OK, but most PCs are networked these days!

Overall, then, Section 42 provides some help, but probably insufficient for scanning and digitizing the old newspapers.

So how does one deal with the issue of digitizing materials for preservation, making copies of electronic items for preservation, or making preservation copies under other circumstances where section 42 does not apply – for example, if you work in a non-prescribed library or the material in question can be borrowed, or is merely on loan to your library? You have to ask for permission from the copyright owner – in other words, you have to get a licence. There are certain steps you have to go through.

Firstly, you have to discover who the copyright owner is, i.e., who can authorise the copying. This is not always straightforward in the case of newspapers, as copyright ownership may reside with individual journalists and/or the newspaper proprietor (and remember, the owner might have changed hands over the years) and/or with news agencies.

You then need to work out what actions you need to take to be able to preserve the newspaper and what level of access you wish to offer your patrons. It is particularly important to distinguish in your mind preservation and access.

A copyright owner may well give you permission to preserve, but refuse permission for access, or make access conditions so difficult that in practice it is hardly worth your while. Think in ad-

vance why the person who could authorise your request to preserve an object might refuse to do so, and then prepare reasoned arguments and explanations of preservation methods you will adopt, and the access conditions you can impose, to persuade them that authorising preservation and access will not cause them any harm.

It is worth trying first with an informal letter, but it is likely that this will not work and you will need to negotiate a licence instead. Either way, you should consider the following points:

- Ensure that all actions necessary for the preservation process are permitted.
- Consideration should be given to the type of permission requested, e.g., access for the purposes of preservation only, and for no other purposes.
- You may have to display a notice to authorised users accessing the preserved object. The notice could warn them of the rights status of the object, or permitted actions, or both.
- Rights owners will be concerned to ensure the integrity of the object. You need to consider the technical and administrative means by which this can be guaranteed.

I cannot emphasize enough the problems that are involved in gaining permissions like these from copyright owners. The difficulties of tracking them down and getting them to agree to things are tremendous. You should bear in mind also, that if they fail to respond to an approach, that means 'no', and any approach along the lines of 'unless I hear from you to the contrary, I shall assume it is OK for me to copy for preservation and to allow patrons access' has no validity in law. Indeed, I have developed a Universal Law on this (Oppenheim, 2000). This simply states:

Whatever your most pessimistic estimate is for the time it will take to get a licence agreement sorted out, it will take twice as long.

The European Union and copyright

The European Union (EU) has an active and long-standing interest in copyright. It believes, rightly, that anomalies in copyright law between member states are inhibiting the development of the single market. It also believes that a strong copyright regime is necessary for its vision of an information society to come about. To this end, it has passed a number of Directives in the copyright arena. I want to briefly describe two of the

EU's Directives that are of relevance. The first is database right.

There is now a special type of literary work called 'databases'. This is a collection of independent works, data or other materials that are arranged in a systematic or methodical way and are individually accessible by electronic or other means, each of which may or may not be subject to individual copyright. A newspaper is certainly a database in this definition.

The newspaper itself gets protection over and above any copyright in each news item. So a newspaper gets double protection. Without going into the complex details, the result is that in a newspaper, each individual article has copyright, and the newspaper as a whole has copyright and a new right called database right. In practical terms, however, this makes little difference to the situation I have outlined to you in this talk so far.

The second example of the EU's activity that is of relevance to today's discussion is its Directive on Copyright and Related Rights that was passed in summer, 2001 and became law in the UK in October 2003.

The Directive updates copyright law to take account of the Internet environment, and includes a list of possible exceptions to copyright, that is to say, things that may be done by users without having to ask permission or pay any fees. One of these exceptions allows for reproduction made by 'publicly accessible libraries, educational establishments or museums, or by archives'.

It is reasonable to assume that all libraries currently considered to be prescribed will continue to be so.

Quite what the implications of this for copying for preservation purposes will be is currently uncertain, but bearing in mind the approach taken by the British Government throughout the passage of this controversial piece of legislation, almost certainly it will mean that there will be little or no change in the current legal position under Section 42 of the Act.

Summing up

Let me sum up what I have been telling you today. Under UK law, it is possible under limited circumstances to make copies of newspapers for preservation purposes. Once lawfully copied, you

are then free to provide those lawful copies to patrons, who can, if they wish, make their own copies of the newspapers under the well-known fair dealing exception to copyright, so long as it is for non-commercial research, or for their private study.

However, the law limits newspaper libraries in some regards; firstly, only prescribed libraries can create such preservation copies, and secondly, the possibilities for making digitized copies for preservation purposes is very limited. It is therefore quite probable that a UK newspaper library will have to approach the copyright owners for permission to copy for preservation, and/or to provide access to patrons. As I have indicated, this can be a stressful and time-consuming process, and you may not get the permissions you want in the end.

Furthermore, the recent EU Directives do not, in my view, have much impact on the current somewhat unsatisfactory situation.

So there we have it; a less than ideal situation for UK newspaper librarians to have to work in, and one that is unlikely to change in the near future. But copyright has always caused problems for librarians attempting to serve their patrons and preserve the cultural heritage as best they can. The problems facing newspaper librarians are merely a microcosm of these problems.

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Information and Training through the Internet: the experience of *Documentazione di Fonte Pubblica in rete*

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Introduction

The purpose of this paper is to outline some Italian initiatives in the field of training and skill development, concerning government information issues. Experiences carried out by the authors are described: in fact, both authors, although operating in different backgrounds such as legislative and public health sources of information, have a large familiarity with training and education initiatives, practitioner- or end-user-targeted.

We will analyse in-depth *Documentazione di Fonte Pubblica (DFP) in rete* (Italian Government Information on the net), a directory of relevant websites in the area of information produced by public bodies, hosted on the website of the Italian Library Association (AIB) since 1997.¹

DFP arises from the work of the Associazione Italiana Biblioteche (AIB) Official Publications Working Group,² who developed the idea that the future of public information is on the net. The creation of DFP also derives from the large demand by citizens and library users for data and documents of public origin.

We focus on the effects of DFP spreading information through the Internet, and specifically on the aspect of promotion of government information. We believe that these effects can be a good example of how the power

of the Internet can be exploited for teaching and training purposes, especially in a context like the Italian one. In our opinion, our experience may be useful also to colleagues operating in other countries.

Government information training in Italy: an overview

The basic preparation for librarians in Italy is university education, although employers do not always require degrees and diplomas in library science. Up to about ten years ago, as stated by Petrucciani in a 1991 article,³ university degrees and diplomas were offered only by a few academic institutions, and there were 2-year post-graduate programs in the universities of Rome, Milan, Padua and Naples. After the university reform which took place in the academic year 2000/2001, a system based on a 3-year first degree plus a 2-year specialist degree was introduced in Italy. Therefore, there are now more courses in library science, mostly within the context of studies on the preservation of cultural heritage. Currently, according to the *Directory of Education Opportunities for Librarians* of the Italian Library Association (AIB),⁴ about 30 universities offer a first-level degree in library science or archival science. About ten universities offer a second-level degree (specialist), while at least eighteen academic institutions offer both first and second level masters. According to the recently published *Report on Italian Libraries 2001*,⁵ there are 'at least 27 courses aimed at the formation of librarians, in 26 universities and with locations in 25 different cities'.

Quite recently (March–April 2003), a lively debate on librarians' education took place in AIB-CUR (the Italian librarians' discussion list)⁶: the results of this debate (in which librarians and information specialists participated with more than 50 messages) showed that:

- many professionals believe that academic courses in Italy are too much focused on traditional historical subjects, such as bibliography or bibliology
- the archivist tradition is still prevailing, as witnessed by education programs.

All messages reported changes in the library professions during recent years, and stress the need for new skills. Therefore, there is a large demand for updating flexible practical courses, especially by librarians who started their profession many

years ago, without any previous formal professional education.

This is particularly true for librarians working in special libraries, and mainly in the sector of government information, with almost a total absence of specific academic or training courses.

In this field, we can report two recent training courses organized by the AIB – which in its statute 'promotes activities which guarantee professional training and continuing education' in the framework of continuing professional development. The first course 'Public documentation: sources and techniques for its finding, retrieval and valorisation' was held in 1999.⁷ The second one, 'Grey literature: basic principles and new trends' was carried out in November 2002,⁸ with a session specifically devoted to administrative information.

It is also worth mentioning the three National Conferences on Grey Literature, jointly organized by the AIB and the Italian National Institute of Health (ISS) in 1992, 1996 and 1999,⁹ and the Symposium 'From Official Publication to Documentation of Public Origin', organized in 1998 by the Chamber of Deputies and the AIB.¹⁰

The above-mentioned conferences gave important opportunities to librarians willing to develop or to update their knowledge in the field of government information, but represent rare, non-systematic initiatives. In this scenario, the potentialities of a web directory such as DFP should not be undervalued, both as a training tool for librarians and as an instrument of diffusion of public information topics.

The Official Publications Working Group of the Italian Library Association

Italian librarians and information specialists have always paid little attention to information produced by public administrations, because public authorities' libraries are, generally speaking, poorly equipped and thus provided a restricted number of services as compared to other European countries.

In Italy, bibliographic control of official publications does not exist because the *Italian National Bibliography* covers only a small portion of public sector publications and we do not have a central official publisher like the US Government Printing Office (GPO) in the United States or

Her Majesty's Stationery Office (HMSO) in the United Kingdom. Libraries like those at the Chamber of Deputies and at the Senate receive books published by public authorities on the basis of the legal deposit law,¹¹ but do not provide any bibliographic control service in this field.¹²

Moreover, Italian citizens do not have the habit of using a public library to gather information about laws and cases related to their daily life, or to find a document published by the European Union or by the local municipality.

In 1995, in order to study and change this situation, the Italian Library Association formed an Official Publications Working Group, which ended its work in 2001. Its activity concentrated on the following points: a wider definition of official publications; bibliographic control;¹³ the importance of libraries as access points to public information; and the role of the Internet in spreading public data.

The Internet has been considered the decisive element to change the Italian situation. In any case, before the Internet age, libraries were not in the condition, except in rare cases, to grant access to a large amount of official documents and had often difficulties even in delivering the simplest legislative information. Through the Internet and the growing availability of public sector information, new possibilities of services in this field have been developed, even for the smallest municipal library, provided that librarians have the necessary skills and know the specific characteristics of official materials. So, in the last part of its activity, the research group focused on accessibility through public libraries and launched a survey about their role, in collaboration with the Italian National Statistics Institute. Some partial results¹⁴ show that Italian public libraries have no complete awareness of the services provided in this field. Even if they have a modest but significant number of reference requests for public information, they do not seem to play an active role but limit themselves to the simplest performances.

Librarians and e-government in Italy

When the Official Publications Working Group began its work, the first Italian public administration websites had just been established. Some group members began to study the characteristics of government websites and the different experiences of public data dissemination through

the net. The Italian official sites developed without any initial coordination, in particular at the central administration level.

The first policy document of the Italian Government was issued only on 13 March 2001: the Civil Service Department's *Guidelines for the organization, the usability and the accessibility of public administration websites*.¹⁵ This document is not exhaustive: for instance, instructions about the minimum level availability, integration, completeness and conservation of public documents are absent. The result is that Italian citizens may access a lot of very technical documents but, for example, cannot gain complete full access to the *Official Gazette* of the Italian Republic. Professional librarians operating in the Italian public administration, have never been involved in the development of government websites. All the process was managed by information technology (IT) professionals and administrators, under political directives completely concentrated on delivering administrative services rather than information.

The recent Government *Guidelines for the development of the information society*,¹⁶ developed by the Minister for Innovation and Technologies, Mr. Lucio Stanca (June 2002), represent a strategic document based on the use of IT to modernize a country in which, as far as e-government is concerned, all the attention is directed to online interactive services (according to the slogan: 'From Queues to Clicks'¹⁷). The Italian Government, like many other governments in the world and with the support of the European Union (EU), is determined to exploit the Internet to improve the efficiency and efficacy of public administration, with the aim of helping the citizen in using the administration from his or her home, saving time and money. For this purpose, Parliament passed several important laws, which are qualifying Italy as one of the most advanced countries in this field: for instance, the regulations on electronic signatures and electronic protocols.¹⁸ The Minister for Innovation and Technology, Mr. Lucio Stanca, recently pointed out the great expectations of the forthcoming Italian Presidency of the EU (second semester 2003), in the field of e-government. In a press release issued on March 10, 2003, he stated that 'the e-government challenge to bring the enlarged Europe online is starting in Italy'.¹⁹

On the other hand, the e-government policy has neglected the purpose of making public sector

information available simply, efficiently and consistently. For these aspects, each department or public authority acts as a separate entity. Different practices between and within departments result in completely different websites in which public information is scattered, and, for this reason, often very difficult to find. Moreover, there is no register of public information assets. The national citizen's portal (<http://www.italia.gov.it>) on the one hand displays the services offered by the central and local authorities, being very user-friendly and useful for the layman, but, on the other, does not pay enough attention to the information repositories managed by public administrations, since its contents focus on key events in the life of citizens. For example, in the field of legal information, Italy is the only European country in which the *Official Gazette* is not fully accessible on the Internet (<http://www.gazzettaufficiale.it>). Only issues published in the last 60 days are available free of charge; back issues must be paid for.

This lack is not counterbalanced by the presence of a legal search engine such as *Norme in rete* [Statutes-online] (<http://www.normeinrete.it>), by which it is possible to search the legislation that the government departments and offices have made available for free on their websites. In fact, the list of contributors is quite short, the same regulation is often published in more than one site, and the user is not able to understand whether the retrieved text is consolidated or not.

The organization of DFP

The DFP is a structured catalogue of Italian Internet resources relevant to public information. It focuses on legal aspects and, more specifically, on normative information.

DFP is characterized by its accurate selection, according to quality criteria, of the included resources, especially of those mentioned in the subject sectors. As a matter of fact, its nature has been evolving in time towards two directions:

1. as a meta-catalogue of directories and guides in the official publications field, already present on the Web
2. as a tool for monitoring information policies and trends of public bodies in different areas.

In this context, great importance is given not only to the activity of retrieving and posting new resources, but also to the steady updating of the

records, according to modifications occurring in the reviewed sites.

The editorial board of DFP is made up of librarians who initially formed the original AIB Official Publications Working Group, followed by other librarians who already used their library websites to disseminate legal information and wished to contribute to the directory with their resources. Therefore, we can say that DFP has at present a 'federal structure', since it is currently a set of pages which are edited and published in different websites, but which nevertheless have the same structure, and definitely belong to a single project.

The DFP is initially addressed to reference librarians working in public libraries, university libraries (law and social sciences schools), special libraries and documentation centres in public structures or private firms.

The resources described in DFP are divided into three sections:

General Sources Documentation

This includes the official bulletin, regional bulletins, collections of laws, codes, international agreements, parliamentary proceedings, cases, statistics and elections documentation, and a *Synopsis of Italian Legal Information on the Web*. Search engines and guides to Internet resources, legal information services, e-government resources and foreign governments information can be found in this section as well.

Subject Sources Documentation

This section contains links to websites on specific administrative fields, which include laws, decrees, regulations, directives, agreements, jurisprudence, bills, forthcoming conferences, official reports and statistics. Special attention is devoted to the environment and public health areas, considering that those are fields of particular interest for European citizens. In this section public bodies sites are mainly posted, but some private sites are also reviewed, if they provide public source information.

Official Websites

The *Directory of Official Websites* is a list of Italian governmental agencies, with direct links to relevant home pages. The *Directory* offers an overview of the whole site. It is divided into eight

sections, according to the agencies' nature and mission: within each section agencies are arranged in alphabetical order.

The standard DFP record includes the following fields:

- heading with the name of the website or of the service (e.g. a database) provided in the site
- URL
- synthetic description of the resource, posting if the site is an institutional or a private one, if its services are free-of-charge or on payment, coverage, information contents, updating frequency
- last date of consultation.

Sources of information for DFP are, in order of importance, personal experience of the editors, directories of Internet links prepared by various institutions, postings on print journals and newspapers, and Italian search engines.

DFP: an example of good practice and a didactic tool

During the training courses organized by the Istituto Superiore di Sanità (ISS), the Italian National Institute of Health, in the field of public health information sources, we often talk about quality issues and about the importance of evaluating websites on the basis of generally accepted criteria. The *DFP Directory* is shown as an example of good practice for its selection of high quality Internet resources. This is especially true for the Subject Sources section, since there is a huge number of potentially relevant websites in these areas. Resources are selected according to quality criteria established by the Commission of the European Communities. This set of criteria includes Transparency and Honesty, Authority, Privacy and Data Protection, Updating of Information, Accountability, and Accessibility. Although not all Italian public or private websites adhere perfectly to those criteria, attention is paid on the selection of those sites which at least:

- clearly state the sources for all information provided
- are concerned about the clear and regular updating of the site, and about guidelines on physical accessibility.

DFP, therefore, collects the main reference sources available on the net, and, at the same

time, performs a selection of the best authoritative sites developed by private and public institutions.

For this reason we believe that DFP is a useful training tool, which can be profitably employed in training courses addressed to practitioners and end-users. The *Synopsis of the Italian Legal Information on the Web*, in the General Sources Documentation section, represents a good example of a reference tool addressed also to inexperienced practitioners. It sums up the best information sources for the different fields (National, Regional and European Legislation, Cases, Parliamentary Acts, Juridical Bibliography), dividing each area into two sections:

1. where to search
2. where to find the last updates.

Integration of DFP with the AIB-CUR discussion list: an example of distance learning and workplace learning

DFP is not only a directory of Internet resources, but also a tool for the transmission of information and skills in the field of public information from expert librarians to their public librarian colleagues. For this purpose, the interaction between DFP and the discussion list of the Italian Library Association is essential. The discussion list of the AIB, called AIB-CUR, has nearly 3500 members.

AIB-CUR was created in 1992 by the University and Research Commission of the Italian Library Association (from which the acronym AIB-CUR). It is a non-moderated list, intended for discussion about all general issues related to the Italian library profession. The list is supported by a technical staff that works steadily back stage to facilitate the right use of the list or to organize the mail files, making the list not only a communication tool, but also a documentation one.

A library of documents is associated with the list. It is possible to retrieve subject collections of e-mails and other documents. The AIB-CUR technical staff has been working a lot for the integration of the discussion list with the AIB website. Therefore, some of the AIB-CUR serial mails are public, since they are located in special web pages. These messages are identified by the subject beginning with a keyword. This allows the software (LISTSERV) to sort the each mes-

sage to one of the AIB-CUR subdivisions (so-called sub-lists), so that each member may activate it or not. For example, messages with the subject 'AGENDA' inform about conferences, seminars, training events and presentations of professional interest, while the subject 'WORK' informs about working opportunities for librarians. At the same time, these messages are filed in freely accessible web pages (AIB-NOTEBOOK CUR and AIB-WORK CUR).

DFP updates are spread by AIB-CUR as well. The first e-mails related to public administration websites were diffused through the list, thus becoming the first edition of the DFP directory. Since then, the list is updated twice a year. In the intervals between updates, any new electronic resources as well as news on public bodies' policies are posted in the AIB-CUR list by DFP editors, with the subject 'DFP'. This allows the creation of a file including all the mails available between one edition and the next. Moreover, some colleagues who do not take part in the DFP staff send their messages through the list, using 'DFP' as subject. In this way the most experienced librarians in the government information field extend their knowledge and skills to the wider librarians' community.

Measuring the impact of DFP

We would like to conclude our paper with a short note on how DFP is reviewed by our colleagues in Italy and all over the world, and on how it is cited in the international guides to the Internet.

We tried to measure the impact of DFP by a survey performed through those search engines, such as Google, Arianna, and Yahoo!, which give the possibility of selecting websites that link to a given URL. By introducing the DFP's URL we found that about 250 sites have a link to it. Most of them are Italian sites, mainly from universities, law schools and public libraries' guides to Internet resources. DFP is quoted in many Italian guides to the use of Internet resources as well.

DFP has links from about ten sites in different countries such as France, Germany, Spain, Switzerland and the USA. The New York University School of Law, in its guide to Foreign and International Legal Databases, states that DFP provides 'a very good list of information resources on Italian public documentation'. DFP is also

cited in the *FindLaw for Legal Professionals* directory.

Our purpose and our hope for the next future is to facilitate through this tool the outreach of an ever-growing number of practitioners and end-users, enabling them to better use government information sources.

We would like to end up with the words of Blanche Woolls:

With the rapid changes in technology, we will soon have capabilities beyond our wildest imaginations. It is our creativity that we must employ to make links between us as Continuing Professional Education providers.

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Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya

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Introduction

Information literacy

User education has been an integral function of academic libraries for decades, and the term describes a variety of activities. Some of the terms used to describe the varied aspects of user education and the skills for information literacy include 'study skills', 'research skills', 'library skills', 'information skills', 'library orientation', 'bibliographic instruction', 'library instruction' and 'ICT skills'. These activities represent some of the initiatives of the user education librarian to equip users with the necessary skills to cope with the ICT revolution of the last decades of the 20th century, as well as changes in educational thinking such as the concepts of lifelong learning, independent learning and problem-based learning. The rapid development of the Internet, the World Wide Web and the proliferation of information resources that are often unfiltered has made information literacy even more urgent and important to the information consumer. How library professionals handle this new challenge is the subject of a large number of articles in the library and information science literature.

Information literacy and skills

Information literacy and information skills are often used to mean the same, although the United States and Australia have preferred the term 'information literacy' while the term 'information skills' is used in the United Kingdom.

In general, to be considered information literate, a student must be able to:

- recognize a need for information
- know how to accurately identify and define the information needed
- know how to locate the required information efficiently
- know how to organize, analyse, interpret and evaluate information
- incorporate selected information into his or her knowledge base
- use information effectively to accomplish a specific purpose.

In addition to the above skills, the Association of College and Research Libraries (ACRL) states that the student must know how to use information ethically and legally, while the Council of Australian University Libraries (CAUL) declares that the information literate student should recognize the need for information for lifelong learning and participative citizenship. In the United King-

dom, the Standing Conference of National and University Libraries (SCONUL) states that the student should be able to use and build upon existing knowledge to create new knowledge. (Joint Information Systems Committee, 2002)

The United States has led the way in information literacy initiatives with the establishment of best practices, standards, performance indicators and outcomes drawn up by the Institute for Information Literacy of the Association of College and Research Libraries (ACRL) to help librarians to develop, assess and improve their information literacy programmes. The Australian Library and Information Association also has well-developed information literacy programmes which are implemented in most undergraduate programmes in Australia. The SCONUL Information Skills Task Force (1999) also developed an information skills model based on a set of seven headline skills. (A good write-up of all these initiatives is found in Bruce, 1999)

Background

Malaysia has a population of over 23 million, with diverse ethnic, religious and cultural backgrounds. It possesses a unified public education system of schools, colleges and universities. In general, students will spend 13 years of schooling before admission to one of the 16 public universities and more than 600 private institutions of higher learning.

Although school libraries or resource centers are still comparatively undeveloped in many schools in Malaysia, the importance of the university library in education has never been an issue. Unfortunately, for a long time, the University of Malaya Library has mainly served as a 'bookshop' where lecturers place their book and journal orders, a depository for reading and research resources and a service center for borrowing, reading and studying. The librarian is seen as the manager of such resources and services related to the use of these resources, with only a passive and silent role to play in the teaching, learning and research process in the university.

The adoption of new educational concepts such as lifelong learning and independent learning since the 1960s and 1970s should have provided opportunities for libraries to be more involved in the teaching-learning process. However these changes were not implemented in the University

of Malaya and the Library continued to function as before until the advent of the Internet.

The information and communication technology (ICT) revolution in the 1990s triggered off some major changes in public educational policies and programmes. It is the Malaysian government's intention that ICT be an important vehicle in the dissemination of knowledge in schools to enhance teaching and learning and to prepare students for the knowledge economy. The implementation of the Smart School Project, one of the flagship projects under the Multimedia Super Corridor, requires schools to be equipped with computer hardware and multimedia peripherals to facilitate a teaching-learning process where students are active learners. It is hoped that this new learning culture will prepare them to be the knowledge workers of the future. This vision is also expressed in the Malaysian National Information Technology Agenda (NITA, 1996) which aspires that by the year 2020 a civil society will be created whereby all Malaysians will be information literate and equipped as knowledge workers, empowered by the new information technology. (Kim, 2002). However, our observations of students' performance in the information literacy classes indicate that often only the technological skills are given prominence while the information skills component of IT is neglected. As a result, students come to the university without these critical information skills, although they may be proficient in using the computer hardware and systems. It has become the responsibility of the University Library to equip students with these skills.

User Education in the University of Malaya Library

User education has a long history in the University of Malaya Library. In the early 1970s, at the beginning of each new academic year, all first year students were taken round the library by professional staff and the intricacies of author/title and subject card catalogues briefly explained to them. By and large, many of the users managed library usage by a process of trial and error. However, those who still did not understand the numerous rules of filing were encouraged to seek the help of the librarian at the reference desk. Besides library tours, a few formal programmes had been successfully implemented at the Institute of Advanced Studies, Faculty of Education, the Faculty of Law and the Department of South-East Asian Studies, Faculty of Arts either as spe-

cial programmes or as part of the research methodology courses offered by concerned lecturers. During these sessions, the reference librarians taught the use of printed indexes and abstracts to some second or third year students at the specific request of members of the academic staff. (Chall, 1993)

The need for more extensive user education was felt more urgently with the adoption of a computerized library system in 1992, when students were introduced to the online public access catalogue (OPAC) for the first time. Students had to learn two new skills at the same time – how to search a computerized catalogue and keyboard skills. Sessions were organized for students at the beginning of the orientation week when they were taught how to search the OPAC using author, title and subject as well keyword options. However these programmes were not very successful in terms of attendance and impact due to the following reasons:

- the programmes were not accorded any official status and thus did not receive the support of students or academic staff
- the programmes were too short to be really effective
- students were not given any hands-on experience, meaning that there was no formal assessment of the effectiveness of the programmes
- as most students had no or very limited experience and exposure to library use and resource-based learning, they did not think it worthwhile to expend time and efforts to learn library use. (Zaiton Osman et. al., 1998)

Formalizing the Information Skills Course

Dissatisfied with the outcome of the informal user education programmes, the Library submitted a proposal to offer the Information Skills Course as a 2-credit course under the aegis of the Faculty of Computer Science and Information Technology, with a maximum intake of 100 students. However, it was to become more than a faculty programme. At the time of the proposal, the University received a directive from the National Council of Higher Education (NCHR) directing all universities to incorporate information technology components in the university curriculum in order that students are equipped with the necessary skills for the knowledge economy. The Deputy Vice-Chancellor (Academic Affairs), who is also the Chairman of the Library Committee,



Figure 1. A session of the Information Skills Course in progress.

decided that the course's objectives and learning outcomes would fit the NCHR's requirements and mooted that it be opened to all first year undergraduate students as a compulsory university course, as he felt that it would benefit all students.

The objectives of the course are:

1. to equip students with information-seeking skills so that they are able to efficiently and effectively retrieve information from a variety of sources, both print and computer-based, to meet their learning, teaching and research needs
2. to encourage resource-based learning among students
3. to provide an opportunity to students to expand or upgrade their current information technology-related skills, which are found to be rather limited, by exposing them to various IT applications and possibilities
4. to contribute towards making students independent learners with lifelong learning skills to enable them to make informed decisions and to become knowledge workers who can make productive use of information, knowledge and technology
5. to assist the university in producing quality students who are computer-literate and information-literate.

Thus from the 1998/1999 academic session, information literacy was made a compulsory subject in the University of Malaya, the first university to do so in Malaysia. It has not been easy to teach a minimum of 6,000 students per year. The logistics of organizing the classes and the professional input pose a tremendous challenge to the librarians at the University of Malaya and

we are constantly reviewing the contents and delivery methods.

The professional input

Although user education has been conducted for a long time, formalizing the programme requires extensive planning. The Information Skills Task Force is comprised of senior librarians who each have an average of 20 years' library experience, and are committed to the philosophy of information literacy. The team worked out the objectives of the course, lecture outlines, exercises, assessment tests and examination questions. All librarians take their share of teaching, although the main responsibility for running the course is entrusted to a particular division. It can be said that without the dedication and teamwork, and in particular the encouragement of the then Chief Librarian, Dr. Zaiton Osman, the Information Skills Course would not have been able to take off.

Subject-based programmes

The Information Skills Course is subject- or discipline-based. Although students are encouraged to know about subjects beyond their own disciplines, for practical examples such as reference sources, students are guided to examples in their own fields. As such, students from the Medical Faculty will be taught how to identify medical reference sources in medicine and health care, law students, the legal sources.

Course assessment

Students are assessed throughout the course. A mini-project and two short quizzes are allotted 40 percent while an end of semester examination takes up 60 percent. The objective of having the mini-project is to ascertain whether students can apply the skills taught in the course. To produce the mini-project, students have to search and use a range of printed and electronic resources and to compile a bibliography using American Psychological Association (APA) style. The examination tests on the theoretical aspects and consists of multiple-choice questions.

Learning outcomes

At the end of the course, we hope that students would have acquired the following information literacy skills and competencies:

1. understand and recognize the various types of references normally used by undergradu-

- ates such as books, chapters of books, journal articles and conference papers
2. search the OPAC by fixed fields, namely by author, title, subject and call number
3. interpret bibliographic information, call numbering, holdings information and a periodicals record
4. identify and analyse a search topic or statement and generate keywords or search terms
5. conduct keyword searching and use keywords search techniques, such as Boolean operators, and truncations
6. appreciate the value of and know how to use controlled vocabulary terms to search for information, such as LC, MeSH, and other thesauri
7. identify and use reference sources, such as dictionaries, encyclopaedias, directories and statistical sources as indexes and abstracts
8. use abstracts and indexes in CD-ROM and online formats
9. access the Internet for information using appropriate search strategies
10. evaluate information sources, especially Web sources
11. demonstrate responsible and ethical use of information by acknowledging and documenting sources
12. compile a basic bibliography using APA style.

Feedback and evaluation of the course

Students' perceptions

A post-course survey was undertaken at the end of the Second Semester of 1999/2000 academic session as well as the First Semester of the 2000/2001 session. The views of some 1,000 students were sought as to the usefulness of the topics taught in the course in relation to searching for information and to their learning as well as their assignments. The findings indicate that students are concerned more with locating materials prescribed in their reading lists than with searching for additional reference materials from periodical indexes or abstracts, whether printed or electronic. Almost 90 percent of the students ranked the OPAC as useful, followed by Search Strategy (85 percent) and Project Work (80 percent). However, topics ranked as less useful were abstracts and indexes in CD-ROM format (70 percent), citation style (69 percent), and reference sources such as dictionaries, indexes and abstracts (60 percent).

Question	Response
Are you able to ascertain from the reference lists of your students' assignments that the Course has helped them:	
(i) to retrieve more information resources other than that prescribed by you?	YES: 7 NO: 10 N/R: 6
(ii) to read more and in greater depth (ideas, data analysis, etc.)?	YES: 4 NO: 14 N/R: 4 (error)
(iii) to use more electronic resources (internet, CD-ROM and online databases)?	YES: 12 NO: 6 N/R: 5
Based on the curriculum and skills taught in the course, will it help the students in problem-based or interactive learning?	YES: 19 N/R: 4
Are students more capable in retrieving information resources?	YES: 15 NO: 8
Are references of students consistently cited in a reference list or bibliography of their assignments?	YES: 13 NO: 5 N/R: 5
In general, has the course has succeeded in exposing students to searching and using a variety of information sources, whether printed or electronic, for their assignments?	YES: 14 NO: 2 N/R: 7

Table 1. Survey on information skills course: lecturers' responses.

These findings were supported by feedback from the reference desk, which reported that OPAC enquires from first year students were minimal as reflected in the statistics of reference enquiries. Students' views can also be tied up the low expectations and demands of lecturers on students' reading and use of information sources beyond prescribed texts. (Chan and Ramly, 2001).

Lecturers' perceptions

An informal survey on the Information Skills Course was also undertaken in March 2003 via the University of Malaya e-mail network. Twenty-three lecturers submitted their observations and perceptions of the impact of the course on their students' learning. Although the response to the survey was very insignificant in terms of numbers, the feedback of the few reflected the divergent views of academic staff towards the course, as shown in Table 1.

In general, the feedback from the academic staff showed their support for the course. However their responses also revealed that many students do not use the knowledge they have gained from the course in their learning, which would be indicated in their readings for their assignments.

Even the small group which responded had very diverse views on the course as shown below:

"This is the course badly needed by students." (Faculty of Engineering)

"All academic staff and support staff should also be taught the skills." (Faculty of Dentistry)

"Very useful. However lecturers need to encourage their students to use the knowledge gained. Otherwise students will not bother to retrieve more than one reference. Students must be taught to appraise the scientific materials otherwise students don't know what to do with the materials retrieved." (Faculty of Dentistry)

"Students still do not refer to journal articles and conference papers. Many of them obtained information from the internet and books only." (Faculty of Computer Science & Information Technology)

"Increase the depth and scope of the course. Increase the credit hours." (Faculty of Computer Science & Information Technology)

"The course contents should be taught at year 1, 2, and 3 and not taught only in 1 year. When asked, students said they had forgotten everything because they were taught in first year." (Faculty of Computer Science & Information Technology)

"Could we focus on law materials only? Even lecturers would be interested." (Faculty of Law)

"Do continue the course. Students are very Internet savvy. However since I did not make a proper study of students pre-course and post-course I cannot be sure of marked improvements." (Faculty of Law)

"I find students are not very good in preparation of bibliographies and they often leave out footnotes so reference sources left out. They do not make any effort to search

for information for their assignments. They prefer 'cut and paste'." (Faculty of Law)

"I find my students are not very information literate. In my view, the course is very useful and has a lot of potentials, however it has not achieved its objectives. It is more appropriate if the course is faculty-based." (Faculty of Economics & Administration)

"Although I don't know much about the course, I think it is very important." (Faculty of Education)

The library's response

The library's response to some of the points raised, in particular the following:

- The course is conducted in isolation, not as part and parcel of any course taught by the Faculty. We need faculty cooperation to integrate information literacy skills in their courses. These skills can be taught by the librarian. The success and impact of information literacy programme on students' learning depend on the Library's ability to get the academic staff involved. This bears out the experience of librarians in other campuses (Escobar, H., 2002).
- One-hour weekly session is insufficient, the ideal is 2 hours per week, one hour for lecture and the other hour for tutorial/practical session. However, the IS Course is only one aspect of the librarian's workload, and it is difficult for every librarian to expend more than 3 hours a week to teach. It is to be noted that the 3 hours are only contact hours in the class and do not include preparation, marking student work and time spent with weak students after class.
- Academic staff must demand that students use a variety of information resources in their assignments so that students will make use of the information skills they have learnt.

Where do we move from here?

Like other university libraries who have initiated similar courses, be it accredited or otherwise, we also face non-cooperation and resistance from a few lecturers. However, the library is encouraged by the positive comments from the e-mail survey. We are aware of the weaknesses in the present structure and approach and we recognize that it should be integrated in the faculty

courses for maximum effectiveness and relevance. We are optimistic that with the formal adoption of problem-based learning (PBL) mode of learning and teaching in the University of Malaya in the 2003/2004 academic session, faculty will realize the importance of information skills in support of the PBL approach, and work with the library towards including information literacy and skills in the undergraduate curriculum. (Oker-Blom, 1998) Assessment of skills acquired by students via the mini-project attested that most students have acquired the basic skills listed in our learning outcomes. However, these skills must be applied. We need Faculty to encourage and demand that students use the information skills learnt for their assignments, which should be reflected in an increase use of non-prescribed texts and proper documentation of reference sources used.

The Information Skills Course has been conducted for five years and more than 29,350 students have followed the course. It is now an integral part of the undergraduate curriculum and its value will be tested when the problem-based learning or resource-based learning curriculum is implemented university-wide this year. PBL will require students to search and locate information independently. They would not be provided with reading lists as in the past. With this development, information skills should be perceived as core skills for independent learning as students are expected to search, locate, evaluate and use information to resolve problems/issues. The issue of academic acceptance of the course would be greatly resolved if it received the endorsement and certification of an international body that is recognized by the Malaysian government.

An International Information Literacy Certificate: will it help?

The IFLA proposal for an International Information Literacy Certificate (IILC) is a very good idea both for the library profession and the advancement of the information literacy agenda at the local, national and international levels. There are lots of information literacy materials already available to form the basis of the IILC – the standards, models, syllabus, objective, learning outcomes and the large number and variety of information literacy instruction programmes for different levels and subjects, developed in different institutions that can be used. Librarians all over the world have always been very generous

in sharing information and ideas and we have learnt a lot from the many sites on the Internet pertaining not only to information literacy but also to a variety of library subjects.

However, as outlined in the discussion paper by Cristobel Pasadas Ureña [*See the Reports Section of this issue: -Ed.*], many issues need to be resolved before the IILC proposal can progress from paper to implementation. There must be agreement between the parties concerned as to the information literacy agenda for different educational segments. This should take into consideration the national, political and language differences of the country or region as well as its educational and technological levels, in order to fit the proposed programmes into local, national and regional specifications. There should also be provision for credited and audited programmes. Other concerns should include the organizational set-up of the test centres, the learning centres and financial aspects of running the IILC. Fees charged for taking the various models must not be too high, and should take into consideration the financial capabilities of prospective candidates in various countries.

Assuming all the above issues are resolved, and the IILC becomes a reality, will the IILC help the Information Skills Course gain the recognition of the University of Malaya faculty that the course is vital for student learning? I believe international certification and endorsement may help to some extent, but it depends on the acceptance by the university and government of IFLA as an international professional body.

Some reservations and conclusion

I believe there are two issues that needs to be addressed and resolved before the proposed IILC can move successfully from the drawing board to reality. Firstly, information literacy may be actively accepted by educational authorities in many developed countries such as Australia, Canada, New Zealand, the United Kingdom and the United States, but this is still not so in Malaysia and many other countries in Asia and Africa.

What about employers in these countries? Do they consider information literacy a critical requirement for employment? Unlike computer literacy, information literacy is not classified as a critical success factor for a productive worker. Employers want workers who are critical thinkers who can cope with the massive information

flow and rapid growth of knowledge. Therefore, it is important to inform and convince employers that information literacy programmes will help to produce the type of knowledge workers that they desire as they will be equipped with the necessary skills to search, evaluate and use information efficiently and critically to create new knowledge. Active promotion campaigns would be required to advertise this information to the relevant political authorities and prospective employers. The viability of the IILC depends on the marketability of the IILC and the support of the government and the educational and business sectors.

The second issue that needs to be discussed is the position and standing of IFLA and the national library associations in the national and international arena. IFLA and other library associations are seen as only professional organizations, and thus do not have any political standing or influence in the political, educational and business sectors of Malaysia, and possibly in many other countries. Without the political support of government and business, information literacy and IILC will not be taken seriously by prospective employers. As a consequence, prospective candidates would not want to expend time and money to study and qualify for the IILC. To ensure acceptance of the IILC, it is suggested that it be endorsed by another international organization that is recognized by the governments.

Unlike IFLA, UNESCO has always exercised an important influence in national educational policies. The Ministry of Education in Malaysia and its machinery have always adopted and followed educational trends and policies initiated by UNESCO. It is felt that if IFLA were to work together with UNESCO and undertake the IILC as a joint UNESCO-IFLA project, then the IILC will receive greater acceptance from the Malaysian government and the educational authorities. UNESCO has always worked very closely with the Ministry of Education and the National Library of Malaysia to promote literacy and library use. As one librarian observed:

When UNESCO sneezes, Malaysia (and other Asian countries) will get the flu.

UNESCO has always been seen the champion of educational, scientific, and cultural progress for developing countries and any UNESCO initiatives will be accepted and implemented at the national level. Let UNESCO be the patron of

IILC while IFLA and the national library associations run the IILC centres.

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FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the *Library of Congress Subject Headings*

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Background

With the phenomenal growth of electronic resources and the emergence of numerous metadata schemes for their description, there is a need, particularly, for subject access methods that can handle a large volume of materials without incurring the same amount of effort and cost as in the treatment of traditional library materials. In 1998, OCLC, in search for a subject access system that optimizes the use of technology for Dublin Core metadata records, began exploring a new approach to subject vocabulary.¹ In keeping with the premises of the Dublin Core, it was determined that a subject vocabulary suitable for the web environment should meet the following requirements:²

- it should be simple in structure (i.e., easy to assign and use) and easy to maintain
- it should provide optimal access points
- it should be flexible and interoperable across disciplines and in various knowledge discovery and access environments including the online public access catalog (OPAC).

In developing a subject schema to meet these requirements, two key decisions are required: (1) defining the semantics (the choice of vocabulary); and, (2) formulating the syntax (pre-coordination vs. post-coordination). Regarding the semantics, OCLC decided to retain the *Library of Congress Subject Head-*

ings (LCSH) vocabulary. By adapting the LCSH vocabulary, the compatibility with LCSH is ensured. As a subject vocabulary, LCSH offers several advantages:³

- it is a rich vocabulary covering all subject areas
- it is the largest general indexing vocabulary in the English language
- there is synonym and homograph control
- it contains rich links (cross references) among terms
- it is a de facto universal controlled vocabulary and has been translated or adapted as a model for developing subject heading systems by many countries around the world
- it is compatible with subject data in MARC records
- with a common vocabulary, automated conversion of LCSH to the new schema is possible
- the cost of maintaining the new schema is minimized since most of the changes to LCSH can be automatically incorporated into the new schema.

While the rich vocabulary and semantic relationships in LCSH provide subject access beyond the capabilities of keywords, its complex syntax often proves to be a stumbling block and runs counter to the basic premises of simplicity and semantic operability of the Dublin Core. OCLC decided to devise a simplified syntax to be used with the LCSH vocabulary. The resulting schema is a controlled vocabulary built on the terminology and relationships already established in LCSH but structured with a different syntax and applied with different policies and procedures that are more inclined towards post-coordination. By separating syntax from semantics, the application process can be simplified while retaining the richness of vocabulary in LCSH thus making the schema easier to use and maintain. Furthermore, with the simplified syntax and application rules, computer technology can be used to greater advantage in both the assignment and the maintenance of subject data as well as in subject authority control.

While LCSH has served libraries and their patrons well for over a century, its complexity greatly restricts its use beyond the traditional cataloging environment. It was designed for card catalogs and excelled in that environment. However, because space on a 3x5 card was limited and each printed subject heading required a new card, the number of headings per item that can be assigned was severely restricted.

Since the card catalog was incompatible with post-coordination, the pre-coordinated headings were the only option available in that environment.

LCSH is not a true thesaurus in the sense that it is not a comprehensive list of all valid subject headings. Rather LCSH combines authorities, now five volumes in their printed form, with a four-volume manual of rules detailing the requirements for creating headings that are not established in the authority file and for the further subdivision of many of the established headings in order to make them more specific.

The rules for using free-floating subdivisions controlled by pattern headings illustrate some of these complexities. Under specified conditions, these free-floating subdivisions can be added to established headings. The scope of application is often limited to particular types (patterns) of headings. For example, **Burns and scalds—Patients—Family relationships** is a valid heading formed by adding two free-floating subdivisions to the established main heading **Burns and scalds**. The subdivision **Patients** is one of several hundred subdivisions that can be used with headings for diseases and other medical conditions. Therefore it can be used as a subdivision under the main heading **Burns and scalds**. However, the addition of **Patients** changes the meaning of the heading from a medical condition to a class of persons. Now, since **Family relationships** is authorized under the pattern for classes of persons, it can also be added to complete the heading.

Other examples of some of the complexities are illustrated by a type of authority records known as 'multiples'. In LCSH a group of similar headings are sometimes established as a 'multiple subdivision', i.e., 'a subdivision in the subject authority file that incorporates bracketed terms, generally followed by the word **etc.** used to suggest the creation of similar subdivisions under the heading in question'.⁴ In other words, multiples are headings that establish a pattern of use. For example, the multiple **Love—Religious aspects—Buddhism, [Christianity, etc.]**, indicates that the names of other religions can replace '**Buddhism**' to form new headings. The 'multiple' heading that actually appears in the 1xx field of an authority record should never be used in its multiple form in a bibliographic record. All the possible headings that can be created using 'multiples' are not included in LCSH and there is no comprehensive list of religions.

A third area that illustrates the complexities is music. Some of the complexities include: determining the group for each solo instrument (e.g., wind instruments), the ordering of instruments within the individual group, and when a heading should or should not be qualified (e.g., Concertos). Overall, music headings account for the largest number of valid headings that were not established and are not listed in LCSH.

While the rich vocabulary and semantic relationships in LCSH provide subject access far beyond the capabilities of keywords, its complex syntax has inhibited its application outside of the library catalog. Not only are the rules for pattern headings complex, their application requires extensive domain knowledge since there is no explicit coding that identifies which free-floating subdivisions are appropriate for particular headings.

Although FAST will retain headings created by catalogers under these rules, they will be established in the FAST authority file, effectively hiding the complexity of rules under which they were created. Thus, FAST is based on the existing vocabulary in *Library of Congress Subject Headings* (LCSH), but applied with a simpler syntax than that currently used by libraries according to Library of Congress application policies.

Syntax

For the sake of simplicity and semantic interoperability, the post-coordinate approach was chosen for FAST, because it is more in line with the basic premises and characteristics of the automated retrieval systems. It is also in keeping with the primary intent of the Dublin Core to make it "usable by non-catalogers as well as resource description specialists".⁵

With these considerations in mind, the FAST schema is:

- a controlled vocabulary with all headings established in the authority file, with the exception of headings containing numeric values only
- based on the LCSH vocabulary
- designed for an online environment
- a post-coordinated faceted vocabulary
- usable by people with minimal training and experience
- amenable to automated authority control.

Facets

FAST consists of eight distinct facets: Topical, Geographic (Place), Personal Name, Corporate Name, Form (Type, Genre), Chronological (Time, Period), Title, and Meeting Name. The personal and corporate name facets are limited to those used as subjects and do not include name-title entries. The title and meeting facets are not included in the initial phase of the development. It is recognized these facets appear as subject access points and are necessary, and they will be included in the next phase of the FAST development.

Literary warrant is the basis for determining which headings will be established. In theory, there is an infinite number of valid LCSH headings that can be created. For example, there were 175 distinct musical instruments identified. Therefore, by taking all the different combinations of three instruments, in theory almost a million unique headings for trios could be formed. For nonets, over a billion billion (10^{18}) combinations of nine instruments are possible. Obviously, most of these combinations will never be needed – many would not even be logical. Therefore, it is neither necessary nor feasible to create headings for every possible combination. The establishment of a particular FAST heading is determined by its usage in OCLC's WorldCat, which also includes all of the headings assigned by the Library of Congress. Headings that have never been assigned in WorldCat will not be established in FAST even though they may be valid.

FAST continues the use of subdivisions and retains the hierarchical structure of LCSH. Its major difference from LCSH is that, in a particular FAST heading, subdivisions must belong to the same facet as the main heading. Topical headings can be subdivided by other topicals, geographic headings by other geographics, etc. That is, a particular main heading may not be subdivided by subdivisions from a different facet.

Topical

FAST topical headings consist of topical main headings with appropriate topical subdivisions, including those topical subdivisions found under name and geographic headings in LCSH. The FAST topical headings look very similar to the established form of LCSH topical headings, for example,

Education
Natural gas pipelines—Economic aspects
Photoconductivity—Measurement
Travel—Safety measures
Urbanization
Hospitals—Staff—Labor unions—Organizing

A difference between LCSH and FAST practice is that all free-floating topical subdivisions will be part of the established form of the headings and all multiple subdivisions will be expanded. Elements in the same facet are pre-combined to the extent allowed by Library of Congress application policies. However, only those that have actually been used will be established. For example, headings based on the following heading with multiple subdivisions are established in the LCSH Subject Authority File. For example:

Love—Religious aspects—Buddhism,
[Christianity, etc.]

For FAST, multiples are not used. Each combination of **Love—Religious aspects** and a religion that has been used in WorldCat will be individually established such as:

Love—Religious aspects—Buddhism
Love—Religious aspects—Christianity
Love—Religious aspects—Islam
Love—Religious aspects—Hinduism
 etc.

However, headings will not be established for every known religion—only those combinations that have actually been used.

Geographics

Geographic names are established and used in indirect order. For example, **Germany—Berlin** is the form used rather than the direct order form, **Berlin (Germany)**. In LCSH, place names used as main headings are entered in direct order, but when they are used as subdivisions, they appear in indirect order. First level geographic names in FAST are far more limited than in LCSH and are restricted to names from the *Geographic Area Codes* table.⁶ Linking the first level entries with the Geographic Area Codes also provides additional specificity and a hierarchical structure to the headings. In this way, the Geographic Area Codes can be used to limit a search.

Some geographic names appear significantly different in their direct and indirect forms. In LCSH, North Carolina as a first level entry or as

a subdivision, is spelled out but, as a qualifier, it is abbreviated as N.C. To ensure all occurrences of a name are found, users frequently must search for both forms of the name. A comprehensive search for Washington, North Carolina, for example, requires searching for both **Washington (N.C.)** and **North Carolina—Washington**. In a simple search using only the city name, Washington, North Carolina will be lost in among the far more numerous material on Washington, DC. On the other hand, in FAST, precise searches are simpler since only one form of the geographic name is required to retrieve all material about a particular place.

Second level names are entered as subdivisions under the name of the smallest first level geographic area in which it is fully contained. This is done to reduce the number of first level names, to ensure that the first levels are generally recognizable, and to place the second level into a broader context. For example, the Curzon line (the proposed line of demarcation between Poland and Soviet Russia during the Russo-Polish War of 1919–20) would be established in FAST as **Europe—Curzon Line**. In LCSH, on the other hand, since the Curzon line crosses national boundaries, it is established without qualification simply as **Curzon Line**.

Geographic names are generally limited to two levels except for place names within cities. For example, the Dravlje section of Ljubljana is established as **Slovenia—Ljubljana—Dravlje**. Qualifiers are used both to specify the type of geographic name (County, Lake, Kingdom, Princely State, etc.) and, when the name is not unique, to identify the particular place. For the United States, County names are the most common means for identifying a particular place name when the name is not unique within the state. For example, there are two Beaver Islands in Michigan; the larger and better-known island is in Lake Michigan, but another Beaver Island also exists in Lake Superior. To uniquely specify the island in Lake Michigan, it would be qualified by the county as **Michigan—Beaver Island (Charlevoix County)**. When different types of geographic entities have the same name, the name is qualified to reflect the type of entity. For example, Otsego Lake is both a town and a lake in Michigan. To distinguish between them, the names are established as **Michigan—Otsego Lake** and **Michigan—Otsego Lake (Lake)**. Following the practice of the LCSH, populated places, such as cities, are the default and need not be qualified.

Some examples of FAST geographic headings and their corresponding Geographic Area Codes are:

Great Lakes [nl]
Germany [e-gx]
Mars [zma]
Maryland—Worcester County [n-us-md]
Slovenia—Maribor [e-xv]
France—Loire River Valley [e-fr]
England—Chilton (Oxfordshire) [e-uk-en]
India—Limbdī (Princely State) [a-ii]
California—San Francisco—Chinatown [n-us-ca]

Personal and Corporate Names

Personal names, including family names, and corporate names are both derived from the NACO Name Authority File. The requirements for either a personal or a corporate name to be included in FAST are (1) the name is used as a subject in at least one WorldCat record and (2) the name is established in the Name Authority File and is valid for subject use. For personal names, in addition to the name, the numeration, titles, dates, and the fuller form of the name are also used to establish the name. For a corporate body, the name of the main body and all subordinate units are used to establish the FAST corporate name heading. These corporate names include those of jurisdictions as well as corporate bodies. Name-title entities such as **Smollett, Tobias George, 1721-1771. Expedition of Humphry Clinker** are excluded from both the personal and corporate names facets. These name-title headings will be included in the second phase of the FAST development.

Some examples of FAST personal name headings are:

Woodward, Bob
Dewey, Melvil, 1851-1931
Kennedy family
Edward II, King of England, 1284-1327
Bush, George W. (George Walker), 1946-

and FAST corporate name headings include:

OCLC
Bayerische Motoren Werke
United States. Coast Guard
Bodleian Library

Form

Form or genre data are treated as a distinct facet. Form headings for FAST were identified from a

variety of sources. Many of the forms were identified by extracting form subdivisions from LCSH authority records and assigned headings from cataloging records. The details of that effort were described by O'Neill et. al.⁷ Some examples of form headings include:

Case studies
Abstracts
Census
Rules
Biography--Dictionaries
Folklore
Bibliography--Union lists
Periodicals

Chronological

FAST chronological headings follow the practice recommended by the Subject Analysis Subcommittee of the Association for Library Collections & Technical Services division of the American Library Association⁸ and the recommendations discussed at the Airlie Conference.⁹ FAST chronological headings reflect the actual time periods of coverage for the resources and are not limited to specific periods associated with particular events. Chronological headings will be expressed as either a single numeric date or as a date range. In cases where the date is expressed in LCSH as a century, such as **20th century**, the heading is converted to the date range: 1900-1999. Similarly, periods related to geological eras would be expressed as dates in addition to the name of the period. For example, the Jurassic period would be expressed both as **Jurassic** and **From 140 to 190 million years ago**.

The only general restriction on FAST chronological headings is that when a date range is used, the second date must be greater than the first. Therefore, there is no need to routinely create authority records for chronological headings. For example, no authority record is needed for chronological period **1900-1999** corresponding to the 20th century. Authority records for chronological headings will only be created when necessary for cross-references.

Validating FAST headings

FAST headings are established by faceting established LCSH headings and headings extracted from MARC records in WorldCat. For example, faceting the following LCSH heading,

**Architecture, Modern \$y 20th century \$z
United States \$v Bibliography**¹⁰

results in the following FAST headings:

Topical: **Architecture, Modern**
Geographic: **United States**
Chronological: **1900-1999**
Form: **Bibliography**

Where a heading such as **Heart \$x Diseases \$x Diet therapy \$v Recipes** has multiple subdivisions within the same facet, the hierarchy is retained so that the resulting FAST headings are:

Topical: **Heart \$x Diseases \$x Diet therapy**
Form: **Recipes**

In the validation process, a file containing all unique LCSH topical and geographic subject headings extracted from OCLC's WorldCat was first created. This file contained 6,912,980 unique topical and 1,471,023 geographic headings, representing over 50 million individual subject heading assignments in MARC records. These headings were then faceted to create the initial versions of the FAST topical, geographic, chronological, and form facets. Additional form headings were identified in LCSH authority records. A variety of algorithms for validating the headings automatically have been developed. This initial set of headings underwent extensive validation to minimize the number of erroneous entries. The entries remaining after this validation step were then established as FAST headings.

Authorities

The final step in developing FAST was creating an authority record for each established heading. Because of its wide acceptance, the MARC 21 format for authority data¹¹ was selected. That format is very comprehensive and meets most, if not all, of the FAST requirements. However, neither the authorities nor the bibliographic formats provided for chronological headings – only for chronological subdivisions. A proposal¹² was submitted to MARBI (Machine-Readable Bibliographic Information), the interdivisional committee of the American Library Association charged with maintaining standards for the representation in machine-readable form of bibliographic information. That proposal was accepted with some minor enhancements in June of 2002. As a result, additional fields have been added to the

```
LDR      nz n
001      fast 611370
003      OCoLC
005      20021209141434.0
008      021209nneanz||babn n ana d
040      OCoLC $b eng $c OCoLC $f fast
050      RC684.D5
150      Heart $x Diseases $x Diet therapy
550      Heart $x Diseases $x Nutritional
aspects
550      Heart $x Diseases $x Treatment
688      LC usage 64 (1999)
688      OCLC usage 394 (1999)
750      0 Heart $x Diseases $x Diet therapy
$0 (DLC)sh 85059656
```

Figure 1. MARC 21 FAST Topical Authority Record for Heart–Diseases–Diet therapy.

```
LDR      00661nz 2200181n 4500
001      fast 522597
003      OCoLC
005      20030321133146.0
008      030321nneanz||babn n ana d
040      $a OCoLC $b eng $c OCoLC $f fast
043      $a n-us-ga
151      $a Georgia $z Saint Simons Island
451      $a Georgia $z Saint Simons
451      $a Georgia $z St. Simons Island
451      $a Georgia $z Saint Simon Island
451      $a Georgia $z Saint Simons Village
670      $a GNIS, Feb. 12, 2002 $b (Saint
Simons Island,
PPL, 31° 09' 01 N, 81° 22'11" W, Glynn
County, variants: Saint Simon Island, Saint
Simons, Saint
Simons Village)
751      0 $a Saint Simons Island (Ga.) $0
(DLC)n 82023244
```

Figure 2. MARC 21 FAST Geographic Authority Record for Georgia–Saint Simons Island

MARC21 formats to accommodate unique requirements of FAST. Examples of FAST authority records are shown in Figures 1 and 2.

Conclusions

In the networked, electronic environment, bibliographic and subject access tools must meet the following criteria:

- efficiency and capacity for handling large quantities of resources
- scalability and extensibility
- interoperability.

The advantages of FAST, based on faceted LC subject headings can be summarized in the following terms:

- it will facilitate computer-assisted authority control
- it will be easier and more economical to maintain than a highly enumerated vocabulary
- it will be more amenable to computer-assisted indexing
- it will enable a tiered approach to allow different levels of subject representation
- it will be able to accommodate both precoordinate and postcoordinate indexing and retrieval
- it will be able to accommodate different retrieval models
- it will facilitate mapping of subject data and cross-domain searching.

Notes and References

1. FAST is being developed by a team based in the OCLC Office of Research with support from the Library of Congress. The members of the FAST development team are: Eric Childress, Rebecca Dean, Anya Dyer, Kerre Kammerer, Edward T. O'Neill, Diane Vizine-Goetz (OCLC, Dublin, OH, USA); Lois Mai Chan (University of Kentucky, Lexington, Kentucky, USA); Lynn El-Hoshy (Library of Congress, Washington D.C., USA).
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8. *Subject data in the metadata record recommendations and rationale.* Op. cit.
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10. In MARC21 formats, \$v=form subdivision, \$x=topical subdivisions, \$y=chronological subdivision, and \$z=geographic subdivision.
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12. *Changes for Faceted Application of Subject Terminology (FAST) subject headings*, Proposal 202-13, May 8, 2002. <http://lcweb.loc.gov/marc/marbi/2002/2002-13.html>. (accessed March 10, 2003).

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On Socks and Bees and Everything in Between: navigating the political environment – culture, constraints and controversies

June Verrier



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Rising on the Adjournment debate in the House of Representatives on 12 February 2003, Mr Ross Cameron, the member for Parramatta, said:

In the leftover 70 seconds I want to record that I attended the gym yesterday and arrived without a pair of socks. As I was wondering what to do, a kind stranger produced a clean pair from his bag and offered them to me in a random act of kindness. The random actor was Bill from the Bills Digest Group within the Parliamentary Library. I felt that it was appropriate to recognise the contribution made by the producers of the Bills Digests. Listeners to the House of Representatives may not be aware of the extraordinary contribution that is made to our speeches by the fastidious and scholarly research undertaken within that group I felt it was appropriate that we as a chamber record our appreciation for their professionalism and service to this parliament and to the nation.

I asked the amused rhetorical question on this feedback: 'Is there was anything we can't, won't or don't do to cater for the needs of the Senators and Members of the Australian Commonwealth Parliament?!' Of course there is – and there must be. And this is one of the issues to be addressed in what follows in this session, the theme of which is the successful delivery of professional and non-partisan services in a partisan environment.

Of the many issues that could be tackled under this heading I will focus in this paper on three:

1. the 'illegitimate' client¹ request
2. the misuse of briefs or papers provided to clients
3. the question of the political affiliation of staff.

The 'illegitimate' client request

What will fall into the category of the illegitimate client request naturally will depend on the mandate and the charter of the relevant parliamentary library or research service. In the Australian Commonwealth Parliament, for example, we do not respond to requests from the public,² we do not allow access to academics³ and we do not respond to constituents' letters or requests⁴ because MPs have electorate office staff to do this for them. The Department of the Parliamentary Library's (DPL) Information and Research Service (IRS) is resourced to provide Members of Parliament and their staff with information, analysis and advice to carry out their parliamentary and representational duties. There is a great demand for services and, to ensure the best possible services within that framework, there must be limits.

A *Statement of Client Services* sets out in broad terms what that entitlement contains and what priorities apply. Within certain limits, Senators and Members have absolute priority, closely followed by their staff and the staff of Committees. Former Senators and Members, their families, members of other parliaments, other parliamentary libraries and departments of state have some entitlement, the latter on account of the reciprocal assistance we so often get from them.

This, of course, poses a number of dilemmas in a situation in which MPs may not be fully aware of the limits to their entitlement to services and may, in any case, seek to work around the rules. The *Statement of Client Services* appears in a document which has a very good recognition factor among clients and is generally well used, namely the *Guide to Services*.

Most important of all, however, is the fact that the *Statement of Client Services* has the authority of the Joint Library Committee of the Parliament behind it. This is a Committee consisting of fourteen Senators and Members which is chaired by the President of the Senate or the Speaker of the House of Representatives. Moreover, there has been discussion in the Library Committee of overuse and misuse of IRS services motivated by a concern for equity of access to all MPs, the protection of the focus of services on the delivery of quality professional information, analysis and advice the parliamentary and representational purposes and also by undue pressure on staff.

Some MPs will genuinely not know that they are not entitled to this or that, just as they often – and in spite of a rigorous marketing campaign – will genuinely not be aware of the full range of services to which they are entitled. When the need arises, these usually take quite kindly to advice that we cannot do this or that, for this or that reason and some have even suggested they are surprised by how rarely we set limits.

To assist staff to understand service limits – an effort just as important as making MPs aware of them because, for credibility, this policy must be applied absolutely consistently to all or leave a perception of partisanship – we engaged all staff in a major exercise to identify the ‘illegitimate request’ when the information and research services were combined into a single client service in 1996. From that followed the development of the *Client Service Entitlement* matrix on which staff can draw in their negotiation of request with clients.

Things we do not do:

- excessive photocopying because we are not resourced to provide a photocopying service
- copy material for non-parliamentary clients⁵
- provide legal, medical, financial or taxation advice for personal and not parliamentary or representational purposes because staff do not have professional indemnity
- search for personal information not on the public record on other MPs, public figures or their families
- respond to huge, amorphous, trawling requests, especially those to tight deadlines, (e.g. everything the Prime Minister has ever said about Goods and Services Tax, GST, in the almost 30 years since he entered Parliament)
- respond to requests more properly the province of other parliamentary departments (e.g. the Parliamentary Education Office is resourced to increase awareness of the Parliament and how it works, especially in schools)
- respond to constituents’ inquiries (as opposed to brief MPs on issues of concern to their constituents)
- assist MPs or their families with their academic studies
- over service
- do the work Committee staff are paid to do – e.g. assess submissions (except highly technical submissions where IRS has the expertise and committee staff do not).

Implementation

It is all well and good to have a clear *Statement of Client Services*; the challenge is its effective implementation. The power imbalance between the requesting member and the IRS staffer is great and can create its own problems. Staff are advised to make the limits clear to MPs and, if the explanation is not accepted, to refer the problem to their Director or to the Head. Should there be a recurring problem, this will be discussed by the Head with the MP on a routine client call.⁶

Client entitlement is not black and white. As with everything else in a highly charged political environment, the key is judgement – and common sense. And always, if we cannot respond, we do our best to suggest other ways or other places where help may be found.⁷ If exceptions are made to the rules, then it needs to be clearly explained that it *is* an exception ‘on this occasion’ – and the opportunity taken again to explain the limits.

This requires an investment in staff training and support. Staff need to be given the tools, the framework and perhaps even the words to assist them to respond in the case of difficult requests or difficult clients. Most important of all is strong support from the top and, ultimately, in the Australian case, from the Presiding Officers and the Library Committee.

The misuse of briefs or papers provided to Members of Parliament

The publicly available product of the Australian Commonwealth Parliament's Information and Research Service can be found at <http://www.aph.gov.au/library/>. Generally referred to as General Distribution Papers (or products), GDPs, this makes up, in recourse terms, approximately 25 percent of output. These are quality, impartial, balanced assessments of the issue at hand drawing on information publicly available at the time of the (usually speedy) production and subjected to rigorous quality control procedures.

The commitment of considerable resources to GDPs is a primary means to build up the organisation's intellectual capital and maintain expertise in key areas of interest to the parliament. It is also a primary mechanism to enable staff to respond readily, immediately and, as necessary, briefly to the day-to-day inquiries of greater and lesser complexity that Senators and Members routinely make. Internet presence is also an important part of the IRS's public profile and community services obligation, thereby contributing to peer recognition and the development of valuable networks. As such, when GDPs are drawn on, attribution by clients and the community is both expected and welcome.

Thus when a committee for example reproduces in its Report an IRS 'foundation paper' setting out the background, context and issues for an inquiry, this contribution is now acknowledged. Or a journalist, increasingly frequently basing an entire feature article on an IRS GDP, ideally cites and sources it appropriately.⁸ And, increasingly frequently too, GDPs are referenced in the academic literature and used in course work at schools and universities.

The majority of IRS output, however, approximately 75 percent, is generated by individual requests. The term used to describe this is 'di-

rected' information or research and, by definition, it remains confidential to the Senator or Member concerned. These requests can include an extraordinary broad range – from the apt quote, to some international comparisons to give context to the Australian subject matter for a speech, through background briefings for meetings or visits, some points for the Adjournment or for an opening, or even to the development of alternative policy options for a Shadow Minister. These responses are provided to the client's specific direction and written along the lines they suggest. Because they are thus 'directed' they may not be balanced and impartial – and as such should not be attributed to the IRS.

All individually commissioned work is the clients' to use as they wish – without attribution. To remind them of this, responses carry a disclaimer and, as a routine work practice, staff are asked to repeat the point at every opportunity.

But politicians will be politicians – and there will be those who breach this rule. One reason is the very good one – the credibility of the Parliamentary Information and Research Services. Members and Senators like to cite IRS briefs because of the organisation's credibility. Apparently, 'Research carried out by the Department of the Parliamentary Library ...' has a caché and a clout that 'Senator Bloggs says ...' does not. Indeed, one member, when taken to task for citing individually commissioned work said, 'Oh! But they'll believe you; they won't believe me!' But the danger is that, quoted out of context, IRS could be seen to be partisan.

There is misuse of IRS tailored briefs and this will undoubtedly continue. The protection is the disclaimer and the stand taken in the breach: the explanation is that this particular piece of writing was indeed directed research, written to prescription not as an independent advisory and must be seen as such.

So why make such a commitment to the individually tailored response? Because all the feedback from independently commissioned external evaluation and ongoing feedback mechanisms over the years tells us that this is the part of the service that Senators and Members value most highly. As a client service in a competitive information environment, it would be foolish to do less than capitalise on the specialist parliamentary nous that IRS staff uniquely develop, their independence and comparative advantage, and respond to meet this niche market.

The DPL, of which IRS is the client service delivery point, is independent; it does not promote (or oppose) the policy of the Government or of the Opposition of the day. Rather it provides the best independent and professional advice in the time available. But as well, if asked to do so, responses will be framed to suit the perspectives of the requesting MP. To know and understand every aspect of the issues at hand, networks and sources include any and all available – departments, lobby groups, academics – but IRS is beholden to none. This independence is a protection, as is the widespread support the DPL and its IRS enjoys across the Parliament.

The question of political affiliation

Over the years a great deal of interest has been expressed in the Parliamentary Libraries and Research Services Section of IFLA in the question of appropriate policy on the political affiliation of staff. It was discussed in Boston and in Glasgow in workshops on Managing the Political Environment.⁹ In Glasgow, the feeling of the meeting appeared to be incredulity that staff could be seconded to – or recruited from – Members' or Ministers' offices, or that anyone with a known political affiliation could be employed.

This is perhaps one of the most fraught issues with which parliamentary libraries and parliamentary research services have to deal. Because participants in this conference come from often very different political and cultural environments, it is one on which consensus is unlikely to be achieved. Nonetheless the attempt to draw out some aspects of it from the Australian model may assist work through this issue and frame guidelines most appropriate in differing polities.

Somewhat flippantly but to make a strong and very important point, I have said to overseas visitors 'isn't it a wonderful comment on the quality of Australian democracy that the Government pays us to help the Opposition oppose!' But this is in fact not quite accurate: the Government pays us to assist the Parliament – all parties which make it up – to hold the Government to account. This is indeed a democratic point of which Australia can be very proud.

Nonetheless, to play that part effectively is occasionally to be a burr in the Government's saddle. But now that both major parties likely to form governments have been in opposition for

considerable periods of time since there has been access to the range and quality of information, analysis and advice that IRS now offers, both appreciate full well the very important role IRS can play for them at this time. The Opposition front bench – whichever party is in opposition – tends to be the single most significant client group. The reasons are obvious: oppositions do not have departments of state to assist nor the number of personal staff to do the key policy development work that effective oppositions must do if they are to offer a credible alternative to the government of the day to the voting public. IRS assists considerably in this task – and at the same time continues to provide whatever advice and assistance is required by members of the Government, including Ministers, some of whom continue to call on it in spite of their access to the far larger resources of their departments.

One paradox to arise is that the quality of the responses they enjoy and the quantity of work done leads to the high regard that makes IRS a natural recruitment pool for new ministers in new governments. Australian law requires that staff be released for this purpose and Australian law requires that they may return from whence they came. Consequently, for example, there is one current member of IRS's staff who spent ten years in Ministers' offices of the now Opposition and there is one member of staff currently on secondment to a Shadow Minister's office.

Australian law, too, does not allow discrimination in employment on the grounds of, among other things, political opinion. Apart from Australia's position as signatory of the International Covenant on Civil and Political Rights 1966 (ICCPR) and the International Labour Organisation's Discrimination (Employment and Occupation) Convention 1958 (ILO III), there is, as well, the Workplace Relations Act of 1996 (WRA) and the Members of Parliament Staff Act 1984 (MoPS) which governs the employment of staff by members, senators and ministers. One object of the WRA is the prevention and elimination of discrimination on a number of grounds including political opinion. Section 170CK states that an employer must not terminate an employee's employment for a number of reasons, including political opinion. The object of the Members of Parliament Staff Act is to reflect the fact that such staffers were not and are not necessarily partisan and to require departments of state to release – and to take back – public servants who wished to be seconded to MPs' offices.¹⁰

Of course people who work in Parliament House have political views. Part of the strength of staff is the interest and enthusiasm they have for the Parliament and the political process. But the culture is that staff leave those views at the front door when they come to work. This enables them to deal fairly, impartially and with equal energy and enthusiasm with all political comers – even those with whose views they may differ – or even find distressing as occurred recently in the case of the emergence of a new party promoting some controversial policies. Even though few were likely to sympathise with those policies, staff were absolutely professional in responding to their requests and did so with the same dedication as for any other MP, as was illustrated by explicit expressions of appreciation of the excellence of service. Just one member of staff felt the need to declare a conflict of interest on the grounds of the apparently racist policies of this party and a consequent inability to work for them. This declaration was appreciated and could be accommodated.

So, how does the Australian legal framework affect choices the IRS makes in employment? Are people with known political affiliations employable in the Parliamentary environment? Generally, Australia's obligations in law do not allow for discrimination in employment, including for political opinion. The *Parliamentary Service Values* and the *Parliamentary Service Code of Conduct* ensure that any such opinions do not influence staff in the course of their parliamentary duties and provide for action to be taken should they do so. These have the authority of the Presiding Officers, that is, the President of the Senate and the Speaker of the House of Representatives. And from them flows a culture and work practices which vigorously promote and defend them.

The Parliamentary Service Values:

- ...
- the Parliamentary Service provides professional advice and support for the Parliament independently of the Executive Government of the Commonwealth
- the Parliamentary Service provides non-partisan and impartial advice and services to each House of the Parliament, to committees of each House, to joint committees of both Houses and to Senators and to Members of the House of Representatives ...
- employment decisions in the Parliamentary Service are based on merit.'
- ...

The Parliamentary Service Code of Conduct:

- ...
- a Parliamentary Service Employee must disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with Parliamentary Service employment ...

and

- a Parliamentary Service employee must not make inappropriate use of:
 - a) inside information; or
 - b) the employee's duties, status, power or authority;
- in order to gain, or seek to gain, a benefit or advantage for the employee or for any other person.
- ...

The *Parliamentary Service Code of Conduct* and the *Parliamentary Service Values* are underwritten by an act of Parliament, the Parliament Service Act 1999, which sets out procedures for breaches which can range from counselling, through reduction of salary, to dismissal. Although the reason was not political partisanship, its strength was illustrated, by a case earlier this year when these sanctions had to be used. An employee was first reprimanded and then, after repeating the offence, an investigation followed which concluded by recommending dismissal. The employee chose to resign before this could be put into effect.

An earlier case in the context of recruitment was alleged to involve political discrimination and an objection was lodged with the Human Rights and Equal Opportunity Commission. After protracted deliberations and legal assistance, the Commission came down in support of the DPL decision. This was, that in spite of sound technical and professional claims to the position, the applicant could not demonstrate sound judgment, particularly in the context of a sensitive political environment. Even as the candidate was in the middle of an application for a position in the Parliament, he was writing inflammatory Letters to the Editor criticising various policies of the government of the day.

I recall a Canadian Senator remark at the Ottawa Comparative Legislative Research Services Seminar in 1998 saying that 'it left a bad taste in the mouth' when a research staffer took up a position with a politician, or vice versa. This sums up

well the threat that this poses to that very fundamental issue of trust between Parliamentary information and research service providers and the consumers of those services, their parliamentary clients. Truth to tell, we would doubtless prefer this not to happen but, for reasons already explained, we have to live with it and manage it. There is thus at the very least a very strong expectation that the staffer concerned will keep their head well down – and probably go beyond the call of duty to establish, or re-establish, their professional and impartial credentials among those clients who may have cause to question them. It is a credit to the staff concerned and to the vast majority of MPs who respect the strong culture and values of the DPL – that it can be made to work.

Conclusion

Perception is everything in the hugely sensitive political – and possibly sometimes paranoid – environment of the Parliament. There may well be a huge difference between perception and reality – but that is not the point. In one case, for example, an Opposition Member drew to my attention a perception of a conflict of interest which is making for discomfort, in this case because the relevant specialist is married to the public servant responsible for managing the Government's case in a certain sensitive committee inquiry.

Perception or reality, it must be dealt with – and with a view to maintaining the integrity of the IRS and the confidence of the client. This requires maturity and common sense at all times from all staff – and is perhaps one reason for the flat structure at relatively senior levels and the relatively 'mature' character of staff employed by the IRS.

And of course, this helps to make us ready, willing and able to cope with all that our clients put upon us and to rise magnificently, as we so often do, to some amazing challenges!

I began my presentation with a story about socks and I will finish it with a story about bees to illustrate some of the extraordinary circumstances into which we get ourselves by being part of the parliamentary process. When I was a young foreign affairs analyst working in our old Parliament House, a certain Member of Parliament came into my office and asked me would I drive him to the Lodge, the Prime Minister's residence,

that evening with two beehives because all the Commonwealth car drivers had refused to take him. At the appointed hour, off we set and ...

Notes

1. The term 'client' is used to describe users of the Department of the Parliamentary Library's Information and Research Services, i.e. Senators, Members, their staff, Committees, their staff and staff of other parliamentary departments.
2. By Act of Parliament in 1961, the National Library was created out of the Parliamentary Library in its own building with its own charter. This freed the Parliamentary Library to focus on Parliamentary business and parliamentary clients and freed it from a collecting responsibility. The DPL has first call on the resources of the National Library. The National Library Act of 1961 also separated the Archives Division of the Parliamentary Library and it became the Commonwealth Archives Office within the Prime Minister's Department.
3. A special provision is occasionally made for an academic if there is particular reason, e.g. the need for access to material only the Department of the Parliamentary Library holds.
4. A careful distinction needs to be made between constituents' requests and the need of an MP for briefing on an issue of concern in the electorate.
5. The Copyright Act 1968 allows copying by staff of Australian parliamentary libraries for Members of Parliaments only. Section 48A states:

The copyright in a work is not infringed by anything done, for the sole purpose of assisting a person who is a member of Parliament in the performance of the person's duties as such a member, by an authorized officer of a library, being a library the principal purpose of which is to provide library services for members of the Parliament.
6. As one of six feedback mechanisms, the Heads seek to call on all Senators and Members at least once in the life of a Parliament to discuss usage patterns, promote new services or services apparently underused in this case, and to elicit feedback on services including any suggestions for improvements to services.
7. Electorate office staff have been provided with resource lists, for example on Commonwealth Government departments and programs, welfare payments, immigration inquiries, etc. in a Tip Sheet linked to the *Guide to Services* and periodically re-advertised.
8. See for example Verona Burgess, 'The never-ending story, thus far' *The Canberra Times*, Sunday 22 June 2003 referring to Ian Holland's *Chronology Changes in the Australian Public Service 1975–2003* or Alan Ramsey, 'A scramble of bruised egos with egg on faces', *The Sydney Morning Herald*, Sat 27 April 2002 referring to Scott Bennett, Andrew Kopras and Gerry

Newman's Research Paper *Commonwealth Election 2001* and 'Sun state gains a seat', *The Australian*, Monday 18 February 2002 drawing from Gerry Newman's Research Note *Possible Electoral Redistributions During the 40th Parliament*.

9. See 'Managing the political environment: issues arising in the provision of information and research services to Members of Parliament', J. R. Verrier, IFLA Boston, 2001.

10. See Ian Holland *Members of Parliament (Staff) Act: Background*, Research Note No. 14, 15 October 2002).

Original paper no. 165 presented at the World Library and Information Congress, 69th IFLA General Conference, Berlin, Germany, 1-8 August 2003, in session 64, Library and Research Services for Parliaments – Research Day. English original available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.

Digital Preservation Activities in the United Kingdom – building the infrastructure

Maggie Jones

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Background

In 1995 the *Final Report of the Taskforce on Digital Archiving*, a United States report commissioned by the Research Libraries Group and the Commission on Preservation and Access, was released. For the first time, the disparate elements and range of stakeholders involved in the lifecycle of digital preservation were articulated and potential solutions were offered. The report sought to encourage an approach which simultaneously acknowledged the enormous complexity of the challenges, without being paralysed by them:

... we expect that the best use of the work of the Task Force will ultimately be to heighten awareness of the seriousness of the digital preservation problem, its scope and complexity – and its manageability. There are numerous challenges before us, but also enormous opportunities to contribute to the development of a national infrastructure that positively supports the long-term preservation of digital information. (Waters and Garrett, 1996)

In the United Kingdom, the report inspired much of the discussion at a Workshop held at the University of Warwick and hosted by the Joint Information Systems Committee (JISC) and the National Preservation Office. A number of action points emerged from this Workshop, including a series of seven commissioned research papers, each one focussing on an identified aspect of digital preservation. The papers were subsequently synthesized into a single publication, *Digital Culture*. (Feeney, 1999)

Distributed responsibilities

It has been assumed that digital preservation will need to be a distributed responsibility. This is partly because of the scale of digital material being produced, and partly because of the nature of digital technology. Decisions which will affect the long-term viability of a digital object need to be taken so early in the lifecycle of the digital object, that those creating them are more logically the ones to undertake that initial activity. It is also a factor that solutions are not going to be of the nature of 'one size fits all'. Different approaches will be perfectly valid for different types of digital resources and, while duplication of effort is to be avoided, a certain amount of judicious overlap is beneficial, particularly in these early stages of developing digital repositories.

The role of creators of digital materials is both crucial and difficult to integrate into a coherent infrastructure for preserving digital materials. Some creators of digital materials may be best placed to undertake preservation responsibility because of their in-depth

knowledge of the subject matter, but they may lack the necessary archiving skills. The optimum solution in these cases might be an alliance between an organization skilled in managing digital data, and the creators, so that those with the greatest knowledge of the material maintain control over decisions on what content needs to be preserved and at what intervals.

However, there may be reluctance on the part of creators to hand over responsibility for their materials elsewhere. Libraries and archives have established their credentials for preserving print materials over a very long timeframe. In these very early stages of developing digital repositories, it may be difficult for creators to assign the same level of trust to them for preserving digital materials.

Some creators may simply be unaware that their material could be managed elsewhere. By the same token, digital repositories may be unaware of valuable material being created. In both of these cases, digital materials are particularly vulnerable to loss. It is unlikely they will have been created with longer term management in mind, increasing the prospects of loss of the digital resource before a digital repository potentially able to manage it is even aware of it. Alternatively, by the time such a repository is aware of it, it may be too late for cost-effective preservation to be undertaken.

It is possible to envisage three basic types of digital resource creator. Those who don't trust the ability of digital repositories to take care of their material; those who are unaware that such a possibility exists; and those who would love to be able to hand over their materials but no obvious repository yet exists for them to do so. Even assuming a trusted digital repository does exist, bringing them together with those creating digital materials in a mutually beneficial relationship is far from simple.

It is these complexities that have led some commentators on digital preservation to observe that organizational and legal issues are more intractable than technical challenges, formidable though the latter may be, particularly for complex digital materials.

Progress

So what has happened in the almost eight years since the first Warwick Workshop? How far have we come in building the infrastructure which

will support the long-term preservation of digital information? There has certainly been a great deal of activity, and for the purposes of this paper, I will focus primarily on the work of the UK deposit libraries, (in particular the British Library), the National Archives, and on the Joint Information Systems Committee (JISC).

JISC

JISC has made digital preservation a strategic priority for some time and has sponsored a number of projects and initiatives aimed at advancing knowledge and understanding of the many challenges still to be faced before long-term preservation of digital materials can be assured.

The Cedars (CURL Exemplars in Digital Archiving) project was funded by JISC with the initial objective of *addressing strategic, methodological and practical issues and provide guidance for libraries in best practice for digital preservation*. Collaboration is always a theme running through any discussion of digital preservation and the Cedars project began as a collaborative project between three CURL (Consortium of University Research Libraries) institutions, Leeds (the main site), Oxford, and Cambridge. Outcomes and deliverables from the Cedars project, including the five guidance documents which focussed on specific aspects of the work of Cedars (*Collection Management, Intellectual Property Rights, Metadata, Digital Preservation Strategies, Digital Archiving Prototype*) are all available from the Cedars website.

There was also constructive collaboration between the Cedars and the CAMiLEON project. The latter was funded jointly by JISC and the National Science Foundation in the US. The UK part of the project was also based in Leeds, allowing a mutually beneficial working relationship between Cedars and CAMiLEON. CAMiLEON worked primarily on testing the viability of emulation as a preservation strategy and successfully re-created the 1986 BBC Domesday Project, which had been copied onto videodisc, a long obsolete technology. It also developed tools to assist in future rendering of digital materials when the inevitable technological obsolescence renders them incapable of being accessed on current technology.

The JISC Continuing Access and Digital Preservation Strategy 2002–2005 signalled a different direction:

Much has been achieved by JISC and others with relatively modest investment in recent years. However the escalating scale and complexity of digital resources to be curated and the subsequent urgency of developing a critical mass of expertise, shared services and tools, for long-term digital preservation, will require a step change in investment and approaches. Over the next three years a greater emphasis on development of production services and tools will be needed to build on previous research studies and projects. (*A Continuing Access and Digital Preservation Strategy for the Joint Information Systems Committee (JISC) 2002–2005*)

The 2002–2003 Digital Preservation Development Programme to support the first year of this three-year strategy is indicative of the concerted effort to move digital preservation firmly beyond the realm of short-term projects to sustainable services. Several projects and studies have been funded by this programme:

- *Archiving E-Publications* investigated the implications of licensed e-journals, in particular those licensed under the JISC NESLI (National Electronic Site Licensing Initiative) deals. This is an area where the blurring of boundaries between owners and creators of content and libraries is most evident. Publishers have had no preservation role to play in the print environment, now find themselves being asked to sign a Model Licence which gives them responsibility for ensuring continued access to licensed journal content. The draft report was circulated for consultation and peer review in May 2003. A key recommendation of the report was that JISC establish a post dedicated to acting as a negotiator and central point of contact for both libraries and publishers, to enable pursuit of appropriate archiving arrangement, without delaying current licence deals.
- *Data Curation for e-science* in the UK investigated the current provision and future requirements for the curation of primary research data within UK e-science. The Department of Trade and Industry and Research Councils have committed GBP 118 million for a government-industry programme on e-science, employing grid technology. Grid technology (also known as cyberinfrastructure in the US) is regarded as the natural successor to the World Wide Web and is set to revolutionize the way scientists conduct their research. It is therefore critical that the huge volumes of data being produced are appropriately managed. The draft report
- *'Data curation for e-science in the UK: an audit to establish requirements for future curation and provision'*, was circulated for consultation and peer review in May 2003. A key finding of this project was that further action is urgently needed to support the curation of the anticipated huge increases in data resulting from this major investment.
- *Feasibility and Requirements Study on Preservation of E-Prints*. The driving force behind the development of E-Prints and institutional repositories has been on encouraging researchers to deposit their materials in these emerging facilities. The focus on the JISC study was in assessing what needs to be done to maintain access to deposited e-prints into the future. The draft report 'Feasibility and requirements study on preservation of e-prints' was circulated for consultation and peer review in May 2003. The report suggests that there is an opportunity to address preservation issues before the issue becomes urgent, without inhibiting the deposit of material into e-print repositories.
- *Web archiving*. UKOLN undertook a feasibility study into web archiving on behalf of JISC and the Wellcome Trust. The report, *Collecting and preserving the World Wide Web: a feasibility study*, was released in February 2003. A separate study was also initiated to focus on the legal implications of web archiving, recognizing that this is a key concern of those wishing to preserve web based material. The report *Legal issues relating to the archiving of Internet resources in the UK, EU, USA and Australia* was also released in February 2003. As the description of the project indicates, collaboration will be the key to any successful attempt to collect and preserve the web. Digital preservation as a global issue is also reinforced here. Accordingly, further work is being undertaken collaboratively. The British Library and the National Archives UK (formerly the Public Record Office and the Historical Manuscripts Commission, which merged in April 2003) have already begun work in this area and they will work with JISC and Wellcome and others to implement software developed by the National Library of Australia to harvest web-based materials it collects.
- *Representation and rendering project*. Both the work of Cedars and CAMiLEON fed into the work of a JISC funded project on file formats and rendering undertaken by the University of Leeds. The need for this arose from the dependence on understanding the formats in which the data is encoded before digital materials can remain accessible over time. This work will in turn be critically important for

the proposed Digital Curation Centre, which is discussed in more detail below. The report, *Representation and rendering project, survey and assessment of sources of information on file formats and software documentation* was released in May 2003.

- *Revision of the Records Lifecycle* was undertaken to update an earlier JISC study which provided guidance on good practice for the management of records and archives in UK higher education institutions. The implementation of the Freedom of Information Act 2000 has provided an additional spur to provide guidance for records managers and archivists. The report, *Higher Education and Activity Model & Record Retention Schedule* was released in May 2003.

The Supporting Institutional and Records Management Programme has funded seventeen projects, including the development of an electronic records management (ERM) training package. All projects are due for completion by December 2003. These are intended to support UK higher and further education institutions in the implementation of records management programmes.

At the time of writing, JISC and the e-science core programme have issued an invitation to tender for a Digital Curation Centre. The impetus for this service is the recognition that there are certain activities required by all digital repositories which are most efficiently and effectively undertaken centrally. The Digital Curation Centre will not itself be a repository for digital data but will collect information on file formats and preservation planning tools to support those who are undertaking this role. This service will also include technology watch.

This considerable investment by JISC in such a wide range of activities is indicative of the increasing urgency in the need to accelerate progress towards implementation of digital preservation approaches. It implicitly acknowledges that while there are still significant challenges, it is necessary to embark on a concentrated effort to establish, in the words of the JISC Strategy:

An infrastructure of collective and institutional services and repositories.

The British Library and the National Archives

Both the British Library and the National Archives are major players in the UK digital pres-

ervation agenda and both have undertaken significant planning and preparation, as well as building repositories capable of dealing with large quantities of digital materials.

The British Library is focussing on four major categories of digital content. These are:

1. Deposited material (a voluntary deposit scheme has been implemented, pending legal deposit legislation).
2. Websites. The BL is participating in two collaborative projects, one is based on the JISC Wellcome proposal, mentioned above. The other is the Web Archiving Consortium, a collaboration of national libraries and the Internet Archive.
3. Digitization. The BL has undertaken a number of digitization initiatives over the years to enhance access to its rich collections. A 'Collect Britain' is the BL's largest digitization project to date and has been funded by a grant from the New Opportunities Fund. It is aimed that by the summer of 2004, 100,000 images and sounds selected from the BL's collections will be available online.
4. Digital materials purchased for the provision of services.

Legal Deposit

Legal deposit has always been a key enabling mechanism to support the preservation of a nation's printed published heritage and in the UK there has been an active campaign to extend this to non-print materials. A brief synopsis of the steps towards extension of legal deposit to non-print materials illustrates what a slow process this is.

A working party, including representatives from publishers and deposit libraries and chaired by Sir Anthony Kenny was established and reported in 1998, having been charged with drawing up a voluntary code of practice. However, the Working Party indicated that it 'was convinced that only a system of legal deposit will be adequate to secure a comprehensive national published archive'.

The voluntary code of practice was introduced in January 2000 and covered the deposit of UK non-print publications in microform and offline electronic media (e.g. CD-ROMs, floppy disks etc.). This code of practice does not, as a general rule, include online digital publications and where there are parallel print and electronic publications, the former is usually regarded as the deposit

copy. Film, sound, and Ordnance Survey digital maps fall outside the voluntary code of practice and are subject to separate voluntary schemes.

The Legal Deposit Libraries Bill achieved its second reading in the House of Commons in March 2003 and at the time of writing was scheduled to have its third reading in July 2003. In the meantime, the voluntary code of practice has enabled the British Library and other deposit libraries to prepare for what could potentially be a substantial influx of digital materials.

A report was commissioned by the Joint Committee on Voluntary Deposit to assess the cost implications of legal deposit for both legal deposit libraries and publishers. Using two different scenarios, based on the British Library receiving either 60 percent or 80 percent of unique e-serial publications within the first three years of legal deposit, with e-monographs remaining stable at around 75 percent. This suggested that the cumulative costs of processing this material at the British Library over the first three years would be GBP 2.6 million and GBP 2.7 million respectively. The report suggested that publishers were not concerned about delivery costs of depositing publications to the deposit libraries but had a number of concerns relating to access/usage, metadata and rights issues.

There are still ongoing discussions between the British Library and publishers and this has been a steep learning curve for both in determining practice and procedures which are mutually acceptable and which will safeguard the digital published heritage.

The National Archives

The National Archives has been actively engaged in providing guidance to government departments in implementing good electronic records management (ERM) practice. This has been given particular urgency with the introduction of the Freedom Information Act (2000) and also the Data Protection Act (1998). The compliance issues related to this legislation, combined with a Government initiative which had the target of all government departments storing and retrieving all new records electronically by 2004 has made it imperative that good ERM takes place.

To facilitate this, the National Archives has worked with government departments to support the introduction of electronic management

systems. In addition, the National Archives has built a Digital Archive capable of providing long-term storage for all electronic records produced by government departments and selected for archiving.

The National Archives has also developed the PRONOM database, which stores detailed descriptions of software applications, including file formats to which an application can read and write and any dependencies that may exist in order to run the application.

The National Archives website also includes a page of trials and pilots they are undertaking, to prepare for large volumes of data being accessioned into the Digital Archive. These include testing data integrity, and an Open Source Software Pilot.

As already mentioned, the National Archives is also engaged in preserving websites. The selection of government websites is currently the focus of a small working group established to consider the selection and preservation of government websites. As already indicated, the National Archives is also working collaboratively with others in web archiving.

The Digital Preservation Coalition

With such intense activity, it is not surprising that a mechanism for coordinating digital preservation activity and fostering collaboration was seen to be very important. The Digital Preservation Coalition (DPC) was formed following a summit in January 2001 and formally launched at the House of Commons in February 2002. From six founding members, the DPC had grown to 25 members by June 2003. Membership is deliberately cross-sectoral, recognizing the intersecting interests between sectors and the need to harness individual efforts to address mutual concerns. While focussing primarily on developing the UK Digital Preservation agenda, it has recognized from the beginning, the fact that digital preservation is very much a global issue and it is critically important to establish good lines of communication with all those engaged in digital preservation efforts. A Memorandum of Understanding (MOU) with the National Library of Australia has provided a fruitful collaboration. Contact has also been established with the US National Digital Information Infrastructure and Preservation Program (NDIIPP) coordinated by the Library of Congress. It is

hoped that this will also lead to a MOU between the DPC and NDIIPP.

The DPC resources are modest, and it is only since May 2003 that a full-time officer was appointed to the DPC to act as Coordinator. Nevertheless it has managed to achieve a great deal in its short existence. A public relations campaign was launched in the belief that there needed to be much more awareness of the importance of digital preservation and the profile needed to be raised significantly. There was a certain feeling of a relatively small number of interested parties essentially preaching to the converted. Before the campaign, a search was done to establish the number of times digital preservation was mentioned in the media. Only one example was found, contrasting with more than 40 news items since the DPC launch to date.

The packaging and dissemination of relevant information has also been a key activity, recognizing the difficulty of maintaining current awareness in such a rapidly developing area. There is now an electronic edition of the *Preservation Management of Digital Materials Handbook* and this will be updated. Quarterly updates of *What's New in Digital Preservation* are compiled by Michael Day of UKOLN, and Gerard Clifton, of the National Library of Australia, and provide an invaluable source of reference and current awareness.

A Digital Preservation discussion list was established and has almost 1,000 members as of June 2003, further reinforcing the increasing importance of digital preservation and the need to forge and develop contacts with others working in this area.

Finally, training is seen as a key priority by many DPC members and so the DPC has held regular Forums focussing on specific themes, as one mechanism to increase knowledge and understanding. A series of DPC Training Workshops, based on the *Preservation Management of Digital Materials Handbook* has also been developed for DPC members. This is an area of activity which will need to expand to cope with increasing demand and the DPC will need to act as both provider and co-ordinator of training activities.

Summary

In summary, there has certainly been a great deal of progress since the first Warwick Workshop

was held in November 1995. There is a much richer understanding of the range and complexity of the challenges and the need for a range of strategies and procedures to deal with them. There is more reliable information on costs beginning to emerge. More practical experience is beginning to inform debate and development of policies and strategies. There have been opportunities to learn from each other and to share what we have learned.

It is however, axiomatic to say that much more needs to be done. We still need a far greater level of awareness, particularly from funding agencies, combined with greater clarity on roles and responsibilities at the national, regional, and local level. We need to keep track of what material is being produced and its level of vulnerability. And we need to maintain and develop links with others so that we can all continue to learn and to benefit from the collective progress being made.

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Making Websites and OPACS accessible

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Introduction

In most countries the so-called 'Libraries for the Blind' serve both as production centres and distributors of reading materials in alternative formats. The main means of delivery of these materials to their print-handicapped clients is still through the mail (postage) and clients rarely visit the actual library buildings. While this model of service delivery might be a good solution for less mobile people, many people with a print-handicap prefer to get their reading matter through a regular library instead of a specialized service organization. This is even more so for people who become visually impaired at a later age and people with other kinds of print-handicaps like dyslexia. They simply don't find their way to specialist organizations like libraries for the blind. Also the psychological threshold for starting to use an organization for 'the blind' is high for partially sighted and dyslexic people. In some countries, therefore, service delivery through the regular channel of public libraries is used to better reach the total group of people with a print-handicap. In particular, the delivery of audio books in Daisy format shows a high potential for addressing the reading needs of elderly partially sighted people and dyslexics.

But just having the materials in an alternative format available in the library is not sufficient. Some other conditions have to be met before a service to print-handicapped people by a public library can be successful. These conditions vary from accessible buildings and personnel trained

to meet the needs of people with a print-handicap through to having an accessible catalogue.

Online Public Access Catalogues (OPACs) have been offered to clients via computer terminals located within library buildings. Clients can be shown how to use the catalogue and library staff are available to help if any problems are encountered. Clients who do not visit their library and who receive their material through the mail have not been able to search the library catalogue for themselves.

Now, libraries are more likely to be able to offer a web interface to their OPAC and allow access to it via the Internet. For public libraries a web interface offers the best opportunity to make their catalogue accessible to people with a print-handicap. For specialist organizations, the ability to offer an accessible catalogue via the Internet may mean that their clients are able to have independent access to up-to-date information for the first time.

General accessibility and usability issues for OPACs

Clients (whether print-handicapped or not) accessing OPACs via the Internet are likely to have experience of Internet search engines but not necessarily of library catalogues. They may not have the opportunity to be shown how to use the catalogue and cannot ask nearby library staff for help. In order for today's OPACs to be able to meet the needs of all clients the following additional requirements could be considered:

- they should be as intuitive to use as possible
- context sensitive help could improve the user experience
- guidelines for new users could be offered via the home page
- contact webmaster / contact librarian links could be offered throughout
- any terminology used should be meaningful to the general public and not just to library staff
- web accessibility standards should be applied throughout.

There are some accessibility issues that frequently occur with standard OPAC systems, for example:

- Use of repeated links such as 'show record details'. Users of screen readers may find it difficult to determine which record each occurrence of the link refers to.

- Multiple links to the same place. For example, an author search may result in a list of several titles and links may be offered for each title to information about copies and their location and availability. Avoid having both a graphic link, such as an arrow, and a text link, such as the title itself, going through to the same page.
- Use of acronyms such as 'MARC' and 'ILL'. Screen readers may read these out as words. Either write them out in full, e.g. Inter Library Loan rather than ILL, or put a space between each letter, e.g. M A R C rather than MARC.
- Security 'time out' is often set at a very low level, e.g. 30 seconds, for use in public libraries. It is important that if a client leaves an OPAC terminal without logging off, their personal details do not remain visible to the next user. However, screen readers users need more time to access the information on the page. Whilst the access technology is reading the information the user is likely to be inactive and the 'time out' may cut in and automatically log the user off.

Understanding accessibility issues

The development of new web technologies introduces more barriers to users of access technology, for example, complex graphics and multimedia applications that access technology cannot yet handle. Creating a web site that is accessible is relatively easy as long as the web developer follows some basic guidelines.

Access technology is a piece of equipment or software that will assist users with disabilities and help to remove barriers faced when using computers.

Visually impaired users may change the appearance of the web page using the accessibility options of their browser software, or use screen enlargement software to control the magnification of the web page (e.g. 32 times larger for both text and graphics). Screen reader software can be used to interpret the coding of the web page and interact with the browser to output the content as synthetic speech or to a refreshable Braille display. This means that the users cannot scan the whole page and quickly skip over or ignore any content they are not interested in. All the information on every page is presented in a linear fashion as it occurs in the mark-up language. The screen reader will want to read everything out and although users can use keys and commands to move through information in different ways they will not get the same immediate overall impression of a web page that sighted users get.

Developing accessible OPACs

Several European Union-funded projects in which the Netherlands Federation of Libraries for the Blind (FNB) participated have surveyed, piloted and evaluated library access by visually handicapped readers. These include:

- *EXLIB – Expansion of European Library Systems for the Visually Disadvantaged*
The overall objective of EXLIB has been to investigate and provide a range of user requirement specifications and standards to ensure compatible access to the European Unions information resources between normally sighted and visually disadvantaged Union citizens. Website: <http://www.cordis.lu/libraries/en/projects/exlib.html>.
- *TESTLAB – Testing Systems using Telematics for Library Access for Blind and Visually Handicapped Readers*
TESTLAB has established a series of practical trials in public and academic libraries whereby blind and visually handicapped readers can gain access to catalogues and digital documents in forms which they can read. These trials stem from the EXLIB (Expansion of European Library Services for the Visually Disadvantaged) project under FP3. TESTLAB links to several national activities. Website: <http://www.cordis.lu/libraries/en/projects/testlab.html>.
- *ACCELERATE*
The ACCELERATE project aims at providing access to the modern library services for the blind and partially sighted people. Website: <http://www.lib.uom.gr/accelerate/>.

Not surprisingly the TESTLAB project reported in 1998 that in most libraries, public or academic, without taking specific actions OPACs will not be accessible for visually impaired people. It proved that with the installation of accessible workstations and the creation of accessible interfaces to the catalogues, OPACs could be made accessible for visually impaired people.

The accessibility of the workstation was realized by the use of access technology such as Braille displays, speech synthesiser, enlargement software and screen reading software. The OPAC could be made accessible in different ways:

- the interface of the existing OPAC was made accessible

- in the design of the OPAC accessibility was one of the specifications
- a generic accessible interface was developed by FNB specifically meeting the demands of visually impaired people
- the OPAC was made accessible by making use of an accessible web interface developed by the University of Linz.

The first strategy, making the interface of the existing OPAC accessible, is the most difficult and least efficient solution. A lot of time and effort will be spent and probably lost with a new release of the software.

To include accessibility in the design of the OPAC following the 'design for all' principle is the best solution from an idealistic point of view, but can be considered as the least feasible.

The generic accessible interface of FNB was built into a straightforward search engine that was capable of searching in Z39.50 compliant catalogues. This interface was developed during the TESTLAB project. Because the adaptive solutions for Windows were not satisfactory in those years (1996–1998), most visually handicapped people used DOS-oriented software. The generic interface was therefore DOS-oriented. A big advantage of this solution was that it also offered remote access to the catalogue and it was simple to install. Another advantage was that the system requirements were very limited. Today this solution is outdated.

A similar kind of solution, but based on Web Access, was developed by the University of Linz. This also offered remote access. Maybe in 1998 this was not the most accessible solution, but since the adaptive technology to make platforms like Windows accessible has improved so much, it now seems that this is the most favourable, efficient and accessible strategy.

The ACCELERATE project was set up as a follow-up to TESTLAB. In this project FNB conducted a survey among the users of the adaptive workstations in the academic libraries of the University of Macedonia (Thessaloniki, Greece) and the University of Cyprus (Nicosia, Cyprus). The direct priority of the project was to give visually impaired library users, as far as possible, the same level of access to catalogues and documents as sighted people.

Installing the adaptive workstations in the libraries was one step, training the visually impaired

users using the workstation with the adaptive equipment (software magnification, a Braille display and speech synthesis) and getting them acquainted with the library's databases and OPAC was another.

Since the installation of the workstations a majority of respondents in both countries started to read a larger variety of books, magazines and other publications. Most of the respondents were satisfied with the interfaces of the libraries' information sources (e.g. OPAC, databases, website) when using the workstation. During the project a text format of the web OPAC of the University of Macedonia (UOM) was made in order to give visually impaired users the opportunity to easily access the OPAC at their homes. Currently the UOM is developing a new version of the library system and they are trying to implement all the necessary tools to make it accessible for all, right from the beginning.

Developing an accessible OPAC at NLB

The National Library for the Blind in the United Kingdom (NLB) implemented a new Geac library management system in 1999. The new system included a web OPAC facility and work was carried out during 2000 to make the OPAC accessible to NLB users. In order to avoid having to repeat the accessibility work at NLB with every new release of software, and also to be able to offer the benefits of this work to other Geac system users, NLB worked with Geac to develop the OPAC.

The first stage of the work was to make the catalogue search functionality accessible and this was launched in March 2001. Work has continued on the accessibility of the client functions and soon users will be able to view their own records and make reservations online.

The accessible OPAC will be the interface for 'Reveal: a database of accessible resources' which brings together the catalogues of over 100 service providers and producers in the UK and will be launched in September 2003.

From accessible OPACs to Web accessibility

The best strategy to guarantee accessibility of an OPAC is to make sure there is an accessible Web OPAC. The advantages are clear:

- adaptive devices and software enable print impaired people to access the Web
- remote access creates independence from other possible constraining factors like mobility, accessibility of the building
- guidelines for accessibility of Web pages are very clear and standardized by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C).

Many OPACs today have a web interface. However in most cases these interfaces are not accessible for people with a print handicap. The conclusion is that if a library wants to serve all people who want to read, it should make sure that the OPAC is accessible. This is the responsibility of the libraries together with the developers of library systems.

FNB has accepted this responsibility and the catalogue of the collection of materials in alternative formats will be made accessible through a web interface. Because FNB uses a common library system all libraries using the same system can also offer their clients an OPAC that is accessible for all readers.

Using the Internet to provide information services to print impaired people

The main issue, then, is the accessibility of the web. The benefits of an accessible web go far beyond having an accessible OPAC.

Publishers distribute their content more and more through the web. At the moment this is mainly professional literature and newspapers, but other types of publications are also distributed more frequently via the web. Public authorities, public transport and other institutions publish their information in this way. And although e-commerce is in most organizations never more than a few percent of the total trade, it is still growing. More important, it makes people with a visual impairment more independent. Ideally they can shop, book flight tickets and make reservations for a hotel online.

Imagine, all this information would be immediately available for people with a print impairment. However most of these sites are not accessible and the documents that are made available are presented in a graphic format like PDF, which is not accessible for most print-handicapped people.

As described above, websites can be made accessible, as long as they conform to the accessibility guidelines of the WAI. The publications which are distributed can be made accessible in an easy way by the use of XML (eXtensible Markup Language). This is a structured document format that enables easy navigation in the document. And, of crucial importance, it can be made accessible by the use of adaptive techniques like Braille display and speech synthesis.

The web portal 'Anderslezen.nl'

Given the opportunities of the web for providing information on the one hand and the inaccessibility of most web pages and services on the other, FNB decided to build its own web portal. The objectives for the creation of this portal, Anderslezen.nl, are not that different from those of TESTLAB and ACCELERATE. With it, FNB wants to provide its clients with a full service and most of all an accessible portal to all available information offered by the library itself. Clients can download and read daily newspapers, magazines, study material and brochures from the government and other organizations. All documents are made up in XML (eXtensible Markup Language) and are encrypted. This language has a structure enabling people to navigate through large and complex blocks of text. The documents in XML format are encrypted to meet the publishers' demands. In this way people without a reading impairment are prevented from misusing these files. Documents can only be downloaded and opened with another special key and this encryption is necessary to comply with the relevant intellectual property rights issues.

The actual reading of documents is done with the aid of a specially developed reading programme which is to be found on the website. The documents are downloaded from, or sent by, Anderslezen.nl and saved on the computer's hard disk. The documents can then be read offline. The reading program also gives the reader the possibility to use a number of features which make reading the documents more user-friendly, e.g. search possibility, placing bookmarks and making notes in a specific text.

Another feature of the Internet is that, like no other medium, it offers people the opportunity to meet one another virtually without being hampered by physical obstacles. The website therefore provides two other Internet features besides

document transactions, namely, communication and information.

Communication between members of the target group is stimulated by offering them the possibility to set up and maintain their own communities on specific themes. The Anderslezen.nl editors will offer editorial support when necessary. These communities unite people who, because of their reading impairment, share similar circumstances. They can exchange knowledge and firsthand information in a wholly new way.

An accessible website is not built solely by adhering to guidelines like those of W3C: a good on-screen layout for one person could well be unusable for another. For this reason the user interface of Anderslezen.nl is designed according to the 'design for all' principle. Users can 'personalize' the interface according to their specific wishes regarding the presentation and arrangement of information. Nonetheless, every screen contains four basic components: navigation tool bar, menu, text and position bar. Each component can then be adjusted with its own colour palette. The position of the components on the page can be selected from four schemata: standard, narrow, muted and plain. These four themes reflect our ideas on good design combinations for different user groups and software applications, but they can be further adjusted by the individual user. For visitors who are not logged into the website to alter the interface, the home page has an option to choose from a couple of pre-set alternative interfaces.

Accessibility in public libraries

In December 2002 FNB started a project with three public libraries in the Netherlands. The main objective of the project is to create access to the Internet in public libraries for people with a print-handicap. It should contribute to removing the information gap and stimulate independent participation in this information-based society. A related objective is the possibility to access the web portal Anderslezen.nl in order to read, for example, a daily newspaper or a magazine in an accessible format.

In every pilot library an accessible computer workstation has been placed, with access to the Internet. Library personnel are trained in using the computer and its adaptive equipment (software magnification Supernova, speech synthesiser Fluent Dutch and a headphone). Al-

so, demonstrations have been given in using Anderslezen.nl and the reading program. During the project, which will run until the end of November 2003, the accessible workstations will be promoted and demonstrations of the workstation and Anderslezen.nl will be given in the libraries. The use of the workstations will be evaluated in order to find out to what extent they contribute to a more accessible library.

The project is part of a nationwide project called 'Drempels Weg' (literally, 'Barriers Away'). FNB is an active participant in this project, which is an initiative of the Dutch Ministry of Public Health, Welfare and Sport. The aim is to promote easy Internet access for everyone, including people with a print handicap. During the official opening of the workstations it became clear that library management, as well as the politicians involved, underline the importance of accessible workstations for all in a public place like a library.

Awareness of the issues and willingness to act accordingly are the first steps to fully integrating people with a print impairment in this information age. It is clear that not only should library systems like the OPAC in the libraries themselves be easily accessible and user friendly for all. People who are less mobile have to have the opportunity to access these at home too. A library OPAC that can be reached through the Internet with an accessible interface offers everybody, anywhere, anytime, access to the information needed. The web OPAC that FNB is working on will be doing just that.

Glossary

World Wide Web Consortium (W3C)

The World Wide Web Consortium (W3C) develops interoperable technologies (specifications, guidelines, software, and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication, and collective understanding. Website: <http://www.w3.org/>.

Web Accessibility Initiative (WAI)

The World Wide Web Consortium's commitment to lead the Web to its full potential includes promoting a high degree of usability for people with disabilities. The Web Accessibility Initiative (WAI), in coordination with organizations around the world, pursues accessibility of the Web through five primary areas of work:

technology, guidelines, tools, education and outreach, and research and development. Website: <http://www.w3.org/WAI/>.

Z39.50

The National Information Standards Organization Z39.50 Information Retrieval Protocol (Z39.50/ISO 23950), a computer protocol that can be implemented on any platform, defines a standard way for two computers to communicate for the purpose of information retrieval. A Z39.50 implementation enables one interface to access multiple systems providing the end user with nearly transparent access to other systems. Website: http://www.niso.org/standards/resources/Z3950_Resources.html.

Further sources of information on accessibility

Organizations

Canadian National Institute for the Blind, Canada. Website: <http://www.cnib.ca/library/> Online catalogue: <http://visucat.cnib.ca:8000/>

CERLIM, United Kingdom. Website: <http://www.cerlim.ac.uk/projects/nova.html>

Drempels Weg project, Netherlands. Website: <http://www.drempelsweg.nl/>

FNB, Netherlands. Website: http://www.fnb.nl/sub_home/ Online catalogue / portal: <http://www.anderslezen.nl>

IBM. Website: <http://www-3.ibm.com/able/accessweb.html>

National Library for the Blind, United Kingdom. Website: http://www.nlb-online.org/mod.php?mod=userpage&page_id=29&menu=1702 Online catalogue: <http://webcat.nlbuk.org:8000/>

Resource Best Practice Manual, United Kingdom. Website: <http://bpm.nlb-online.org/>

Royal National Institute for the Blind, United Kingdom. Website: <http://www.rnib.org.uk/digital/>

Support4learning, United Kingdom. Website: <http://www.support4learning.org.uk/reference/design.htm>

University of Linz, Austria. Website: <http://www.uni-linz.ac.at/>

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From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in Germany in the first half of the 20th Century

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*It is not enough to found libraries. It is necessary, by means of lectures and bibliographic lists, to instruct those eager for knowledge in the best methods of utilizing their treasures. And this is by no means so easy as it sounds!*¹

Introduction

The growth of scholarly publications, the growing recognition of the importance of the scientific and technical literature as well as the awareness of the internationalization of scientific activities formed a bibliographic movement at the end of the 19th century lasting at least until World War I, if not until today. This 'library and documentation movement' or bibliographic movement² made the attempt to collect, control, organize and distribute all forms of scholarly literature and, in modern words, to rationalize and industrialize information processing. An early famous example is the efforts to publish the *Royal Society Catalogue of Scientific Papers* and the *International Catalog of Scientific Literature*.³

The information and documentation movement in Germany was an international one from its beginning. Already the early German pioneers, like Julius Hanauer and Wilhelm Ostwald, had numerous contacts with people from abroad engaged in information activities, such as Paul Otlet or Jean Gérard. Although there was only limited participation from Germany in the bibliographic conferences at the beginning of the 20th century, the conferences in the late 1920s and 1930s were strongly attended by German documentalists and librarians like Julius Hanauer, Hugo Krüß, Maximilian Pflücke, and Fritz Prinzhorn, to be seen for example in a report on the World Congress 1937 of the International Federation of Documentation (FID).⁴

This paper supplements the principal work in the German history of information and documentation in the first 45 years of the 20th century written by Elke Behrends.⁵ It explores the relations of the chemist Wilhelm Ostwald and his work to the information community of his time and describes – after a stop at the 'Technisch-Wissenschaftliche Lehrmittelzentrale' (Head Office for Technical and Scientific Teaching Materials) and the engineer Georg von Hanffstengel – a wide arc to the middle of the 20th century with the activities of a second German chemist, Erich Pietsch, who was – like Wilhelm Ostwald – a physical chemist by education. Like Ostwald he showed great interest in the history of chemistry and in philosophy and became head of the Gmelin Institute of Inorganic Chemistry in the 1930s. His story is an important part of the history of documentation and information science in Germany.

For Peter Burke one important purpose to describe history is 'defamiliarization ... a kind of distanciation which makes what was familiar appear strange and what was natural seem arbitrary'.⁶ Hopefully this text can also be part of this purpose and remind us of some hidden parts of our heritage as information professionals.

Wilhelm Ostwald and the 'World Brain'

Wilhelm Ostwald can be seen as a member of the bibliographic movement and as one of the predecessors of all the efforts to improve scholarly information and communication throughout the 20th century.⁷ His book on chemical literature is mentioned as an early example of distinct information science literature in the *International Encyclopedia of Information and Library Science*.⁸ Being aware of the information problem and looking for alternatives to the scientific journal in scholarly communication, Ostwald and his fellow activists opened a discussion at the beginning of the 20th century which now, at the beginning of the 21st century, increases in significance as a result of the development of the Internet and the growing number of new electronic journals.

Wilhelm Ostwald (1853–1932) was one of the founders and organizers of physical chemistry at the end of the 19th century. On the basis of thermodynamics and positivism, he developed his 'energetics' which he extended to his philosophy of nature (Naturphilosophie). His so-called 'energetic imperative': 'Do not waste energy, but convert it into a more useful form' was an important foundation for his later efforts with regard to the organization of scholarly work. He resigned from his chair in Leipzig in 1906 to devote more time to philosophy and monism as well as to the international organization of scientific work and to the development of his color theory. In 1909 he received the Nobel Prize in chemistry.

Wilhelm Ostwald's voluminous activities in scientific publication⁹ were the foundation for his later efforts to organize scientific publication and communication. His explicit treatment of meta-science or science of science, especially the organization of science and scientific work, started with the beginning of the 20th century¹⁰ and had its basis in his energetics, in his view on science, and in his research on the history of science.¹¹ Even in 1931 he wrote: 'In conclusion, we ask whether there is a science of science – since it is



Figure 1. Wilhelm Ostwald – by courtesy of Wilhelm Ostwald Memorial and Archive in Grossbothen.

possible to make everything without exception an object of scientific knowledge ...'¹²

Organization of intellectual work

Ostwald's most important contributions and conceptions to the organization of 'intellectual work' include:

- a philosophical concept of order and the realization of the need for standardization, especially expressed in his ideas on paper formats as well as in his activities on a synthetic auxiliary language as a medium for international communication
- the proposal to fragment knowledge through cutting the printed journals and disseminating the single papers, an idea which seems to have been part of the *Zeitgeist* before World War I and which survives in the hypertext structure of electronic journals of today
- the requirement to popularize scientific knowledge as a means of communicating science to the general public.

Order: the need for rationalization and standardization of scholarly communication

The search for harmony and unity as well as the energetic imperative can be seen as the under-



Figure 2. *Harmony through order – the private library of Wilhelm Ostwald in the Wilhelm Ostwald Memorial in Grossbothen.*

lying guiding principles in Ostwald's work after 1906.¹³ This is also true for his organizational efforts in scholarly communication. For Ostwald, harmonization meant ordering and organization. For Ostwald, ordering meant concept formulation, a process of abstraction to order the material of our sense organs.¹⁴ A theory of order ('Ordnungswissenschaften', 'Mathetik'), not his energetics, was the basis of his 'pyramid of science' and a foundation of his philosophy of nature. Ostwald applied his ideas of order to languages, paper formats, the sciences, colors and forms. His theory of order, especially the classifying of the sciences was also a small part of the tradition of knowledge organization from the librarians' or information scientists' point of view.¹⁵ Ostwald's activities were discussed and mentioned in the 1920s in two dissertations on 'knowledge management' and on reporting in engineering.¹⁶

Ostwald proposed new standardized formats for all publications. Among the promised advantages of standardizing paper sizes were saving space in desks, bookcases and libraries; the resultant

standardization of printing machines; and reduction in the price of publications, as well as the increased feasibility of assembling personal compilations of published materials. Later, Ostwald's 'Weltformat' was adopted with little change, after a proposal by Porstmann, as a German and international standard (A4 etc.). Another important theme on rationalizing scholarly communication was Ostwald's activity for the development of an artificial or auxiliary language.

Ostwald's philosophy influenced the reception of Taylorism in Germany, visible in the citations of his work in the foreword of the German edition of *The Principles of Scientific Management*.¹⁷ Marion Casey mentioned that the librarian Melvil Dewey can be seen as a predecessor of Taylor in his ideas of efficient management.¹⁸

'Classics' – The proposal to fragment knowledge

In his book about chemical literature Ostwald summarized many of his efforts to organize scholarly communication and predicted new publication formats. The periodical will be split into separate papers because no scientist wants to read the whole periodical. His 'principle of the independent use of the individual piece',¹⁹ or 'Monographieprinzip', was already applied by him since 1889 in the publication of his 'Klassiker der exakten Wissenschaften' ('Classics of the exact sciences') where he republished original scientific works for easy access as separate volumes. In his autobiography he said that the editing of the *Klassiker* was the 'germ for the much later ideas on the technical organization of science'.²⁰ He wanted to counterbalance the growing quantity of journal literature with his selection of papers of lasting importance.

Ostwald's utopian handbook of the future was intended to be 'completely up-to-date at all times'.²¹ It is a predecessor of loose-leaf collections, which today will be implemented through electronic publishing. The necessity to arrange the separates or monographs led back to the problem of ordering. The possibility to give every human being their own book through combining the monographs they are interested in can be seen as one of the first forms of personalization of information.

Before World War I the Jewish journalist Moritz Goldstein wrote an article in the supplement 'Zeitgeist' of the newspaper *Berliner Tageblatt*.²²

Suggesting an encyclopedia on the card-index system this idea was even reported in *Scientific American*. 'This novel encyclopedia would, among other things, show the advantage of renewing itself periodically, like a human organism, and of never becoming antiquated.'²³ There seems to be no direct connection between Ostwald and Goldstein. Nevertheless this episode shows that Ostwald's ideas really belonged to the 'Zeitgeist' before World War I.

Ostwald's idea of substituting the periodical found several followers, especially in the 1930s,²⁴ for example Watson Davis (see the next section) and, based on Davis, John D. Bernal, a British Marxist crystallographer and historian of science, who played a leading role in the Royal Society Scientific Information Conference in 1948.²⁵

Popularization – the requirement to popularize scientific knowledge

Popularization of science can be seen as communicating science to the public. Many members of the library and documentation movement were also popularizers, such as John D. Bernal, Watson Davis or Ostwald. Ostwald's 'holistic' view on science becomes clear when he justified the standardization of paper sheets, which in his view was a practical application of his 'energetic imperative'. Another application for him was the 'uniformity of science itself and the uniformity of scientific thinking with practical life.'²⁶ These last words can be seen as the basis of Ostwald's many efforts to popularize science: he wrote a lot of popular works and moreover took part as an adviser at the building up of the chemical department of the Deutsche Museum in Munich in the years 1904 to 1906. Ostwald saw a museum as a people's university for the improvement of culture.

Watson Davis was the director of the Science Service and the founder of the American Documentation Institute, the predecessor of the American Society for Information Science. The Science Service worked at first as an organization for the popularization of science. Under Davis it broadened its scope to dissemination of science including publication and bibliography.²⁷

One connection between Ostwald and Davis as well as Bernal was perhaps Edwin E. Slosson (1865–1929). For preparing a series of essays for *The Independent*, Slosson visited twelve 'Major prophets of to-day'²⁸ in Europe and the States

before World War I. Among them were Ostwald and H.G. Wells. In 1925 Slosson became director of Science Service as predecessor to Davis.

The 'World Brain'

In 1913 Ostwald wrote: 'Everywhere complaints are made by workers and investigators that it is becoming more and more difficult to obtain a complete survey, even in a comparatively restricted field, of the current scientific production of the day.'²⁹

Ostwald's solution was organization and centralization. This led to the foundation of the Bridge ('Brücke'), the 'Institute for the Organization of Intellectual Work', in 1911 by Wilhelm Ostwald, Karl Bühner and Adolf Saager.³⁰ The Bridge was supposed to be the information office of the information offices, a 'bridge' between the 'islands' where all other institutions – associations, societies, libraries, museums, companies, and individuals – 'were working for culture and civilization.' The organization of intellectual work was intended to occur 'automatically' through the general introduction of standardized means of communication – the monographic principle, standardized formats, and uniform indexing ('Registratorvermerke' by using the Decimal Classification) for all publications – and by means of a 'comprehensive, illustrated world encyclopedia on sheets of standardized formats'.³¹ Close cooperation with the Institut Internationale de Bibliographie (IIB) in Brussels was planned.³²

Because of his many international contacts, many intellectuals from abroad became members of the Bridge. These included, for example, the Swedish chemist Svante Arrhenius, the American industrialist Andrew Carnegie, the Polish-French chemist Marie Curie, the English physicist Ernest Rutherford, the Swedish writer Selma Lagerloef, the French mathematician Henri Poincaré, the Danish Nobel laureate for Peace (1908) Frederik Bajer, the Austrian Nobel laureates for Peace Bertha von Suttner (1905) and Alfred H. Fried (1911) and the Belgian industrialist Ernest Solvay.

For Ostwald the foundation of bibliographical institutions like the Bridge or the planned International Institute of Chemistry, were important means to reach his aims. The term 'Gehirn der Welt' (World Brain), which Ostwald liked to apply for the new organization of the Bridge,³³

had already been used before by La Fontaine³⁴ and by Friedrich Naumann,³⁵ as well as later H.G. Wells.³⁶ Rayward showed that Wells' concept of a World Brain and a World Encyclopedia contained a lot of totalitarian thinking.³⁷ Ostwald was aware of the proximity of his concept of a world brain to dictatorial thinking when he wrote: 'So the total business of science will be regulated through organizational not dictatorial means.'³⁸ It is probably that Wells knew Ostwald.³⁹

The prehistory of the Bridge as the 'Internationale Monogesellschaft' shows a close connection to advertising: Karl Wilhelm Bühner from Switzerland had founded a so-called 'Internationale Monogesellschaft' in 1905. The aim of this enterprise was to raise the artistic level of contemporary advertising. One method to do this was the publication of so-called 'Monos', little cards or leaflets in a standardized format. Monos were something like the many 'Reklamebilder' (advertising picture-cards) existing in Germany, for example from the companies of Stollwerk or Liebig. The 'Mono-System' was planned so that the individual monos would complement each other and, collectively, form a well-designed, comprehensive encyclopedia. 'The picture side usually contained advertising. The reverse contained a brief statement ['monograph' – that is the reason for the term Mono] explaining the content of the picture, with carefully written advertising slogans of the firms being involved in the system.'⁴⁰

In 1908 Ostwald proposed a cooperation between the leading chemical societies in the field of abstracting as well as in the distribution of scientific journals.⁴¹ In 1911 the International Association of Chemical Societies was founded in Paris in Spring 1911 with Ostwald as first chairman. This led to the idea of an International Institute of Chemistry. Here Ostwald applied the principles of the Bridge to his special subject, chemistry. The Institute was planned as a 'small Bridge' with a 'Chemical World Library', an index of chemical substances, of terms, and of persons as card catalogues, an 'Abstracting Department', a collection of chemicals and a bureau of translation which should be later developed into the bureau of an international auxiliary language. 'From the reference department will come eventually the material for the great encyclopedia of all chemistry. In this book everything done and being done in the fields of chemical science and technology will be systematically compiled.'⁴²

The World war put an end to these international cooperations. Lack of money and organizational problems forced the Bridge to close in 1914.

Further connections of Ostwald and the time between the wars

Ostwald's contemporaries in the documentation movement

Simultaneously occurring movements like Taylorism and positivism (especially Ostwald's proximity to logical empirism), encyclopedism and internationalism as well as the arts and crafts movement formed the background for Ostwald's connections to contemporaries and successors in the bibliographic movement.⁴³

Paul Otlet

In 1895 Paul Otlet, a Belgian lawyer (1868–1944), had founded, together with Henri La Fontaine, the Institut Internationale de Bibliographie (IIB) in Brussels. The IIB began to build up a great catalog on cards arranged according the Universal Decimal Classification (UDC) to compile a bibliography of everything that had appeared in print. 'In Germany the IIB was morally supported by the organization of Wilhelm Ostwald, called Die Brücke.'⁴⁴ According to Schneiders the first contact between the Internationale Monogesellschaft, the predecessor of the Bridge, and Otlet was in October 1908.⁴⁵ Later Otlet became the 'Ehrenpräsident' (honorary president) of the Bridge, which should have been the 'Generalsekretär' (secretary general) of the IIB.

The first direct contact between Otlet and Ostwald was probably at the World Congress of International Associations in May 1910. Together with Ernest Solvay, Ostwald was the chairman of a section about standardization.⁴⁶ Citing Otlet in his book *Moderne Naturphilosophie. I. Die Ordnungswissenschaften*, Ostwald discussed in a separate chapter, 'Das Dewey'sche System', the advantages and disadvantages of using digits or letters for the notation of a classification scheme.⁴⁷ As late as 1929 Ostwald devoted a whole part of the chapter 'Spencer und Dewey' in a popular book about 'philosophy of science'⁴⁸ to the decimal classification and the IIB in Brussels.

According to Rayward⁴⁹ 'It is possible that Otlet's use of the term ['monographic principle'] derives

from his involvement in *Die Bruecke ...*' So it can be said, keeping the origins of the Bridge with the Internationale Monogesellschaft in mind (see above), that one of the important principles of Otlet's contribution to information science originates at least terminologically in advertising.

Hermann Beck

Hermann Beck (1879–?) was another member of the bibliographic movement in Germany. He wanted to establish a German Archive of the World's Literature in Berlin and founded several bibliographic institutes with aims similar to the IIB and the Bridge, e.g. the 'Internationales Institut für Sozial-Bibliographie' in 1905 or the 'Internationales Institut für Techno-Bibliographie' in 1908.⁵⁰ Both intended to combine a subject-oriented central library, a bibliographic card index, an information agency, a bureau of translation and a clipping service, and a bookseller, with international coverage. The names of Beck and Ostwald were also written below an 'Appeal for the establishment of a German Archive of the World's Literature, 1912'. In 1911 Beck wrote a 'Memorial on the Bridge' in which he proposed the union and cooperation of the two enterprises, his 'Archiv' and 'Ostwald's Bridge'.⁵¹

Julius Hanauer

Julius Hanauer (1872–?) worked between 1908 and 1910 at the IIB. After World War I he was librarian at the 'Literarische Bureau' of the company AEG (Allgemeine Elektrizitäts-Gesellschaft) in Berlin. He was the most important promoter of the Decimal Classification in Germany. Erich Pietsch mentioned Hanauer⁵² as the first who published the idea to use (Hollerith) machines for information and documentation.⁵³

Machine-driven organization of intellectual work probably was a point of discussion in Ostwald's family. Ostwald published a paper on 'Inventing systematically'.⁵⁴ Between both parts of Ostwald's paper two other papers can be found, the first on Hollerith machines, the second, called 'Rundschau' (pp.12–15), an essay by his son Walter Ostwald on thinking machines ('Denkmaschinen'). Wilhelm Ostwald developed a theory of means or media for communication; he called them 'Verkehrsmittel', to help memory or intellectual work through organization. Also a notebook or a card index was an 'intellectual machine' for him. A book can be seen in his view as a 'transformator for the creation of intellectual qualities'.⁵⁵



Figure 3. Beginning of a paper of Ostwald in the French journal *Chimie et Industrie* (Vol. 27) published shortly after his death in 1932.

After the war Hanauer reviewed Ostwald's book about chemical literature.⁵⁶ He became engaged in the 'Ausschuss für die Einteilung der Technik' (Committee for the Classification of Technology) of the Normenausschuss der Deutschen Industrie (Standardization Committee of the German Industry) where it was proposed to use the Decimal Classification.⁵⁷

Jean Gérard

In the beginning of the 1930s Ostwald had contact through Hanauer with Jean Gérard (1890–1956), Secretary General of the International Union of Pure and Applied Chemistry from 1920 to 1940⁵⁸ and director of the Office Internationale de Chimie within the IUPAC in Paris.⁵⁹ This office and his *Maison de la Chimie* in Paris came close to Ostwald's ideas of an International Institute of Chemistry.

On January 24, 1932 Hanauer wrote to Ostwald and asked him to receive a visit of Jean Gérard in Großbothen in February, because Gérard would be in Berlin from February 14. 'It is a great honour and pleasure for me to play my part in the realization of one of your organizational ideas, even if you possibly did not think that this would happen in Paris. But you can draw comfort from the fact that it is the more irrelevant where something will be done or collected, the smaller the distance will be and the better the photographic methods [we would say today: the network connections, *T.H.*] will be developed.'⁶⁰ His letter was accompanied by two letters from Gérard.⁶¹

Gérard was one of the founders of the periodical *Chimie & Industrie*. In 1932, one month after the death of Wilhelm Ostwald, a paper appeared

in this French journal with the title 'Quelques vues d'un savant allemand sur la documentation chimique'. The author of this paper was Wilhelm Ostwald.⁶² It was a French translation of parts of Ostwald's Memorial of 1914. Shortly after Ostwald's paper there appeared another one by Gérard: 'L'organisation mondiale de la documentation universelle' in which he proposed a cooperation in documentation on the national level combined with a discipline-orientated cooperation on the international level.⁶³ His Office International de Chimie worked in this sense in the 1930s.⁶⁴

George Sarton

Ostwald's connection to the historian of science George Sarton is also very interesting. In 1913 Sarton founded *Isis*, the important journal for the history of science. Ostwald was one of the first authors in this journal⁶⁵ and belonged to its 'Comité de patronage' (title page of the journal, March 1913). Every issue of this journal contained a section, the so-called 'Synthetic Bibliography for the History of Science'. In the introduction to this bibliography, in the part on 'La crise des bibliothèques', a paper of the Bridge by Karl W. Bühner is mentioned.⁶⁶ Another indicator of the influence of the Bridge on Sarton was the plan to publish this bibliography as 'L'encyclopédie sur fiches'.⁶⁷

The 'Technisch-Wissenschaftliche Lehrmittelzentrale' and Georg von Hanffstengel⁶⁸

Ostwald's ideas influenced the thinking of many German engineers. So it would be interesting to know more about an engineering institution, the 'Technisch-Wissenschaftliche Lehrmittelzentrale' (TWL) (Head Office for Technical and Scientific Teaching Materials), headed by the engineer Georg von Hanffstengel, which was the German contact institution for the 'Institut Internationale de Bibliographie' in Brussels in the 1920s, like the German bibliographic institutions the 'Brücke' (Bridge) or the 'Internationales Institut für Techno-Bibliographie' before World War I. It was followed in the year 1928 by the 'Fachnormenausschuss für Bibliotheks-, Buch- und Zeitschriftenwesen' (Standards Committee for Books, Librarianship, and Journals) of the 'Deutsche Institut für Normung' (German Institute for Standardization, DIN).⁶⁹

The TWL reflected also Ostwald's ideas about the education of scholars and his activities to

improve something we call would today 'information literacy'.⁷⁰ The TWL was proposed by the engineer Oskar Lasche,⁷¹ director of the AEG Turbinenfabrik, and began its work as part of the 'Deutscher Verband Technisch-Wissenschaftlicher Vereine' (German Association of Technical and Scientific Societies) in January 1922. Its main task was to facilitate and create exemplary teaching aids for engineering education. The TWL merged in 1932 with the 'Deutscher Ausschuss für technisches Schulwesen' (German Committee for the Technical School System, DATSCH)⁷² and seemed to exist still in the 1950s, after which it was liquidated.⁷³

The most important teaching aids or media in these times were photos or slides. Both, Lasche and Hanffstengel published papers on the improvement of lectures and talks as well as on the use of photos when giving a lecture.⁷⁴ All slides should have a similar clear design and carried a notation of the Decimal Classification. The tasks of the TWL were centralization, rationalization, and organization of the creation and use of media for engineering education. The TWL collected photos and lent them out. The size of the collection grew from about 1700 in 1923 to about 7,000 in 1926 and to about 12,000 in 1927.⁷⁵ Ideas grew to collect also critical reports of scholars and experts to cope with information overload.⁷⁶ The TWL issued the first German translations of the Decimal Classification as little leaflets, beginning with section 62 (Engineering Sciences).⁷⁷

Georg von Hanffstengel (1874–1938)⁷⁸ studied mechanical engineering in Brunswick and was later professor for the subject 'Materials Handling' (Förderwesen) at the Technical University Berlin. Donker Duyvis wrote later: 'The late Professor von Hanffstengel ... (was) present at these conferences' (two small meetings of representatives of different countries in The Hague in 1924, to re-establish the old organization of the IIB).⁷⁹ In 1922 Hanffstengel published a paper which illustrated in another case the connection between advertising and documentation.⁸⁰ He proposed to publish advertising matters in standardized paper format and to include such valuable information as content that the advertisements could also be used as teaching aids which would be kept permanently and could be found again any time because they were arranged systematically. In some respects he also saw abstracts of publications as teaching aids as well as mediation to the full text or simply as publicity for the full text.

Erich Pietsch: From World War II to the first 'transatlantic information dialogue'

Until 1945

Erich Pietsch (1902–1979),⁸¹ head of the 'Gmelin Institute of Inorganic Chemistry' (1936–1967) and longstanding chairman (1956–1961) of the 'Deutsche Gesellschaft für Dokumentation' (German Association for Documentation, DGD), acted through his numerous international contacts as a German pioneer in information science, especially in the 1950s.

The eighth edition of the *Gmelin Handbook for Inorganic Chemistry* started publication in 1924. In contrast to abstract publications, the compendium of the *Gmelin Handbook* rearranged and accumulated the material according to subject matter and logical sequence – here oriented on the periodical system of the chemical elements and their inorganic compounds – giving also a critical evaluation on the material reviewed.⁸² In 1936 Pietsch became head of the Gmelin, because Richard Meyer, his predecessor, had to resign due to his Jewish origin.⁸³ The Institute was called 'wehrwirtschaftliche und wehrwissenschaftliche Forschungsstelle in der Deutschen Chemischen Gesellschaft' (Research Center for Military Economy and Military Science of the German Chemical Society). During the war Pietsch was engaged in securing access to scientific information without exposing himself more than necessary to secure the work of the Institute. The Institute was destroyed by bombing in 1943.

After the war

The efforts of Erich Pietsch to restart the work of the Gmelin Institute immediately after the war led to many contacts with the occupying powers, especially the USA. Pietsch secured the work of the Institute which moved in summer 1946 from Berlin to Clausthal-Zellerfeld in the Harz mountains and became part of the 'Max Planck Society for the Advancement of Science' (MPG), the former 'Kaiser-Wilhelm-Gesellschaft' (KWG).⁸⁴

In 1948 Pietsch visited the United States to secure funding for the Gmelin. He met among others Vannevar Bush, Malcolm Dyson, Hans Peter Luhn, Linus Pauling, and James W. Perry. Due to the efforts of Pietsch the Institute was funded by the 'International Advisory Council

on Beilstein and Gmelin' of the International Union of Pure and Applied Chemistry (IUPAC) until 1952 as well as by the 'Committee on Foreign Compendia' of the American Chemical Society (ACS). The main difficulty in these years lay in the complete inaccessibility of recent international literature.

In 1947 the Institute had started experiments in using punched cards for documentation. The Gmelin Institute developed its own system to convert chemical formulae into a machine language code for IBM Hollerith cards. As a result of his visit to the States Pietsch was the author of a chapter in both editions of the book *Punched Cards*, edited by Robert S. Casey and James W. Perry.⁸⁵ Because of these articles the activities of the Gmelin Institute were internationally well known. Although the documentation department of the Gmelin Institute never used IBM punched cards in regular work for producing the handbook, the experiments of the Gmelin Institute led to the use of mechanized documentation in the 'Head Office for Nuclear Energy Documentation' (Zentralstelle für Atomkernenergie-Dokumentation, ZAED) and in the 'Head Office for Machine Documentation' (Zentralstelle für Maschinelle Dokumentation, ZMD) in the 1960s, especially through Klaus Schneider.⁸⁶

This ZAED began its work in 1957 as a 'Clearing House' of the Gmelin Institute on nuclear energy documentation. It moved in 1965 from the Gmelin Institute to the Gesellschaft für Kernforschung in Karlsruhe. In 1978 it became part of the Fachinformationszentrum Karlsruhe (National Information Center for Energy, Physics, and Mathematics, later Specialized Information Center Karlsruhe), which is now part of STN International. After an evaluation by the German Wissenschaftsrat in 1996, the Gmelin Institute was closed in 1997. It was not possible to guarantee for the future the high scholarly value and quality of the *Gmelin Handbook* at a time of decreasing sales and staff reductions.

Since 1947 Pietsch had had close contact with the American James W. Perry. Perry, who worked at the Massachusetts Institute of Technology (MIT) at this time, greatly assisted the Gmelin Institute in the immediate post-war period by arranging financial help through the 'American Chemical Society'. Perry's work at MIT was influenced by the Whirlwind computer project. This was the first time to use a computer other than for calculating, namely for processing information. The first ideas to free the user from

information overload emerged during the Whirlwind project.⁸⁷ In 1953 Perry moved to the Battice Memorial Institute in Columbus, Ohio, and then in 1955 to Cleveland, Ohio, to build up the Center for Documentation and Communication Research (CDCR), led by Jesse Shera, Allen Kent and himself, in the School of Library Science at Western Reserve University (WRU).⁸⁸

The Gmelin Institute was a partner in the first so called 'transatlantic information conversation' ('Transatlantisches Informationsgespräch') in 1957 at one of the conferences at WRU, the 'Symposium on Systems for Information Retrieval'. A research inquiry was sent via Teletype network to show 'high-speed transmission methods' as well as 'rapid searching techniques', something that we would call today 'online retrieval' or 'online search'. 'Cleveland acted as proxy for the homes of various search-systems'. On April 15, 1957 the following question was sent from Gmelin to Cleveland: 'Does the Ethyl Corporation have information regarding assignment of fuel additive patents to the Standard Oil Development Co.? If do, which patents have been assigned?' This question was used by the systems demonstration of the Ethyl Corporation (Ferndale, Michigan) using machine-sorted punch cards. The answer followed the next day: 'patents assigned to Standard Oil Development Co. 1,589,885 1,820,983 1,857,761 1,882,887 1,9433,808 plus 181 later patents'.⁸⁹

At the symposium James Mack gave a paper on these 'intercontinental guided missives'. He mentioned three reasons for the necessity of this transmission in the future: 'There is a need not only to know, but also to know quickly. This time-factor in research has not yet been established.'⁹⁰ The second was that no information system is self-sufficient, and the third was the growth of information: 'There simply is not enough space available to accommodate in perpetuity all the published information in every place it is needed.' (p. 563)

Pietsch acted as 'Chief editor for the chapters on selection' of a loose-leaf collection, the *FID Manual on Documentation Reproduction and Selection*,⁹¹ which is a good example of international collaboration in documentation in the 1950s, not easily to be found today in libraries and seldom mentioned or cited in the information science literature. Pietsch took part in many other conferences, e.g. the International Conference on Scientific Information in Washington, DC, in 1959.⁹² He was the organizer of the

conference 'Automatic Documentation in Action' in Frankfurt on the Main, Germany in 1959 with strong international participation which laid the foundation for all the German efforts in computer use in libraries and documentation centers.⁹³

Pietsch was of course a leading figure in documentation in Germany. He founded the Committee for the Mechanization of Documentation of the German Association of Documentation (Deutsche Gesellschaft für Dokumentation, DGD) in 1951. He served as chairman of the DGD from 1956 until 1961.⁹⁴ As his follower as DGD chairman wrote: 'He made the state aware of documentation'.⁹⁵ Pietsch tried to popularize documentation not only in politics but as well as in the general and scientific public, also with radio talks.

Conclusion

The stories of Ostwald and Pietsch are further examples of how much of the pioneering work in information and documentation was first done by chemists. The subject 'chemistry' and its information problems urged information pioneers to think about new ideas related to it and to develop new means for the documentation and communication of knowledge. The subject-specific view on information problems also led to international contacts. While Ostwald's work is buried in the past, Pietsch's influence on the German development of mechanical documentation cannot be overestimated.

Although internationalism can probably be viewed as an essential part of documentation and information science and its development, it needs individuals to cross the national borders and to exchange ideas, techniques, and experience. For Germany, Ostwald, Hanffstengel and Pietsch were three of the most important persons establishing contacts with international pioneers of documentation.

Ostwald can be seen as a predecessor of many modern issues (also globalization and internationalization, for example). When he wrote 'Knowledge is the medium of life in the highest sense of the term ...'⁹⁶ he may be viewed as a predecessor of knowledge management. Even in a book about the thematic areas of the EXPO in Hannover, Ostwald is mentioned in the section 'Knowledge, Information, Communication' as a precursor of 'interactive encyclopedic network-

ing'.⁹⁷ The example of the Mono-Gesellschaft as well as of the TWL, but also the activities of Ostwald, Hanffstengel, and Pietsch show that there has been also common ground for information and documentation with popularization as well as with advertising. The proximity of information systems to advertising is illustrated today through theoretical researches like those of Jonathan Furner⁹⁸ as well as through the fact that many retrieval systems, such as systems to locate journal articles, allow the customer to search for products with the aim that the customer should buy, for example, the full text articles or the books.

Like other information pioneers, Ostwald and Pietsch were working for greater accessibility to the results of scholarly communication. Their work was heavily influenced by the political situation before and after the two world wars. Ostwald's concepts to organize intellectual work, order, fragmentation, and popularization survived in some respect until today. But it is also true, as Ernst Bloch wrote in 1952:

Never the same: Every clever thought may already be thought seven times. But if it is thought again, in another time or age and in another situation or under other circumstances, it was not the same anymore. Not only its being thought has changed meanwhile, but above all also the thing itself being thought over has changed in the meantime. The clever thought has to prove newly on it and has to prove itself as a new thought.⁹⁹

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42. Wilhelm Ostwald, Memorial on the foundation of an International Institute of Chemistry, *Science*, 1914, 40: 147–156, on p. 154.
43. These connections can be traced back through research at the Archive of the Berlin-Brandenburgische Akademie der Wissenschaften in Berlin which keeps his letters, and through a visit to the Wilhelm Ostwald Memorial, his country house ‘Energie’ in Großbothen in Saxony which hosted his former

- living quarters as well as his library and laboratory. See www.wilhelm-ostwald.de.
44. F. Donker Duyvis, The International Federation for Documentation. *Journal Of Documentary Reproduction*, 1940, 3: 176–191.
 45. See Schneiders, *De Bibliotheek*, on p. 89.
 46. W.B. Rayward, *The universe of information ; the work of Paul Otlet for documentation and international organization*. VINITI & FID / Moscow, 1976, p.180.
 47. W. Ostwald, *Moderne Naturphilosophie. I. Die Ordnungswissenschaften*, Akademische Verlagsgesellschaft / Leipzig, 1914, on p. 296.
 48. Wilhelm Ostwald, *Die Pyramide der Wissenschaften : eine Einführung in wissenschaftliches Denken und Arbeiten* (The pyramid of the sciences: an introduction to scientific thinking and working), Cotta / Stuttgart, 1929, pp. 76–82.
 49. See W. Boyd Rayward, Visions of Xanadu: Paul Otlet (1868–1944) and hypertext, *Journal of the American Society for Information Science*, 1994,45: 235–250, on p. 238. For more on the IIB see the papers by Rayward and others in T. B. Hahn and M. Buckland (eds.), *Historical Studies in Information Science*, Information Today / Medford, NJ, 1998.
 50. See Behrends, *Technisch-wissenschaftliche Dokumentation ...*
 51. See Hermann Beck, Denkschrift betr. ein Zusammengehen des 'Deutschen Archivs der Weltliteratur' und des Bibliographischen Zentral-Verlags G.m.b.H., beide in Berlin, mit der "Bruecke" in Muenchen. Unpublished Source. 1911. BBAW, Ostwald papers, No. 149.
 52. Erich Pietsch, Dokumentation und mechanische Gedächtnis. Arbeitsgemeinschaft für Forschung des Landes Nordrhein-Westfalen, Heft 38, 1954, pp. 33–79, on p. 49. On Erich Pietsch see later in this paper.
 53. Julius Hanauer, The Institute International de Bibliographie in Brüssel. *Belfried*, 1917, 1, 233–236.
 54. Wilhelm Ostwald, Systematisches Erfinden. *Prometheus*, 1912, 24: 5–8,17–21. This paper is one example of others by Ostwald dealing with the organization of education to become a scientist, scholar or savant. See for another one the citation in the beginning of this paper.
 55. Wilhelm Ostwald, *Die Philosophie der Werte*, Kröner / Leipzig, 1913. See on pp. 292–304 and 328–343. Ronald E. Day, *The modern invention of information: discourse, history, and power*, Southern Illinois University Press / Carbondale, 2001, cited Otlet – see on p. 13–20 – with similar metaphors seeing the book as a 'machine' to transform 'thought-energy'.
 56. See Julius Hanauer, Wilhelm Ostwald. Die chemische Literatur und die Organisation der Wissenschaft. *Zeitschrift des Vereins Deutscher Ingenieure*, 1920, 64: 850.
 57. Letter to Ostwald, BBAW, Ostwald papers, No. 1072, May 9, 1920. In the beginning of the 1920s there was a discussion in the *Verein Deutscher Ingenieure* about the system or classification of economics and technology: see the letters between Ostwald and D. Meyer and the VDI in BBAW, Ostwald papers, No. 1983 and No. 4270. See also A. Schilling, Die Stellung der Technik im Rahmen der Wissenschaften. *Technik und Wirtschaft*, 1924, 17: 97–104, who built heavily on Ostwald.
 58. Roger Fennell, *History of IUPAC 1919–1987*, Blackwell / Oxford, 1994. On Gérard see pp. 16–17 and pp. 76–80 and also in Ulrike Fell, *Disziplin, Profession und Nation : die Ideologie der Chemie in Frankreich vom Zweiten Kaiserreich bis in die Zwischenkriegszeit*, Leipziger Univ.-Verl. / Leipzig, 2000, especially pp. 216–224.
 59. See also Fayet-Scribe, *The cross-fertilization*, on p. 187.
 60. From BBAW, Ostwald papers, No. 107.
 61. See BBAW, Ostwald papers, No. 4301.
 62. Wilhelm Ostwald, Quelques vues d'un savant allemand sur la documentation chimique. *Chimie et Industrie*, 1932, 27: 1201–1208.
 63. Jean Gérard, L'organisation mondiale de la documentation universelle. *Chimie & Industrie*, 1932, 28: 209–215. For more on the history of documentation in France see: Sylvie Fayet-Scribe, *Histoire de la documentation en France : culture, science et technologie de l'information 1895–1937*, CNRS Éditions / Paris, 2000, on Gérard especially pp.186ff. and Fell, *Disziplin ...*
 64. Jean Gérard, L'activité de l'Office International de Chimie. *Comptes Rendus de la Douzieme Conférence. Lucerne et Zurich, 16–22 Aout 1936 / Union Internationale de Chimie*, 1936, pp. 64–75, see also on the 'Office international de chimie' and the 'Maison de la chimie' in Fell, *Disziplin*, pp. 299–311.
 65. Wilhelm Ostwald, Genie und Vererbung. *Isis*, 1913, 1: 208–214.
 66. See on p. 128 of George Sarton, Bibliographie synthétique des revues et des collections de livres. *Isis*, 1914, 2: 125–131.
 67. See the foreword to the Ve Bibliographie critique de toutes les publications relatives à l'Histoire, à la Philosophie et à l'Organisation de la Science. *Isis*, 1914, 2: 248–250, and an 'advertising paper' before *Isis*, 1914, 2, which sounds like an advertising leaflet of the Bridge: "Etablir une bibliographie sur fiches, de telle sorte que chacun puisse se constituer l'encyclopédie de son choix: une encyclopédie jamais terminée, toujours vivante et neuve. ... Elle constituera une encyclopédie perpétuelle et eminent facile à consulter ..." Some letters between Ostwald and Sarton survived in BBAW, Ostwald papers, No. 4174.
 68. This part of the paper is to be understood as a progress report of my research. Hints for further literature or locations to get more information on the TWL and Hanffstengel are welcome.
 69. Marianne Buder, *Das Verhältnis von Dokumentation und Normung von 1927 bis 1945 in nationaler*

- und internationaler Hinsicht : ein Beitrag zur Geschichte der Dokumentation, Beuth / Berlin, 1976.
70. See the citation of Ostwald in the beginning of this paper and his book Ostwald, *Pyramide, ...*
 71. Oskar Lasche, Deutsches Technisch-Wissenschaftliches Vortragswesen, ein Beitrag zur Ingenieurfortbildung, *Zeitschrift des Vereins Deutscher Ingenieure (VDI)*, 1922, 66,1: 1–3. Later this paper was distributed as offprint with the title: Die Technisch-Wissenschaftliche Lehrmittelzentrale beim Deutschen Verband Technisch-Wissenschaftlicher Vereine und ihre Bedeutung für das Ingenieur-Fortbildungswesen, VDI / Berlin. See also F. Romberg, Deutsche Technisch-Wissenschaftliche Lehrmittelzentrale im D.V.. *Der Betrieb*, 1921, 4: 172–173.
 72. See: *Zeitschrift für Organisation*, 1931,5: 308.
 73. According to Klaus Thielen: Dokumentation Verkehrswesen. In: *Bausteine zur Geschichte der Informationswissenschaft und -praxis in Deutschland*. Online: www.phil-fak.uni-duesseldorf.de/infowiss/frames/baust/Manthiel.html where is also cited a publication of the TWL in the 1950s: Technisch-wissenschaftliche Lehrmittelzentrale (ed.), *Förderung der allgemeinen technischen Dokumentation auf dem Gebiete des Verkehrswesens*, Darmstadt, 1959.
 74. Oskar Lasche, Leitsätze für Vortragswesen und Lehrmittel. *Der Betrieb*, 1921,4: 169–172; Georg v. Hanffstengel, Lichtbild und Film im Dienste des Maschinenbaus. *Maschinenbau / Wirtschaft*, 1925, 4: W17–W18 (77–78); G. v. Hanffstengel. Gegen die Systemlosigkeit im Vortragswesen. *Zeitschrift für Organisation*, 1928, 2: 33–34; G. v. Hanffstengel, Rationalisierung des Lichtbildwesens. *Zeitschrift für Organisation*, 1928, 2: 257–261.
 75. Georg von Hanffstengel, Die Technisch-Wissenschaftliche Lehrmittelzentrale. *Kölner Blätter für Berufserziehung*, 1927, 3: 362–365.
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 77. See: *Maschinenbau / Wirtschaft*, 1922/23, 2: W16 (82).
 78. In Memoriam Prof. Georg von Hanffstengel. *IID Communications*, 1938, 5, 4: 128.
 79. F. Donker Duyvis, *The International Federation ...*, on p. 180.
 80. Georg v. Hanffstengel, Neue Wege der Werbung im Maschinenbau. *Maschinenbau / Wirtschaft*, 1922, 1: 659 (75). See also his book, *Die Reklame des Maschinenbaus*, Springer / Berlin, 1923, containing at the end a chapter called 'New Ways' with a description of the TWL. His book, *Das technische Lichtbild : seine Herstellung und seine Verwertung in Schule, Vortrag und Industrie*, VDI-Verl. / Berlin, 1930, seemed to be itself a promotion for the TWL containing dozens of photos from the TWL collection.
 81. For a more detailed view on Pietsch see Thomas Hapke, Erich Pietsch – International connections of a German pioneer in information science. To be published in the proceedings of the Second Conference on the History and Heritage of Scientific and Technical Information Systems, Philadelphia, PA, November 16–17, 2002, see on the net at www.chemheritage.org/events/event-asist2002.html. For the papers of Pietsch see the Archive of the Max-Planck-Society for the Advancement of Science in Berlin (MPG-Archive), III. Abt., Rep. 0022 Pietsch papers and for the papers of the Gmelin Institute see MPG-Archive, II. Abt. Rep. 38A Gmelin Institute papers.
 82. For a more detailed description of the *Gmelin Handbook* as part of the secondary literature in chemistry see Helen Schofield, The evolution of the secondary literature of chemistry. In: Mary Ellen Bowden, T. B. Hahn, and R. V. Williams (eds.), *Proceedings of the 1998 Conference on the History and Heritage of Science Information Systems*, Information Today / Medford, NJ, 1999 (pp. 94–106, especially pp. 96–98). The history of the Gmelin Institute in detail is described by Bernd Wöbke, Die Geschichte von Gmelins Handbuch [The history of Gmelin's Handbook]. *Berichte und Mitteilungen*. Max-Planck-Gesellschaft, 1988, 3: 9–88; but see also the English paper by K.-C. Buschbeck, The Gmelin Institute. In: *Encyclopedia of Library and Information Science* (Vol. 9, pp. 522–532), Dekker / New York, 1973.
 83. Before his appointment other names were in discussion as successor of Meyer, because Pietsch did not guarantee, "that he supported the National Socialist state anytime without reserve." (Wöbke, 1988, p. 57, German original).
 84. In 1957 the Gmelin Institute moved to Frankfurt on the Main.
 85. E. Pietsch, Future possibilities of applying mechanized methods to scientific and technical literature. In: Casey & Perry, *Punched cards*, 1951, pp. 427–455, and E. Pietsch, Evaluation of mechanized documentation at the Gmelin Institut. In: R.S. Casey, J.W. Perry, J.W. and M. Berry (eds.), *Punched cards : their applications to science and industry. 2. ed.* (pp. 571–618), Reinhold / New York, 1958.
 86. Hans Bauer, Klaus Schneider. *Information : Wissenschaft und Praxis*, 2002, 53: 53.
 87. Michael Friedewald, *Der Computer als Werkzeug und Medium: die geistigen und technischen Wurzeln des Personal Computers* [The computer as tool and medium : the intellectual and technical roots of the personal computer], Verlag für Geschichte der Naturwissenschaften und der Technik / Berlin, 1999. On p. 85f.
 88. There Perry "designed a relay-operated device to search data stored on punched paper tape", the

- WRU Searching Selector, see W. Aspray, Command and control, documentation and library science : the origins of information science at the University of Pittsburgh. *IEEE Annals of the History of Computing*, 1999, 21, 4: 4–20. A present assessment of Perry's work in information science is given by Irene S. Farkas-Conn, *From documentation to information science: the beginnings and early development of the American Documentation Institute – American Society for Information Science*, Greenwood Pr. / New York, 1990, on pp. 140–142, 194–196.
89. Letter from J. D. Mack to Pietsch from 28.3.1957 and further papers, MPG-Archive Gmelin Papers, No. 43.
 90. J.D. Mack, Intercontinental guided missives. In: J.H. Shera, A. Kent and J.W.Perry (eds.), *Information systems in documentation: based on the symposium on Systems for Information Retrieval held at Western Reserve University, Cleveland, Ohio in April, 1957* (pp. 560–571), Interscience Publ. / New York, 1957. p. 562.
 91. F. Donker Duyvis (ed.), *Manual on document reproduction and selection, published by the International Federation for Documentation, printed with the financial assistance of UNESCO (Loose-leaf collection)*, FID / The Hague, 1953–1958 (FID Publ. No. 264).
 92. E. Pietsch, Next steps in documentation following the International Conference on Scientific Information. *Revue de la Documentation*, 1959. 26: 13–14.
 93. Günther Pflug, Automatisierungsbestrebungen im deutschen Dokumentations- und Bibliothekswesen [Automation attempts in German documentation and library science]. *Mitteilungsblatt der Bibliotheken Nordrhein-Westfalens N.F.*, 1966, 16: 75–105.
 94. For more on German information and documentation in these years see also H. Arntz, National Information and Documentation System in the Federal Republic of Germany. In: *Encyclopedia of Library and Information Science* (Vol. 9, pp. 478–492), New York: Dekker / New York, 1973.
 95. Helmut Arntz, Er machte den Staat dokumentationsbewußt : Erich Pietsch zum 70. Geburtstag am 6. Mai 1972. [He made the State aware of documentation : Erich Pietsch on his 70th birthday on May 6, 1972]. *Nachrichten für Dokumentation*, 1972, 23: 138.
 96. Wilhelm Ostwald, Ways, on p. 53.
 97. See A. P. Schmidt, Von der interaktiven Enzyklopädie zum Menschenrecht auf Information. In: Roth, M. (ed.), *Der Themenpark der EXPO2000 : die Entdeckung einer neuen Welt, Vol. 1.*, Springer / Wien, 2000 (, pp. 138–143), on p. 141.
 98. Jonathan Furner, On recommending. *Journal of the American Society for Information Science and Technology*, 2002, 53: 747–763.
 99. Ernst Bloch, *Avicenna und die aristotelische Linke*, Rütten & Loening / Berlin, 1952, on p. 9 (own translation).
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REPORTS AND DISCUSSIONS

Berlin and Before: evaluation of the World Library and Information Congress in Berlin, 2003

Niels Ole Pors

Introduction

For several years the Department of Library and Information Science at the Royal School of Library and Information Science in Denmark has conducted evaluation studies of the annual IFLA conferences. In previous years a 4-page questionnaire was placed in all participants' conference bags. This was replaced in 2003 by a shorter questionnaire consisting of 13 questions. In addition, a more comprehensive questionnaire was distributed to a selected sample of participants. These changes in procedure were made in the hope of increasing the response rate.

This report presents a summary of the responses to the short questionnaire. A total of 659 usable questionnaires were returned. This is a response rate of over 20 percent – much better than in previous years. Together with more than 200 detailed responses to the long questionnaire we have every possibility to elicit rich and detailed information about the evaluation of the conference.

This report presents the main results from the evaluation of the Berlin Conference and compares them with data from previous conferences.

Profile of the participants

A look at the participants reveals that 32 percent were male and 68 percent female. Compared with previous conferences the picture is much the same. Not all respondents stated their gender.

	Conference Year					
	1998	1999	2000	2001	2002	2003
Gender Male	35,7%	33,3%	30,4%	28,6%	30,6%	31,6%
Female	64,3%	66,7%	69,6%	71,4%	69,4%	68,4%
Total	459	417	270	532	399	648
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Table 1: Conference year and gender.

We also got information about the age of the participants. The mean and median age are 46.4 and 47. The first and third quartiles are 38 and 55 years. Compared to previous years, the following picture emerges in the next table:

Age	Conference Year					
	1998	1999	2000	2001	2002	2003
Mean	48,51	45,85	49,42	49,42	47,46	46,38
N	450	417	262	493	373	550

Table 2: Conference year and average age of the respondents.

It is evident from table 2 that quite a lot of delegates find it unnecessary to answer the question about their age. It is encouraging that we find a slight tendency to a decrease in the average age.

It is not possible to list the number of participants from every country. Countries with 5 or more respondents in the sample are:

Unknown: 31	Mexico 5
Australia 9	Netherlands 5
Austria 5	Norway 12
Belgium 7	Pakistan 5
Canada 14	Poland 13
Czech Republic 13	Russia 14
Denmark 17	Senegal 7
Egypt 11	Serbia 13
Finland 9	South Africa 7
France 34	Spain 22
Germany 112	Switzerland 5
Greece 5	Turkey 5
India 10	United Kingdom 46
Israel 6	USA 66
Italy 15	

Some 96 different countries were represented in the sample. Many countries only have the possibility to send a small delegation.

The questionnaire elicited information about the number of IFLA conferences the respondents had attended. First-timers accounted for 35 percent of the respondents from the Berlin conference; this percentage has varied between 30 and 40 percent during previous conferences.

Main results

Due to the short evaluation form, it is possible to present most of the important information from the evaluation in one table.

	Conference Year						
	Mean	Mean	Mean	Mean	Mean	Mean	Mean
	1997	1998	1999	2000	2001	2002	2003
The conference as a whole	3,99	4,15	3,89	3,47	4,20	4,00	4,09
The different sessions	3,94	3,93	3,94	3,80	2,95	3,92	4,02
Service level before			3,97	3,93	4,08	4,34	4,29
The Service facilities	4,03	4,22	4,02	3,47	4,27	4,05	4,03
Internet Bar						4,14	4,35
Cultural and social events	3,84	4,31	3,75	3,61	4,21	4,09	3,92
Location	3,98	4,54	4,04	3,63	4,70	4,37	4,60
Conference center			3,88	3,60	4,52	4,24	3,93
Quality of accommodation	3,54	3,95	4,38	3,52	4,08	3,78	4,12

Table 3: Evaluation of different aspects of the conference, by year.

The evaluation is based on a 5 point scale with 5 as the most positive value and 1 as the most negative.

Overall, the evaluation of the 2003 Congress was very positive. This becomes even more obvious when it is compared with the evaluation of previous conferences. Of the nine aspects selected for evaluation, only two – cultural and social events and the conference centre – received scores of less than 4.00.

As regards the conference centre, some delegates complained about the signposting and difficulties in finding the way around. Queuing and the amount of food at the opening reception caused some dissatisfaction among some of the delegates.

The rest of the evaluation is very positive and it is evident that the Berlin event is one of the most appreciated conferences.

What they say and what they write!

Over 30 percent of respondents took the opportunity to write comments on the evaluation sheet. It is important to note that many of the comments contain a brief statement of praise for the overall quality of the conference, followed by an often much more elaborated complaint or suggestion for improvement of one or more aspects of the event. This means that quoting comments gives a more negative feel of the mood and evaluation than the impression emerging from the numerical evaluation.

As usual, we find in the comments a lot of sound advice directed towards apparent minor matters:

Please use name plates for the persons on a podium and in the sessions for the future.

Quit asking ID for headphones.

The practice of asking us to surrender ID for headphones is unacceptable. The possibilities for loss, confusion and misappropriation of identity were too great.

Provide more effective system for registration onsite.

The institution's name a person comes from is as important as the person's country on the badge.

There should have been water easily available since there were no drinking fountains.

As a deaf participant who uses hearing aids, I would very much have appreciated being able to use a loop induction system at the conference.

The following comment represents a general feeling:

The food at the exhibition opening was only average. The opening function on Monday night was very disappointing. Many of us did not get any buffet food at all, despite queuing for an hour. On the

other hand the cultural evening was excellent – better food and organisation. The transport pass for participants was marvellous, however increasing the registration fee a little to include accompanying persons in this would have been appreciated as it would have made for ease of travelling without worrying about a Daycard. The orientation tour was really excellent a real highlight of the week.

The comments represents two complaints that many participants gave. The crowded opening reception with food problems and the inconvenience of the lack of transportation cards for accompanying persons were themes recurring in many of the comments.

As usual, the food service and catering at the conference centre are important matters for delegates. There were not many positive comments on the food services at the conference centre:

The range of catering facilities and the quality of food available from there was very poor particularly for vegetarians.

Catering staff quite unfriendly.

Expensive catering; insufficient non-meat sandwiches; lack of decent restaurants in the vicinity.

The food services of the conference for lunch was awful – too limited selection and not enough serviced areas. Lines were terrible during breaks.

The food service on the entrance level was very poor and there was no place to sit in the food area. The range of food and drink was very limited and the food was often stale and the queues were long.

Some delegates found it too expensive to participate in the conference and suggested, for example, that delegates should be offered at least one free meal or a free sandwich every day as it is extremely expensive for delegates from the non-Western world.

Overall, it appears that delegates were satisfied with the conference centre. A selection of comments on the conference centre follows:

The conference centre was somewhat confusing when it came to finding rooms and where the exhibition was.

Poorly designed conference centre; not easy to find one's way around it; poor signing.

While the conference centre is very good, surprisingly there are not drinking fountains in the ICC.

Many of the comments pointed to the quality of the Internet access during the conference. It is evident that

the Internet access was sufficient and it is a very important part of a modern conference. Also, the electronic message boards received many positive comments. As usual, there are many positive comments related to the work of the volunteers. It is also interesting that the interpretation services did not receive as many comments as usual. The comments are mixed, varying from praise to scorn, but the general impression one gets is that the proportion using interpretation decreases every year. Some delegates expressed surprise that the opening of the conference was not conducted entirely in English.

It is interesting that quoted comments tend to emerge as a negative picture. It is important to emphasize that delegates writing negative comments on a single or a few aspects of the conference often evaluate it overall in a very positive way. Most of the criticism is well-meant suggestions for the improvement of future conferences, reflecting the concern of dedicated delegates.

Some of the respondents formulated it this way:

However having said these negative comments I would also like to add that I have really enjoyed the conference and found the standing committee work inspiring and exiting.

The conference was an excellent learning opportunity. Thanks.

To me personally it has been wonderful experience and time well spent.

Generally, the conference has been well organised.

Conclusion

In this paper I have presented the main results of the numerical evaluation from a sample of 659 respondents and a representative sample of comments of written comments from 222 respondents. The numerical evaluation is overall very positive. The criticisms often take the form of suggestions for improvements. The respondents using the opportunity to write evaluate the whole conference just as highly as the rest of the sample.

Comments directed towards the professional content and the sessions were few and they varied very much in content. Some respondents pointed to the need for more rigorous paper selection. One or two found that too many papers strayed away from the conference theme. Some found it really rewarding and enjoyable. More detailed information on this important dimension will appear in the formal evaluation report.

It would be appropriate to end this paper with a comment in German from a first-timer. I think it expresses very much what the IFLA World Library and Information Congress is all about:

Insgesamt fand ich die Konferenz sehr interessant, lebendig, kommunikativ, international, das Selbstwertgefühl und die Motivation als Bibliothekarin stärkend, Lust machend auf weitere IFLA-Konferenzen.

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Experiences of the World Library and Information Congress in Berlin: 1

Patrick Chi-wai Ng, Hong Kong, China

Patrick Chi-wai Ng was one of 25 Berlin Congress delegates sponsored by Bibliothek und Information International (BII). The following is an edited and abridged version of his report to BII, which began with thanks to BII for its generous sponsorship and to staff of the Goethe Institut Inter-Nationes Hong Kong (GIIN HK) for support.

Before the conference

From 1–9 August, the nine days of the World Congress are almost fully arranged from the morning until the evening with different kinds of activities. Because the wide varieties of activities, I needed to plan ahead and set goals in order to make the participation fruitful and productive. Fortunately, program information was already available on the Internet well before the conference started. As I worked for the Hong Kong Legislative

Council, the legislature of the Special Administrative Region, I planned to join activities organized by the Section on Library and Research Services for Parliaments. In addition I would also like to take part in activities relating to cataloguing and classification, in which I was specialized and interested. I also hoped to improve my German and know better the city of Berlin as well as the Berliners.

Arrival day (Thursday 31 July)

I was welcomed by two Berlin librarians when I arrived at the Berlin Tegel Airport. As it was my second visit of the city of Berlin and with some knowledge of the language, I felt comfortable and easy in finding the way and finally settled in the Hollywood Media Hotel, which was situated on the Ku'damm. And the song of Marlene Dietrich came to my mind, 'Ich hab noch einen Koffer in Berlin': I attended a one-month language course in the Technische Universität Berlin (TU) in 1996 and now came back to Berlin.

The first day (Friday 1 August)

I met during breakfast other grantees who were residing in the same hotel. Well before the conference, I had broken the ice by introducing myself to the rest of the grantees via e-mail. So some of the grantees were already acquainted with each other. Afterwards, I went to the International Congress Centre, an impressive and wonderful architecture for conferences, for an appointment with the BII secretary, Ms Courzakis, who briefed me about the conference. I finished registration, confirmed the library visits and spent some time reading the materials in the registration package. I met some more grantees who had just arrived. Some came from my neighboring countries. In the evening, I went swimming in the Charlottenburg Schwimmbad, housed in a historical building with an Art Deco swim hall. Later I enjoyed a dinner and the hospitality of a Vietnamese lady in her Vietnamese restaurant.

The second day (Saturday 2 August)

More grantees joined our 'pre-meeting' during breakfast time. Apart from BII grantees, I met SIDA [Swedish International Development Agency] grantees who would present papers. We had a discussion on the content of their papers. I also got acquainted with the Spanish speaking grantees. Afterwards, I hired a bicycle and re-visited the TU where I had attended a language course. In the afternoon, I went to the Wansee beaches and joined other Berliners in enjoying the sunshine. Under the guidance of a Berliner, I biked through the Grunewald.

The third day (Sunday 3 August)

From 8:30 to 10:30, I joined the Section on Library and Research Services for Parliaments. Parliamentary librarians from Australia, Norway and the European Union reported the trends, new ideas and innovations in their own libraries. They gave insights into how to overcome the difficulties encountered while enhancing the services provided by their libraries. Between 10:45 and 12:45 the newcomers' session gave me a good introduction to IFLA. At the newcomers' reception, I discussed his award winning paper about the provision of library services via the Internet with Mr. Sebastian Beckeringh from Assen Public Library in the Netherlands. In the afternoon, at the BII reception, I had the chance to meet all the grantees. We took lots of pictures; one was published in *IFLA Express*. I brought what the Chinese called four traditional treasures of stationery as a gift for the BII. After the reception was the opening of the exhibition and I updated myself with the latest product information. That evening, I had dinner with some of the grantees in a Thai restaurant at the Savigny Platz.

The fourth day (Monday 4 August)

From 8:30, I joined the open session of the Public Libraries Section; the most interesting paper was by a Shanghai librarian presenting innovative methods for delivering

library services. After that, I listened to the experience of three German-speaking parliamentary libraries which had met the challenge of change successfully. After lunch, I attended the Section on Bibliographic Control to update with current issues and trends. After that was the opening session, and led by a marching band 'Taetaerae', I followed the crowd to the Palais am Funkturm. I met some interesting people in the evening. With some of the grantees, I enjoyed a wonderful evening and did not leave until the last song.

The fifth day (Tuesday 5 August)

I planned to join the study day at the Bundestag organized by the Section on Library and Research Services for Parliaments but was too late to register. Instead I took part in the Cataloguing Section in the morning to hear the report on international cataloguing codes and in the afternoon Classification and Indexing to learn about the changing roles of subject access tools. At 18:00, a dinner was arranged by the Section of Asia and Oceania. To my surprise, I met my MLIS supervisor, Dr. Gary Gorman, the Section Secretary. I also met other librarians from Asian countries, Australia and New Zealand. Later that evening, when I went to the Goethe-Institut Berlin to join a book reading evening, I met other librarians of the Institute.

The sixth day (Wednesday 6 August)

I took the city tour in the morning. The tour ended at the Brandenburg Tor at lunchtime and I left to re-visit the magnificent Pergamon Museum and nearby places. Unexpected was the closure for glass cleaning of Norman Foster's dome at the Bundestag. But I was compensated by an equally unexpected discovery of the recently opened new wing of the Deutsches Historisches Museum, designed by the star architect I.M. Pei, whose Bank of China Building is situated right next to my office. In the afternoon, I went back to the ICC to listen to the presentation of the SIDA grantees in the Section of Asia and Oceania and Public Libraries. I was especially interested in papers on national information policy in Asian countries and the latest library developments in southern China. Later we had dinner in an Italian restaurant in the Savigny Platz to celebrate their successful presentations.

The seventh day (Thursday 7 August)

In the morning, I visited the library of the House of Representatives of Berlin. Serving the members of a legislature on a state/city level, the library is very similar to my own in terms of size, nature and function. We shared common problems and exchanged contacts. There I met other visitors. After the visit, we had lunch in a streetside café.

After lunch, I rushed for the management workshop organized by the Section on Library and Research Services for Parliaments, and was able to attend the reports of discussion groups. The group on consortia was especially interesting as new ideas were shared on how to organize

a consortium and overcome difficulties during the process. I managed to meet some of the parliamentary librarians. Before going for the Cultural Evening at the Berlin State Library, I spared one hour to visit the Hamburger Bahnhof Museum to see Andy Warhol's pop art-styled Chairman Mao, once also a librarian. In the Cultural Evening I met other librarians as well as the friends just made. It was so enjoyable that I could hardly believe the Staatsbibliothek could be a perfect place for party where not only books, but also champagne and salmon, were served.

The eighth day (Friday 8 August)

For me this was the last day in Berlin as I was leaving very early the next morning. I planned to attend the closing ceremony only and joined a dinner with the grantees in the evening. So in the morning, I re-visited the glamorous KaDeWe and wandered along the Ku'damm watching crowds of tourists as well as local citizens walking on the street or enjoying the streetside cafés. Finally I took a last long bike ride from Savigny Platz along the 17. Juni Strasse to the Friedrich Bahnhof where I returned the bike. The Jewish Museum was one that I could not afford to miss. The tour within the architecture of Daniel Libeskind, in addition to the history of Jews in Germany, was really breathtaking.

In the closing ceremony, the tango dancing was so attractive that one of the grantees said she had to start sparing holidays and saving money to attend the next IFLA [in Buenos Aires]. After the ceremony, some of the grantees went for a dinner at the Hackecher Markt. During the dinner, Sylvia from Argentina said the tango dancing in the closing ceremony was authentic and we should all go there next year for more original tangos.

Departure day (Saturday 9 August)

As my plane was early, I took breakfast alone. However, to my surprise, in the airport my friends were already there and we had talks and laughs during the waiting time. Although it was the end of the conference, it seemed the magic of the conference began to emerge.

The magic of the conference lasts

After coming back to Hong Kong, I had formal and informal meetings with the professional colleagues in my library sharing the information I got from the conference.

As there is usually only one legislature in any one country or city, this international conference served as the most efficient way to gather information about legislative libraries. In participating in the activities held by the Section on Library and Research Services for Parliaments, I got not only new ideas from listening to their presentations, but also close contact with other legislative librarians during the workshops. With that information and contacts, I was able to implement my plans: first, to evaluate the efficiency of our library with reference to the standards of other legislative libraries, secondly to improve or develop the library services after reviewing the services provided by other legislative libraries. And thirdly, we also plan to establish operational relationships with other legislative libraries, for example, building up interlibrary loan services or exchanging books and research publications.

Apart from my colleagues, I planned to share my conference experience with the court librarians and the law librarian in the Hong Kong government with whom we work closely. If needed, I could also share the catalogue of participants where they could find the contacts of court or law librarians in other countries. I was also writing a report for the *Hong Kong Library Association Newsletter* to share with the rest of librarians in Hong Kong what I experienced during this trip.

Apart from the legislative/parliamentary librarians, public and academic librarians also gave me new ideas when sharing experiences of their daily operations. Besides, the contacts which I got paved the way for developing closer relationships. The end of the conference was just the beginning.

Equally magical was the city of Berlin. In 1996 when I visited it for the first time, Potsdamer Platz was a big construction site with a Red Info Box in the middle and the Kaisersaal on the move. Tourist could still ride Bus No. 100 to pass through the Brandenburger Tor. But in 2003 it was a different Berlin. New buildings were being constructed along the river Spree while historical buildings were being preserved or planning to rebuild. However, it also faced the common problems of a modern city like high unemployment rate, manpower drainage and a budget deficit. Maybe that all made up a charming Berlin. When the Lufthansa flight took off from Berlin Tegel Airport, I recalled the song, 'Ich hab noch einen Koffer in Berlin', and knew I would be back some time later.

Experiences of the World Library and Information Congress in Berlin: 2

Esther Ayuknso Ashu, Cameroon

Esther Ayuknso Ashu was the recipient of the Harry Campbell Travel Grant for 2003, designed to support the participation in the Berlin Congress of a delegate from a developing country. The following is an edited and abridged version of her report to IFLA.

Introduction

This report summarizes my views about the IFLA World Library Conference, which was held from the 1–9 August 2003 in Berlin, Germany. The report presents a brief overview about the following: my preparation for the conference, arrival in Berlin, organization of the confer-

ence, professional strengths, public information about the conference, remarks and proposals.

My preparation for the conference

Information and communication technologies such as the Internet not only facilitated my access to information about IFLA's 2003 conference and the Harry Campbell Travel Grant, but also made it easy for me to communicate with the IFLA secretariat and the Advancement of Librarianship Programmed (ALP) in Sweden. I had heard and read about the professional benefits of IFLA's annual conferences before and was determined to attend at least one of these by the year 2005. Consequently, I began searching for funding in the year 2002 because it was pretty obvious that my meagre salary and savings could not be enough even to buy the ticket for the trip to Berlin. It was therefore with great joy that I received the mail from IFLA/ALP secretariat informing me that I was a recipient of the Harry Campbell Travel grant. In spite of the fact that I got the moral support (but not financial support) from my employer to attend this conference, I did the best I could to raise the necessary funds to travel to Berlin.

The Conference: reception and organization

Upon arrival at the International Congress Centre in Berlin, I was directed to the reception area of the ALP staff who warmly welcomed me. After completing the registration formalities, I returned home that day while looking forward to the formal commencement of the conference.

As concerns the overall conference organization, I wish to comment as follows:

- Registration procedures were well organized.
- Communication was generally OK: the program booklets were well organized. I appreciated the small portable booklet.
- The conference staff were courteous and approachable. The volunteers did a wonderful job.
- Directional signs were well positioned and helpful.
- The tour and library visits desks worked well under high pressure.
- Communication facilities for interaction between participants were highly appreciated.
- The social events were wonderful – more than enough food for the participants.
- The premises and location of the ICC were ideal for a conference of this nature.
- The conference exhibition was very useful.
- Library visits were highly educative.
- Internet facilities were highly appreciated as they enabled me keep in touch with family and friends back at home.

Professional strengths of the conference

As concerns the professional strengths of the conference, I wish to observe as follows:

- The numerous presentations were interesting and of a high standard.
- Most speakers had good communication skills.
- The lecture rooms and equipment were generally satisfactory.
- The various presentations and poster sessions were relevant. I particularly benefited from the Africa Section meetings.
- The informal interaction between participants was highly appreciated as new professional contacts were established.

Public information about the IFLA conference and IFLA in Cameroon

Considering the professional benefits of this conference and the role of IFLA/ALP in international library development, I thought it necessary to sensitize Cameroonian librarians in particular and the Cameroonian public on the importance of IFLA in general and its annual conference in particular. It was against this background that upon returning from the conference in Berlin, I presented three radio talks on Cameroon Radio and Television (CRTV) about the IFLA 2003 Conference in Berlin and the role of IFLA in general. I am so grateful for the Harry Campbell travel grant which enabled me to participate in this highly enriching professional assembly of persons interested in the field of library and information services. Two other presentations were made to one local chapter of the Cameroon Association of Librarians and the Cameroon Association of Information Management Specialists.

Remarks/proposals: possible aspects to examine for future conferences

Despite the wonderful organization of the conference, a few areas that need to be examined and improved for future conferences were observed as follows:

- Considering the tight schedule of the conference for most participants, the absence of banking facilities at the conference premises was highly regrettable.
- Internet facilities were too far away from the main hub of activities. It took a long time for some participants to know about the availability of these facilities even though it was indicated in the programme brochure.
- Conference registration via credit card options is still an impossibility for some participants like me who come from countries where the use of credit cards is still not common practice. I wish to appeal that simpler means be sought for participants like us to channel our registration monies through financial mechanisms like Western Union money transfer.
- Due to the difficulty of transferring money from some countries I think IFLA should assist participants from developing countries to do their hotel bookings early by allowing them pay through Western Union and helping them do their bookings.

- It is extremely expensive for participants from developing countries to finance their attendance at the IFLA conferences. IFLA can ease this problem by looking for cheaper but good accommodation facilities for participants who are self financing their participation.
- There are still some parts of the world such as the Central African region (Cameroon, Gabon, Congo, Chad, etc.) which have a dynamic core of professional librarians who are wishing to but unable to participate in IFLA conferences. In these areas, the profession is still struggling to convince policy makers of the importance of library and information services. IFLA can do a lot to encourage librarians in this part of the

world by offering them more opportunities of participating in IFLA conferences and training workshops.

Conclusions

Even though the IFLA 2003 World Library Congress has come and gone, it has left behind enriching professional memories. Never before had I known that there was such a multitude of persons operating in the field of libraries and information services at a global level. Thanks to the Harry Campbell Travel Grant I can say with pride that 'Library and Information professionals are still a force to reckon with in the world'.

Access for All? It depends who you are

Richard N. Tucker

Introduction

Any professional librarian will need little or no persuasion to see the notion of 'Library' as socially and educationally central to society. Apart from the most extreme ideas about archiving books and magazines because they have been printed, the common factor in all libraries is *access* to the content. In recent years the proclamations of IFLA have emphasized freedom of information and access for all. In an ideal world the readers would be able to access all the information that they required either directly through the library, through interlibrary loan or through digital access.

However the ideal is rarely found, otherwise it would be the norm and no longer an ideal. Before any reader takes pen to paper or fires up their computer to reply that *their* library provides just such access to all materials, let me make clear two important aspects.

First, not all countries can claim that their libraries provide complete access. Across great swathes of the globe there is just not enough money to set up comprehensive library services. Poverty and lack of basic services tend to place matters such as libraries low on the political priority list no matter how important they can be for education and the development of society. The other side of this same coin is that political control can in some cases limit what a library may hold and who can have access to that holding. Access to ideas contained in the writings of others is unfortunately considered too dangerous by too many regimes.

Secondly, even in some of the most developed countries there is still not free and open access for all the potential customers. Physical access to all necessary parts of a library is not yet a reality in too many buildings. A ramp outside the front door (or more likely a goods entrance around the back) doesn't solve the problem if the

door to the toilets is too narrow for the wheelchair. There are increasing laws about access but it is not the decision of a court that makes a library accessible. An understanding of the needs of all the readers by the managers of libraries is far more important.

Needs of readers

The needs of print impaired readers are of particular concern to this author and as a consequence no excuse is made for concentrating on those needs. By print impaired readers are meant all those people who for one reason or another have difficulty reading a normal printed work in a language they would normally understand. The reasons are many but include blindness and partial sight, dyslexia, physical handicaps which make holding a book difficult or impossible and some mental conditions which make interpreting of printed information difficult.

Imagine a library where you can't read the books

At the risk of reviewing what is already known it is worth noting that in the most developed countries with special library services providing alternative format materials such as Braille, large print and audio books only about 2 to 5 percent of published materials are ever converted to a format which can be read by these special clients. It is true that digital access is making a difference and should be able to transform access for a visually impaired person. But this assumes that all these readers have the right apparatus (with up-to-date software) or can have access to such equipment in their nearest library during library opening hours. This is very expensive and there are few countries in which the government provides equipment free of charge. Visually impaired people are less likely to have well paid jobs and are consequently less likely to be able to afford such digital access. A further problem lies in the legal restrictions that are placed on much digital access. Files cannot traverse national boundaries, often additional costs are im-

posed. While the conversion of a book to an alternate format may cost from ten to a hundred times the cost of the printed version, visually impaired readers feel that they should have access for no more than that original cost. Somewhere in the system the work has to be paid for.

It might be assumed that with a scanner and computer one can read any book through voice synthesis¹ or through transitory Braille². However, books often contain images, pictures, diagrams, formulae, tables etc. which are either difficult or impossible to interpret with voice or transitory Braille, so this information is either lost or requires the intervention of others to provide access to the content. Modern publication of educational, professional or non-fiction leisure reading relies increasingly on images and non-textual information.

How many clients are there?

Decision makers in libraries have to make choices and the majority needs rightly dominate. Some may look at the World Health Organization (WHO) figures and see that the estimate is that 1.7 percent of the population is blind so they really form a very small group that have little political weight. There are moral arguments about readers who have no other means of reading than through alternate format materials, but there are much stronger arguments about the numbers of potential readers and the voting weight that they carry. Well founded research³ has shown that for every registered visually impaired person there are between eight and eleven who should be but are not, or do not wish to be, identified with the handicapped. The exact measure of visual impairment is difficult to determine, but if one takes the point at which it is difficult to read conventional print, then one has at least 10 percent of the population. Add to this people with print handicaps such as dyslexia and there could easily be up to 20 percent of the population in need of help. Just like sighted people they will not all be library users and a great many of them will have given up the effort some time ago and simply stopped reading. In the developed world there is a rapidly growing percentage of the ageing society that has a print handicap. In the less developed countries where there are fewer old people there are more young visually impaired, resulting in just about the same percentage of visually impaired people in the population of all countries.

Developing Countries

But what about the developing countries? In many the chance of getting to a library is directly related to one's distance from the main conurbations. For the visually impaired it is not simply a question of whether there is a library or a travelling library service. It is not even a question of whether that library service provides materials that they can read in one way or another. The real barrier is often whether they have ever had the chance of getting an education and learning to read or write.

To put matters in some sort of perspective, take a country like Burkina Faso. A population of 10 million implies at least a million people with deficient sight. Local estimates are that there are at least 200,000 seriously visually impaired children of school age. In theory all children attend primary school. There is one school for the blind in Ouagadougou which two years ago had 70 pupils speaking 51 languages. Their reading needs were served by two Braille typewriters. To get an idea think of the same number of people being serviced by two typewriters which can only be operated at slow speed needing up to six keys per letter – and this was the provision for the whole country. Now that they have computerized Braille production the number of pupils in the primary school has risen to 110 and they have all their school books in Braille. Now the books are being produced for the 250 blind pupils integrated into the crowded secondary schools where class numbers are between 100 and 120 to a room. The classical notion of a library is not to be found in these conditions but there are young blind people who will be making demands on what services there are.

Across the developing countries conditions vary from those in Burkina, through countries which have library systems but no provision for print impaired readers, to those that have integrated such services into their national library service (such as Kenya). There are other countries where there used to be a well established service of special libraries for the blind but whose essential structure has been radically altered, as in the countries of the former Soviet Union.

The needs of these countries are always greater than the funds available, but if help can be given to even a small proportion of the print handicapped then they might go on to become useful contributors to society. Handicapped people who are successful are probably the most effective means of changing society's attitudes. They can become the levers by which change is forced into national policies.

Targeting libraries

While there are many charities around the world supporting the needs of blind people and occasionally providing some Braille production or talking book services, there are very few that have specifically targeted the support of libraries for print handicapped readers. The FORCE Foundation, based in The Hague, works in four major world regions: Latin America, South East Asia, Africa, and Russia and the Commonwealth of Independent States. All the projects are in partnership with stable local institutions where continuity can be assured and where the services are integrated into the national library system or into the formal education structure.

The sort of help varies. Sending old Braille books from the developed countries might salve the consciences of Board members, but one has to wonder about the value

of such expensive transport of books such as *The Art and Practice of Tipping* (1986) proudly displayed on an African library shelf but never read. If heavy goods are to be transported then blank Braille paper is of much greater value. It is usually much better to provide the project partners with the means to produce their own materials since the greatest need is always for educational content and that is often locally determined. Even if a country is not rich enough to ensure that its citizens have personal computers or even local access to adapted machines that can be used by print impaired readers, there is considerable value in enabling the libraries or education centres to use the most up to date information technology. The centre in Burkina with two workstations can produce in a day what used to take three to five weeks to produce with manual machines. Being linked to the Internet they can access copyright-free materials and by linking with major libraries around the world can download copyright-cleared files.

The provision of closed circuit television (CCTV) enlarging machines to public libraries in Vietnam, Kenya, Nigeria and Argentina enables partially sighted readers to use any book in the library, most of which were denied to them. The libraries report enthusiastic and continued use of these devices.

But the provision of equipment is the least of what is needed. There have been too many failed projects in the past because of the failure to provide training. FORCE therefore places a high priority on training, not just in the use of the technologies but more importantly in the management and integration of these services. Awareness training of library staff is at least important as teaching someone how to produce Braille or run a small recording studio. Over the last five years the setting up of new centres or the modernizing of existing centres has been accompanied by training courses in automated Braille production, the making of tactile books for very young children, tactile diagrams for school books, the development of digital audio recording and the administration of services and production. There have been workshops on regional networking, project development and awareness of the new technologies. The changes that these projects have assisted can be seen. There are reports on the development on the FORCE Foundation website, but the most convincing evidence for the success of these projects is in seeing a school pupil with textbooks where there were none before, to see students reading in a library from which they used to be effectively excluded, to see libraries cooperating and sharing work and materials in situations where they were previously passive receivers of centralized services, or worse still where they were working in isolation.

Buy into helping

In 2003 the FORCE Foundation launched its CARE and SHARE scheme in which 'shares' can be bought in new projects. This campaign has been directed at the library

world, not with the expectation that libraries will be able to contribute out of their own limited budgets, but that they might solicit individual contributions or better still approach groups through the staff and library users who could raise money to help their less fortunate fellow readers who have the double handicap of not being able to read conventional print and having few or no services to support them in this need.

All the details of the scheme can be seen on the FORCE website, www.f-force.nl and contributions of as little as EUR 25.00 can be made. There is no upper limit. By buying into a project contributors will receive reports of the progress of their chosen site and have the chance in an annual draw to go on a trip to visit their project.

It is our sincere hope that librarians will appreciate the needs of print handicapped people in less developed countries, enough to set about raising money for these development projects.

Notes

1. Synthetic speech: a means whereby a synthesized voice, software generated, reads the line where the cursor is on the computer screen. It is usually possible to spell out words that are difficult to understand.
2. Transitory Braille: a device fitting under the keyboard and costing about ten times the cost of the computer for a full 80 cell row, presents the line where the cursor is in the form of raised points giving the text in Braille. The ability to read Braille is essential.
3. See: Bruce, I. et al. and Gorter, K. et al.

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PULMAN (Public Libraries Mobilising Advanced Systems) EC project following on from PUBLICA. Now extended to PULMAN Plus, for Russia and the CIS countries. See www.pulmanweb.org.

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The International Information Literacy Certificate: a global professional challenge?

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Abridged version of a paper presented at the World Library and Information Congress, 69th IFLA General Conference, Berlin, Germany, 1–8 August 2003.

1. Introduction

Latest developments in assessment and evaluation of libraries stress the need for librarians to offer evidence of the benefits of their services to society, the real impact on users, and the contribution to the most valued institutional outcomes. More and more, the specific contribution of libraries and the LIS profession to society is to be seen in the information literacy (IL) education movement undertaken by libraries around the world over the last decades, when a clear differentiation between mastery of channel, medium or format (information and communications technologies literacy) and the skills and knowledge needed to access and use information effectively becomes critical for social participation and inclusion as well as for personal advancement.

While a clear picture of the IL situation in specific countries and institutions around the world could easily be drawn, the international perspective is still missing, and particularly as regards standardization of approaches and development of benchmarking tools for accreditation and assessment of IL programs across borders.

An international IL certificate (IILC) and the standardization process required for it might serve as an important contribution of libraries and the profession to the IL agenda worldwide and as a powerful mechanism for the promotion and advancement of libraries and the profession in most countries. IL issues and problems will continue to be addressed at institutional, local, regional or national levels, and they should be dealt with globally for the benefit of all concerned, users and LIS pro-

fessionals alike. Certification could help through internationally agreed policies and procedures:

- by offering a practical framework for development of activities
- by helping countries and LIS sectors and institutions less developed along the IL agenda to start their own route and approach from already clearly established conclusions and best practices
- by prompting efforts of LIS professionals in these situations to find answers to local needs and circumstances while avoiding most pitfalls in the traditional trial and error approach.

2. The International Information Literacy Certificate

The IILC would certify that the holder has achieved a basic/advanced knowledge and practical expertise of IL concepts and practice, by passing theoretical and practice-based tests which assess her/his basic/advanced competence in accessing and using the information effectively. The IILC would be an internationally accepted certificate based on a single agreed syllabus developed and maintained by an international foundation under the leadership of IFLA and other co-sponsors as appropriate. National licensees ought to be professional association members of IFLA.

Benefits would include an IL skills qualification; a method of IL skills measurement and validation; and a model for delivering education and training in IL.

The target population for the IILC would be any individual who wants to access and use information competently and get evidence thereof to assure employers and customers that he or she has got the required level of knowledge and competence in information use for continuous professional updating. Due to the crosscutting nature of IL skills and the different levels of requirements for different educational sectors and work environments, the IILC should be offered in two main alternatives:

1. basic or generic: designed for the general public and students from the primary and secondary education, where the certificate could be evidence of a global institutional learning outcome at exit stage before entering the higher and tertiary education sectors or the job market
2. advanced or specialized: designed for practicing professionals and qualified workforce, as well as for higher and tertiary education sectors, where the certificate could be evidence of a global institutional learning outcome at exit stage, as a kind of showcase or developmental portfolio for the labor/professional market.
4. Too much emphasis on the absolute context-dependent nature of IL could be a real danger to the profession in the long run, particularly if we conclude that there is no need or use in developing standardized approaches. There would be no validated framework of professional reference, and external accreditation would be impossible for any IL program; thus, the professional activity we hold as our main contribution to society would be left by ourselves outside of the professional control that could guarantee conformance to professional and quality standards. If a well established profession takes pride in assuring that its members develop their main activities according to the same code of professional practice across the world, then IL training and education should not be overlooked when it comes to professional standardization, even if it proves to be extremely difficult: this is the real challenge.

Main components for the IILC would be a syllabus with modules, a questions and tests base, and the official record card for modules passed plus the certificate itself. The framework already in place for the deployment of the IILC consists of IFLA as international leader, sponsor and guarantor through an IILC Foundation; other possible partners like UNESCO, educational authorities, professional associations, and international agencies and organizations engaged in information-related activities; the national library associations as licensees; and the LIS professionals responsible for the delivery of modules if licensed by the national body. The LIS profession has already in place most of the elements needed. What is still missing is a clear understanding by the majority of librarians and library authorities of the issues at stake, and the establishment of a clear agenda for international IL developments.

3. Issues

There are, however, important issues and problems to be addressed well in advance:

1. IL is to do with skills (training) and knowledge (education); this clearly impinges in the content, scope and learning objectives for the IILC modules, as well as on methods of delivery. The rationale for the basic-generic/advanced-specialized alternatives above seeks to strike a fair balance to the training vs. education dichotomy.
2. There are serious risks in standardization of content and learning objectives and tests, questions and any other assessment procedures used homogeneously across the world, at least for all educational segments, where there is an absolute need for curriculum integration of IL programs. However, a certain degree of compromise needs to be reached for the development of the international IL agenda and the IILC, since not all people going for the certificate will be in a specific educational setting and they will have to take the modules on a stand-alone basis (e.g. public libraries; hospital libraries; organizational environments).
3. The context-dependent nature of many elements in IL programs could be conveyed to the learner through careful selection of practical examples, tools and processes as used and applied or available in a given country, culture, institution, discipline or profession.
5. Differences across disciplines and professions, or across national, regional and social borders could be accommodated as well within the modules, since most practical contents in information access and use, as well as tests and questions, could and would have to be tailored to local and national or regional sources and tools.
6. In all educational segments in particular, the IILC could be adapted to personal learning styles and agendas; being a global institutional outcome at exit stage, no standardization of teaching and learning techniques would be required; and even tests and questions could be designed for a particular set of disciplines, provided that these assessment tools comply with the IILC concept requirements and are endorsed by the licensee and the international foundation.
7. Due to current obsolescence rates and technology replacement rates, recertification of IL skills and competencies should be considered for at least a 10-years period. And a module for the basics of knowledge management and the ecology of information in businesses and organizational environments would be a must for both basic and advanced alternatives.
8. The specific ICT-dependent nature of plenty of tools and activities to be learned for most modules of the IILC should not prevent citizens with low expectations of accessing these technologies from applying for the certificate. The IL agenda and the IILC does not have to depend on broad availability of these technologies, for in that case the IL could be said to be an added privilege for developed countries and only for well-off population segments in those countries. In principle, it could be possible to have the modules and the examples based on real life situations of countries and population segments without much availability of ICT. There would be a problem there for the international acceptability of a certificate without much hand-on experience with ICT-based products and tools; but a special module could be designed to be passed by people wanting to have their original certificate validated in another country

where wide availability of ICT was present in the delivery of modules right from the start.

9. Taken for granted that our primary professional responsibility is to do with making content in whatever format available to our users, close partnership with ICT and educational technology colleagues and other learning facilitators must be proactively sought for the advancement of basic literacy and any other literacies, in order to get the maximum of social benefits as resources of any kind become available to the community. Synergies here could be used to the success of all professions involved in the lifelong literacy agenda.
10. Finally, the LIS sector must seek as well strong partnerships with organizations interested in specific IL developments: first of all the education sector through planning and evaluation and accreditation agencies; the employment and professional/vocational qualifications sector; employers' organizations; local authorities; professional associations and the unions; and cultural agencies like UNESCO, the International Publishers Association, and other information-oriented organizations (archives, museums, etc.)

4. Challenges

Most of these issues and concerns are included in the following two comprehensive challenges for the LIS profession in the IL agenda:

1. Standardization can be as desirable, useful and achievable as it has been for many other professional processes and products before. The LIS sector must reach an agreed middle ground for the standardization and certification issue, from which specific developments and approaches tailored to local circumstances and needs could be built. Professionals in many countries and situations who do not have the re-

sources and energy to start their own trial and error approach could rely on something like the IILC concept as tested by colleagues around the world and accepted by professional associations as sound methodology.

2. Teaching abilities and good foundations in the understanding of the learning process in different developmental stages should feature prominently in the curriculum for the LIS schools in all countries, as well as in the CPD activities of LIS associations and institutions.

5. Conclusion and proposal for action

If we conclude that there is something worth pursuing here, then a reasonable vision behind eventual pilot developments would be that by 2005 there would be an IFLA-led international IL forum, or even an IL Foundation working on the international IL agenda and the standardization and certification issues.

For that purpose, an IFLA interim Information Literacy Core Activity, an International IL Forum, or even a special Task Force could be established with the basic remit to further review and report on the roles of IFLA in the IL agenda worldwide, and priorities for action at international level, the standardization and certification issues included. IFLA would secure that membership in this core activity, international forum or special task force should include IL experts as representatives from major national associations from different regions of the world, all IFLA units involved in IL developments, and especially Division VIII representatives from all three Sections.

Further information: Cristóbal Pasadas Ureña. E-mail: bibpsi01@ucartuja.ugr.es.

Libraries @ the Heart of the Information Society

Address by President-Elect

The following address was delivered by IFLA President-Elect Alex Byrne during the closing session of the IFLA Pre-World Summit Conference, 'Libraries @ the Heart of the Information Society', Geneva, Switzerland, 4th November 2005.

Chères collègues, dear colleagues.

It is my duty to attempt to summarize the richness of the past two days. This is, of course, an impossible task. I can only recognize the extraordinary thing we have done, thanks to the initiative and commitment of our Swiss colleagues.

We are here in the Assembly Hall of the United Nations in Geneva, the former home of the League of Nations, a place redolent of the history of humanity's attempts to promote international understanding, tolerance, peace and progress.

In the adjoining library building is an exhibition which illustrates how the brave initiatives fostered by the League developed into the range of international governmental organizations which we now see in Geneva and other cities and which are participating in the preparations for the World Summit on the Information Society.

As Sjoerd Koopman mentioned yesterday, IFLA was present at the foundation of UNESCO. In fact, IFLA had strong relationships with UNESCO's predecessor, the International Committee for Intellectual Cooperation and for many years the IFLA Secretariat was located in this city. It was thanks to an eminent

Swiss librarian, Marcel Godet, that IFLA survived the rigours of the Second World War. President Godet and Secretary General Sevensma managed to continue some international contact through the dreadful times of war from Geneva. On his retirement from the presidency, Godet reminded us that it is the role of libraries and librarians to work "à humaniser l'homme".

This is again our task. Our interventions in the preparatory process for the World Summit have been remarkably successful. Working with others, and with the support of the President of PrepCom, M. Adama Samassékou, and others, we have ensured that both the draft Declaration and the draft Action Plan include strong references to human rights, especially the right to know, and to the need to ensure unrestricted access to information around the world. The important role of libraries in ensuring access to knowledge has been reinforced.

In the meetings held today, we have been able to meet with some of the government delegations to emphasize these points. There have been many fruitful meetings and others have been arranged for the next few days.

The most important message which we must take home from this city of international dialogue is that libraries are essential if we are to "humaniser l'homme", if we are truly to develop a people centred information society, we must emphasize to our colleagues, to our communities, and especially to our governments that it is not necessary to reinvent the wheel. The global network of libraries, with more than 2.5 billion registered users is already at the heart of the information society. A modest

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investment will return great benefits for communities and nations.

But there are also things we can do. Over the next few days we can try to ensure that other governments follow the lead of Finland, New Zealand and the United States, by including a librarian in the official delegation to the World Summit on the Information Society. We can ensure that our governments are briefed on the major issues, as summarized in the IFLA papers prepared for the Summit, which are available on the IFLA website.

Over the next eighteen months we can pursue the actions we discussed yesterday and make sure that we have some great stories to present before the Tunis phase.

We have much to do, but we have made a great start. We must all express our heartfelt thanks to our Swiss colleagues for their tremendous initiative and efforts, to IFLA HQ staff for their commitment on top of their many other responsibilities, and to you for taking the time and trouble to travel to this city to promote our great cause.

Thank you.

*Alex Byrne, President-elect, IFLA
4th November 2003*

Conference calls on governments

Delegates from over 70 countries attending the IFLA/World Summit Pre-Conference to the World Summit on the Information Society, meeting in the Hall of the General assembly of the United Nations in Geneva on 3rd and 4th November 2003, call upon the nations of the world to:

Support and extend the existing global network of library and information services to make available and preserve knowledge and cultural heritage, to provide information access points and to develop the twenty-first century literacies essential for the realization on the information society. High quality library and information services provide access to the information required by the communities they serve. A modest investment in them would quickly return significant dividends.

More information can be found on:
<http://www.ifla.org/III/wsis.html>.

IFLA-CDNL Alliance for Bibliographic Standards (ICABS)

A new alliance between IFLA and national libraries was established in August 2003 to continue and expand the coordination work formerly done by the IFLA UBCIM and UDT Core Programme Offices.

Background

The IFLA Universal Bibliographic Control and International MARC (UBCIM) Core Activity was established 30 years ago and came to an end in 2003. The purpose of UBCIM was 'to coordinate activities aimed at the development of systems and standards for bibliographic control at the national level and the international exchange of bibliographic data, including the support for professional activities of appropriate IFLA Sections and Divisions' (e.g., the Division of Bibliographic Control and the Sections on Information Technology and of National Librar-

ies). It also coordinated the development of the UNIMARC format. Furthermore, the Programme ensured publication of reports on projects related to international bibliographic and format standards and proceedings of relevant meetings and seminars.

UBCIM was originally hosted by the British Library (1973–1989) and later Die Deutsche Bibliothek from 1990 to the beginning of 2003. In early 2003 the Biblioteca Nacional de Portugal took over the responsibility for both UNIMARC and *International Cataloguing and Bibliographic Control*, a quarterly journal of IFLA, formerly of UBCIM.

Another component of ICABS is a major part of the programme of the former Universal Dataflow and Telecommunications Core Activity (UDT). UDT supported analysis and promotion of technologies and standards as they apply to interoperability and the digital environment in the areas of networked resource discovery, information retrieval, digitization, and metadata. It worked with IFLA Sections and programmes across the Federation, but especially supported the professional activities of the Information Technology Section. It was hosted at the National Library of Canada (NLC) from its beginning in the late 1980s until it was closed in 2001. UDT also developed and then maintained IFLA's primary communications tool, IFLA-NET, hosted for many years at NLC. IFLANET was moved to Institut de l'Information Scientifique et Technique (INIST) in France in 2001 and is not part of the ICABS activity.

And finally, the Conference of Directors of National Libraries (CDNL), which has provided the main support and funding (in kind and through donations) for these Core Activities over many years, also recently established a committee to monitor digital library developments – the CDNL Committee on Digital Issues (CDI). The Committee's work on bibliographic standards and digital preservation is being folded into the ICABS mission, while the Commit-

tee's work on deposit agreements will be continued separately by the National Library of Australia.

ICABS

The National Library of Australia, the Library of Congress, the British Library, the Koninklijke Bibliotheek, and Die Deutsche Bibliothek have agreed to participate in a joint alliance together with the Biblioteca Nacional de Portugal, IFLA and CDNL to assure ongoing coordination, communication and support for key activities in the areas of bibliographic and resource control for all types of resources and related format and protocol standards. This new alliance is known as the IFLA-CDNL Alliance for Bibliographic Standards (ICABS).

The focus of the alliance is strategic and offers a practical way to improve international coordination and to steer developments in these key areas. The alliance aims to maintain, promote, and harmonize existing standards and concepts related to bibliographic and resource control, to develop strategies for bibliographic and resource control, and to advance understanding of issues related to long-term archiving of electronic resources, including the promotion of new and recommended conventions for such archiving. More specifically, the objectives of this new alliance are:

1. to coordinate activities aimed at the development of standards and practices for bibliographic and resource control, including metadata, persistent identifiers, and interoperability standards
2. to support the international exchange of bibliographic resources by supporting, promoting, developing, and testing the maintenance of metadata and format standards
3. to ensure the promotion of new conventions
4. to act as a clearinghouse for information on all IFLA endeavours in these fields
5. to organize and participate in seminars and workshops
6. to enhance communication within the community.

ICABS Goals and Actions

These objectives will be realized through the following Goals and Actions agreed to during the IFLA Berlin Conference. The goals are primarily linked to IFLA professional priority 'Promoting standards, guidelines and best practices', but some may also be linked to 'Promoting resource sharing', 'Providing unrestricted access to information', 'Representing libraries in the technological marketplace' and 'Developing library professionals'.

Each of the partners in this alliance has agreed to be the lead support agency for one or more of the actions, as shown below as 'responsible partner'.

Goal

1. Maintain, promote, and harmonize existing standards and concepts related to bibliographic and resource control

Actions

- 1.1 ISBD maintenance and development
Support the work of the IFLA Cataloguing Section's ISBD Review Group in developing and maintaining the International Standards for Bibliographic Description. Encourage the harmonization of national practices to follow these standards. Promote the results of the ISBD revisions.
Responsible partner: Die Deutsche Bibliothek.
- 1.2 FRBR maintenance and development
Support the work of the IFLA Cataloguing Section's FRBR Review Group in developing and maintaining the conceptual model and related guidelines for the Functional Requirements for Bibliographic Records (FRBR). Promote the use of this model.
Responsible partner: British Library.
- 1.3 FRANAR project
Support the IFLA Division IV Working Group on

Functional Requirements of Authority Numbering and Records (FRANAR). Promote the use of this model for authority control.

Responsible partner: British Library.

- 1.4 UNIMARC
Promote the development and use of UNIMARC.
Responsible partner: Biblioteca Nacional de Portugal.
- 1.5 MARC 21
Promote the development and use of MARC 21 and its XML derivatives.
Responsible partner: Library of Congress.
- 1.6 Z39.50 and Z39.50-International:Next Generation (ZING)
Promote the application and use of Z39.50. Cooperate with Z39.50 implementors to continue development of ZING, and notably its XML-based Search/Retrieve Web Services (SRW) in order to evolve next generation implementations of Z39.50.
Responsible partner: Library of Congress.

Goal

2. Develop strategies for bibliographic and resource control and ensure the promotion of new and recommended conventions

Actions

- 2.1 VIAF cooperative
Support and promote the idea of the Virtual International Authority File (VIAF) in cooperation with the Sections of IFLA's Division IV: Bibliographic Control and the partners in the current VIAF Proof of Concept project. Explore other VIAF models and promote the testing of prototypes.
VIAF Proof of Concept project partners: Library of Congress, Die Deutsche Bibliothek and OCLC.
- 2.2 Metadata and XML based metadata schemes

Explore Metadata requirements in close cooperation with the Information Technology Section and the Cataloguing Section of IFLA and their Working Groups. Collect and communicate information on existing Metadata schemes and application profiles.

Responsible partner: Library of Congress.

- 2.3 Monitor work on persistent identifiers
Responsible partner: Library of Congress.

Goal

3. Advance understanding of issues related to long-term archiving of electronic resources

Actions

- 3.1 Explore the requirements/conditions for long-term archiving of electronic resources.
Responsible partner: Koninklijke Bibliotheek.
- 3.2 Migration and emulation
Explore and promote strategies, methods and standards for migration and emulation.
Responsible partner: Koninklijke Bibliotheek.
- 3.3 Web harvesting
Explore and promote methods to archive web-based publications collected by web harvesting.
Responsible partner: National Library of Australia.
- 3.4 Work out a survey of existing standards, guidelines, and codes for preservation of digital materials in cooperation with IFLA's Preservation and Conservation Section.
Responsible partner: National Library of Australia.

ICABS Coordination

ICABS will coordinate and communicate their work and activities to enhance cooperation and to avoid overlapping or duplicating work between the alliance partners and:

- IFLA Headquarters, Governing Board, Professional Committee, Divisions and Sections
- CDNL and the regional groups of CDNL
- UNESCO and other funding bodies
- ISO, ICA, and other national and international standard making bodies in the area of bibliographic control.

One member of each of the participating libraries (plus two members

nominated by IFLA) will constitute an ICABS Board, chaired by one of the participating institutions on a rotating basis. Die Deutsche Bibliothek has agreed to chair the board for the first 3-year-term. The institution that chairs the board will provide a secretary for the group. The secretary will handle various arrangements and communications, for example, creating and maintaining a Web page for the programme and maintaining a Web view that promotes the results

of the programme with a link to and from IFLANET.

The ICABS Board will review and evaluate the actions of this alliance.

For further information, please contact: Renate Gömpel, Die Deutsche Bibliothek, Office for Library Standards, Adickesallee 1, 60322 Frankfurt am Main, Germany. Tel. +49 (69) 1525-1006. Fax +49 (69)1525-1010. E-mail: goempel@dbf.ddb.de.

From the Governing Board

Governing Board appointments

The IFLA Governing Board has appointed Ingrid Parent as IFLA's Treasurer to succeed long-serving Derek Law as Treasurer.

The Board also appointed new chairs for several committees during its meeting in August:

Paul Sturges of Loughborough University, UK, succeeds Alex Byrne as chair of the IFLA/Free access to Information and Freedom of Expression (FAIFE) committee

Winston Tabb of Johns Hopkins University, USA, succeeds Marianne Scott as the chair of the IFLA Copyright and other Legal Matters (CLM) committee

Claudia Lux, of the Zentral- und Landesbibliothek, Germany, takes over

as chair of the Conference Planning Committee from John Day Nancy Gwinn of the Smithsonian Institution, USA, succeeds Claudia Lux as chair of the Publications Committee.

A new working group to review the method of calculating the membership fees for National Association Members was appointed. To be chaired by incoming Treasurer Ingrid Parent (Canada), it consists of: Duane Webster, Association of Research Libraries, USA; Jan-Ewout van der Putten, Vereniging Openbare Bibliotheken, Netherlands; Norma Amenu Kpodu, Commonwealth Library Association, Jamaica; Gwenda Thomas, Library and Information Association of South Africa; Alisia Ocaso, Uruguay Library Association; Kelly Moore, IFLA Membership Manager; and Ross Shimmon.

The IFLA members of the Joint Steering Group with the International Publishers' Association are now: Claudia Lux, Germany; Vinyet Pan-yella, Spain; Winston Tabb, USA; and Ross Shimmon.

Aid for Iraq

The IFLA Governing Board decided at its meeting on 9 August 2003 to host on IFLANET offers of help made by the international library community to help rebuild the library infrastructure in Iraq.

Offers should be sent to ifla@ifla.org. They will be posted on IFLANET at <http://www.ifla.org/VI/4/admin/iraq-aid.htm>.

*Ross Shimmon
Secretary General*

From the Secretariat

New Secretary General

Mr R. Ramachandran, Director of the National Library and Deputy Chief Executive of the National Library Board in Singapore and Secretary General of CONSAL, the Congress of Southeast Asian Librarians, has been appointed Secretary General of IFLA. He will assume the position on 1st April 2004, following the retirement of Ross Shimmon.

Besides being very involved in CONSAL, Mr Ramachandran ('Rama') has been active in the ASEAN

Committee on Culture and Information (ASEAN-COCI); Chairman, National Libraries Group-Southeast Asia (NLG-SEA); Chairman, Conference of Directors of National Libraries in Asia and Oceania; and Vice-Chairman, Commonwealth Libraries Association (COMLA). Recently, he was elected to be a member of the IFLA Regional Standing Committee on Asia and Oceania (RSCAO) and the IFLA National Libraries Section. He is also a member of Conference of Directors of National Libraries (CDNL) and the Council on Library and Information Resources (CLIR), USA.



Over a period of 30 years in the National Library of Singapore, he worked intensively on every aspect of library services – public, special and school libraries and library education. He played a key role in the early expansion as well as the development and refinement of a whole range of National Library services in Singapore. In 1992, he became a key member of the Library 2000 Committee that charted the growth and

development of the library services. He has been involved in the realization of the Library 2000 recommendations since the formation of the National Library Board in 1995. Libraries in Singapore are considered among the best in the region.

Rama has travelled extensively in the Asia-Pacific region to attend meetings, present papers in inter-

national seminars and conferences and conducting library leadership training programmes. He has published papers widely on library and information related issues.

In 1996, he was awarded the Public Administration Medal (Silver) by the Government of Singapore for his outstanding contribution to library development in Singapore.

Membership

New Members

IFLA membership continues its global reach, and we have added nine new members and one new Corporate Partner since 10 September. We are very pleased to welcome them all to the IFLA community.

International Association Members (1)

Nordic Federation of Research Libraries Associations, Denmark.

Institutional Members (4)

City Library Zadar, Croatia
 Universidad de El Salvador, El Salvador
 TERI – The Energy Research Institute, India
 University of Stellenbosch Library Service, South Africa.

Personal Affiliates (4)

Ms Harriet Sonne De Torrens, Canada
 Remko Jas, Netherlands
 Nicolas Ruppli, New Caledonia
 Krista Jo Eidal, United Kingdom.

Corporate Partners

IFLA is very pleased to welcome Reuters Business Insight as a new Bronze Corporate Partner. Reuters Business Insight reports are published by Datamonitor, a leading international market research company renowned for providing independent market analysis in association with Reuters, the leading global provider of information and news. They deliver senior level business intelligence in a user-friendly format, by combining the data gathering power of Reuters with the strength of Datamonitor's research methodology.

Reuters Business Insight provides information to leading companies worldwide and focuses on the following industries and areas of interest: consumer goods; energy; financial services; healthcare; technology; telecoms; eCommerce; human resources.

Reuters Business Insight offer a special discount on their products for IFLA members. Details are given in their advertisement in this issue. Reuters Business Insight will provide IFLA with royalties from their sales to IFLA members.

For further information, please contact: Nicci Eardley, Reuters Business Insight reports, c/o Datamonitor plc, Charles House, 108-110 Finchley Road, London NW3 5JJ, United Kingdom. Tel. +44 (20) 7675 0990. Fax: +44 (20) 7675 7533. E-mail: education@rbi-reports.com. Website: www.reutersbusinessinsight.com.

Grants and Awards

IFLA Honours and Awards

The IFLA Governing Board decided in March 2003 on a revised system for Honours and Awards to be bestowed by IFLA. The following categories of Honours and criteria were agreed:

Honorary Fellow

A rare and unusual award for long and distinguished service to IFLA. The expectation is that it would be awarded only four or five times a decade.

IFLA Medal

Awarded for distinguished contribution either to IFLA or to international librarianship. The expectation is that, on average, two such medals would be awarded each year, one of which would be from the country hosting the WLIC/IFLA Congress that year.

IFLA Scroll of Appreciation

Awarded to the WLIC/IFLA Congress host committee for that year.

No nominations are required for this. But it is also awarded to individuals who have given distinguished service to IFLA, such as long serving core activities staff, for whom nominations are required.

IFLA Certificate of Service

Awarded to those retiring from IFLA activities who have served eight years or more in the capacity of an IFLA officer. Such service does not need to be consecutive.

Call for nominations

The Board is now calling for nominations for the Honours. Nominations should be accompanied by a citation. The case for an Honour will be strengthened if there are multiple nominations for a candidate. The Executive Committee will consider nominations in confidence in March 2004. The awards will be announced and conferred during the World Library and Information Congress in Buenos Aires in August 2004.

All authorized representatives of Members and all Personal Affiliates are eligible to make nominations.

Nomination forms are available on IFLANET at: www.ifla.org/III/eb/howards-call03.htm.

Forms may also be requested from: Honours and Awards IFLA, PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 314 0884. Fax: +31 (70) 3834827. E-mail: ifla@ifla.org.

Completed nomination forms should be returned in confidence by mail or fax. Nominations may also be sent by email to: magda.bouwens@ifla.org provided that full details as required on the form are provided.

Nominations must arrive no later than Wednesday 28 January 2004. Please note that late submissions will not be considered.

This call for nominations is being issued on IFLANET, IFLA-L and in *IFLA Journal*. It is not being posted separately. Previous recipients of IFLA Honours are listed at: <http://www.ifla.org/III/eb/honmem.htm>.

Neither the Executive Committee nor the Secretary General will enter into correspondence on individual nominations.

Ross Shimmon
Secretary General

Honours awarded in Berlin

The following IFLA Honorary Awards were made during the Berlin Congress:

Honorary Fellows: Christine Deschamps, 2003; Marianne Scott, 2003.

IFLA Medal: Derek Law, 2003; Georg Rupelt, 2003; Hans-Jürgens Schubert.

IFLA Travel Grant 2004

IFLA ALP is pleased to announce the availability of the IFLA Travel Grant, to support a number of delegates from developing countries to attend the 70th IFLA General Conference and Council: Buenos Aires, Argentina, 22–27 August 2004.

Priority will be given to new professionals with a minimum of 5 years of experience in the field of libraries. In awarding the grants, the Grants Committee will look for a balance between all sectors of library and information work.

Applications, including professional curriculum vitae and information on present occupation, should be submitted as soon as possible and should be received by the ALP Focal Point not later than 15 February 2004.

Criteria for allocation of the IFLA Travel Grant

- Candidates are from developing countries (according to World Bank standards).
- Priority to new professionals from institutions/associations that are IFLA members.
- Priority to applicants who are not regular IFLA conference attendees.
- Wide geographic distribution.
- General quality of application.
- Professional background and experience: level of education, positions held and professional experience in general. Type of library experience is also considered in order to get balance between all sectors of library and information work.

- Should be a member of a national professional association.
- Committed letter of application and a well-presented CV.

Application forms can be requested from: IFLA ALP, c/o Uppsala University Library, Box 510, SE-751 20 Uppsala, Sweden. Fax: +46 (18) 471 3994. E-mail: ifla.alp@ub.uu.se.

The forms are also available on IFLA-NET at: www.ifla.org/III/grants/itg03-form.doc (or .pdf)

Harry Campbell Conference Attendance Grant 2004

IFLA ALP is pleased to announce the availability of the Harry Campbell Travel Grant, to support a delegate from developing countries which have not had IFLA Conference participants in the last few years, to attend the 70th IFLA Conference in Buenos Aires, Argentina, 22–27 August 2004. The grant will cover the travel. The cost of registration fee, accommodation and meals will be met by the delegate.

Criteria for allocation:

- candidates must be a national of the listed countries; Belize, Bhutan, Cap Verde, Djibouti, Eritrea, Guyana, Liberia, Madagascar, São Tomé, Sierra Leone, Solomon Islands, Somalia, Tonga, Yemen, Dominica, St Lucia, Anguilla, Antigua and Barbuda, St Vincent and the Grenadines, Montserrat and St Kitts & Nevis
- general quality of application
- professional background and experience: level of education, positions held and professional experience in general
- committed letter of application and a well-presented CV.

Priority will be given to younger professionals with a minimum of 5 years of experience in the field of libraries. Only those delegates who are able to contribute their part of the cost should apply.

Applications, including professional curriculum vitae and information

on present occupation should be submitted as soon as possible and should be received by the ALP Focal Point not later than 1 March, 2004.

Application forms are available from: IFLA ALP, c/o Uppsala University Library, Box 510, SE-751 20 Uppsala, Sweden. Fax: +46 (18) 471 3994. E-mail: ifla.alp@ub.uu.se.

Fellowships for the Americas 2004

The United States IFLA 2001 National Organizing Committee is pleased to announce that it will support the participation of 20 librarians from the Americas (South America, Central America, North America, and the Caribbean) to IFLA's World Library and Information Conference, 22-27 August 2004 in Buenos Aires.

The fellowship will cover air travel, shared accommodation, a per diem food allowance and conference registration fees.

The deadline for applications is 15 January 2004. Application forms in Spanish and English can be found at <https://cs.ala.org/ifla2004/> or at: <http://www.ifla.org/III/grants/fap.htm>.

If you have any questions please contact: Alanna Aiko Moore, International Relations Office Intern, American Library Association. E-mail: amoore@ala.org.

IBBY-Asahi Reading Promotion Award

The IBBY-Asahi Reading Promotion Award, initiated by the International Board on Books for Young People (IBBY) and sponsored by the Japanese newspaper company, Asahi Shimbun, is given annually to a group or institution whose activities have made a lasting contribution to reading programmes for children and young people.

This year the jury, led by Xosé Antonio Neira Cruz (Spain) and supported by Nathalie Beau (France), Anne Pellowski (United States), Nili-

ma Sinha (India), Elizabeth Serra (Brazil); Cheiko Suemori (Japan) and Jant van der Weg (Netherlands), considered seven very diverse nominations for the award. These included:

- First Words in Print, proposed by IBBY South Africa
- Mala de Leitura (Reading Suitcase), proposed by IBBY Brazil
- Les Livres dans la Rue (Books on the Street), proposed by IBBY Canada
- Ein Bücherbus in Nicaragua (A Book Bus in Nicaragua), a joint Nicaraguan-German project, proposed by IBBY Netherlands and supported by IBBY Germany
- The National Reading Campaign, proposed by IBBY Palestine
- Knjigobube Programm EPTA, proposed by IBBY Slovenia
- Club de Lecture et du Livre pour Jeunes Ruraux (Reading and Book Club for Young Rural Readers), a reading programme in Morocco proposed by IBBY Switzerland.

The jury is pleased to announce that the IBBY-Asahi Reading Promotion Award for 2004 has been given to the First Words in Print project from South Africa. This project is promoted by the Centre for the Book in Cape Town and is sponsored by local institutions and organizations involved in the production of children's books in South Africa. It has been praised for its ambitious but effective promotion of literacy among South African children and their families and its commitment to the development of a national literature for young children in their mother tongue.

First words in Print works with a range of partners across South Africa that distribute books to children and provides support and guidance to caregivers as they explore ways to share books with the young. Partners include libraries, clinics, creches and organizations specializing in early childhood development programmes. Although the project is still in its pilot phase, it has already benefited thousands of disadvantaged children in pre-school years across South Africa. Efforts are now being made to

extend the programme to thousands more who are affected by the HIV/AIDS virus but who do not have access to institutionalized care.

The IBBY-Asahi Reading Promotion Award jury congratulates the winning project and applauds its particularly creative and effective approaches to helping children enter the world of books and reading. The USD 10.000 prize will be presented at the next IBBY Congress to be held in Cape Town, South Africa in September 2004.

Hans-Peter Geh Grant

The Hans-Peter Geh Grant is awarded annually to enable a librarian from the geographic region previously called the Soviet Union, including the Baltic States, to attend an IFLA Seminar or Conference. The amount of the grant is EUR 1,135. The Grant is administered by IFLA Headquarters under the supervision of the Governing Board. The selection is made by a Jury consisting of the Sponsor, Dr Hans-Peter Geh, and the Secretary General of IFLA.

Applicants should be either IFLA Personal Affiliates or employees of IFLA Members. Applications must be accompanied by a Statement of Intent in English, French or German (not more than 3 pages), which should include:

- the reasons for application specifying the seminar or conference the applicant wishes to attend
- a proposed budget, including financial sources from elsewhere
- a curriculum vitae.

The deadline for applications is 1 February of each year. The results of the Jury will be announced before 1 March each year.

A brief report on the Grantee's experience and findings will be submitted to IFLA Headquarters within 6 months after the respective Conference or Seminar.

Further information from: IFLA Headquarters, PO Box 95312, 2509

CH The Hague, Netherlands. Tel. +31 (70) 314 0884. Fax: +31 (70) 3834827. E-mail: ifla@ifla.org.

Comité Français IFLA (CFI) Grant

The Comité Français IFLA (CFI) Grant enables librarians (who should

be members of a national professional association) from French speaking countries to attend the annual IFLA Conference.

The grant will cover the registration fee and/or travel and/or accommodation (partial or total sponsorship is possible).

The application form is available at: <http://www.cfifla.asso.fr/accueilcfi/orsub2.htm>

or from: Marie-Claire Germanaud, Bibliothèque nationale de France: E-mail: marie-claire.germanaud@bnf.fr.

Future Conferences

World Library and Information Congress 2004

The following announcements have been received in respect of the World Library and Information Congress: 70th IFLA General Conference and Council, 22-27 August 2004, Buenos Aires, Argentina.

Call for Poster Presentations

An alternative approach for the presentation of projects/new work will be available for conference participants. An area on the conference premises has been designated for the presentation of information regarding projects or activities of interest to librarians. Presentations may include posters, leaflets (etc.) in several of the IFLA working languages (English, French, Spanish, German and Russian), if possible. Further advice on poster sessions may be obtained from IFLA Headquarters. The Professional Committee of IFLA will review all submissions.

Colleagues interested in presenting a poster session are invited to complete the proposal form and send it with a brief description of not more than 200 words of the session (in English, French, German, Russian or Spanish).

The form is available on IFLANET at: www.ifla.org/IV/ifla70/cinfo-e.htm or from: Sjoerd Koopman, Secretary of the Professional Committee, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Fax: +31 (70) 3834827. E-mail: ifla@ifla.org.

Authors of accepted poster sessions will receive an official invitation to the IFLA Conference. However, travel costs to Buenos Aires and other costs (including registration fees, hotel, etc.) cannot be paid by IFLA. They are the responsibility of any author of an accepted poster session.

Reading Section

The IFLA Reading Section is hosting an open session in Buenos Aires.

The general theme for the session is 'Libraries, language and literacy: linking continents through reading promotion programmes.' This broad theme is linked to the overall conference theme 'Libraries: tools for education and development', and to IFLA President Kay Raseroka's theme of lifelong learning.

The objective for our session is to demonstrate how countries in the Northern and Southern hemispheres – or countries within the developing world – work together in their reading programmes to support development in local communities.

We would like to hear from community or region-based reading programmes that have been in place for some time, and we ask speakers to consider the following aspects of their programme when planning presentations:

- planning and development
- management
- accountability
- cooperation and networking
- challenges faced/overcome
- evaluation.

During the session a panel of experts will discuss the programmes presented, in order to share knowledge and to consider further work of this kind.

Proposals, in English, French or Spanish (300–500 words) should be sent to the address below, by Friday 12 December 2003. Final papers should not exceed 20 minutes in length when read aloud.

Further information: Briony Train, Lecturer, Department of Information Studies, University of Sheffield, Regent Court, 211 Portobello Street, Sheffield S1 4DP, UK. E-mail: b.train@sheffield.ac.uk. Fax: +44 (114) 278 0300.

No financial support can be provided, but a formal invitation will be issued to the authors of accepted papers. Papers must be submitted in one of the five official IFLA languages (English, French, German, Russian, Spanish).

Sección de Lectura

La Sección de Lectura de la IFLA celebrará una sesión abierta en Buenos Aires como parte del programa de la Conferencia de IFLA.

El tema general para la sesión abierta es: Bibliotecas, Lengua y Alfabetización: Enlace de los continentes a través de los programas de promoción de la lectura. Este tema está relacionado con el tema marco de la Conferencia: Bibliotecas: Instrumentos para la Educación y el Desarrollo. Asimismo, coincide con el tema de la

presidenta de IFLA, Kay Resaroka, Aprendizaje de por Vida.

El objetivo de nuestra Sesión es mostrar el modo en que trabajan de manera conjunta los países de los hemisferios del norte y del sur o, países en vía de desarrollo, en los programas de lectura para apoyar el desarrollo de sus comunidades locales.

Estamos interesados programas regionales y/o comunitarios de lectura, los cuales tengan un cierto tiempo de estar en ejecución. En el contenido de las ponencias deben incluirse los siguientes aspectos:

- plan y desarrollo
- administración
- confiabilidad de los resultados
- cooperación y redes
- retos enfrentados y futuros
- evaluación.

Durante la sesión del panel de expertos se discutirán los programas presentados, con el propósito de compartir conocimientos con la finalidad de considerar las experiencias para trabajos futuros de promoción de la lectura.

Las propuestas pueden ser presentadas en inglés, francés o español en un resumen entre 300 a 500 palabras. Deben ser enviadas a la dirección que se señala a continuación con fecha límite del 12 de diciembre de 2003. Los documentos finales no deberán exceder a los 20 minutos en la presentación oral.

Más información: Briony Train, Lecturer, Department of Information Studies, University of Sheffield, Regent Court, 211 Portobello Street, Sheffield S1 4DP, UK. E-mail: b.train@sheffield.ac.uk. Fax: +44 (114) 278 0300.

No se proporciona ningún tipo de apoyo económico. A solicitud de los autores de las ponencias aceptadas puede expedirse una carta invitación. Las ponencias pueden enviarse en uno de los cinco idiomas oficiales aceptados por la IFLA (inglés, francés, alemán, ruso, español).

Women's Issues Section

Women, Libraries and Economic Development

The theme of the World Library and Information Congress has been declared as 'Libraries: Tools for Education and Development'. Information and knowledge are critical components of a successful and prosperous society.

The Women's Issues Section (WIS) invites librarians, educators, researchers, social scientists and others to submit proposals for papers, to be given in the program of the WIS, which provide insight and experience on the role of information and libraries in supporting economic development, particularly as this relates to women and women's issues.

Proposals for papers must follow the Women's Issues Section's dual objectives concerning the status of women in libraries and dealing with the information needs of and services to women. Proposals, in English or Spanish and abstracts of 200 words, also in English or Spanish, should be sent by 31 January, 2004. Final papers should not exceed 15 pages double-spaced; the presentations should not exceed 20 minutes in length.

Proposals may be sent via e-mail to:

Ms Leena Siitonen, C/Valderribas, 39-3-2, 28007 Madrid, Spain. E-mail: lsiitonen@hotmail.com
or to: Ms Monica Ertel, 66 Oakdale Avenue, San Rafael, CA 94901, USA. E-mail: monicaertel@yahoo.com.

Please note that all fees, including registration to the conference, travel, accommodation etc. are the responsibility of the authors of the accepted papers.

Sección Sobre los Asuntos de la Mujer

Mujeres, Bibliotecas y Desarrollo Económico

El tema del Congreso del Mundo Bibliotecario y de la Información ha

sido denominado como: 'Bibliotecas: Instrumentos para la Educación y el Desarrollo'. La información y el desarrollo son instrumentos esenciales de una sociedad próspera y exitosa.

La Sección sobre los Asuntos de la Mujer (SAM) invita a los bibliotecarios, educadores, investigadores, científicos sociales y demás a entregar propuestas para artículos que han de ser entregados en el programa de SAM, que proporciona perspicacia y experiencia en el papel de la información y las bibliotecas apoyando el desarrollo económico, particularmente cuando éste se relaciona con la mujer o los asuntos de la mujer.

Las propuestas para los artículos han de seguir los objetivos duales de la Sección sobre los Asuntos de la Mujer sobre el status de la mujer en las bibliotecas y tratando sobre las necesidades de información y los servicios para la mujer. Las propuestas, en inglés or español, y los resúmenes de 200 palabras, también en inglés, habrían de ser presentadas hasta el 31 de Enero de 2004. La última versión de los artículos no excederá 15 páginas a doble espacio; las presentaciones no superarán los 20 minutos de duración.

Las propuestas han de ser enviadas vía correo normal o electrónico a:

Sra. Leena Siitonen, C/Valderribas 39-3-2, 28007 Madrid, España. E-mail: lsiitonen@hotmail.com
o Sra. Monica Ertel, 66 Oakdale Avenue, San Rafael, CA 94901, USA. E-mail: monicaertel@yahoo.com.

Nótese por favor que todas las tasas, incluyendo inscripción para la conferencia, viaje, alojamiento, etc son responsabilidad de los autores de los artículos aceptados.

Management and Marketing Section

IFLA Satellite Pre-Conference 2004: The virtual customer: a new paradigm for improving customer relations in libraries and information services. São Paulo, Brasil, 18-20 August 2004.

The IFLA Management and Marketing Section, the Library and Information Science Department of the School of Communications and Arts, University of São Paulo, and the School of Library and Information Science of the Université de Montréal, are organizing a pre-conference and satellite meeting in São Paulo (Brazil) from 18-20 August 2004.

The theme of this meeting will be the 'virtual customer' and its implication for libraries and information services. The objectives of this colloquium are to:

- bring together practitioners, researchers and educators in library and information science, as well as in other fields (marketing for example) in order to exchange information and ideas about the virtual customer as they apply to the management of libraries and other information services.
- share international experiences focusing on various approaches to the virtual customer in the information environment.
- identify and discuss best research strategies, methods and techniques in these fields.
- contribute to the organization of study groups on virtual customer relationship among Latin-American information professionals.

Topics for papers include:

- virtual customer relationship in the information environment: theoretical, practical and technological implications
- managing the interaction with customers in a technology environment
- the inclusion of web-based technologies in marketing programs for customer relationship
- using technologies to create virtual products / services
- reaching the non-user with technologies
- staff and personnel training / education for the virtual customer
- market research and the virtual customer: realities, possibilities, experiences etc.

Interested persons are invited to submit a proposal for a paper and presentation of about 30 minutes on the topics listed above.

Portuguese, Spanish, French and English are the four official languages of the colloquium and proposals can be submitted in either language. The proposal should be not more than 1000 words long (2 pages), be submitted in electronic format, and be accompanied by the curriculum vitae of the author(s).

Proposals should be sent to: *Réjean Savard, PhD*, EBSI, Université de Montréal, Case postale 6128 Succursale Centre-ville, Montréal H3C 3J7, Canada. E-mail: Rejean.Savard@umontreal.ca.

Evaluation of the proposals will be based on their scientific quality (pertinence, theoretical base, methodology, originality) and on the competencies of the candidate(s) based on his/her past realizations (quality/quantity of his/her publications/communications, importance, relation with the theme of the colloquium, professional experience etc.).

For more information about the venue: Profa. Dra. Sueli Mara S.P. Ferreira, Depto. de Biblioteconomia e Documentação, Escola de Comunicações e Artes, Universidade de São Paulo, Av. Prof. Lúcio Martins Rodrigues, 443, 05508-900 São Paulo, SP, Brasil. Tel.: +55 (11) 3091-4076 Fax : +55 (11) 3091-4325. E-mail: mmkt2004@eca.usp.br. Website: www.eca.usp.br/iflamkt.

Interlending and Document Supply Conference

The call for bids to host the 9th IFLA Interlending and Document Supply Conference has recently been issued. Check IFLANET: www.ifla.org.

Reports on Meetings

First IFLA Meeting of Experts on an International Cataloguing Code (IME ICC)

28–30 July, 2003, Frankfurt am Main (as reported at the Open Session of the IFLA Section on Cataloguing, Berlin, 5th August, 2003)

Forty-two years after the Paris Conference of 1961 which led to the world-famous 'Paris principles', 54 experts from 32 countries met in Frankfurt am Main during the invitational meeting of rule makers and cataloguing experts before the IFLA Berlin 2003 conference. The IFLA Section on Cataloguing organized an Open

Session in Berlin on August 5th, dedicated to the detailed review of this meeting. The large audience proved once again the interest of professionals in fundamental library techniques and functions such as cataloguing rules.

The goals of the IME ICC meeting were:

- to increase the ability to share cataloguing information worldwide by promoting standards for the content of bibliographic and authority records used in library catalogues
- to examine cataloguing codes currently used in different countries.

Chairs of different Working Groups reported on essential topics discussed, such as personal names, corporate bodies, seriality, multipart structures, uniform titles and GMD (general material designation).

The audience also stressed the importance of user satisfaction and the need for stronger coordination, which can lead to better quality and make searching easier and more efficient.

The draft IME ICC Statement of principles from the Frankfurt meeting says that the statement is intended for current library catalogues and

since most online catalogues and Web online public access catalogues (OPACs) today include not only bibliographic records with descriptive and name/title access but also classification and subject access, the scope was broadened to provide a consistent approach to descriptive and subject cataloguing of bibliographic resources of all kinds. These principles could also be applied to bibliographies and data files created in other information communities, like archives and museums, modified or adapted when appropriate.

ISBDs were reaffirmed as the basic foundation for rules for description. Regarding authority records to be used for controlled access and principles on the choice and structure of authorized headings, these are for now limited to name and title access points, but could be expanded following broader discussion to subject access. Controlled access is vital for the precision of searches.

The revised Statement of Principles also reaffirms that the highest principle in cataloguing codes is the

convenience of the user of the catalogue.

The draft statement resulting from this conference and follow up papers will be available for discussion on the Web. Also, the full report will be published by IFLA.

For more information see: IME/ICC website: http://ddb.de/news/ifla_conf_index.htm.

Maria Witt

From other Organizations

World Summit on the Information Society

National initiatives: Brazil

I have identified and contacted the Brazilian delegation to the PrepCom 3 and to the WSIS, all the Brazilian library associations and the Federal and Regional Librarianship Councils, the Ministry of Science and Technology and the Ministry of Foreign Relations. I have now received a message from one of the Brazilian delegates where he says that our delegation will be discussing the IFLA suggestions in their next meeting. I have also sent the IFLA documents and your messages to all members of the IFLA Standing Committee for Latin America and the Caribbean, asking them to contact the delegates of their countries to the PrepCom 3 and the WSIS.

Elizabet de Carvalho, Brazil.

National initiatives: Denmark

On 2 September 2003 the conference 'Freedom of Expression in the Information Society' took place in Copenhagen. The conference was part of the Danish civil society's preparations leading up to the World Summit on the Information Society (WSIS). The Danish Library Association, in cooperation with the Danish United Nations Association and other NGOs arranged the conference,

which was held in the Danish parliament building.

The conference focussed on the global challenge of free information access for libraries, freedom of expression regulation, press freedom and media pluralism and other issues. Participants at the conference represented a wide range of organizations deeply involved in subjects dealing with access to information, the digital divide and other important themes in developing the Information Society.

The issues of free access to information and freedom of expression were especially highlighted as the President of IFLA, Ms Kay Raseroka, accepted the invitation from the Danish Library Association to participate as keynote speaker at the conference. In her speech and in the workshop 'Access to information and the role of libraries', Ms Raseroka stressed the excellent opportunity that WSIS represents for librarians to consider their position and proactively work to further the rights of users to access information. The workshop report is available at: <http://www.dbf.dk/Default.asp?ID=1102>.

National governments play a significant role in the preparatory work leading up to WSIS. The official Danish WSIS delegates representing the Ministry of Foreign Affairs and

the Ministry of Culture, Danish Members of Parliament and Members of the European Parliament, as well as the Director General of the Danish National Library Authority and advisor to the government, attended the conference, making it an excellent opportunity to once again explain and stress the issues important to the library community when developing the WSIS Declaration of Principles and the WSIS Plan of Action.

It is the hope of the Danish Library Association that the conference made it even clearer to the official Danish WSIS delegates that the role of libraries in building an Information Society for all cannot be over-emphasized, and the Danish Library Association hopes that the official national WSIS delegates will include the messages from the conference in the Danish national contribution to the WSIS process.

Further information: Michael Larsen, Information Officer, Danish Library Association. E-mail: ml@dbf.dk. Website: <http://www.dbf.dk/>.

National initiatives: Sri Lanka

Activities carried out in Sri Lanka on the forthcoming WSIS have included:

- A joint action committee was set up from the members of the Sri

Lanka Library Association and the National Library of Sri Lanka.

- A communiqué was prepared on the WSIS and the importance of libraries in the Information Society. This paper has been used in the discussion with the relevant government officials and as a press release.
- Nominated a librarian for the *libraries@heart* conference.
- Met the Secretary to the Ministry of Mass Communication who will be the leader of the Sri Lankan delegation to WSIS. We had a long discussion with him and he was very sympathetic towards our case. He promised to do whatever possible in the summit to stress the importance of libraries. He is scheduled to speak at one of the sessions of WSIS and has pledged to include a paragraph on the importance of libraries in his speech. He wants us to meet him again before the summit and after *libraries @ heart* conference.
- We strive hard to include a librarian in the national delegation.
- Planning to have discussions with other national level stakeholders, e.g. media, telecommunications and information technology professionals.

Upali Amarasiri
Director General
National Library of Sri Lanka

Public libraries and the digital divide

A conference on this important topic was held at the Gurney Hotel, Penang, Malaysia on 23–25 June 2003. The full conference title was 'Conference on Changes and Challenges of the Public Library Service to Bridge the Digital Divide'. The conference IFLA Advancement of Librarianship (ALP) project was organized by Penang Public Library Corporation with the cooperation of the National Library of Malaysia, the Librarians Association of Malaysia, IFLA and Galaxy Automation. A product exhibition accompanied the conference. Recognition of the importance of the topic was apparent from the attendance of 193 delegates, the majority from

South-East Asia. Nine countries from the region were represented and there were four speakers from outside Asia.

The conference was to be opened by the Permanent Secretary, Ministry of Energy, Communications and Multimedia who represented the Minister of Energy, Communications and Multimedia. The first session took a global perspective. I spoke about the IFLA/UNESCO Public Library Guidelines, which are now available in nearly 20 languages. The Bahasa Melayu translation is to be published soon. Barbro Thomas (Royal Library, Stockholm) spoke about the UNET project, which monitors the implementation of the UNESCO Public Library Manifesto in eight libraries in different parts of the world. Rob Bruijnzeels (Netherlands) gave a paper on the vision of the public library in 2040. Carol Erickson (USA) introduced the work of the Bill and Melinda Gates Foundation Access to Learning Award.

The second morning was taken up with reports on public library development from six countries in the region. These reports demonstrated how wide the digital divide remains. The conference heard of advanced developments in the use of ITC in public libraries in Malaysia and Singapore. In Cambodia, by contrast, where only six of the 40 staff in the National Library survived the Khmer Rouge regime, there is very little progress. We were told that the Ministry of Culture, nominally responsible for the National Library, largely ignores it. The building is in very poor condition and there are no other public library access points. In Laos, another country recovering from conflict, some public libraries have been established. The National Library, however, is in poor condition and unable to support the public library service. It was also clear from the reports that in many countries there is still a divide between the availability of information in urban and rural areas, though steps are being taken to address this problem.

Following the country reports there were a series of papers on specific

projects providing digital services. These included the Knowledge Asian Youth Network (KAYNET) in Malaysia and the Digital Library in Singapore. The conference participants also attended the launch of the Penang Public Library Electronic Network at Penang Public Library, followed by a very enjoyable reception.

On the final morning there were several interesting contributions, particularly Anis Yusal Yusoff talking about the United National Development Programme in Malaysia and Singapore and students from the library school in the University of Malaya on helping to bridge the digital divide through collaboration between public libraries and library schools.

This was a well-organized conference on a very important topic. The range of experience illustrated in presentations confirmed the reality of the digital divide in South-East Asia. We heard how efforts are being made to bridge the divide though in many countries the shortage of resources is limiting progress. Every effort had been made to ensure a range of contributions were included in the programme. Unfortunately the programme was perhaps too full and many speakers were forced to curtail and rush through their papers to keep the conference programme to time.

The discussions that followed the presentations reflected the interest there is in finding ways of bridging the digital divide. In her paper Bouakhay Phangpachanh (Laos) said "We hope that IFLA will cooperate with Asean developing countries to set up programmes on the changes and challenges of public library services to bridge the digital divide every year". A worthwhile follow-up to this conference would be a seminar with a limited number of presentations and more opportunities for discussion on specific themes to see if practical solutions can be arrived at. In the meantime Rashidah Begum and her colleagues should be congratulated for organizing such a suc-

cessful, interesting and enjoyable event.

Philip Gill

Cultural Emergency Response

On 26 September 2003, at a presentation in Delft, The Netherlands, the Prince Claus Fund launched a cultural emergency aid fund called the Cultural Emergency Response. This initiative, developed in cooperation with the International Committee of the Blue Shield, was triggered by the news of the recent looting of cultural heritage in Baghdad, Iraq. The aim of the Cultural Emergency Response is to provide emergency aid to inter-

national cultural heritage that is damaged and threatened by war or natural disasters so as to prevent further loss. Each disaster will be assessed in terms of immediate needs; this will involve both local and international expertise and networks.

The presentation was attended by members of the Dutch Royal Family and chaired by Els van der Plas, Director of the Prince Claus Fund. A presentation of the International Committee of the Blue Shield by its Chair, Ross Shimmon, was followed by a lecture, 'War and Cultural Heritage: lessons from Lebanon, Kuwait and Iraq', by Iraqi archaeologist Dr. Selma Al-Radi. This was followed by short presentations on the

situation of libraries in Iraq by Jean-Marie Arnoult, Inspecteur-général des bibliothèques for the French government and Wyshiar Muhammad, Counsellor of the Ministry of Culture of the Provisional Government of Iraq. The Cultural Emergency Response was then launched with the presentation to Dr. Muhammad of a cheque for EUR 20,000 for the purchase of furniture and equipment for the library of the University of Baghdad. Graham Shaw, of the British Library in London, also presented library materials for the University Library.

Further information: Annette de Bock, Prince Claus Fund. E-mail: a.debock@princeclausfund.nl.

Other Publications

ISBD Guideline

The ISBD Review Group is pleased to announce publication of *Guidelines for the Application of the ISBDs to the Description of Component Parts* on IFLANET, available at: http://www.ifla.org/VII/s13/pubs/Component_Parts_final.pdf. This version is a reproduction of the original published in 1988, which has long been out of print, with typographical corrections largely focused on the examples included in the text. The Review Group is especially grateful to Robert August, Library of Congress, and Dorothy McGarry, UCLA (retired) for their oversight of the project that led to this publication.

Further information: John D. Byrum, Jr., Chief, Regional & Cooperative Cataloging, Library of Congress, Washington, D. C. 20540-4380, USA. Tel: +1 (202) 707-6511. Fax: +1 (202) 707-2824.

Renaissance Library Calendar

The 2004 edition of the Renaissance Library Calendar contains a new selection of twelve of the most beautiful old libraries in the world, as nominated by librarians and information professionals in over 40 countries.

The cover library this year is the magnificent Royal Library of the Monastery of El Escorial, just outside Madrid in Spain. The library dates from 1575, and UNESCO declared the monastery a Monument of World-wide Interest in 1984.

The calendar also features, this year, the unique library at St. Catherine's Monastery in South Sinai, Egypt. The monastery dates from the 6th century and was constructed at the traditional site of the biblical Burning Bush. The library holds the World's second largest collection of Greek manuscripts (after the Vatican), and has on display folios of the Codex Sinaiticus, one of the oldest surviving Bibles, from the 4th century.

The other ten libraries featured in the calendar, in full colour, are:

- City Library of Antwerp, Belgium, 1883
- Frederick Ferris Thompson Memorial Library at Vassar College, Poughkeepsie, NY, USA, 1905
- Swedish Parliament Library, Stockholm, Sweden, 1851
- Cathedral Library, Kalocsa, Hungary, 1784
- Riggs Library, Georgetown University, Washington DC, USA, 1891

- Upper Lusatian Library of Sciences and Humanities, Görlitz, Germany, 1807
- Great Library, Law Society of Upper Canada, Toronto, Canada, 1895
- John Rylands University Library of Manchester, UK, 1900
- Folger Shakespeare Library, Washington DC, USA, 1932
- Library of the Benedictine Monastery of Admont, Austria, 1776

The calendar is published by Information Strategy and Information Management (ISIM). Copies can be obtained at their website at: <http://www.renaissancelibrary.com> or by ordering at your local bookshop (ISBN 91-974089-2-1).

ISIM also publishes a free electronic newsletter, *Global Info Jobs*, which provides career advice and listings of jobs for librarians and information professionals from almost 20 countries. *Details at:* <http://www.globalinfojobs.com>.

Further information: Stuart Urwin, ISIM, Torsvagen 7b, SE-192 67 Solentuna, Sweden. Tel. +46 (8) 754 15 55. Fax: +46 (8) 754 13 33. E-mail: stuart.urwin@isim.org.

INTERNATIONAL CALENDAR

2004

January 21–23, 2004. Chennai, India.

22nd Annual Convention and Conference of Society for Information Science. *Theme:* Digital Information Exchange: Pathways to Build Global Information Society.

Further information: Dr. Harish Chandra, Organizing Secretary (SIS 2004) and Librarian, Central Library, Indian Institute of Technology Madras, IIT Campus, Chennai-600 036, India. E-mail: hchandra@iitm.ac.in. Tel: 044-22578740 (Office). 044-22579740 (Residence). Mobile: 9840336854. Conference website: <http://www.cenlib.iitm.ac.in/sis2004/index.html>.

February 3–5, 2004. Bielefeld, Germany.

7th International Bielefeld Conference 2004. *Theme:* Thinking beyond Digital Libraries – Designing the Information Strategy for the next decade.

Further information: Dr. Norbert Lossau, Direktor, Universitätsbibliothek Bielefeld. Tel. +49 521 106-4050. Fax: +49 21 106-4052. E-mail: lossau@ub.uni-bielefeld.de. Website: www.ub.uni-bielefeld.de.

February 6, 2004. Melbourne, Australia.

The Open Road Conference 2004. *Theme:* e-diversity and libraries: how far down the Open Road?

The conference is a satellite event of the VALA 2004 conference: <http://www.vala.org.au/conf2004.htm>.

Further information: Andrew Cunningham, e-Diversity and Content Infrastructure, Public Libraries Unit, Vicnet, State Library of Victoria, 328 Swanston Street, Melbourne, VIC 3000, Australia. Tel. +61 (3) 8664-7430. Fax: +61 (3) 9639-2175. E-mail: andrewc@vicnet.net.au. Website: <http://www.openroad.net.au/>.

February 11–13, 2004. New Delhi, India.

International CALIBER-2004. (Convention on Automation of Libraries in Education and Research Institutions). *Theme:* Road Map to New Generation of Libraries using Emerging Technologies.

Further information: Dr. Gayas Makhdumi, Organizing Secretary CALIBER-2004, University Librarian & Head, DLIS, Jamia Millia Islamia, Maulana Mohammad Ali Johar Marg, Jamia Nagar, New Delhi – 110 025, India. Phone: +91-11-26984910/26981717(Ext. 472). Fax: +91-11-26982360. E-mail: zhl@jmi.ernet.in. Website: <http://www.inflibnet.ac.in>.

February 24–27, 2004. New Delhi, India.

ICDL 2004 – International Conference on Digital Libraries: Knowledge creation, preservation, access and management.

Further information: Conference Coordinator, ICDL 2004 Secretariat, TERI, Darbari Seth Block, Habitat

Place, Lodhi Road, New Delhi – 110 003 / India. Tel. +91 11 2465 1629, +91 11 2468 2100, or +91 11 2468 211. Fax: +91 11 2468 2133. E-mail: ICDL2004@teri.res.in. Website: www.teriin.org/events/icdl.

April 1–6, 2004. New York, USA.

Art Libraries Society of North America (ARLIS/NA) Conference.

Further information: Margaret N. Webster, Chair, Visual Resources Facility, College of Architecture, Art & Planning, B-56 Sibley Hall, Cornell University, Ithaca, NY 14853, USA. Tel.+1 (607) 255-3300. Fax: +1 (607) 255-1900. E-mail: mnmw3@Cornell.edu.

April 26–28, 2004.

NCSC 2004. 2nd Nordic Conference on Scholarly Communication. Lund, Sweden, *Theme:* Towards a new publishing environment.

Further information: Henrik Åslund, Lund University Libraries, Head Office. Tel. +46 46 222 93 33. Email: Henrik.Aslund@lub.lu.se. Website: <http://www.lub.lu.se/ncsc2004>.

June 5–13, 2004. Sudak and other Crimean towns, Crimea, Ukraine,

Crimea 2004: 11th International Conference. *Theme:* Libraries and associations in the transient world: new technologies and new forms of cooperation.

Further information: Crimea 2004 Organizing Committee, 12 Kuznetski most, 107996, Moscow, Russia. Tel: +7(095) 924-9458, +7(095) 923-9998. Fax: +7(095) 921-9862, +7(095) 925-9750. E-mail: CRIMEA2004@gpntb.ru. Regional managers: Europe: crimea.europe@gpntb.ru; North and South America: crimea.america@gpntb.ru; Asia, Africa, Australia, and Oceania: crimea.world@gpntb.ru. Conference web sites: <http://www.gpntb.ru/win/inter-events/crimea2004>; <http://www.iliac.org/crimea2004> (online registration is available).

June 11–16, 2004, Gothenburg, Sweden.

16th Joint Annual Conference of Association for Literary and Linguistic Computing (ALLC) and Association for Computers and the Humanities (ACH). *Theme:* Computing and Multilingual, Multi-cultural Heritage.

Further information: Conference website: www.hum.gu.se/allcach2004.

June 13–16, 2004. Yeppoon, Australia

Symposium: Is information literacy relevant in the real world?

Held as part of the Lifelong Learning Conference 2004. Website: <http://lifelonglearning.cqu.edu.au/>.

Further information: Helen Partridge, Lecturer, School of Information Systems, Faculty of Information Tech-

nology, Queensland University of Technology, GPO Box 2432, Brisbane 4001, Australia. Tel. +61 (7) 3864 9047. Fax: +61 (7) 3864 1969. E-mail: h.partridge@qut.edu.au.

July 5–9, 2004. Kampala, Uganda.

SCECSAL XVI. 16th Standing Conference for Eastern, Central and Southern African Library and Information Professionals. *Theme:* Towards a knowledge society for African development.

Further information: Charles Batambuze. Email: library@imul.com. Website: www.geocities.com/scecsal.

August 20–27, 2004. Buenos Aires, Argentina.

World Library and Information Congress: 70th IFLA General Conference and Council. *Theme:* "Libraries: Tools for Education and Development".

For more information: Buenos Aires 2004, Argentine Organizing Committee, Asociación de Bibliotecarios, Graduados de la República Argentina. Tucumán 1424, 8° piso Of. D, C1050AAB, Buenos Aires, Argentina. Phone/Fax: +54(11) 4371-5269 or 4373-0571. E-mail: ifla2004@abgra.org.ar.

August 23–29, 2004. Vienna, Austria.

15th International Congress on Archives. *Theme:* Archives, Memory, and Knowledge.

More information: Evelyn Wareham, Programme Officer International Council on Archives (ICA), 60 rue des Francs Bourgeois, F-75003 Paris, France. Tel. +33 (0)1 40 27 61 37. Fax: +33 (0)1 42 72 20 65. E-mail: wareham@ica.org. Website: www.ica.org.

September 1, 2004. South Africa.

Books for Africa: IBBY Congress 2004.

Contact: Genevieve Hart, IBBY 2004 Programme Committee, South African Children's Book Forum, PO Box 847, Howard Place 7450, South Africa. sacbf@worldonline.co.za.

October 12–16 2004. Shanghai, China.

2nd Shanghai International Library Forum. *Theme:* City development and library service.

Further information: Ms. Wu Min, Reader Service Center, Shanghai Library, 1555 Huai Hai Zhong Lu, Shanghai 200031, China. Fax: +86 (21) 6445 5006. E-

mail: mwu@libnet.sh.cn. Website: <http://www.libnet.sh.cn/silf2004>.

October 21–24, 2004. Ankara, Turkey,

Symposium 'The Saga of Librarianship'.

Further information: Prof. Dr. Sekine Karakas, Head, Department of Information Science and Records Management, Faculty of Letters, Ankara University. Tel. +90 312 310 32 80 / 1719, Fax: +90 312 310 57 13. Email: kb@humanity, ankara.edu.tr.

2005

August 20–26, 2005. Oslo, Norway.

World Library and Information Congress: 71st IFLA General Conference and Council. *Theme:* Libraries: a voyage of discovery; linking the future to the past.

For more information: IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Secretary General, Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway. Tel: +47 23243430. Fax: +47 22672368. E-mail: IFLA2005@norskbiobibliotekforening.no.

2006

August 22–28, 2006. Seoul, Korea.

World Library and Information Congress: 72nd IFLA General Conference and Council.

For more information: IFLA Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314-0884. Fax: + 31 70 383-4827.

2007

World Library and Information Congress: 73rd IFLA Council and General Conference, Durban, South Africa, 2007.

Further information from: International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ifla.org. Website: <http://ifla.inist.fr/index.htm>.

ABSTRACTS

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Klaus G. Saur. **Libraries and Publishers – a partnership?**

IFLA Journal 29 (2003) No. 4, p. 284–287

Briefly reviews the history of IFLA's connections with Germany and the situation of libraries and publishers in the current economic climate. Discusses some of the factors affecting the relationship between libraries and publishers, including copyright law. Points out that academic libraries and academic publishers are interdependent; publishers could not exist without libraries and libraries could not operate without the products of the publishers. Despite the value of electronic information, the book is an irreplaceable medium. Cooperative efforts to achieve general informational equality throughout the world must be intensified. Asks if uncontrolled publication on the Internet will mean an increase in information trash. Concludes that, in order to survive in the future, libraries and publishers will need to combine their strengths and intensify their cooperative efforts.

Gary E. Gorman, with contributions from Russell Bowden and Elizabeth Reade Fong. **Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania.**

IFLA Journal 29 (2003) No. 4, p. 288–294

Based on the widespread recognition that traditional development models have not delivered their intended long-term benefits, this paper argues for a new approach to development that focuses on sustainability and capacity-building, enhancing people's capacity to participate fully in their societies, in economic, social and political life. It suggests that one of the greatest barriers to sustainability is the Information Society, and what it stands for – that is, an increasing volume of information and ever more sophisticated information technology. This is a barrier because of the resulting unemployment, loss of privacy and aggravated differences between

rich and poor, haves and have-nots. One of the growing gaps between the haves and have-nots is less the Digital Divide and more the Literacy Divide. The key to bridging the divide is not just technology but the ability to understand, filter, evaluate and use information – literacy, or information literacy. Therefore, information literacy rather than the technology must become a priority for sustainable development; the paper concludes with an indication of how IFLA regional sections might foster this awareness.

Bob McKee. **The Salaries Initiative: planning implementation and action.**

IFLA Journal 29 (2003) No. 4, p. 295–297

Discusses work by the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom on the pay of library workers as a case study of strategic planning. The background to conditions of employment in the UK is outlined, and questions frequently raised by CILIP members are considered. The online debate on pay and status held by CILIP is described and the value and outcomes of that debate are detailed, including the six action lines agreed by CILIP Council and the collaboration between CILIP and the American Library Association. The survey carried out amongst CILIP members is described as are other developmental activities being undertaken by CILIP including work on salary guidelines, self-help toolkits, and partnership activity to promote workforce development. The paper emphasises that the CILIP strategy on salaries was developed from the views of members: it now needs the active involvement of members for that strategy to be delivered.

Ngian Lek Choh. **A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience.**

IFLA Journal 29 (2003) No. 4, p. 298–300

Since 1995 the National Library Board of Singapore has been experimenting with new services to improve service levels, reducing waiting time and saving customer time. These include services such as the application of radio-frequency identification tagging to cancel returned books automatically, a computer station that allows customers to check their loan records and make payments using a cashcard, and a cybrarian service that allows a customer to speak to a librarian and be guided without the physical presence of the librarian. The Board decided to experiment with a 'Totally Do-It-Yourself Library' to try out the idea of running a library without any staff onsite, yet providing the same level of service as one with a team of staff onsite. This new library opened its door to the public on 1 December 2002. The paper describes the prototype.

Vibeke Lehmann. **Planning and Implementing Prison Libraries: strategies and resources.**

IFLA Journal 29 (2003) No. 4, p. 301–307

This paper provides information on a current IFLA project to revise the 1995 edition of the Guidelines for Library Services to Prisoners. It summarizes information obtained through an international survey on the status of prison libraries worldwide and offers specific suggestions to library professionals, library organizations and agencies that wish to develop such services at the local or national levels. The author highlights publications from the professional literature that describe the prison library situation in various countries. Suggestions are provided for using existing guidelines as models for developing similar documents in countries which are trying to establish library services to incarcerated persons. An extensive bibliography is included.

Jens Thorhauge. **Danish Strategies in Public Library Services to Ethnic Minorities Danish Strategies in Pub-**

Public Library Services to Ethnic Minorities.

IFLA Journal 29 (2003) No. 4, p. 308–312

A growing number of immigrants and refugees is a relatively new experience in Denmark. The handling of integration of ethnic minorities has in general not been very successful, but the library service has. Today the challenge is to develop services within the context of the hybrid library. The development of these services is described. Beginning with the establishment of an Immigrant's Library giving access to books in the immigrant's own languages as well as to other library materials and continuing on to the present day where the library tries to be more proactive in its support to the process of integration. A major step was taken in organizing special information on the web in the mid nineteen-nineties for ethnic minorities in Denmark, which today has developed into a portal that gives local, national and global information in the eleven most frequently met languages in Denmark. Its purpose is to support integration of the minorities into the Danish Society. Recently it was decided – based on the good result from some front-running libraries – to set up a project with four advisors that should help libraries develop lifelong learning activities and more direct advisory support to immigrants.

Ljiljana Sabljak. Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia.

IFLA Journal 29 (2003) No. 4, p. 313–316

Describes how Croatian librarians helped children to cope with the consequences of war in Croatia – former Yugoslavia. In the beginning of 1993, UNICEF supported a library psychosocial rehabilitation project called 'Step by Step (12 Steps) to Recovery' in cooperation with the Public Libraries of Zagreb. The project involved 22 libraries in 14 cities throughout Croatia, with 2732 children participating. For the first time UNICEF

in Croatia started to support psychosocial programmes. Before that UNICEF supported health, nutrition and education. Beside that psychosocial oriented programme, UNICEF supported educational and advocacy projects, as well as projects on child rights promotion and education in children's and school libraries, offered by local experts.

Charles Oppenheim. Newspaper Copyright Developments: a European Union and United Kingdom perspective.

IFLA Journal 29 (2003) No. 4, p. 317–320

This paper examines how copyright has an impact on a newspaper librarian attempting to preserve copies of newspapers by copying, and attempting to provide ready access to newspapers for patrons. The perspective is from UK law, with recent development in EU law being highlighted. It is concluded that the law provides only limited help to newspaper librarians, and restricts their ability to make digital copies of newspapers. Recent EU Directives are unlikely to significantly change the situation, which is a microcosm of problems all librarians face when trying to preserve, and allow access to, cultural materials to their patrons.

Maurella Della Seta and Fernando Venturini. Information and Training through the Net: the experience of Documentazione di Fonte Pubblica in rete.

IFLA Journal 29 (2003) No. 4, p. 321–327

Continuing professional education programs for the library and information science professions are not yet very well developed in Italy, especially in the area of government information and official publications. This paper presents some initiatives in this sense, focusing in particular on a directory of the Italian government information resources available on the Internet. The name of the directory is *Documentazione di Fonte Pubblica in rete* (DFP) (Italian Government Information on the Net), hosted on the website of the Italian

Library Association (AIB) since 1997 (<http://www.aib.it/aib/commiss/pubuff/guida.htm>). DFP is mainly a tool to keep librarians and end-users informed on the best resources available on the net: nevertheless, although not originally conceived as a training tool, it also aims at increasing librarians' expertise, interacting with the Italian librarians discussion list AIB-CUR. In this way, librarians who are expert in the government information field extend their knowledge and skills to the librarians' community, reaching out an ever-growing number of end-users.

Sai-noi Chan. Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya.

IFLA Journal 29 (2003) No. 4, p. 328–335

The Information Skills Course at the University of Malaya has been made a compulsory subject for all first year students undertaking a first degree since the 1998/1999 academic session. This is the first time that Malaysian university students have had to follow and pass a formal information skills course as a prerequisite for graduation. All librarians are involved in the teaching of information skills but have to face ignorance and indifference from some academic staff and students who question the academic credibility of a course taught by librarians. An International Information Literacy Certificate (IILC) proposed by IFLA would provide the international standard for an information skills curriculum, uniform training and tests. With international accreditation, academic staff will have more confidence in the quality and importance of an information skills course to enhance the learning capabilities of their students. IFLA should invite UNESCO to be a partner in the IILC initiative.

Edward T. O'Neill and Lois Mai Chan. FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the Library of Congress Subject Headings.

IFLA Journal 29 (2003) No. 4, p. 336–342

The *Library of Congress Subject Headings* (LCSH) schema is by far the most commonly used and widely accepted subject vocabulary for general application. However, LCSH's complex syntax and rules for constructing headings restrict its application by requiring highly skilled personnel and limit the effectiveness of automated authority control. The purpose of adapting LCSH in a faceted schema with a simplified syntax is to retain the very rich vocabulary of LCSH while making it easier to understand, control, apply, and use. The Faceted Application of Subject Terminology (FAST) schema maintains upward compatibility with LCSH, and any valid set of LC subject headings can be converted to FAST headings. FAST consists of eight distinct facets. Authority records have been created for all established headings except for the chronological facet. The initial version of the FAST authority file will contain approximately 2 million authority records.

June R. Verrier. **On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies.**

IFLA Journal 29 (2003) No. 4, p. 343–349

Discusses the sensitivities and complexities of delivering value added, quality, information, research and analysis services to Senators and Members of the Australian Commonwealth Parliament and some problems that inevitably arise. Describes the institutional context and support which makes this possible and the work practices developed to assist navigate the sometimes tempestuous waters of the parliament. The paper looks in particular at three issues, the 'illegitimate' client requests (those things that some Members of Parliament ask us to do which should not be done), the misuse of briefs provided to MPs (particularly those which stem from directed research which is not necessarily balanced and impartial) and the very difficult question of the political affiliation of

staff. In the Australian Commonwealth Parliament there are systems, guidelines, work practices and in the last case laws, which assist manage these contentious and continuing issues and these are canvassed with a view to offering models for other parliamentary libraries and research services to consider.

Maggie Jones. **Digital Preservation Activities in the UK – building the infrastructure.**

IFLA Journal 29 (2003) No. 4, p. 350–356

Digital preservation has been regarded as a matter of increasingly urgent priority in the UK for a number of years. The Joint Information Systems Committee (JISC) and the British Library hosted a Workshop at the University of Warwick in 1995 to determine what needed to be done. Since then, there has been a great deal of effort and progress, coupled with a growing imperative to move beyond theoretical research and into practical archiving efforts. This paper will provide an overview of the major digital preservation activities being undertaken in the UK and the highly collaborative nature of digital preservation, recognizing that the issues cross both sectoral and geographic boundaries. The Digital Preservation Coalition, launched in February 2002, aims to leverage maximum benefit from the activities being undertaken individually and cooperatively by member institutions, and to provide a catalyst for further action.

Marijke van Bodengraven and Carol Pollitt, **Making Websites and OPACS Accessible.**

IFLA Journal 29 (2003) No. 4, p. 357–363

Many people with a print-handicap prefer to get their reading matter through a regular instead of via a specialized service organization like the libraries for the blind. Just making the materials in an alternative format available in the library is not

sufficient. An on-line public catalogue (OPAC) is a must. The best strategy to guarantee accessibility of an on-line public catalogue (OPAC) is to make sure there is an accessible Web OPAC. Many OPACs today have a web interface. However in most cases these interfaces are not accessible for people with a print-handicap. The conclusion is that if a library wants to serve all people who want to read it should make sure that the OPAC is accessible through a web-interface. The main issue is then the accessibility of the web. The benefits of an accessible web go far beyond having an accessible OPAC. A library OPAC that can be reached through the Internet with an accessible interface offers everybody, anywhere, anytime access to the information needed. FNB started a project with three public libraries in the Netherlands. The main objective of the project is to create access to the Internet in public libraries for people with a print-handicap.

Thomas Hapke. **From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in Germany in the first half of the 20th Century.**

IFLA Journal 29 (2003) No. 4, p. 364–377

Being part of the information and documentation movement in Germany in the first part of the last century, the ideas and activities of the chemist Wilhelm Ostwald culminated in 1911 in the foundation of 'The Bridge', an 'Institute for the Organization of Intellectual Work' which he also called the 'World Brain'. Connections to other information pioneers like Hanauer, Otlet, Gérard or Hanffstengel will be shown. Like Ostwald, Erich Pietsch, head of the Gmelin Institute for Inorganic Chemistry from 1936 to 1967, also worked for greater accessibility to the results of scholarly communication. Pietsch's international connections led to the first so-called 'transatlantic information dialogue' in 1957, something we would call today 'online retrieval'.

SOMMAIRES

Les sommaires analytiques peut être reproduites sans frais.

Klaus G. Saur. **Libraries and Publishers – a partnership? [Bibliothèques et éditeurs: un partenariat ?]** IFLA Journal 29 (2003) No. 4, p. 284–287

Evoque brièvement l'histoire des relations de l'IFLA avec l'Allemagne et la situation des bibliothèques et des éditeurs dans le climat économique actuel. Discute de certains des facteurs ayant un effet sur la relation entre les bibliothèques et les éditeurs, y compris la législation sur le copyright. Fait remarquer que les bibliothèques et les éditeurs universitaires sont interdépendants : les éditeurs ne pourraient pas exister sans les bibliothèques et les bibliothèques ne pourraient pas fonctionner sans les produits des éditeurs. Malgré la valeur des informations électroniques, le livre demeure un médium irremplaçable. Les efforts communs pour parvenir à l'égalité de l'accès aux informations dans le monde entier doivent être intensifiés. Se demande si la publication incontrôlée sur Internet va signifier une augmentation de la dégradation des informations. Conclut en disant que, pour survivre dans le futur, les bibliothèques et les éditeurs devront combiner leurs forces et intensifier leurs efforts de coopération.

Gary E. Gorman, with contributions from Russell Bowden et Elizabeth Reade Fong. **Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania. [Développement durable et formation à l'usage de l'information: les priorités de l'IFLA en Asie et en Océanie.]** IFLA Journal 29 (2003) No. 4, p. 288–294

En se fondant sur la constatation généralement faite comme quoi les modèles traditionnels de développement n'ont pas donné sur le long terme les résultats positifs attendus, cet article argumente en faveur d'une nouvelle approche du développement, axée sur la durabilité et l'acquisition d'aptitudes, afin d'augmenter la capacité des personnes à participer pleinement

à la vie économique, sociale et politique dans leur propre société. Suggère que l'un des principaux obstacles à la durabilité est la société d'information et ce qu'elle représente, à savoir un volume croissant d'informations et des technologies informatiques de plus en plus sophistiquées. Cela constitue un obstacle en raison du chômage en découlant, des atteintes à la vie privée et de l'accroissement des différences entre les riches et les pauvres, entre ceux qui ont tout et ceux qui n'ont rien. Le fossé creusé entre eux ne se situe pas tant au niveau de l'accès aux données numériques qu'au niveau de la formation. La technologie n'est donc pas la seule solution pour combler ce fossé ; il faut aussi pouvoir comprendre, filtrer, évaluer et utiliser les informations, à savoir disposer d'une formation à l'usage de l'information. Par conséquent, en vue d'un développement durable, c'est la formation à l'usage de l'information qui doit devenir une priorité, plutôt que la technologie. L'article conclut en indiquant comment les sections régionales de l'IFLA peuvent encourager cette prise de conscience.

Bob McKee. **The Salaries Initiative: planning, implementation and action. [Initiatives salariales: planification, exécution et action.]** IFLA Journal 29 (2003) No. 4, p. 295–297

Aborde les travaux au Royaume-Uni de l'Institut agréé des professionnels des bibliothèques et de l'information (Chartered Institute of Library and Information Professionals ou CILIP) portant sur la rémunération des employés de bibliothèques comme étude de cas de planification stratégique. Evoque dans les grandes lignes le contexte des conditions d'emploi au Royaume-Uni et considère les questions fréquemment soulevées par les membres du CILIP. Parle du débat en ligne organisé par le CILIP sur la rémunération et le statut, donne le détail des résultats obtenus par ce débat, y compris les six plans d'action convenus par le conseil du CILIP et la collaboration entre le CILIP et

l'Association américaine des bibliothèques (American Library Association). Décrit l'enquête menée auprès des membres du CILIP, de même que d'autres activités de développement entreprises par le CILIP, notamment les travaux en matière de politique salariale, les outils d'auto-assistance, et les activités en partenariat servant à promouvoir le développement du personnel. L'article insiste sur le fait que la stratégie salariale du CILIP avait été basée sur les opinions des membres : il faut donc maintenant que les membres s'impliquent activement pour communiquer cette stratégie.

Ngian Lek Choh. **A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience. [Une bibliothèque entièrement libre-service, sans guichet de renseignement pour l'utilisateur : l'expérience de Singapour.]** IFLA Journal 29 (2003) No. 4, p. 298–300

Depuis 1995, le Conseil national des bibliothèques de Singapour a mené une expérience avec de nouveaux services devant servir à améliorer les prestations, réduire les délais d'attente et faire gagner du temps aux clients. Il s'agit notamment de l'utilisation d'un étiquetage d'identification par radiofréquence permettant le pointage automatique des livres retournés, d'un terminal informatique sur lequel les clients peuvent contrôler le statut des articles empruntés et effectuer des paiements par carte bancaire, et d'un service « cyberthécaire », grâce auquel un client peut s'adresser à un bibliothécaire et lui demander des renseignements hors de la présence physique du bibliothécaire. Le Conseil a décidé de mener l'expérience d'une « bibliothèque totalement libre-service » afin de tester l'idée de l'exploitation d'une bibliothèque sans la présence de personnel sur place, offrant le même niveau de services qu'une bibliothèque où travaille une équipe d'employés. Cette nouvelle bibliothèque a ouvert ses portes au public le 1^{er} décembre 2002. L'article en décrit le prototype.

Vibeke Lehmann. **Planning and Implementing Prison Libraries: strategies and resources.** [Planification et mise en place de bibliothèques au sein des prisons: stratégies et ressources.]

IFLA Journal 29 (2003) No. 4, p. 301–307

Cet article fournit des informations sur un projet en cours de l'IFLA visant à réviser l'édition 1995 des Directives pour les services bibliothécaires proposés aux détenus. Il résume les informations obtenues par le biais d'une enquête internationale sur le statut des bibliothèques au sein de prisons dans le monde entier et fait des suggestions précises aux bibliothécaires, aux organisations de bibliothèques et aux organismes qui souhaitent mettre en place de tels services au niveau régional ou national. L'auteur fait référence à des publications professionnelles qui décrivent la situation des bibliothèques dans les prisons dans différents pays. Il est suggéré de prendre pour modèle les directives existantes pour élaborer des documents similaires dans les pays essayant de mettre en place des services bibliothécaires pour les personnes incarcérées. Comprend une vaste bibliographie.

Jens Thorhaug. **Danish Strategies in Public Library Services to Ethnic Minorities Danish Strategies in Public Library Services to Ethnic Minorities.** [Les stratégies danoises concernant les services des bibliothèques publiques aux minorités ethniques.]

IFLA Journal 29 (2003) No. 4, p. 308–312

Le Danemark fait l'expérience depuis quelques décennies d'un nombre croissant d'immigrants et de réfugiés. De façon générale, l'intégration des minorités ethniques n'a pas été très réussie, sauf dans le domaine des bibliothèques. L'enjeu d'aujourd'hui est de développer des services dans le contexte de la bibliothèque hybride. Le développement de ces services est décrit, depuis l'établissement d'une bibliothèque de l'immigrant, procurant des livres et d'autres matériaux dans les langues des immigrants,

jusqu'aux efforts actuels d'offrir un soutien plus efficace dans le processus d'intégration. La mise en place sur Internet d'informations spécifiques aux minorités a constitué une étape décisive dans le milieu des années 1990, et c'est devenu un portail qui donne des informations locales et nationales dans les 11 langues les plus utilisées au Danemark. Son objectif est de contribuer à l'intégration des minorités au Danemark. Plus récemment, à partir de l'expérience de quelques bibliothèques avant-gardistes, il a été décidé de monter un projet avec 4 conseillers qui aideront les bibliothèques à développer leurs activités dans le domaine de l'éducation permanente et du conseil plus direct et personnalisé aux immigrants.

Ljiljana Sabljak. **Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia.** [Mettre les bibliothèques et les livres à la portée des enfants dans le cadre des projets d'UNICEF dans la Croatie d'après-guerre.]

IFLA Journal 29 (2003) No. 4, p. 313–316

Evoque comment les bibliothécaires croates ont aidé les enfants à assumer les conséquences de la guerre en Croatie, ex-Yougoslavie. Début 1993, UNICEF a apporté son soutien à un projet bibliothécaire de réhabilitation psychosociale appelé « Pas à pas vers la guérison (en 12 étapes) » mené en collaboration avec les bibliothèques publiques de Zagreb. Le projet a impliqué 22 bibliothèques dans 14 villes de toute la Croatie, 2732 enfants y ayant participé. C'était la première fois qu'UNICEF participait à des programmes psychosociaux en Croatie, l'organisation s'étant auparavant occupée de santé, de nutrition et d'éducation. En plus de ce programme à caractère psychosocial, UNICEF a soutenu des projets d'éducation et de défense des droits de l'enfant, ainsi que des projets de promotion des droits de l'enfant et de formation dans les bibliothèques enfantines et les bibliothèques au sein des écoles, proposés par des experts locaux.

Charles Oppenheim, **Newspaper Copyright Developments: a Euro-**

pean Union and United Kingdom perspective. [Les implications du copyright de la presse quotidienne : Un éclairage de l'Union Européenne et du Royaume Uni.]

IFLA Journal 29 (2003) No. 4, p. 317–320

Cet article examine l'impact du copyright sur un bibliothécaire d'un journal quotidien qui essaie de conserver des reproductions de journaux en les copiant, tout en essayant de fournir à sa clientèle un accès rapide à ces journaux. L'éclairage vient de la législation Britannique, avec un développement récent qui a été accentué dans la loi de l'Union Européenne. On peut en conclure que la loi ne fournit qu'une aide limitée aux bibliothécaires de quotidiens, et limite leur capacité à tirer des copies numériques de ces mêmes journaux. Les directives récentes de l'union européenne sont peu susceptibles de changer de manière significative cette situation, qui est un microcosme des problèmes que tous les bibliothécaires affrontent quand ils essaient de préserver et de rendre accessible à leur clientèle les matériaux culturels.

Maurella Della Seta and Fernando Venturini. **Information and Training through the Net: the experience of Documentazione di Fonte Pubblica in rete.** [Informer et former par Internet : l'expérience de la Documentazione di Fonte Pubblica in rete.]

IFLA Journal 29 (2003) No. 4, p. 321–327

Les programmes de formation continue en matière de bibliothéconomie et de sciences de l'information ne sont pas encore très développés en Italie, en particulier dans le domaine de l'information administrative et des publications officielles. La communication suivante présente quelques initiatives qui pallient cette lacune, mettant en particulier l'accent sur un annuaire des ressources officielles italiennes disponibles sur internet. Cet annuaire s'intitule *Documentazione di Fonte Pubblica in rete* (DFP) (Information officielle italienne sur internet), il est hébergé sur le site de l'Association des Bibliothèques italiennes (AIB) depuis 1997 (<http://>

www.aib.it/aib/commiss/pubuff/guida.htm). La DFP est avant tout un outil qui tient les bibliothécaires et les utilisateurs finaux informés des meilleures sources disponibles sur internet : néanmoins, bien que n'étant pas à l'origine conçu comme un outil de formation, il vise aussi à améliorer la compétence des bibliothécaires, par le truchement de la liste de diffusion des bibliothécaires italiens AIB-CUR. Ainsi, les bibliothécaires spécialistes d'information administrative transmettent leur savoir et leur savoir-faire à la communauté des bibliothèques, en touchant un nombre sans cesse croissant d'utilisateurs finaux.

Sai-noi Chan. **Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya. [Rendre la formation à l'usage de l'information obligatoire pour les étudiants en licence: l'expérience de l'Université de Malaisie.]**

IFLA Journal 29 (2003) No. 4, p. 328-335

Depuis la session universitaire de 1998/1999, le cours de formation à l'usage de l'information donné à l'Université de Malaisie a été rendu obligatoire pour tous les étudiants en première année de licence. C'était la première fois que les étudiants malaisiens à l'université étaient tenus de suivre avec succès un cours officiel de formation à l'usage de l'information pour pouvoir obtenir leur diplôme. Tous les bibliothécaires sont impliqués dans l'enseignement des aptitudes à utiliser l'information, mais sont confrontés à l'ignorance et à l'indifférence de certains membres du personnel universitaire et de certains étudiants, qui remettent en cause la crédibilité universitaire d'un cours donné par des bibliothécaires. Un diplôme international de formation à l'usage de l'information (International Information Literacy Certificate ou IILC) proposé par l'IFLA constituerait une référence internationale pour mettre en place un cours aux aptitudes à utiliser l'information, une formation et des tests uniformisés. Grâce à cette accréditation internationale, le personnel universitaire aurait plus confiance dans la qualité et l'impor-

tance d'un cours de formation à l'usage de l'information permettant d'améliorer les capacités d'apprentissage de leurs étudiants. L'IFLA devrait convier l'UNESCO à s'associer à cette initiative IILC.

Edward T. O'Neill and Lois Mai Chan. **FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the Library of Congress Subject Headings. [FAST (Application d'une Terminologie de Sujets à l'aide de Facettes) : un vocabulaire simplifié basé sur le Library of Congress Subject Headings.]**

IFLA Journal 29 (2003) No. 4, p. 336-342

Le schéma *Library of Congress Subject Headings* (LCSH) est de loin le vocabulaire matière d'utilisation générale le plus utilisé et approuvé. Toutefois, l'utilisation du schéma est restreinte à cause de la complexité de sa syntaxe; elle nécessite un personnel hautement qualifié et limite l'efficacité des systèmes automatisés de contrôle d'autorité. Le but d'adapter le schéma LCSH en un schéma à facettes ayant une syntaxe plus simple est de conserver la richesse du vocabulaire du LCSH tout en le rendant plus facile à comprendre, à contrôler, à appliquer et à utiliser. Le schéma FAST maintient une compatibilité avec le LCSH, ainsi tout ensemble de vedettes-matière provenant du LCSH peut être converti en vedettes-matière FAST. Le schéma FAST consiste essentiellement en 8 facettes. Des notices d'autorité furent créées pour chaque vedette-matière, exception faite pour la facette chronologique. La version initiale du fichiers d'autorité FAST contiendra environ deux millions de notices d'autorité.

June R. Verrier. **On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies. [À propos de chaussettes, d'abeilles et de bien d'autres choses encore : louvoyer dans l'environnement politique – culture, contraintes et controverses.]**

IFLA Journal 29 (2003) No. 4, p. 343-349

Discute des aspects délicats et des difficultés lorsqu'il s'agit de fournir une valeur ajoutée, une qualité, des informations et des services de recherche et d'analyse aux sénateurs et membres du parlement australien du Commonwealth, et de certains problèmes qui se posent inévitablement. Décrit le contexte et le soutien institutionnel qui permettent de le faire et les pratiques professionnelles mises en place pour aider à louvoyer sur un océan parlementaire parfois agité. L'article considère plus particulièrement trois questions : les demandes « illégitimes » des clients (ces choses que certains membres du parlement nous demandent de faire alors qu'elles ne devraient pas l'être par nous), l'usage abusif de dossiers communiqués aux parlementaires (en particulier ceux qui sont le résultat de recherches orientées, n'étant pas forcément mesurées ou impartiales) et la question particulièrement épineuse de l'affiliation politique du personnel. Au sein du parlement australien du Commonwealth, il existe des systèmes, des directives, des pratiques professionnelles et en dernier recours des législations qui aident à gérer ces questions constamment litigieuses ; ils sont considérés en vue de proposer des modèles pouvant servir à d'autres bibliothèques et services de recherches parlementaires.

Maggie Jones. **Digital Preservation Activities in the UK – building the infrastructure. [Activités de conservation des données numériques au Royaume-Uni: élaborer l'infrastructure.]**

IFLA Journal 29 (2003) No. 4, p. 350-356

Depuis plusieurs années, la conservation des données numériques est considérée au Royaume-Uni comme un problème de plus en plus urgent, à traiter en priorité. En 1995, le comité mixte pour les systèmes informatiques (Joint Information Systems Committee ou JISC) et la Bibliothèque britannique avaient animé un atelier à l'Université de Warwick afin de déterminer ce qui devait être entrepris. Depuis, de nombreux efforts et progrès ont été faits, allant de pair avec la nécessité croissante de dépasser

ser la recherche théorique pour passer à des efforts pratiques d'archivage. Cet article propose une vue d'ensemble des principales activités de conservation des données numériques entreprises au Royaume-Uni et de l'importance de la collaboration en vue de conserver ces données, reconnaissant que les problèmes dépassent le cadre sectoriel et les frontières géographiques. La Coalition pour la conservation des données numériques, créée en février 2002, vise à tirer le maximum de profit des activités entreprises individuellement et conjointement par les institutions membres, et à jouer un rôle de catalyseur pour entreprendre d'autres actions.

Marijke van Bodengraven and Carol Pollitt, **Making Websites and OPACS Accessible. [Rendre les sites Web et les OPAC accessibles.]** IFLA Journal 29 (2003) No. 4, p. 357–363

Plusieurs personnes incapables de lire les imprimés préfèrent obtenir leur documents à lire d'un organisme ordinaire plutôt que d'avoir à recourir à un organisme offrant des services spécialisés comme les bibliothèques pour les aveugles. Le seul fait de rendre disponibles à la bibliothèque publique les documents en médias substitués n'est toutefois pas suffisant.

Un catalogue interrogeable en ligne (OPAC) est indispensable. La meilleure stratégie pour garantir l'accès à un catalogue interrogeable en ligne consiste à s'assurer qu'une interface Web soit accessible. Plusieurs OPAC ont aujourd'hui une interface Web. Toutefois, dans la plupart des cas ces interfaces ne sont pas accessibles aux personnes incapables de lire les imprimés. Pour arriver à servir toutes les personnes qui veulent lire, une bibliothèque doit ainsi s'assurer que son OPAC ait une interface Web qui soit accessible. La question centrale est donc d'abord celle de l'accès au Web. Les avantages d'avoir le Web à la portée de tous surpassent largement celui d'avoir un OPAC accessible. Un catalogue de bibliothèque interrogeable en ligne pouvant être consulté sur Internet à l'aide d'une interface accessible offre à tous, en tout temps et où qu'ils se trouvent, l'accès à l'information dont chacun a besoin. La FNB a amorcé un projet en collaboration avec trois bibliothèques publiques des Pays-Bas. Le principal objectif de ce projet consiste à fournir, dans les bibliothèques publiques, l'accès à Internet aux personnes incapables de lire les imprimés.

Thomas Hapke. **From the World Brain to the First Transatlantic In-**

formation Dialogue: activities in information and documentation in Germany in the first half of the 20th Century. [Du Cerveau mondial au premier dialogue informatique transatlantique: activités d'information et de documentation en Allemagne au cours de la première moitié du 20^{ème} siècle.]

IFLA Journal 29 (2003) No. 4, p. 364–377

Dans le cadre du mouvement d'information et de documentation en Allemagne au cours de la première moitié du siècle dernier, le chimiste Wilhelm Ostwald sut faire aboutir ses idées et ses activités en fondant en 1911 « Le Pont » ou « Institut pour l'organisation des travaux intellectuels », qu'il appela également « Cerveau mondial ». L'article évoque les rapports avec d'autres pionniers de l'informatique tels que Hanauer, Otlet, Gérard ou Hanffstengel. De même qu'Ostwald, Erich Pietsch, directeur de l'Institut Gmelin de chimie inorganique de 1936 à 1967, s'employa à rendre plus accessibles les résultats de la communication savante. Les connexions internationales de Pietsch menèrent en 1957 au premier « dialogue informatique transatlantique », ce que nous appellerions aujourd'hui une « recherche en ligne ».

ZUSAMMENFASSUNGEN

Diese Zusammenfassungen können gebührenfrei vervielfältigt werden.

Klaus G. Saur. **Libraries and Publishers – a partnership? [Bibliotheken und Verlage – eine Partnerschaft?]**

IFLA Journal 29 (2003) Nr. 4, S. 284–287

Dieser Artikel geht kurz auf die Geschichte der Verbindungen der IFLA mit Deutschland ein und beschreibt die Situation der Buchereien und Verlage im heutigen wirtschaftlichen Klima. Der Autor diskutiert einige der Faktoren, die das Verhältnis zwischen den Buchereien und den Verlagen beeinflussen; dazu zählt auch das Urheberrecht. Er weist darauf hin, dass die akademischen Bibliotheken und die akademischen Verlage voneinander abhängig sind; die Verlage könnten ohne die Bibliotheken nicht bestehen, und umgekehrt könnten die Bibliotheken ohne die Produkte der Verlage ihre Türen schließen. Trotz des wertvollen Beitrags der elektronischen Informationen ist das Buch noch immer ein unersetzliches Medium. Die kooperativen Bemühungen zur Erzielung einer allgemeinen Informationsgleichheit in der ganzen Welt sollten intensiviert werden. Der Autor stellt die Frage, ob durch die unkontrollierte Veröffentlichung von Informationen im Internet mehr Informationsabfall auftauchen wird. Die Schlussfolgerung ist dahingehend, dass die Buchereien und die Verlage, um ihr Überleben in der Zukunft sicherzustellen, ihre Stärken vereinigen müssen und ihre kooperativen Bemühungen intensivieren sollten.

Gary E. Gorman, with contributions from Russell Bowden and Elizabeth Reade Fong. **Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania. [Nachhaltige Entwicklung und Informatikfähigkeiten: Prioritäten der IFLA in Asien und Ozeanien.]**
IFLA Journal 29 (2003) Nr. 4, S. 288–294

Auf der Grundlage der verbreiteten Erkenntnis, dass die traditionellen Entwicklungsmodelle ihre beab-

sichtigten langfristigen Vorteile nicht haben erzielen können, stellt dieser Beitrag ein neuartiges Entwicklungsverfahren vor, wobei der Schwerpunkt in erster Linie auf der Nachhaltigkeit und dem Ausbau der Möglichkeiten liegt. Dabei soll die Fähigkeit der Menschen verbessert werden, sich voll an ihrer jeweiligen Gesellschaft zu beteiligen und am wirtschaftlichen, sozialen und politischen Leben teilzunehmen. Der Artikel meint, dass Informationsgesellschaft mit all dem, wofür sie steht, eins der größten Hindernisse für die Nachhaltigkeit darstellt – mit anderen Worten, ein zunehmender Informationsumfang und immer mehr komplizierte Informationstechnologie. Dies ist insofern ein Hindernis, als infolge der resultierenden Arbeitslosigkeit der Verlust der Privatsphäre und eine verstärkte Kluft zwischen Reich und Arm, Habenden und Nichthabenden erzeugt wird. Die immer größer werdende Kluft zwischen den Besitzenden und den Nichtbesitzenden beruht weniger auf dem "Digital Divide" als vielmehr auf dem "Literacy Divide", also dem unterschiedlichen Leseverhalten. Der Schlüssel zur Überbrückung dieser Kluft liegt nicht nur in der Technologie, sondern auch in der Fähigkeit, die "Information Literacy" zu verstehen, zu filtern, auszuwerten und zu nutzen. Daher sollte die "Information Literacy" und nicht so sehr die Technologie zur Priorität für eine nachhaltige Entwicklung werden; der Artikel schließt mit einem Hinweis darauf, in welcher Weise die Regionalstellen der IFLA diese Tendenz unterstützen können.

Bob McKee. **The Salaries Initiative: planning, implementation and action. [Die Gehaltsinitiative: Planung, Implementierung und Handlung.]**
IFLA Journal 29 (2003) Nr. 4, S. 295–297

In diesem Zusammenhang geht es um Arbeiten des Chartered Institute of Library and Information Professionals (CILIP) in Großbritannien,

und zwar um die Bezahlung der Bibliotheksangestellten als Fallstudie der strategischen Planung. Zudem wird der Hintergrund der Arbeitsverträge in Großbritannien erläutert und häufig gestellte Fragen der CILIP-Mitglieder werden besprochen. Die Online-Debatte des CILIP über die Bezahlung und den Status wird beschrieben und der Wert und die Ergebnisse dieser Debatte werden im Detail erläutert, einschließlich der sechs vom CILIP Council vereinbarten Strategien und der Zusammenarbeit zwischen dem CILIP und der American Library Association (dem amerikanischen Bibliotheksverband). Dabei wird auch auf die Umfrage unter den CILIP-Mitgliedern sowie auf weitere Entwicklungstätigkeiten der CILIP eingegangen, einschließlich der Arbeit an den Gehaltsrichtlinien, Toolkits zur Selbsthilfe sowie Partnerschaften zur Verbesserung der Belegschaftsentwicklung. Dieser Artikel betont, dass die CILIP-Strategie für Gehälter aus den Meinungen der Mitglieder erwachsen ist. Nun benötigt sie den aktiven Beitrag der Mitglieder, damit diese Strategie auch realisiert werden kann.

Ngian Lek Choh. **A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience. [Eine vollkommen autonome Bibliothek ohne Service-desk für den Kunden – die Erfahrungen in Singapur.]**
IFLA Journal 29 (2003) Nr. 4, S. 298–300

Seit 1995 hat das National Library Board (der nationale Bibliotheksausschuss) von Singapur mit neuartigen Dienstleistungen zur Verbesserung des Serviceneiveaus und der Verkürzung der Wartezeiten experimentiert, um dem Kunden Zeit zu sparen. Dies beinhaltet Dienstleistungen wie beispielsweise die Anwendung von Hochfrequenz-Erkennungsmarken zur automatischen Annullierung der retournierten Bücher, eine Computerstation, an der die Kunden die Aufzeichnungen ihres Leihverhaltens überprüfen und mit einer Cashcard

eventuelle Zahlungen tätigen können, sowie ein Cybrarian-Service, über den der Kunde mit einem Bibliothekar sprechen und sich von diesem führen lassen kann, ohne dass dieser persönlich zur Stelle sein muss. Der Ausschuss hat beschlossen, ein Experiment mit einer 'Totally Do-It-Yourself Library' durchzuführen, um die Idee einer Bücherei ohne Personal in der Praxis zu prüfen. Dabei sollte jedoch das gleiche Service-niveau geboten werden wie bei solchen Büchereien, bei denen immer ein Mitarbeiterteam zugegen ist. Diese neue Bibliothek hat am 1. Dezember 2002 ihre Türen geöffnet. Dieser Beitrag beschreibt den Prototyp.

Vibeke Lehmann. **Planning and Implementing Prison Libraries: strategies and resources. [Planung und Implementierung der Gefängnisbüchereien: Strategien und Ressourcen.]**

IFLA Journal 29 (2003) Nr. 4, S. 301–307

Dieser Beitrag enthält Informationen über ein aktuelles IFLA-Projekt zur Revidierung der Richtlinien für Bibliotheksdienste für Gefangene (Guidelines for Library Services to Prisoners) aus dem Jahr 1995. Dies beinhaltet eine Zusammenfassung von Informationen, die anhand einer internationalen Umfrage über den Status der Gefängnisbibliotheken in der ganzen Welt erfasst wurden. Hinzu kommen spezifische Vorschläge für professionelle Bibliothekare, Bibliotheksverbände und Stellen, die solche Dienstleistungen auf lokalem oder nationalem Niveau entwickeln möchten. Der Autor legt den Schwerpunkt auf Veröffentlichungen aus der professionellen Literatur, die sich mit dem Bibliothekswesen in Gefängnissen in diversen Ländern befassen. Zudem enthält der Text Vorschläge zur Verwendung bestehender Richtlinien als Modelle für die Entwicklung ähnlicher Dokumente in Ländern, die versuchen, Bibliotheksdienste für Inhaftierte zu etablieren. Hinzu kommt eine umfassende Bibliographie.

Jens Thorhauge. **Danish Strategies in Public Library Services to Ethnic Minorities Danish Strategies in Pub-**

lic Library Services to Ethnic Minorities. [Dänische Strategien für ethnische Minderheiten in den öffentlichen Bibliotheksdiensten.]

IFLA Journal 29 (2003) Nr. 4, S. 308–312

Steigende Einwanderungszahlen und Flüchtlinge sind eine relativ neue Erfahrung in Dänemark. Der Umgang mit der Integration ethnischer Minderheiten ist generell nicht sehr erfolgreich gewesen, aber der Bibliotheksdienst hat hier gute Erfolge verzeichnen können. Heute liegt die Herausforderung darin, Dienstleistungen im Kontext der Hybrid-Bibliothek zu entwickeln. Beschrieben wird die Entwicklung solcher Dienstleistungen. Beginnend mit der Einrichtung einer Immigranten-Bibliothek, die Zugang zu Büchern in den Muttersprachen der Einwanderer sowie zu anderen Büchereimaterialien bot, und weiterführend bis zum heutigen Tag, wo die Bücherei versucht, den Integrationsvorgang eher proaktiv zu unterstützen. Ein wichtiger Schritt Mitte der 1990er Jahre lag in der Organisation spezieller Informationen im Web für ethnische Minderheiten in Dänemark. In der Zwischenzeit ist daraus ein Portal mit lokalen, nationalen und globalen Informationen entstanden, wobei die elf häufigsten Sprachen in Dänemark vertreten sind. Es zielt darauf ab, die Integration der Minderheiten in die dänische Gesellschaft zu unterstützen. Kürzlich wurde (angesichts der guten Ergebnisse einiger fortschrittlicher Bibliotheken) beschlossen, ein Projekt mit vier Beratern ins Leben zu rufen, wobei die Bibliotheken bei der Entwicklung lebenslanger Lernaktivitäten unterstützt werden sollten. Hinzu kam eine sehr direkte Unterstützung der Beratungstätigkeiten für Einwanderer.

Ljiljana Sabljak. **Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia. [Bibliotheken und Bücher für Kinder im Rahmen der UNICEF-Kriegsprojekte in Kroatien.]**

IFLA Journal 29 (2003) Nr. 4, S. 313–316

Dieser Artikel beschreibt, wie kroatische Bibliothekare den Kindern dabei halfen, mit den Folgen des Krieges in Kroatien (dem früheren Jugoslawien) fertigzuwerden. Anfang 1993 unterstützte UNICEF ein Bibliotheksprojekt zur psychosozialen Rehabilitation unter der Bezeichnung 'Step by Step (12 Steps) to Recovery' in Kooperation mit den öffentlichen Bibliotheken von Zagreb. An diesem Projekt beteiligten sich 22 Bibliotheken in 14 Städten in ganz Kroatien, und es nahmen 2732 Kinder daran teil. Damit beginnt UNICEF in Kroatien zum erstenmal mit der Unterstützung psychosozialer Programme. Vorher hatte UNICEF sich um die Gesundheit, Ernährung und Ausbildung gekümmert. Abgesehen von den psychosozial orientierten Programmen hat UNICEF auch pädagogische und Befürwortungsprojekte unterstützt; hinzu kamen Projekte für den verbesserten Rechtsschutz der Kinder und die Pädagogik in Kinder- und Schulbibliotheken. Dies wurde von örtlichen Fachleuten angeboten.

Charles Oppenheim. **Newspaper Copyright Developments: a European Union and United Kingdom perspective. [Entwicklungen beim Urheberrecht im Zeitungsgewerbe: eine Perspektive aus der Europäischen Union und Großbritannien.]**

IFLA Journal 29 (2003) Nr. 4, S. 317–320

Diese Veröffentlichung untersucht die möglichen Einflüsse des Urheberrechts auf Zeitungsbibliothekare, die versuchen, alte Zeitungsausgaben anhand entsprechender Kopien zu bewahren und diese Zeitungen dann für die Besucher gut zugänglich zu machen. Die Perspektive ist die des englischen Gesetzes, wobei auch neuere Entwicklungen in der Europäischen Union herausgestellt werden. Die Schlussfolgerung läuft darauf hinaus, dass der Gesetzgeber den Zeitungsbibliothekaren nur begrenzt behilflich ist und sie vielmehr in ihren Möglichkeiten einschränkt, digitale Kopien der Zeitungen zu erstellen. Es ist unwahrscheinlich, dass die neueren EU-Richtlinien diese Situation eingreifend verändern werden. Dies ist ein Mikrokosmos von Probleme-

men, mit denen sich alle Bibliothekare konfrontiert sehen, wenn sie versuchen, Kulturgüter zu bewahren beziehungsweise ihren Besuchern zugänglich zu machen.

Maurella Della Seta and Fernando Venturini. **Information and Training through the Net: the experience of Documentazione di Fonte Pubblica in rete. [Information und Training im Netz: die Erfahrungen mit den staatlichen Informationen im Netz in Italien.]**

IFLA Journal 29 (2003) Nr. 4, S. 321–327

In Italien sind weiterführende professionelle Ausbildungsprogramme für Berufe im Bibliothekswesen und in der Informationswissenschaft bisher noch nicht sehr gut entwickelt. Dies gilt insbesondere für die staatlichen Informationen und die offiziellen Veröffentlichungen. Dieser Beitrag präsentiert einige einschlägige Initiativen, wobei der Schwerpunkt besonders auf einem Verzeichnis der Informationsquellen des italienischen Staates liegt, die über das Internet verfügbar sind. Die Bezeichnung dieses Verzeichnisses ist *Documentazione di Fonte Pubblica in rete* (DFP) (Italian Government Information on the Net). Host ist seit 1997 die Website der italienischen Library Association (AIB) (<http://www.aib.it/aib/commiss/pubuff/guida.htm>). DFP ist im Wesentlichen ein Werkzeug zur ständigen Information der Bibliothekare und Endbenutzer über die besten auf dem Netz verfügbaren Ressourcen. Trotzdem zielt dieses Werkzeug – obwohl es ursprünglich nicht als Ausbildungstool konzipiert worden war – auch darauf ab, die Expertise der Bibliothekare zu verbessern, wobei eine Interaktion mit dem Diskussionsforum AIB-CUR der italienischen Bibliothekare erfolgt. Somit erweitern die Bibliothekare, die sich gut mit dem staatlichen Informationsfeld auskennen, ihre Kenntnisse und Fähigkeiten zum Nutzen der Gemeinschaft aller Bibliothekare und sprechen damit auch eine ständig wachsende Zahl von Endbenutzern an.

Sai-noi Chan. **Making Information Literacy a Compulsory Subject for**

Undergraduates: the experience of the University of Malaya. [Die Erhebung der Informatikkenntnisse zum Pflichtfach für nicht-graduierte Studenten: Die Erfahrungen der Universität von Malaya.]

IFLA Journal 29 (2003) Nr. 4, S. 328–335

Der Kurs für "Informatikkenntnisse" an der Universität von Malaya ist seit dem akademischen Jahr 1998/1999 zum Pflichtfach für alle Erstfachstudenten im ersten Jahr erhoben worden. Das bedeutet, dass die Studenten an der Universität von Malaysia zum ersten Mal verpflichtet sind, einen formellen Kurs für Informatikkenntnisse zu belegen und auch zu bestehen, wenn sie ihr Studium abschließen möchten. Alle Bibliothekare beteiligen sich an der Vermittlung der Informatikkenntnisse, sehen sich dabei jedoch seitens einiger Mitglieder des akademischen Lehrkörpers und einiger Studenten mit Ignoranz und Desinteresse konfrontiert. Diese hinterfragen die akademische Glaubwürdigkeit eines von Bibliothekaren erteilten Kurses. Ein von der IFLA vorgeschlagenes International Information Literacy Certificate (IILC) (ein internationales Zertifikat über die Informatikkenntnisse) würde hier den internationalen Standard für den Lehrplan über Informatikkenntnisse, die einheitliche Ausbildung und entsprechende Prüfungen vorgeben. Auf dem Hintergrund einer internationalen Akkreditierung ist zu erwarten, dass der akademische Lehrkörper mehr Vertrauen in die Qualität und die Wichtigkeit eines Kurses über Informatikkenntnisse fasst, um die Lernfähigkeiten der Studenten zu verbessern. Die IFLA sollte die UNESCO als Partner für die IILC-Initiative werben.

Edward T. O'Neill and Lois Mai Chan. **FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the Library of Congress Subject Headings. [FAST (Facettierte Anwendung der Schlagwort-Terminologie – Faceted Application of Subject Terminology): Ein vereinfachtes Vokabular auf der Basis der Library of Congress Subject Headings.]**

IFLA Journal 29 (2003) Nr. 4, S. 336–342

Für eine allgemeine Anwendung ist das Schlagwortsystem der *Library of Congress* das bei Weitem meistgenutzte und anerkannte Erschließungsvokabular. Wie auch immer, die komplexe Syntax der LCSH sowie deren Regeln für die Bildung von Sacherschließungsergebnissen beschränken die Anwendung, da sie hochspezialisiertes Personal benötigen, und sie beschränken weiterhin die Effektivität einer automatisierten Kontrolle der Normdaten. Dies gilt auch für die Sacherschließung. Das Schema von FAST ist mit den LCSH kompatibel, und jeder gültige Datensatz der LCSH kann in einen FAST-Satz umgewandelt werden. FAST besteht aus acht unterschiedlichen Facetten. Bis auf die Facette der Zeit sind für alle bestehenden Schlagwörter Normdatensätze gebildet worden. Die Startversion der FAST-Normdatei wird etwa zwei Millionen Normdatensätze enthalten.

June R. Verrier. **On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies. [Über Socken und Bienen und alles dazwischen: die Navigation der politischen Umgebung – Kultur, Befangenheiten und Kontroversen.]**

IFLA Journal 29 (2003) Nr. 4, S. 343–349

Der Artikel diskutiert die Empfindlichkeiten und Komplexitäten der Bereitstellung anspruchsvoller Mehrwertinformationen sowie von Forschungs- und Analyseergebnissen für Senatoren und Mitglieder des australischen Parlaments (Australian Commonwealth Parliament). Zudem werden in diesem Artikel einige Probleme angesprochen, die dabei unweigerlich auftauchen. Zur Sprache kommen dabei ebenfalls der institutionelle Kontext und die Unterstützung, die dies ermöglicht; zudem werden die Arbeitspraktiken angesprochen, die entwickelt wurden, um bei der Navigation der manchmal heftigen Wellen des Parlaments zu helfen. Der Artikel betrachtet insbesondere drei

Themen, nämlich die 'nicht legitimen' Kundenanfragen (die Dinge, die einige Parlamentsmitglieder von uns verlangen, die aber nicht getan werden sollten), der Missbrauch der Anweisungen für MPs (insbesondere diejenigen, die aus direkter Forschung stammen, die nicht notwendigerweise unabhängig ist und nicht alle Faktoren berücksichtigt) sowie die sehr schwierige Frage der politischen Neigungen der Mitarbeiter. Im australischen Commonwealth Parliament gibt es Systeme, Richtlinien, Arbeitspraktiken und letztlich auch Gesetze, die bei der Handhabung dieser umstrittenen und ständig wieder auftauchenden Themen helfen. Diese werden vorgestellt, wobei auch Modelle für andere Parlamentsbibliotheken und Forschungsdienste beschrieben werden.

Maggie Jones. **Digital Preservation Activities in the UK – building the infrastructure. [Digitale Konservierungsaktivitäten in Großbritannien – der Bau der Infrastruktur.]**

IFLA Journal 29 (2003) Nr. 4, S. 350–356

Die digitale Konservierung ist bereits seit einigen Jahren zur immer wichtigeren und dringenderen Priorität in Großbritannien geworden. Im Jahr 1995 haben das Joint Information Systems Committee (JISC) und die British Library an der Universität von Warwick einen Workshop organisiert, um festzustellen, was getan werden musste. Seitdem sind viele Bemühungen in dieser Richtung unternommen und auch Fortschritte erzielt worden. Hinzu kommt ein wachsendes Bedürfnis, sich über die theoretische Forschung hinaus mit praktischen Archivierungsbemühungen zu beschäftigen. Dieser Beitrag bietet einen Überblick über die wichtigsten digitalen Konservierungsaktivitäten in Großbritannien sowie die stark auf Zusammenarbeit basierende Art der digitalen Konservie-

rung. Dabei wird berücksichtigt, dass diese Themen sowohl in sektoraler wie auch in geographischer Hinsicht grenzüberschreitend sind. Die im Februar 2002 ins Leben gerufene Digital Preservation Coalition zielt darauf ab, die individuellen und kooperativen Aktivitäten der Mitgliedsinstitutionen maximal zu nutzen und einen Katalysator für weitere Bemühungen zur Verfügung zu stellen.

Marijke van Bodengraven and Carol Pollitt, **Making Websites and OPACS Accessible. [Sorge für die Zugänglichkeit von Websites und OPACS.]**

IFLA Journal 29 (2003) Nr. 4, S. 357–363

Viele sehbehinderte Menschen ziehen es vor, ihr Lesematerial von einer regulären anstelle einer speziellen Serviceorganisation – wie beispielsweise Blindenbibliotheken – zu beziehen. Die simple Bereitstellung der fraglichen Materialien in einem alternativen Format in der Bücherei ist jedoch nicht hinreichend. Ein öffentlicher Online-Katalog (OPAC) ist hierbei unabdingbar. Die beste Strategie zur Gewährleistung der Zugänglichkeit eines solchen öffentlichen Online-Katalogs (on-line public catalogue, OPAC) besteht in der Bereitstellung eines zugänglichen Web-OPAC. Viele der heutigen OPACs besitzen eine Web-Schnittstelle. Im Regelfall sind jedoch diese Schnittstellen sehbehinderten Menschen nicht zugänglich. Die Schlussfolgerung läuft darauf hinaus, dass eine Bücherei, die allen Leseinteressierten zu Diensten sein möchte, sicherstellen sollte, dass der OPAC über eine Web-Schnittstelle zugänglich ist. Das Hauptthema ist dann die Zugänglichkeit des Web. Die Vorteile eines zugänglichen Web gehen weit über den Besitz eines zugänglichen OPAC hinaus. Ein Bücherei – OPAC, der über das Internet mit einer zugängli-

chen Schnittstelle erreichbar ist, bietet allen Menschen überall und zu jeder Zeit Zugang zu den gewünschten Informationen. FNB hat ein Projekt mit drei öffentlichen Bibliotheken in den Niederlanden gestartet. Die wesentliche Zielsetzung dieses Projekts besteht darin, einen Internet-Zugang für Sehbehinderte in öffentlichen Bibliotheken zu schaffen.

Thomas Hapke. **From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in Germany in the first half of the 20th Century. [Vom Weltgehirn bis zum ersten transatlantischen Informationsdialog: Aktivitäten, Informationen und Dokumentation in Deutschland in der ersten Hälfte des 20. Jahrhunderts.]**

IFLA Journal 29 (2003) Nr. 4, S. 364–377

Im Rahmen der Informations- und Dokumentationsbewegung in Deutschland Anfang des letzten Jahrhunderts kulminierten die Ideen und Aktivitäten des Chemikers Wilhelm Ostwald im Jahr 1911 in der Gründung von 'The Bridge', einem 'Institute for the Organization of Intellectual Work' (einem Institut für die Organisation intellektueller Arbeiten), das er auch als 'Weltgehirn' bezeichnete. Zudem werden in diesem Beitrag Verknüpfungen zu anderen Informationspionieren aufgezeigt, wie beispielsweise Hanauer, Otlet, Gérard oder Hanffstengel. Wie Ostwald setzte sich auch Erich Pietsch, Leiter des Gmelin-Instituts für Anorganische Chemie von 1936 bis 1967, für die bessere Zugänglichkeit der Ergebnisse der wissenschaftlichen Kommunikation ein. Pietschs internationale Verbindungen führten zum ersten sogenannten 'transatlantischen Informationsdialog' im Jahr 1957. So etwas würden wir heute als 'Online Retrieval' (Online-Informationswiedergewinnung) bezeichnen.

RESÚMENES

Se puede reproducir estas resúmenes sin gastos.

Klaus G. Saur. **Libraries and Publishers – a partnership? [Bibliotecas y editores: ¿una asociación?]**

IFLA Journal 29 (2003) No. 4, p. 284–287

Analiza brevemente la historia de las conexiones de IFLA con Alemania, y la situación de las bibliotecas y editores en el clima económico actual. Debate algunos de los factores que afectan a las relaciones entre las bibliotecas y los editores, incluida la ley de propiedad intelectual. También señala que las bibliotecas y los editores del ámbito académico son independientes; los editores no existirían sin las bibliotecas, y éstas no podrán funcionar sin los productos de aquéllos. A pesar del valor de la información electrónica, el libro es un soporte insustituible. Los esfuerzos de cooperación para lograr la igualdad de información general en el mundo deben intensificarse. Además, se pregunta si la publicación incontrolada en Internet supondrá un aumento de la información sin ninguna utilidad. Concluye que con el fin de sobrevivir en el futuro, las bibliotecas y editores tendrán que combinar sus fuerzas e intensificar sus actividades de cooperación.

Gary E. Gorman, with contributions from Russell Bowden and Elizabeth Reade Fong. **Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania. [Desarrollo sostenible y conocimientos en el ámbito de la información: prioridades de IFLA en Asia y Oceanía.]**

IFLA Journal 29 (2003) No. 4, p. 288–294

Este documento, que se basa en el reconocimiento generalizado de que los modelos tradicionales de desarrollo no han proporcionado las ventajas a largo plazo para las que fueron diseñados, apuesta por un nuevo método para el desarrollo que se centre en la sostenibilidad y en la creación de capacidades, mejorando las posibilidades de la gente para participar totalmente en sus sociedades, en el

ámbito económico, social y político. Sugiere que una de las principales barreras a la sostenibilidad es la Sociedad de la Información, y lo que representa, es decir, un volumen cada vez mayor de información con una tecnología cada vez más sofisticada. Esto supone una barrera porque genera desempleo, pérdida de privacidad y diferencias cada vez mayores entre ricos y pobres, entre las personas acaudaladas y las que viven en la miseria. Una de las diferencias crecientes entre los ricos y pobres es no tanto la distancia digital, como la distancia entre conocimientos. La clave para enfrentarse a estas diferencias no sólo es la tecnología, sino la capacidad de comprender, filtrar, evaluar y utilizar la información: alfabetismo o conocimientos en el ámbito de la información. Por consiguiente, los conocimientos en el ámbito de la información más que un asunto tecnológico deben convertirse en una prioridad para el desarrollo sostenible. El documento concluye con una indicación de cómo las secciones regionales de IFLA podrían promover esta concienciación.

Bob McKee. **The Salaries Initiative: planning, implementation and action. [La iniciativa de los salarios: planificación, puesta en marcha y acción.]**

IFLA Journal 29 (2003) No. 4, p. 295–297

Este documento examina el trabajo realizado por el Instituto Colegiado de Profesionales de las Bibliotecas y de la Información (*Chartered Institute of Library and Information Professionals*, CILIP) del Reino Unido sobre el salario de los profesionales de bibliotecas como caso práctico de planificación estratégica. Se perfila el escenario de las condiciones de trabajo en el Reino Unido, y se consideran las preguntas que con frecuencia formulan los miembros del CILIP. También se describe el debate en línea mantenido por el CILIP sobre salarios y condiciones, así como el valor y los resultados de dicho debate,

incluidas las seis líneas de acción acordadas por el Consejo del CILIP y la colaboración entre dicho instituto y la Asociación Americana de Bibliotecas. Se detalla la encuesta realizada a los miembros del CILIP, así como otras actividades de desarrollo llevadas cabo por dicho instituto, incluido un trabajo sobre directrices de salarios, herramientas de autoayuda, y actividades de colaboración para promover el desarrollo de la fuerza laboral. El documento destaca que la estrategia del CILIP en materia de salarios se elaboró a partir de las opiniones de los miembros. No obstante, ahora es necesario que los miembros participen activamente para que dicha estrategia se ponga en marcha.

Ngian Lek Choh. **A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience. [Una biblioteca de autoservicio, sin servicio de atención al cliente: la experiencia de Singapur.]**

IFLA Journal 29 (2003) No. 4, p. 298–300

Desde 1995, la Asociación de Bibliotecas de Singapur ha estado experimentando con nuevos servicios para mejorar la calidad de los mismos, reduciendo el tiempo de espera y ahorrando tiempo a los clientes. Dichos servicios incluyen la aplicación de etiquetado de identificación por radiofrecuencia para cancelar automáticamente los libros devueltos, un puesto informático que permite a los clientes verificar sus datos de préstamos y realizar pagos mediante tarjeta, y un servicio virtual, que permite al cliente hablar con un bibliotecario y recibir orientación sin la presencia física del profesional. La asociación decidió experimentar con una “Biblioteca de autoservicio” para probar la idea de dirigir una biblioteca sin empleados, pero ofreciendo el mismo nivel de servicio de aquellas que sí cuentan con personal. Esta nueva biblioteca abrió sus puertas al público el 1 de diciembre de 2002. El documento describe el prototipo.

Vibeke Lehmann. **Planning and Implementing Prison Libraries: strategies and resources. [Planificación y puesta en marcha de bibliotecas en las prisiones: estrategias y recursos.]** IFLA Journal 29 (2003) No. 4, p. 301–307

Este documento ofrece información de un proyecto actual de IFLA para modificar la edición de 1995 de las Directrices de los servicios de biblioteca para prisioneros. Resume la información obtenida a través de una encuesta internacional sobre el estado de las bibliotecas de las prisiones en todo el mundo, y ofrece sugerencias específicas para los bibliotecarios, organizaciones y servicios de bibliotecas que deseen poner en marcha dichos servicios en el ámbito local o nacional. El autor señala las publicaciones profesionales que describen la situación de las bibliotecas de las prisiones en distintos países. También se ofrecen sugerencias para utilizar las directrices actuales como modelos para elaborar documentos similares en los países que estén intentando establecer servicios de bibliotecas para las personas que se encuentren en prisión. Se incluye, además, una extensa bibliografía.

Jens Thorhauge. **Danish Strategies in Public Library Services to Ethnic Minorities Danish Strategies in Public Library Services to Ethnic Minorities. [Estrategias en los Servicios de la Biblioteca Pública para las minorías étnicas en Dinamarca.]** IFLA Journal 29 (2003) No. 4, p. 308–312

El número creciente de inmigrantes y refugiados es relativamente, una nueva experiencia en Dinamarca. La gestión de la integración de minorías étnicas en general no sido acertada, pero el servicio de la biblioteca sí. El desafío hoy es desarrollar servicios dentro del contexto de la biblioteca híbrida. Se describe el desarrollo de estos servicios. Comenzando con el establecimiento de una Biblioteca de Inmigrantes que da acceso a libros en la propia lengua de los inmigrantes así como a otros materiales de la biblioteca y que continua el día de hoy, donde la biblioteca intenta ser

mas activa en su ayuda al proceso de la integración. Se tomó una medida importante en la organización de la información especial para las minorías étnicas en Dinamarca en la web a mediados de los años noventa que se ha convertido hoy en un portal que da información local, nacional y global en los once idiomas más frecuentemente hablados en Dinamarca. Su propósito es apoyar la integración de las minorías en la sociedad danesa. Recientemente se decidió – basado en el buen resultado de algunas bibliotecas que están funcionando – establecer un proyecto con cuatro asesores que ayudarían a las bibliotecas a desarrollar actividades de formación continua y asesoramiento más directo para los inmigrantes.

Ljiljana Sabljak. **Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia. [Acercar las bibliotecas y los libros a los niños durante la guerra: proyectos de UNICEF en Croacia.]** IFLA Journal 29 (2003) No. 4, p. 313–316

Describe cómo los bibliotecarios croatas ayudaron a los niños a afrontar las consecuencias de la guerra en Croacia, antigua Yugoslavia. A comienzos de 1993, UNICEF respaldó un proyecto de rehabilitación psicosocial mediante las bibliotecas denominado “*Step by Step (12 Steps) to Recovery*” en cooperación con las bibliotecas públicas de Zagreb. El proyecto incluyó a 22 bibliotecas de 14 ciudades de toda Croacia, y en él participaron 2732 niños. Era la primera vez que UNICEF apoyaba los programas de apoyo psicosocial en Croacia. Con anterioridad, UNICEF había apoyado proyectos en materia de salud, nutrición y educación. A parte de ese programa psicosocial, UNICEF prestó su apoyo a proyectos educativos y de defensa, así como a proyectos sobre promoción de los derechos de los niños y para la educación infantil y bibliotecas escolares, ofrecidos por expertos locales.

Charles Oppenheim, **Newspaper Copyright Developments: a Euro-**

pean Union and United Kingdom perspective. [Avances en la propiedad intelectual de los periódicos: una perspectiva de la Unión Europea y del Reino Unido.] IFLA Journal 29 (2003) No. 4, p. 317–320

Este documento examina la forma en que la propiedad intelectual afecta a los bibliotecarios de periódicos que intentan mantener ejemplares de los mismos mediante la realización de copias, y que pretenden ofrecer a los usuarios un acceso inmediato a los materiales. La perspectiva que ofrece este documento se extrae del derecho inglés, y se destacan los avances recientes en derecho comunitario. El documento concluye con que la ley sólo ofrece una ayuda limitada a los bibliotecarios de periódicos, y restringe su capacidad para realizar copias digitales de los mismos. Es poco probable que las directivas comunitarias recientes cambien significativamente esta situación: un microcosmos de problemas a los que se enfrentan todos los bibliotecarios a la hora de intentar conservar los materiales culturales y ofrecer a los usuarios un acceso a los mismos.

Maurella Della Seta and Fernando Venturini. **Information and Training through the Net: the experience of Documentazione di Fonte Pubblica in rete. [Información y formación a través de la red: La experiencia de Documentazione di Fonte Pubblica in rete.]** IFLA Journal 29 (2003) No. 4, p. 321–327

Los programas de formación profesional continua para los profesionales de bibliotecas y de ciencias de la información aún no están muy desarrollados en Italia, especialmente en materia de información gubernamental y publicaciones oficiales. Este documento presenta algunas iniciativas en este sentido, centrándose concretamente en un directorio de recursos de información del gobierno italiano disponible en Internet. El nombre del directorio es *Documentazione di Fonte Pubblica in rete* (DFP) (Información gubernamental italiana en la red), y se encuentra en el sitio

web de la Asociación de Bibliotecas Italianas (AIB) desde 1997 (<http://www.aib.it/aib/commiss/pubuff/guida.htm>). DFP es principalmente una herramienta para mantener informados a los bibliotecarios y usuarios finales sobre los mejores recursos disponibles en la red. Sin embargo, aunque en su origen no se concibió como una herramienta de formación, lo cierto es que también pretende ampliar la experiencia de los bibliotecarios, interactuando con una lista de debate de estos profesionales en Italia, AIB-CUR. De esta forma, los bibliotecarios especializados en información gubernamental extienden sus conocimientos y habilidades a la comunidad de bibliotecarios, alcanzando a un número cada vez mayor de usuarios finales.

Sai-noi Chan. **Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya. [Hacer de los conocimientos en materia de información una asignatura obligatoria para los estudiantes universitarios: La experiencia de la Universidad de Malaya.]**

IFLA Journal 29 (2003) No. 4, p. 328–335

El curso sobre técnicas de información en la Universidad de Malaya se ha convertido en una asignatura obligatoria para todos los estudiantes de primer año de licenciatura, desde el año académico 1998/1999. Es la primera vez que los estudiantes universitarios malayos tienen que estudiar y aprobar un curso formal de este tipo como requisito previo para graduarse. Todos los bibliotecarios participan en la enseñanza de técnicas de información, pero tienen que hacer frente a la ignorancia e indiferencia de algunos profesores y estudiantes, que cuestionan la credibilidad académica de un curso impartido por bibliotecarios. No obstante, un Certificado internacional de conocimientos en materia de información (IILC) emitido por IFLA proporcionaría la calidad internacional necesaria a un plan de estudios de técnicas de información, y facilitaría una formación y exámenes continuos. Si el curso cuenta con el reconocimiento

internacional, los profesores confiarán más en la calidad e importancia del mismo para aumentar las posibilidades de aprendizaje de sus alumnos. IFLA debería invitar a la UNESCO a formar parte de la iniciativa IILC.

Edward T. O'Neill and Lois Mai Chan. **FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the Library of Congress Subject Headings. [FAST (Faceted Application of Subject Terminology): un vocabulario simplificado basado en Library of Congress Subject Headings.]**

IFLA Journal 29 (2003) No. 4, p. 336–342

Library of Congress Subject Headings (LCSH) es, con mucho, el vocabulario más utilizado y aceptado para su aplicación general. Sin embargo, la sintaxis y las normas complejas de LCSH para elaborar titulares restringen su aplicación, ya que se requiere un personal altamente cualificado, y limita la efectividad del control de la autoridad automatizada. El objetivo de adaptar LCSH a una estructura de facetas con una sintaxis simplificada es mantener la riqueza del vocabulario de LCSH al tiempo que se facilita la comprensión, control, aplicación y uso. El plan de *Faceted Application of Subject Terminology* (FAST) mantiene una compatibilidad ascendente con LCSH, y cualquier conjunto válido de titulares de temática de LC puede convertirse a titulares FAST. FAST consta de ocho facetas distintas. Se han creado registros de autoridad para todos los titulares establecidos, a excepción de la faceta cronológica. La versión inicial del archivo de autoridad FAST contendrá aproximadamente 2 millones de registros de autoridad.

June R. Verrier. **On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies. [Sobre calcetines, abejas y todo lo que hay de por medio. Navegando por el entorno político: cultura, restricciones y controversias]**

IFLA Journal 29 (2003) No. 4, p. 343–349

Debate los aspectos delicados y complejos de ofrecer información de valor añadido y de calidad y servicios de investigación y análisis a los Senadores y miembros del Parlamento Australiano de la Commonwealth, y algunos problemas que surgen inevitablemente. Describe el contexto institucional y el apoyo que permite que esto sea posible, y las prácticas de trabajo creadas para ayudar a navegar por las aguas del parlamento, a veces tempestuosas. Este documento analiza, en particular, tres cuestiones: las peticiones “ilegítimas” de los clientes (aquellos que algunos miembros del Parlamento nos piden que hagamos, y que no deberían realizarse), el uso erróneo de los informes proporcionados a los miembros del Parlamento (en especial, aquellos que surgen de una investigación dirigida, y que no necesariamente es equilibrada e imparcial), y el complejo asunto de la afiliación política del personal. En el Parlamento Australiano de la Commonwealth existen sistemas, directrices, prácticas de trabajo y, en última instancia, leyes, que ayudan a gestionar estas controversias continuadas, y que pueden debatirse con la idea de ofrecer modelos a tener en cuenta por otras bibliotecas y servicios de investigación del Parlamento.

Maggie Jones. **Digital Preservation Activities in the UK – building the infrastructure. [Actividades de conservación digital en el Reino Unido: desarrollo de la infraestructura.]**

IFLA Journal 29 (2003) No. 4, p. 350–356

Durante varios años, la conservación digital se ha considerado como una cuestión prioritaria cada vez más urgente en el Reino Unido. El Comité común de los sistemas de información (*Joint Information Systems Committee, JISC*) y la Biblioteca Británica organizaron un taller en la Universidad de Warwick en 1995 para determinar las acciones que debían llevarse a cabo. Desde entonces, se han realizado bastantes esfuerzos y progresos, junto con una necesidad cada vez mayor de avanzar en la investigación teórica y en actividades que permitan alcanzar los objetivos. Este documento ofrecerá información gene-

ral sobre las actividades principales de conservación digital que se están llevando a cabo en el Reino Unido, y sobre el carácter altamente colaborativo de dicha labor, reconociendo así que las cuestiones traspasan las barreras tanto sectoriales como geográficas. En febrero de 2002, la Coalición para la Conservación Digital (*Digital Preservation Coalition*) lanzó los objetivos para aprovechar el máximo beneficio de las actividades que se llevan a cabo, tanto de manera individual como conjunta, por parte de las instituciones miembros, y para ofrecer un catalizador de las acciones futuras.

Marijke van Bodengraven and Carol Pollitt, **Making Websites and OPACS Accessible**. [Acceso a los sitios web y OPACS.] IFLA Journal 29 (2003) No. 4, p. 357–363

Muchas personas con problemas de escritura prefieren conseguir sus materiales de lectura a través de servicios normales, en lugar de organizaciones especializadas, como las bibliotecas para ciegos. No basta con proporcionar un acceso a los materiales en un formato alternativo en la biblioteca. Se recomienda disponer de un catálogo público en línea (OPAC). La

mejor estrategia para garantizar el acceso a un catálogo público en línea (OPAC) es asegurarse de que existe una página web OPAC accesible. Hoy en día, muchos OPAC cuentan con interfaz web. No obstante, en la mayoría de los casos, dichos interfaces no están accesibles para personas con problemas de escritura. La conclusión es que si una biblioteca desea dar servicio a todas las personas que quieran leer, debería asegurarse de que el OPAC esté accesible a través de un interfaz web. El problema fundamental es, por lo tanto, el acceso a la web. Las ventajas de una página web accesible van mucho más allá cuando se cuenta con un OPAC accesible. Un OPAC de biblioteca disponible a través de internet con un interfaz accesible, permite que todas las personas puedan acceder a la información que necesitan, en cualquier lugar y en cualquier momento. FNB inició un proyecto con tres bibliotecas públicas en Holanda. El objetivo principal es crear un acceso a Internet en las bibliotecas públicas para las personas con problemas de escritura.

Thomas Hapke. **From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in**

Germany in the first half of the 20th Century. [Desde el cerebro mundial hasta el primer diálogo de información transatlántica: actividades en el área de información y documentación en Alemania, en la primera mitad del siglo XX.]

IFLA Journal 29 (2003) No. 4, p. 364–377

Las ideas y actividades del químico Wilhelm Ostwald, que formaba parte del movimiento de información y documentación en Alemania en la primera mitad del siglo pasado, culminaron en 1911 con la fundación de "The Bridge", un "Instituto para la organización del trabajo intelectual", al que también se le denominó el "cerebro mundial" ("World Brain"). Pronto aparecerían las conexiones con otros pioneros de la información, como Hanauer, Otlet, Gérard o Hanffstengel. Al igual que Ostwald, Erich Pietsch, responsable del Instituto Gmelin de Química Inorgánica, de 1936 a 1967, también trabajó para lograr un mayor acceso a los resultados de la comunicación entre eruditos. Las conexiones internacionales de Pietsch condujeron al llamado primer "diálogo de información transatlántica" en 1957, algo que hoy en día llamaríamos "recuperación en línea".

Рефераты статей

Клаус Г. Саур. **Libraries and Publishers – a partnership? [Библиотеки и издательства – партнерство?]** Журнал ИФЛА 29 (2003) № 4, с. 284–287

Дается краткий обзор связей ИФЛА с Германией и положения библиотек и издательств в современной экономической ситуации. Обсуждаются некоторые факторы, влияющие на отношения между библиотеками и издательствами, включая авторские права. Указывается, что академические библиотеки и академические издательства являются взаимозависимыми; издательства не могут существовать без библиотек, а библиотеки не могут работать без продукции издательств. Несмотря на ценность электронной информации, книга является незаменимым средством. Совместные усилия по достижению всеобщего информационного равенства во всем мире должны быть интенсифицированы. Автор задается вопросом, не приведут ли неконтролируемые публикации в сети Интернет к засорению информационного пространства. В работе содержится вывод о том, что для выживания в будущем библиотекам и издательствам понадобится объединять свои силы и интенсифицировать совместные усилия.

Гарри И.Горман в соавторстве с Расселом Боуденом и Элизабет Рид Фонг. **Sustainable Development and Information Literacy: IFLA priorities in Asia and Oceania. [Устойчивое развитие и информационная грамотность: приоритеты ИФЛА в Азии и Океании.]** Журнал ИФЛА 29 (2003) № 4, с. 288–294

Основываясь на широко распространенном признании того факта, что традиционные модели развития не обеспечили предполагаемые долгосрочные преимущества, авторы отстаивают необходимость нового подхода к стратегии развития, в котором акцент делается на устойчивости и наращивании потенциала, повышении способности людей к

наиболее полному вовлечению в жизнь своих обществ в экономической, социальной и политической сферах. Утверждается, что одним из основных барьеров на пути устойчивого развития является т.н. информационное общество и то, что оно символизирует, а именно: увеличивающийся объем информации и все более изощренные информационные технологии. Оно является барьером, поскольку приводит к безработице, ущемлению частной жизни и увеличивающемуся разрыву между богатыми и бедными, имущими и неимущими. Растущая пропасть между имущими и неимущими не столь очевидна в области цифровых технологий, сколько в области грамотности. Ключом к преодолению этого различия является не только доступ к технологиям, но и способность понимать, отфильтровывать, оценивать и использовать информацию, т.е. грамотность или информационная грамотность. Поэтому именно информационная грамотность в большей степени, чем технологии должна стать приоритетом для достижения целей устойчивого развития. В заключении содержатся рекомендации региональным отделениям ИФЛА о том, как способствовать повышению этой осведомленности.

Боб МакКи. **The Salaries Initiative: planning implementation and action. [Инициатива в области заработной платы: планирование, реализация и воздействие.]** Журнал ИФЛА 29 (2003) № 4, с. 295–297

Обсуждается работа британского привилегированного Института профессионалов в библиотечной и информационной сферах (CILIP), проводимая в области оплаты труда библиотечных работников, в качестве конкретного примера стратегического планирования. Излагаются предыстория условий найма рабочей силы в Великобритании, рассматриваются вопросы, наиболее часто поднимаемые членами CILIP. Описываются проведенные Институтом онлайн-дебаты по вопросам оп-

латы труда и статуса, детализируются их значимость и результаты, в том числе шесть направлений деятельности, согласованных Советом CILIP. Также рассказывается о сотрудничестве CILIP с Американской библиотечной ассоциацией. Описываются результаты исследования, проведенного среди членов CILIP, иная деятельность Института, связанная с развитием, включая работу над руководством по начислению зарплаты, набором рекомендаций для самообразования, а также партнерская деятельность в целях развития рабочей силы. Автор подчеркивает, что стратегия CILIP по зарплате была разработана исходя из видения его членов, и что в настоящее время для продвижения данной стратегии необходимо их активное вовлечение.

Нгиан Лек Чон. **A Totally Do-It-Yourself Library without a Library Customer Service Desk: the Singapore experience. [Библиотека полного самообслуживания, в которой отсутствует секция по работе с клиентами: сингапурский опыт.]** Журнал ИФЛА 29 (2003) № 4, с. 298–300

Начиная с 1995 г. Национальный библиотечный совет Сингапура проводит эксперимент по внедрению нового вида услуг в целях повышения уровня обслуживания, сокращения периода ожидания и экономии времени клиентов. Сюда входят такие услуги, как: применение основанного на радиочастотах метода маркировки для автоматического списания возвращаемых книг, использование компьютерной станции, позволяющей клиентам проверять свою задолженность и расплачиваться при помощи карточек, а также услуга «электронного библиотекаря», позволяющая клиентам говорить с библиотекарем и получать от него инструкции без его физического присутствия. Совет принял решение провести эксперимент с «Библиотекой полного самообслуживания» для апробирования идеи библиотеки, функционирующей без штатных сотрудников на месте, которая смогла

бы обеспечить уровень сервиса не хуже, чем в традиционных библиотеках. Такая новая библиотека открыла двери для посетителей 1 декабря 2002 года. В работе описывается ее прототип.

Вибекке Лехманн. **Planning and Implementing Prison Libraries: strategies and resources.** [Планирование и ввод в действие тюремных библиотек: стратегия и ресурсы.]

Журнал ИФЛА 29 (2003) № 4, с. 301–307

В документе представлена информация о текущем проекте ИФЛА по редактированию Руководства по библиотечным услугам для заключенных, изданного в 1995 году. В нем суммируется информация, полученная в результате международных исследований статуса тюремных библиотек по всему миру и предлагаются конкретные решения для профессиональных библиотекарей, библиотечных организаций и агентств, которые хотели бы развивать такие услуги на местном или национальном уровнях. Автор приводит примеры публикаций из профессиональной литературы, в которых описывается ситуация с тюремными библиотеками в различных странах. Предлагается использовать существующее Руководство в качестве модели для разработки аналогичных документов в странах, которые пытаются наладить библиотечные услуги для лиц, пребывающих в заключении. Прилагается обширная библиография.

Йенс Торхауге. **Danish Strategies in Public Library Services to Ethnic Minorities Danish Strategies in Public Library Services to Ethnic Minorities.** [Датская стратегия по предоставлению услуг публичных библиотек этническим меньшинствам.]

Журнал ИФЛА 29 (2003) № 4, с. 308–312

Возрастающее количество иммигрантов и беженцев является сравнительно новым явлением для Дании. Обеспечение интеграции этнических меньшинств до сих пор не сопровождалось, по большому счету, значительными успехами, чего не скажешь

о секторе библиотечных услуг. Сегодня задача заключается в разработке услуг в контексте т.н. «гибридной» библиотеки. В работе описывается развитие сферы подобных услуг, начиная с учреждения Иммигрантской библиотеки, предоставляющей доступ к книгам и другой литературе на родном языке иммигранта, и переходя к сегодняшней роли библиотеки, которая стремится быть более проактивной в своей поддержке процесса интеграции. Самым ощутимым шагом стала организация специального информационного ресурса в Интернете для этнических меньшинств Дании в середине 1990-ых гг., который в настоящее время преобразован в портал, предоставляющий местную, национальную и глобальную информацию на одиннадцати наиболее распространенных в Дании языках. Целью проекта является поддержка интеграции этнических меньшинств в датское общество. Недавно, на основе положительных результатов работы некоторых передовых библиотек, было принято решение запустить проект с участием четырех советников, в обязанности которых входит оказание помощи библиотекам в разработке долговременных обучающих видов деятельности, а также предоставление непосредственной консультативной поддержки иммигрантам.

Льилиана Сабляк. **Bringing Libraries and Books Closer to Children during the War – UNICEF projects in Croatia.** [Как обеспечить лучший доступ к библиотекам и книгам для детей в военное время – проекты ЮНИСЕФ в Хорватии.]

Журнал ИФЛА 29 (2003) № 4, с. 313–316

Описывается, каким образом хорватские библиотечные работники помогли детям справиться с последствиями войны в Хорватии – бывшей югославской республике. В начале 1993 года ЮНИСЕФ поддержал библиотечный проект по психологической и социальной реабилитации, названный «Шаг за шагом (12 шагов) к оздоровлению», который осуществлялся в сотрудничестве с публичными библиотеками Загреба. В проекте были задействованы 22 биб-

лиотеки из 14 хорватских городов, и им было охвачено 2732 ребенка. Впервые ЮНИСЕФ оказывал поддержку психологически-социальным программам в Хорватии. До этого времени Фонд поддерживал программы лишь в области здравоохранения, питания и образования. Кроме данной программы, ориентированной на психологически-социальные аспекты, ЮНИСЕФ поддержал предложенные местными экспертами проекты в области образования и пропаганды, а также проекты по продвижению прав ребенка, обучению в детских и школьных библиотеках.

Чарльз Оппенгейм. **Newspaper Copyright Developments: a European Union and United Kingdom perspective.** [Развитие газетного авторского права: перспектива для Европейского союза и Великобритании.]

Журнал ИФЛА 29 (2003) № 4, с. 317–320

В работе исследуется влияние, которое оказывает авторское право на библиотечного работника отдела периодики, пытающегося сохранить копии газет путем копирования, а также обеспечить свободный доступ к газетам постоянных посетителей. В перспективном плане рассматривается законодательство Великобритании, также показаны последние изменения в этой области в законодательстве Евросоюза. Делается заключение, что законодательство в области авторского права предоставляет библиотекарям отдела периодики лишь ограниченные права, в то же время налагая ограничения на их возможности по цифровому копированию газет. Недавние директивы Евросоюза вряд ли в значительной степени изменят ситуацию, характеризующуюся целым микромиром проблем, с которыми сталкиваются все работники библиотек, пытающиеся сохранить и обеспечить доступ своих постоянных клиентов к культурным материалам.

Маурелла Делла Сета и Фернандо Вентурини. **Information and Training through the Net: the experience of Documentazione di Fonte Pubblica**

in rete. [Информация и обучение через Интернет: опыт DFP (Информация итальянского правительства в Интернете).]

Журнал ИФЛА 29 (2003) № 4, с. 321–327

В Италии непрерывно действующие профессиональные образовательные программы для сотрудников библиотек и информационных служб пока не очень хорошо развиты, особенно в области правительственной информации и официальных публикаций. В этом докладе представлен ряд инициатив по данной теме, при этом особое внимание уделено, в частности, справочнику информационных источников итальянского правительства, который имеется в Интернете. Название справочника – Documentazione di Fonte Pubblica in rete (DFP), т.е. Информация итальянского правительства в Интернете. Он размещен на веб-сайте Ассоциации итальянских библиотек (AIB) с 1997 г. по следующему адресу: <http://www.aib.it/aib/commiss/pubuff/guida.htm>. DFP – это, главным образом, инструмент для того, чтобы держать в курсе библиотечных работников и конечных пользователей относительно наилучших источников информации, имеющихся в Интернете. Тем не менее, хотя изначально этот справочник не был обучающим инструментом, он все же имел своей целью повышение опыта библиотечных работников, взаимодействуя со списком почтовой рассылки итальянских библиотекарей AIB-CUR. Таким образом, библиотечные работники, которые являются экспертами в области правительственной информации, распространяют свои знания и навыки по всему библиотечному сообществу, доводя их до все увеличивающегося числа конечных пользователей.

Саи-нои Чан. **Making Information Literacy a Compulsory Subject for Undergraduates: the experience of the University of Malaya. [Информационная грамотность в качестве обязательного предмета для студентов: опыт Малайского университета.]**

Журнал ИФЛА 29 (2003) № 4, с. 328–335

Курс по информатике, начиная с 1998/1999 академического года, стал обязательным предметом для всех первокурсников Малайского университета, получающих свою первую степень. Впервые в Малайском университете прохождение данного курса и зачет по нему является условием получения диплома. К обучению этому предмету привлечены все библиотечные работники. Но они вынуждены были столкнуться с безграмотностью и безразличием ряда университетских преподавателей и студентов, оспаривавших академическую состоятельность курса, который преподают библиотекари. Введение Международного свидетельства компьютерной грамотности (МСКГ), предложенное ИФЛА, обеспечило бы соответствие международным стандартам учебного плана, методики обучения и тестирования по данному предмету. При наличии международной аккредитации преподавательский состав университета будет испытывать больше доверия к качеству и важности курса по информатике с точки зрения повышения способностей студентов к обучению. ИФЛА должна пригласить ЮНЕСКО выступить партнером в инициативе по введению МСКГ.

Эдвард Т. О'Нейл и Лоис Мей Чан. **FAST (Faceted Application of Subject Terminology): a simplified vocabulary based on the Library of Congress Subject Headings. [FAST (Фасетное Применение Предметной Терминологии): упрощенный словарь на основе Схемы предметных рубрик Библиотеки Конгресса.]**

Журнал ИФЛА 29 (2003) № 4, с. 336–342

Схема предметных рубрик Библиотеки Конгресса (LCSH) – безусловно, наиболее употребительный и широко распространенный предметный словарь общего назначения. Однако сложные синтаксис и правила построения рубрик LCSH ограничивают их применение, требуя привлечения высококвалифицированного персонала, и уменьшают эффективность автоматизированного авторитетного контроля. Целью адаптации LCSH в фасетной схеме с упрощенным син-

таксисом является сохранение очень богатого словаря LCSH, облегчая при этом его понимание, применение, использование и контроль над ним. Схема Фасетного применения предметной терминологии (FAST) совместима снизу вверх с LCSH, и любой действующий набор предметных рубрик LC может быть преобразован в рубрики FAST. FAST состоит из восьми различных фасетов. Авторитетные записи были созданы для всех установленных рубрик, исключая хронологический фасет. Начальная версия авторитетного файла FAST будет содержать приблизительно два миллиона авторитетных записей.

Джун Р.Верье. **On Socks and Bees and Everything in between: navigating the political environment – culture, constraints and controversies. [О носках и пчелах и обо всем, что находится между ними: навигация по политическому пространству – культура, ограничения и дискуссия.]**

Журнал ИФЛА 29 (2003) № 4, с. 343–349

Обсуждаются уязвимые места и сложности обеспечения добавленной стоимости, качества информационных, аналитических и исследовательских услуг, предоставляемых сенаторам и членам Парламента Австралийского Союза, а также некоторые неизбежно вытекающие отсюда проблемы. Описывается институциональный контекст и поддержка, которая позволяет это осуществлять, а также практические приемы, разработанные с тем, чтобы помочь в навигации по зачастую бурной парламентской стихии. В частности, авторы рассматривают три проблемы: незаконные клиентские запросы (т.е. то, что некоторые члены парламента просят нас сделать, но что не следовало бы делать); злоупотребление аналитическими записками, которые готовятся для парламентариев (особенно теми из них, которые возникают в результате «казных» исследований, не всегда сбалансированных и беспристрастных); и очень сложный вопрос о политических пристрастиях штатных сотрудников. В Парламенте Австра-

лийского Союза существуют методы, нормы и принципы, рабочие процедуры и, в последнем случае, законы, которые помогают управляться с этими спорными, постоянно возникающими проблемами. Авторы проводят анализ всех этих мер с целью предложения моделей для рассмотрения другими парламентскими библиотеками и исследовательскими службами.

Мэгги Джоунс. **Digital Preservation Activities in the UK – building the infrastructure.** [Деятельность по сохранению цифровых данных в Великобритании – создание инфраструктуры.]

Журнал ИФЛА 29 (2003) № 4, с. 350–356

Сохранение цифровых данных уже на протяжении ряда лет рассматривается в Великобритании как тема возрастающей необходимости и приоритетности. Объединенный комитет по информационным системам (ОКИС) и Британская библиотека организовали в 1995 г. семинар на базе Варвикского университета с тем, чтобы определить поле деятельности. С тех пор было приложено много усилий и достигнут значительный прогресс, связанный с растущим пониманием необходимости продвижения от теоретических исследований к практическим решениям. В данной работе предлагается обзор основных мероприятий в области сохранения цифровых данных, предпринятых в Великобритании, которые характеризуются высокой степенью совместных усилий, с учетом межсекторной и трансграничной природы данной проблемы. Коалиция по сохранению цифровых данных, основанная в феврале 2002 г., ставит своей целью извлечение максимальной пользы из мероприятий, проводимых как индивидуальными,

так и совместными усилиями учреждений-членов, а также обеспечение катализатора для дальнейшей деятельности.

Марийке ван Боденгравен и Кэрол Поллит. **Making Websites and OPACS Accessible.** [Делая веб-сайты и онлайн-каталоги (ОЧК) доступными.]

Журнал ИФЛА 29 (2003) № 4, с. 357–363

Многие люди с физическими недостатками, не позволяющими им печатать, предпочитают получать тексты для чтения посредством регулярной доставки, а не через такие специализированные учреждения, как, например, библиотеки для слепых. Один лишь перевод материала в альтернативный формат, доступный в библиотеках, является недостаточным. Незаменимым средством является онлайн-каталог (ОЧК). Наилучшей стратегией, гарантирующей доступность ОЧК, представляется обеспечение доступа к нему через сеть. Многие онлайн-каталоги снабжены сегодня сетевым интерфейсом, однако в большинстве случаев такие интерфейсы не доступны людям с ограниченными возможностями для печатания. Вывод заключается в том, что если библиотеки действительно намерены обслуживать всех желающих читать, они должны позаботиться об обеспечении доступа к ОЧК через веб-интерфейс. В данном случае главной задачей является обеспечить доступность к Интернету. Преимущества доступа к сети выйдут далеко за рамки возможности пользоваться онлайн-каталогом. Библиотечный ОЧК, которым можно воспользоваться через Интернет посредством доступного интерфейса, предлагает каждому в любое время и в любом месте доступ

к необходимой информации. FNB начал осуществление проекта с тремя публичными библиотеками в Нидерландах. Главной целью проекта является обеспечение доступа к Интернету в публичных библиотеках для людей с ограниченными физическими возможностями для печатания.

Томас Хапке. **From the World Brain to the First Transatlantic Information Dialogue: activities in information and documentation in Germany in the first half of the 20th Century.** [От «Мирового мозга» к первому трансатлантическому информационному диалогу: деятельность в области информатизации и обработки документов в первой половине 20 века в Германии.]

Журнал ИФЛА 29 (2003) № 4, с. 364–377

Являясь частью движения по информатизации и обработке документов, развернувшегося в Германии в первой половине 20 века, идеи и деятельность химика Вильгельма Оствальда достигли своего апогея в 1911 г. основанием «Моста» - «Института организации интеллектуальной работы», который он также называл «Мировым мозгом». В работе прослеживается связь с другими пионерами информационных технологий, такими как Ханауэр, Отлет, Жерар или Ханфштенгель. Подобно Оствальду, Эрих Питш, являвшийся руководителем Гмелинского института неорганической химии с 1936 по 1967 г., также содействовал большей доступности результатов научных изысканий. Его международные связи способствовали организации т.н. «трансатлантического информационного диалога» в 1957 г., что сегодня можно было бы назвать «онлайн-информационным поиском».

Notes for Contributors

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