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EDITORIAL
Principles and Practice

Stephen Parker

We open this issue with a paper by Paul Sturges, Chair of the IFLA FAIFE Core Activity, discussing the principles underlying freedom of expression and freedom of access to information in the context of the recent publication in a Danish newspaper of cartoons containing satirical depictions of the Prophet Mahommed, which caused distress and anger among Muslims around the world. In 'Limits to Freedom of Expression? Considerations arising from the Danish cartoons affair', the author explores the dimensions of the right to freedom of expression contained in the United Nations Declaration of Human Rights, examining related rights and duties to the community as well as the explicit limitations on freedom of expression contained in the Declaration. The principles of harm and of offence, the concept of proportionality in interpreting laws and the need for the exercise of decorum in satirical comedy are also discussed. The author reasserts the need for librarians to adopt policies with respect to controversial materials which defend freedom of expression and freedom of access to information whilst respecting community sensitivities.

The remaining papers in this issue, several of which are revised versions of papers presented at the World Library and Information Congress in Oslo last year, describe and discuss various aspects of professional practice. The first of these, 'Resource Sharing Within an International Library Network: using technology and professional cooperation to bridge the waters', by Barbara A. Butler, Janet Webster, Steven G. Watkins and James W. Markham, describes the resource-sharing system developed by the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC), which uses a unified search interface to query the catalogues of individual IAMSLIC member libraries and also maintains an online union list of marine and aquatic serials. The authors consider that this successful program could serve as a model for other library organizations interested in sharing resources and extending access among their members. This paper was not presented in Oslo.

In the first of the Oslo papers, 'There be Dragons… learning management and library systems in Canada', Lynn Copeland, University Librarian and Dean of Library Services at the Simon Fraser University Library notes that, while the importance of library resources and services to academic success is demonstrable, most current Learning Management Systems (LMS) do not support their integration, although there are positive indications that this will change. The paper outlines the wide variety of LMS's used at Simon Fraser University and the SFU Library's active on-campus course-based instruction programme, noting that efforts to extend the programme to the LMS environment have been both challenging and frustrating, although some success has been achieved.

In another non-Oslo paper, 'The World Wide Web Enhancing E-government in the Caribbean: an assessment of Government portals or gateway websites', Fay Durrant, Professor and Head of the Department of Library and Information Studies at the University of the West Indies in Jamaica, identifies and examines the portal or gateway sites established on the World Wide Web by the governments of seventeen Caribbean Community member states to facilitate the delivery of e-government information and services. The research also assesses the roles of librarians and libraries in enhancing citizens' access to e-government information.

The next Oslo paper, 'Building Capacity for Global Education in a School Library Media Education Program through International Exchange', is by Cynthia Houston, Assistant Professor for Library Media Education at the College of Education and Behavioral Sciences, Western Kentucky University. The paper describes efforts to develop a global perspective among students and faculty in the University's Library Media Education Program, through an international exchange program with the Colegio San Estanislao de Kostka Catalunya, a private school near Barcelona, Spain. The author concludes, "For school library media specialists and educators of school librarians, it is now becoming vitally important be active participants

in locating, evaluating and using information from the worldwide information environment. Participating in international exchanges in library media education is an important part of this process."

We return to Canada for the next Oslo paper, 'Public Library Partnerships which Add Value to the Community: The Hamilton Public Library experience', by Beth Hovius, Director of Public Service and Collections at the Hamilton Public Library in Ontario. The paper describes and analyses the effectiveness of a range of partnerships with other organizations which have strengthened the Library's role in the provision of literacy and information services and added value to the City of Hamilton. The focus is on community-based partnerships although the Hamilton Public Library also has many active partnerships with other libraries at the provincial and national level. The paper describes how the Library's role within a partnership has gradually evolved from information and referral to content management and community empowerment.

The next paper – not presented in Oslo – is a literature review of 'Key Publications in Library Marketing', by Christie M. Koontz, Dinesh K. Gupta and Sheila Webber. It reviews key contributions to library marketing literature from the early 1970s to the present; many of the citations lead to hundreds of publications in this field over the last 30 years, the majority of which are in English. For a follow-up paper, the authors solicit contributions from non-Western authors and references to other key sources recommended by readers.

The last two papers in this issue were both presented in Oslo. In the first of these, Jon Birger Østby of the Norwegian Archive, Library and Museum Authority, discusses 'Cross-Sectorial Challenges for Archives, Libraries and Museums'. Noting that, while archives, libraries and museums are all established to serve society and their users, there is considerable overlapping of sources among them.

For example, archives, libraries and museums all collect photographs; and a survey in Norway has show that both museums and libraries may have large and important collections of private archives. The overriding challenge to archives, libraries and museums is the use of information and communication technology, while improved cooperation between these institutions requires opportunities for them to meet, such as seminars, conferences or networks. The author concludes that, for users, it is irrelevant whether the sources of knowledge and experience are in the keeping of archives, libraries or museums. Their first concern is to obtain access to the sources they seek and to make use of them, regardless of the different sectors involved.

The final paper in this issue, 'Caught between Print and Electronic', by Kari Stange of the Department for National Coordination and Development of The Royal Library of Sweden, describes some of the experiences gained in developing the BIBSAM consortium in Sweden, which has been licensing e-journals since 1998. Several different business models have been tested during this period; the key issue is to strive for models that are cost efficient when taking the whole life cycle of licensing e-journal content into account. Although the models with the highest potential for cost efficiency for consortia are the 'big deals' where all members have identical access rights and where the same terms apply for all journals licensed, this conflicts with the need of individual libraries for greater flexibility. Moving to electronic-only subscriptions allows for greater cost efficiency, but mechanisms are needed for adjusting the total consortium cost in such cases as publishers' portfolios change.

This issue of IFLA Journal is the last to be compiled before the World Library and Information Congress in Seoul, Korea, although it will be published after the Congress. The next issue, Volume 32 number 4, will see the first contributions from the Seoul Congress; in the meantime, enjoy the products of last year's Congress, and the other papers, published in this issue.

Limits to Freedom of Expression? considerations arising from the Danish cartoons affair

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Abstract

The distress and anger caused by the publication in a Danish newspaper of cartoons containing satirical depictions of the Prophet Mahommed is the starting point for an exploration of the dimensions of the right to freedom of expression contained in the United Nations Declaration of Human Rights. Related rights and duties to the community are examined alongside the explicit limitations on freedom of expression contained in the Declaration. The principles of harm and of offence as set out respectively by Mill and Feinberg are applied to the problem, and the concept of proportionality in interpreting laws, and the exercise of decorum in satirical comedy are also discussed. The need for librarians to adopt policies for controversial materials, which defend freedom of expression and freedom of access to information whilst respecting community sensitivities is reasserted.

Keywords: access; freedom of expression; human rights

Introduction

In September 2005 a Danish newspaper *Jyllands Posten* published a group of cartoons containing satirical depictions of the Prophet Mahommed. As Islamic communities throughout the world gradually became aware of the publication of the cartoons there were many passionate expressions of distress and anger, largely on two grounds: first that Muslim belief does not accept pictorial representations of the Prophet and second that the cartoons associated the Prophet, and Muslims generally, with terrorism. Public demonstrations, some of them violent and resulting in loss of life, and protests directed mainly at the newspaper and the Danish government followed, whilst the cartoons were reprinted by a number of newspapers in other countries in solidarity with the original publishers. The complex of issues contained within this case is obviously of deep concern to librarians for a number of reasons, most notably the commitment of the profession to freedom of expression as a basic value of library and information work, but also because of the global role of libraries in contributing to providing access to the widest possible range of information and ideas for communities whatever their beliefs. IFLA's FAIFE (Freedom of Access to Information and Freedom of Expression) core activity provides a central professional focus for addressing these issues and has called for informed and tolerant contributions to the debate. The present article is intended to respond to that call.

The essence of the debate is a clash between two opposed views of freedom of expression. One, put forward by *Jyllands Posten* and its supporters, is that what occurred was simply an exercise of a right of freedom of expression that is central to the effective working of democratic society. The other, as expressed by the Muslim opponents of the publication of the cartoons, is that there

are limits to freedom of expression, and that one of these is the denigration of religion and through that the insulting of the community of religious people. The central concern, then, is the question whether there are limits to freedom of expression: is there anything that cannot be said, or circumstances under which things cannot be said? Following from this there is a cluster of other questions. If freedom of expression does have limits, just how can these limits be defined? Is the giving of offence one of the possible limits to freedom of expression? How can we identify the boundaries of what might legitimately be considered offensive? Is there any kind of right to take offence? Finally, what does this suggest for the practice of librarianship? There are a number of ways by which these questions can be addressed, but by setting them in a framework of human rights it is possible to use a language and a way of thinking that is current and widely accepted. It is also the framework explicitly used for the IFLA FAIFE core activity. This article will basically use this approach, but will also introduce some criteria for assessing the danger of offence that may differ somewhat from those offered in other commentaries on the issue.

The Grounds for Freedom of Expression

It is normal in discussion to derive arguments on freedom of expression from the United Nations (1947) Universal Declaration of Human Rights. This contains in its Article 19 the most widely accepted formulation of the right of free expression, which makes a natural starting point for the present discussion. However, it must be remembered that the whole concept of human rights and of any right set out in declarations, conventions, treaties, constitutions and laws is essentially a distillation of centuries of philosophical discussion and debate. Human rights are not a concept given to mankind from some external source. There is reasoning behind them and they remain open to discussion and reinterpretation. The use of the Universal Declaration as a basis for argument cannot be because it is somehow 'true' but rather because it is the best and most widely accepted statement of human rights. Furthermore, the whole set of rights included in the Declaration provide important perspectives on the discussion of freedom of expression and it is a mistake to discuss what the Universal Declaration says in Article 19 in isolation from these and from informed commentary on human rights generally.

The Preamble to the Universal Declaration sets human rights in the context of 'the inherent dignity' as well as 'the equal and inalienable rights of all members of the human family'. This concept of the human dignity applying equally to all is thus intended to pervade the whole of the Universal Declaration.

With that in mind we can turn to what the complete Article 19 says:

> Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. (*Universal Declaration of Human Rights,* Article 19)

It is first of all a right to freedom of opinion: an essentially private right. Only after that is it a right to freedom of expression: a more public right. For librarians the key thing is that in setting out a right to 'seek, receive and impart information and ideas' it provides as good a rationale for the practice of librarianship as can be found.

It is also relevant to this debate that the Universal Declaration protects the right to religious faith (actually before it protects freedom of expression):

> Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. (*Universal Declaration of Human Rights,* Article 18)

Two important things about Article 18 are that this is first of all a right of freedom of thought and conscience that includes religion. It thus protects the views of those who have no religion and who may feel an antipathy to religion. Secondly, in protecting a right to change religion or belief it implicitly protects the right to persuade others to change and confirms that by protecting public manifestations of religion or belief, including teaching. The Universal Declaration thus recognizes that it is not merely a right to have beliefs, but to change beliefs and also to seek to persuade others to change their beliefs. Again implicit in this there must be a recognition that

the process of persuading others to change will naturally include communication that is critical or even derogatory to an existing belief. Article 18 does not protect beliefs, as such, from negative comment (though respect for human dignity could protect individuals from negative comment on their own particular beliefs).

That said, it is necessary to ask what freedom of expression actually means. Looking for earlier statements of freedom of expression that might help inevitably leads towards the First Amendment to the American Constitution. The 18th century was the period in which modern thinking on human rights was worked out, and the First Amendment is a classic 18th century statement of the freedom of expression:

> Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. (*First Amendment to the Constitution of the United States of America*, 1791)

The First Amendment is quite clearly first and foremost a statement of individual rights and offers protection against the violation of those rights by government, identified here as 'Congress'. Quoted in full it has elements sometimes forgotten: it rejects an official establishment of any one religion, whilst protecting the practice of all religions. It also protects peaceable assembly and the petitioning of government. These are important statements, but it is the protection of freedom of speech and the freedom of the press that are most frequently cited. Although they might be considered as a single right, they are actually two related rights: the freedom of personal expression, and the freedom of public expression (using the medium of the press, and in modern circumstances all the other media now available). The distinction is important. The two aspects of expression have different levels of effect and tend to be justified in rather different ways.

Philosophers have sometimes justified the individual right of expression as a minor and innocuous right, but at the same time claims for its power are also common. That two such different views can be held is not surprising if we distinguish between a personal statement made impromptu in the presence of only a few (basic freedom of speech), with a carefully calculated statement put out before a substantial audience or using the media (freedom of the press). The power of the word to bring about, or contribute to, change is presumably indisputable. It is this power that leads to calls for freedom of expression to be used responsibly.

When those who already exercise power also use the word as one of their instruments, the argument for responsibility is persuasive. The philosopher Immanuel Kant, for example, argued that the freedom of expression might need to be controlled and restricted when it came to its use by those in authority (Kant, 1784). The danger of the call for 'responsible' use of freedom of expression when applied to the ordinary citizen is that it can amount to a pressure for self-censorship. Indeed, in systems of government where authority actually requires 'responsible' use, this is essentially a basis for a system of formal censorship. For this reason the fear that there will be calls for responsible use of freedom of expression is a natural one. The editor of *Jyllands Posten* is said to have deliberately chosen to publish the offending cartoons because he believed that the Danish media already practised self-censorship in relation to the country's Muslim community. Subsequently the response to Muslim protest has included strong claims that a climate of self-censorship was the likely result. Nevertheless it is clear that, outside the most extreme libertarian circles, the right to freedom of expression is always seen as subject to certain limits and conditions.

Limits to Freedom of Expression

Limitations on freedom of expression are made comparatively explicit in the formal agreements on human rights drawn up by governments. The European Convention on Human Rights (1950), for instance takes the wording of the Universal Declaration almost intact into its Article 10, but adds important further statements specifying a number of those limits.

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.

2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary. (*European Convention on Human Rights,* Article 10)

These are not the only limitations that might be suggested. They do, however, embody the key areas of concern that states cite when imposing limits on the exercise of freedom of expression. It is also worth noting that national security, territorial integrity and public safety are also the chief basis on which those states that particularly fear what their citizens think and say introduce control of expression, despite formally signing up to the international declarations of human rights.

The identification and definition of limitations to freedom of expression is, as implied above, a dangerous business. Done rashly it threatens to undermine the whole structure. Yet it is a fundamental principle expressed in Article 29 of the Universal Declaration that such limitations do exist. They are expressed in terms of 'duties to the community' and their scope is constrained in general terms by considerations that include respect for the rights of others.

1. Everyone has duties to the community in which alone the freedom and full development of his own personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare of a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations. (*Universal Declaration of Human Rights,* Article 29)

If this is in danger of being seen as insufficiently strong on the circumstances in which human rights can be limited, then in the 30th and final Article of the Universal Declaration, the point is made even more directly.

> Nothing in this declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein. (*Universal Declaration of Human Rights,* Article 30)

The second clause of Article 29 calls for the law to be used as the test of what might be invoked as a limitation to the exercise of the rights (including the right of free expression), and Article 30 sets what looks like an absolute limit to the 'destruction' of rights and freedoms. However, this is unlikely to be sufficient to satisfy both parties in disputes over the more difficult aspects of any given right or group of rights, as the Danish cartoons affair amply illustrates. Something more, something more capable of being used as a means of working out a good solution to damaging disputes, is obviously required.

The calculation of what is known as 'proportionality' – the assessment of whether or not an action by authority imposes greater restrictions than those necessary to achieve its proper purposes – offers such a tool. The problem is that whilst anyone can form a personal view of where the proportionality lies in a given clash of laws or rights, it is the courts of law that are likely to be the forum in which a decision is made. Thus, Article 29 places the responsibility in the hands of the legislators and the use of the principle of proportionality relies on the judiciary. Where can ordinary citizens, or indeed ordinary information professionals, who need to work out their own response turn for more specific guidance? A common and appropriate resort in such dilemmas is the harm principle, as set out by Mill (1859). He suggested that the use of freedom of expression could reasonably be limited if it caused harm to others. The idea is usually illustrated by saying that it would be a harmful use of freedom of expression to shout 'Fire!' in a crowded theatre. The attraction of the use of harm as a guiding principle is that harm can quite often be measured: it might involve financial loss or personal injury. However, in this context it is generally taken to mean harm to the rights of others and as such it requires more or less the kind of calculation of proportionality suggested above.

It is clear from recent experience that offence has entered into the list of forms of harm that would need to be taken into the calculation. There has been an increase of cases in which people, usually members of religious groups, protest vehemently that they have suffered offence and that they should be protected from this. Two examples from Britain illustrate the point that this is certainly not confined to the Muslim community. There was a comparatively enormous volume of Christian protests at the TV transmission of *Jerry Springer: The Opera*, in which there was a comic and disrespectful portrayal of Christ. The protests included death threats to the executives who approved the transmission. Street protests by members of the Sikh community in Birmingham at the performance of the play *Behzti* (which had scenes portraying criminal behaviour taking place in a *gurdwara*) reached such levels that further performances were cancelled because of the risk of harm to people and property. What this shows is that the Danish cartoons affair is not unique in turning attention to the idea that the giving of offence might be considered as a kind of harm in its own right.

A recent attempt to render this coherent is Feinberg (1988)'s offence principle. Recognizing that offence can be very deeply felt and that its consequences are potentially extremely damaging (as very directly illustrated by the Danish cartoons protests) Feinberg offers what is effectively a means of modelling offence. The principle suggests that assessment of offence should take into account issues such as the motives of the speaker, the number of people offended, community interests, and the extent to which the material could be avoided. This is, however, after the event. Much the same approach is open to those contemplating making some form of communication that might be considered offensive. Thus individuals with sincerely felt views that they knew would offend some people might still decide that it was necessary to exercise their freedom of expression because their point was too important to keep to themselves. They would need to work out whether they were directing their statements to a minority (which might be vulnerable and sensitive to criticism) or the majority (which might be seen as requiring a shock to its views). They would be encouraged to examine whether what they communicated was likely to damage community interests, perhaps by provoking communal strife

or risking destructive public protest. They could also decide what forums or media would be most appropriate (for instance, an academic journal read by a few specialists or a popular newspaper read by many). Used in this way, Feinberg's offence principle offers a way to balance the danger of self-censorship against the risk of giving offence. Whilst it is helpful, the problem remains. How can limitations be applied in any given case without damaging the principle of freedom of expression?

Working with Limitations

Even key statements on freedom of expression, such as Article 10 of the European Convention on Human Rights, identify limitations and thus effectively compromise the principle. It is clearly not the recognition of limitations that is the main issue, but the precise application of limitations. What is useful here is to consider the two questions of audience (or readership), on the one hand, and media employed, on the other hand. This is implicit in much of what Feinberg suggests. There is a big difference between communication addressed to an audience consisting of an ordinary individual, a few individuals, or even the general populace, and communication addressed to those who hold power as rulers, elected or unelected, representatives and officials. There is also an appreciable difference between messages put out by individuals on their own responsibility, and messages that originate from officialdom or are circulated by some media organization.

Taking the question of media first, a speech made on the street (for instance at Speaker's Corner in London, a traditionally tolerated venue for the expression of all kinds of views) a privately printed pamphlet, a letter to a newspaper, or a personal web log, is one thing. An article or column in a newspaper, a programme broadcast on radio or TV is another. The latter may possibly represent a journalist's deeply felt personal view, but it also represents the editorial policy, whether *laissez faire* or highly directive, of the owners and editors of the medium concerned. It is not entirely sound to claim that the principle that protected the freedom of the press alongside freedom of speech (as in the US First Amendment) applies just as much to a modern newspaper as it did to the 18th century newspaper. There is an enormous

contrast between a weekly sheet owned, printed and largely written by one person, and the products of a modern media corporation. Many such corporations have global finance, global reach, power over their salaried journalists, and, crucially, very close relationships with governments. Much of what is published via the global media comes from a position of power akin to that wielded by the rulers of states, and the duties to the community set out in Article 29 of the Universal Declaration apply, if possible, more strongly to those who have power than to those who have little or none.

In case this seems to denigrate the role of independent journalists and writers, or independent media, it is important to say that there is no such intention. The courage of such people and their role as keepers of the popular conscience remains as valid as it ever did. Every year numbers of journalists are intimidated, assaulted and killed in the exercise of their profession and protecting and supporting them is a vital aspect of freedom of expression activity. The point is that the levels of 'responsibility' that we might expect from an individual communicator, independent media and global corporate media differ from each other. Indeed, it could be suggested that there is a ratio between the power of the communicator and the level of responsibility not to give offence that can reasonably be expected. The power held by the communicator is one element in the equation; another is the audience to which the communication is addressed.

Messages addressed to those in power do not automatically carry an obligation to exercise restraint, whatever those holding power may say. Laws that oblige citizens to respect their rulers are an abomination and a clear indication that those rulers do not deserve respect on the basis of their character and deeds. Political invective and satire are potent means to pursue change. The history of the political cartoon is an example of the principle of purposeful disrespect in action and this probably explains any discomfort that people from old established democracies feel when the validity of the cartoon as a means of conveying political messages seems to be put in question. The case is well made by Spiegelman (2006), himself a distinguished cartoonist. The largely unrepresentative system of government in Britain during the 18th and 19th centuries was subject to savage, defamatory and often scatological cartoons

by the like of Gillray and Rowlandson. Cartoonists in Britain and other countries made genuine contributions to beneficial change by pointing out the abuses, hypocrisies and absurdities of those in power. As Morreall (2005, p.63) puts it:

> Political cartoons have been part of newspapers almost as long as there have been newspapers, and the rise of democracy in the eighteenth and nineteenth centuries was correlated with the rise of sophisticated political cartooning.

The advice of Confucius 'Tell the prince the truth, even if it offends him' is as valid today as it ever was, and it applies to potentially offensive forms such as the cartoon.

However, the case is altered when one considers messages addressed to broader audiences and directed at the beliefs or other distinguishing characteristics of other groups. This would particularly apply to the so-called 'hate speech', which is a direct threat to the rights of others. This is because hate speech first of all denies recognition of 'the inherent dignity' of all human beings and their 'equal and inalienable rights' as set out in the preamble to the Universal Declaration of Human Rights. In the second place it can threaten their more specific rights as set out in the Declaration. Speech or other communication that incites hatred, particularly on grounds of race and religion, and effectively threatens the rights of its victims is a criminal offence in the laws of a number of countries. The availability of law that is capable of offering redress for those who are the victims of derogatory communication that does not fall within legal definitions of hate speech is less obvious. Individuals can use the laws on defamation to contest and seek compensation for statements that damage their reputation. This is a difficult road to take because, amongst other things, it allows the author of an allegedly defamatory statement to attempt to show in court that the statement was justified, with possible further damage to reputation. Nevertheless, many of those who believe they have been defamed do make use of these laws.

There is obviously a logical argument that the concept of defamation should apply to statements that threaten the reputation and dignity of a group of people just as much as to statements made about an individual. It seems to be the case that systems of law generally do not easily

accommodate the concept of group defamation. Here the Muslim protesters against the cartoons asked a valid question: if the law does not seem to offer them redress, what is available to them but public demonstration? In turning to this they exercised another human right, that of peaceful assembly.

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association. (Universal Declaration of Human Rights, Article 20)

Here the important word is 'peaceful'. Human rights and the laws of nations do not permit riot, the destruction of property, assault on other people and the making of direct threats of violence including murder. The rule of law has at its very heart the specific purpose of protecting the peace of the community by denying personal revenge, duelling, feud and riot as responses to offence, whether that offence is verbal or physical. The law takes to itself the responsibility of dealing with the consequences of offence and in doing so creates a fundamental distinction between advanced and backward societies. Peaceful protest and campaigns to change the law are the only genuine remedies in cases where citizens feel that the law has failed to protect their rights.

If there are strict limits on the scope of responses to offence, we have to turn back to the responsibilities of those who might risk, or actually seek to give, offence: this means political and social commentators, and satirists such as cartoonists. If the law does not set clear limits on the types of statement that can be made about groups of people, are there sources of guidance available to those who might feel that they have a valid point to make (which might prove offensive to a particular group)? There are. For example, the need for restraint in addressing the vulnerable is one that has been examined in the literature of comedy. Modern comedy, 'stand-up' in particular, can be savage and is explicitly intended to be disturbing. In theory no issue should be exempt from the attention of the comedian. However, even the most outrageous comedians do work within some generally unspoken limitations. This has been identified as the exercise of 'decorum'.

> Decorum can be defined as a decision about the form of expression which is publicly

judged appropriate for a given setting and theme. (Palmer, 2005, p.80)

This could be seen as including a calculation of the offence that might be given by a particular humorous theme or style. The exercise of decorum applies particularly in everyday life, but a kind of licence that permits satirical humour to exceed the boundaries of normal decorum is accepted in the modern world. In venues and media such as theatres, nightclubs, magazine articles and cartoons, it is accepted that different standards apply.

Palmer's (2005) argument is that in licensing satirical humour society recognizes the existence of many different 'discourses' and stands back from the imposition of a single unified 'language'. In this way the contradictions and tensions of communal life are given recognition and, implicitly, the possibility of change accepted. In the first place this requires the 'permission' of the state, but it can be further argued that the permission of those who might be objects of satire is also needed. By this it is not meant that all comedy should be checked and approved by those it might offend. Rather it means that whilst comedians can assume a broad social permission for their art, they should retain sensitivity to the feelings of those, particularly vulnerable groups, that they might be seen as addressing. Working this out, the implications of this sensitivity in practice are problematic and the outcomes not consistent. For instance, the exercise of decorum by male comedians might now be taken to include the avoidance of gratuitous insult to women. At the same time, it might be accepted that after centuries of female subordination to the male, a female comedian might well exceed similar limits in her commentary on men. In doing so, she would at some level or other be working with the permission of men and, arguably, for the good of men. What this means is that for comedy to perform its licensed role in society, the exercise of decorum is required and the calculation of what that means in practice depends on some sense of permission. However, for that to be effective it does, in turn, depend on the assumption that any specific group will show its commitment to pluralistic values in society by extending at least elements of such permission. Thus in the end we return to the communal values of tolerance and understanding that inspire the concept of human rights and underlie belief in the significance of freedom of expression.

Conclusion

The role of librarians and other information professionals is to facilitate public access to information and ideas. This includes the products of the human imagination as well as those of scientific and philosophical enquiry. Comedy is thus just as much a concern of librarians as is the scientific literature. Even where comedy is the source of passionate dispute, as was the case with the Danish cartoons, the librarian still has a basic professional duty to assure that legally published material is available to those who might wish to consult it. Of course, there would be a big difference between keeping a copy of an offending document on file for free consultation and displaying it publicly on the walls of the library, or on its web pages. Somewhere between the two the librarian can strike a decent balance without either abandoning the principle of free access to information or gratuitously giving offence to either an individual or a group within the community.

If there is a problem it is in explaining the position that the library might take on such an issue, particularly to those whose sense of offence might extend from the originators of the statement (be it cartoon, or whatever) to an institution like a library that makes it available. The purpose of this article has been to open some of the relevant lines of argument that influence the librarian's defence of freedom of expression and freedom of access to information. It is not really sufficient to say that the law permits it and that the principle of freedom of expression demands it. It is important at least to recognize the complex interrelation between the various human rights, of which freedom of expression is one. There is also a necessity to think clearly about the avoidance of harm and offence in balancing human rights with each other and to develop an awareness of how freedom of expression might work in society. This article only introduces such an approach. In the end it is the responsibility of professionals to debate these issues among themselves and come to informed and well-considered positions that they can present to their community.

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Resource Sharing within an International Library Network: using technology and professional cooperation to bridge the waters

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Abstract

The International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC), comprised of 325 members from 86 countries, has a long history of resource sharing based on personal connections among its members. In 2002, IAMSLIC developed a resource-sharing system using a unified search interface that relies on Z39.50 broadcast search capabilities to query individual catalogs. In addition to the IAMSLIC Z39.50 Distributed Library, which searches standard OPAC catalogs, smaller libraries can share library holdings through the online *Union List of Marine and Aquatic Serials*. Member libraries may submit interlibrary loan requests for items located through either avenue. This successful program may serve as a model for other library organizations interested in sharing resources and extending access to subject-specific materials amongst member libraries.

Keywords: aquatic libraries; IAMSLIC; interlibrary loan; marine libraries; resource sharing

Introduction

Resource sharing, a well-established practice among libraries in most developed countries, cannot be taken for granted in all libraries. Barriers to sharing include underdeveloped infrastructures, institutional restrictions on cooperation and lack of staff expertise. Even those with the luxury of excellent interlibrary loan (ILL) systems occasionally use a personal connection or manipulate the established system to get an item quickly or track down the obscure item. Professional networks and personal contacts can be useful for rush requests or finding specialized, uncataloged resources but this process takes time and even the best personal network can fail. Members of an organization may rely on an e-mail discussion list to alert colleagues of their needs. However, discussion lists can be flooded with interlibrary loan requests to the detriment of professional discussion. Established interlibrary loan processes are appropriate for the bulk of resource-sharing requests for those with access to such processes; yet there remains a need for efficient use of professional networks to supplement traditional ILL services and, in the case of colleagues in the developing world, to establish resource-sharing options. A professional organization builds the capacity, or self-sufficiency, of all members by endorsing a resource-sharing system for its network. Improving the skills of members, and validating the essential importance of library services to their institutions, are two examples of this. The International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC*)* developed a resource-sharing system that uses our professional network to enhance the library services our members provide.

Resource Sharing in IAMSLIC: A Specialized Library Association

Members of IAMSLIC work in libraries ranging from large marine and oceanographic institutes to small field station libraries. Their mandates vary, and this is reflected in the size and focus of their collections. Members acknowledge that one of the association's strengths is our ability to communicate and share resources within a somewhat cohesive community. IAMSLIC members are committed to sharing resources and respond to the needs of professional colleagues sometimes in spite of institutional policies, such as cost recovery and priority users. While committed in spirit, members face challenges with the practicalities of sharing resources given the spectrum of policies, library sizes and locations.

Major libraries can be overwhelmed with requests as they are seen as having the needed resources; but among IAMSLIC libraries, many of the smallest collections have both core resources and highly desirable unique items. The biggest challenges in accessing smaller library catalogs are searching and requesting items across a wide variety of systems. Our library systems range from sophisticated commercial products to homegrown spreadsheets. Staffing also runs the gamut from the large university library to the marine laboratory library with a staff of one. Finally, IAMSLIC is international: 325 members are spread among 86 countries throughout the world; we speak different languages; we have varying degrees of Internet access; and we operate in diverse information landscapes. Shared cataloging utilities and interlibrary loan systems are not a given in IAMSLIC member libraries and neither are MARC records. Our goal is for all interested members to participate in the resource-sharing program. Those from small libraries with core or specialized collections can make those materials more widely available and requests for more obscure items can be directed to larger research collections. Identifying and sharing our collections enhances access for all and remains a priority for our organization.

Since IAMSLIC's inception in 1975, we have relied on several tools to allow us to share subject specific resources needed by our patrons (See Table 1). The older tools were problematic yet useful. Serials lists and directories need constant updating to remain current and comprehensive. Without paid staff, it was difficult to ensure that listings were consistent and reflected developing technologies. For instance, our early directory focused on the marine components of our collections, yet was not expanded to include aquatic (freshwater) collections when our organization expanded in scope to include that perspective. Also, changes in document delivery technology such as ARIEL and new modes of communication such as e-mail were not captured and tracked in our *International Directory of Marine Science*

Date	Title	Format	Content
1984	MUSSEL: A Union List of serials in marine science libraries	Microfiche	10,000 marine science periodicals from 55 libraries (Meadows et al., 1984)
1987	International Directory of Marine Science Libraries and Information Centers	Ring binder	Contact information and lending policies for IAMSLIC member libraries (Winn, 1987)
1990–present	Union List of Marine and Aquatic Serials	Telnet access 1990–96; Web access 1997–99; MySQL relational database 2000–present	Journal holding records from a number of IAMSLIC libraries (Watkins and Wible, 1992)
1991–present	IAMSLIC Discussion List	E-mail	Discussion list open to IAMSLIC members and non-members

Table 1. IAMSLIC resource sharing efforts.

Libraries and Information Centers. The *Union List of Marine and Aquatic Serials* (*Union List*) has evolved along with changes in technology. Initially, it was compiled from DOS files with simple record delimiters. Now, its web front end and online forms enable all libraries to easily add, edit and manage their own records. The IAMSLIC e-mail discussion list, as with other subject specific library lists, became a major resource-sharing tool as members (and non-members) posted requests to the group. It is a fast and easy way to communicate, but also inefficient in that more than 300 people received the same request.

The Problem with Resource Sharing

We had a good electronic serials holdings resource and a means to communicate through the discussion list, yet were not satisfied with the inefficiency and inequity of our approach to resource sharing. An analysis of IAMSLIC discussion list postings in 1996 revealed that while the total postings to the list remained the same, the percentage due to ILL requests increased dramatically (Butler, 1997). The trend continued as ILL requests accounted for 45 percent of the discussion list postings the following year, higher than many other subject specific library discussion lists (Markham, 1998). A comparison of ten scitech library e-mail discussion lists showed that IAMSLIC had a higher percentage of total messages concerning ILL than any other list (Duda, Meszaros and Markham, 1997). IAMSLIC created a Resource Sharing Committee charged with investigating why our current tools were not working and recommending new approaches to the issue. The committee examined many different possibilities: the use of IAMSLIC regional groups as the 'first stop' for resource sharing; a three-tier system that guaranteed larger libraries last resort status; a separate listserv for ILL; partnering between large and small libraries; and a voucher system. None of these options worked well for IAMSLIC.

IAMSLIC took the first step towards formalizing the resource-sharing program and, as a compromise, continued to accept resource-sharing requests on the e-mail discussion list with the stipulation that the subject line must say 'ILL' and include the title being sought to allow easy filtering by those unable or unwilling to supply interlibrary loans. The discussion list remained the primary ILL

vehicle, and there were no significant improvements in our resource-sharing system. We lacked an ILL generating system; requesters did not always follow established guidelines; the e-mail discussion list remained open to non-members; and the responsibility for searching resided with the lender.

Looking beyond our network, we found a paucity of models that addressed the use of the professional network for resource sharing. There has been a concerted effort towards developing better end-user access to interlibrary loan and document delivery (Morris and Jacobs, 1999; Leon et al., 2003). Cornish discusses the move away from centralized interlibrary loan, espouses the potential of small, specialized collections, and suggests that alternative models to country-centric systems are possible (1991). The growth of consortial borrowing enhances access for the members of those networks, yet poses challenges (Brack et al., 1998; Weech, 2002; Bailey-Hainer, 2004). The UNIverse Project attempted to build a union catalog across countries with the eventual aim of providing unmediated access for library users throughout the European Union (Birch and Pettman, 2000). The pilot, using Z39.50, was successful, but funds for its implementation were not forthcoming. This is one example of resource-sharing projects that are reliant on significant funding, as well as consistent participation by all within the network, both of which pose difficulties for small, under-funded or specialized libraries and their professional networks (Clissman et al., 1998; Van Borm, 2004; Weech, 2002). However, many of the limitations UNIverse's creators discovered mirror the challenges IAMSLIC faced in developing a system (Birch and Pettman, 2000):

- the inconvenience of moving between physically disparate catalogs
- the problems of different record formats and languages as well as duplicate records
- the issue of scalability
- the disjuncture between searching and requesting

For IAMSLIC, we were looking for a system that would ultimately better serve our individual libraries' users, but would do so by better serving our members as librarians. Our focus has been to train and collaborate with each other rather than simply to supply articles to individual researchers, which was the historical pattern. By increasing IAMSLIC members' ability to find needed

material, their suite of resources for serving their end users would expand and effectively raise the profile of librarians and libraries within their parent institutions. Our resource-sharing system emphasizes that all members have a responsibility to learn new skills and commit to the two-way transfer of information. This is particularly important to members in institutions with no cultural or technical history of resource and information sharing among libraries. IAMSLIC, a small organization with minimal dues, had to rely on volunteers to both create the system and maintain it. We needed a decentralized system that used international standards and was accessible by all members willing to participate. We wanted to exploit the growing ubiquity of the Internet to share unique collections equitably.

Developing the Solution

Creating our resource-sharing system was an evolutionary process. In 2000, the United States National Oceanic and Atmospheric Administration (NOAA) Coastal Services Center developed a website to facilitate access to coastal resources through a federated search of library catalogs (Ball, 2001). NOAA offered to include IAMSLIC and the IAMSLIC Linking Libraries Project was established as a way to share online catalogs. In the system, a single query could theoretically search all Z39.50-compliant IAMSLIC catalogs. The variety of catalogs proved to be a technical challenge as not all member libraries have OPACs or Z39.50 capability. Even so, this was an important step towards better sharing through improved searching capability. We still lacked a way to complete the ILL transaction from within the system. We also wanted to involve all members in sharing, so needed ways to include those without Z39.50-compatible catalogs.

In 2002, the IAMSLIC Z39.50 Distributed Library (Distributed Library) was launched building on the NOAA model (Watkins, 2003). Initially, 44 libraries out of roughly 250 IAMSLIC members participated in the project. Implementing Z39.50 search capabilities to the *Union List* database so that it could be searched simultaneously with the library catalogs allowed additional libraries to participate in the program as lenders. Members can add serial holdings to this database instead of, or in addition to, linking their catalog. As most resource-sharing requests in the sciences are for journal articles, enriching this resource is essential to a successful system. The technical 'fix' for enabling Z39.50 searching of the *Union List* appears in Figure 1.

A standard Perl query script extracts holding records from the database. Output is formatted using basic XML markup tags corresponding to MARC fields and subfield delimiters. An XML-to-MARC 'crosswalk' (the MARC:XML module available from the CPAN Perl archive) converts records from XML format into USMARC format. MARC records are indexed using open-source Zebra Z39.50 server software from IndexData in Denmark and made searchable via the Z39.50 broadcast search interface.

A sample record tagged in the XML format appears below:

```
<record>
<field type="000">02652cas  2200229 a 4500</field>
<field type="001">ulist17</field>
<field type="003">UnionList</field>
<field type="005">20050115153755.7</field>
<field type="245" i1=" " i2=" ">
   <subfield type="a">Anales del Instituto de Investigaciones Marinas de Punta de Betin</subfield>
</field>
<field type="500" i1=" " i2=" ">
   <subfield type="a"> IFM-GEOMAR Library Westufer Leibniz-Institut fur Meereswisssenschaften has: 9.1972 - 24.1995 / Suppl. 1.1977</subfield>
</field>
</record>
```

Figure 1. Crosswalking XML to MARC to enable Z39.50 access.

All IAMSLIC members with Z39.50-capable catalogs were encouraged to allow their catalogs to be searched via this system. Consistent retrieval from the wide range of Z39.50 servers was challenging, so we refined our search system. A new broadcast search interface was developed using the PHP/YAZ open-source software from IndexData of Denmark (Watkins, 2003). The PHP/YAZ interface was customized to offer added functionality, such as displaying active links to electronic full-text documents using the MARC 856 field. As a further refinement, ISSN links to the native OPAC interfaces at participating libraries were added to facilitate access to more detailed holdings and circulation status information. Once we were able to consistently search catalogs from individual libraries as well as the *Union List*, we were ready to develop an easy-to-use ILL requesting module.

We devised a means to search and automatically generate a request, sending the borrowing library's information to the targeted lender. For participating libraries whose catalogs support Z39.50 queries, updating holdings is no longer of concern because the search is performed against their live library catalogs. The distributed library is open to anyone to search (http://library.csumb. edu/iamslic/ill/search.php). The resource-sharing component, limited to IAMSLIC members, works as follows:

- IAMSLIC members begin by searching either the Distributed Library, which includes all Z39.50-compliant IAMSLIC catalogs and the *Union List*, or they may search or browse the *Union List* independently.
- Search results are returned with *Union List* results appearing at the top of the list in order to distribute the lending workload to all IAMSLIC libraries, including small institutions and libraries from developing nations.
- The borrowing member chooses a catalog record from a lending library; provides a password; and is presented with the profile of the lending library (Figure 2).
- The borrower then selects his or her library profile from the database and is authenticated through an automatic check of the IAMSLIC membership directory. Their library borrower profile only appears in the system if their membership is current (Figure 3). The borrower then generates the ILL transaction, which is e-mailed to the lending library and copied to the requestor.
- The transaction is finalized between the borrower and the lender. The book is shipped or the article is delivered. Most IAMSLIC libraries
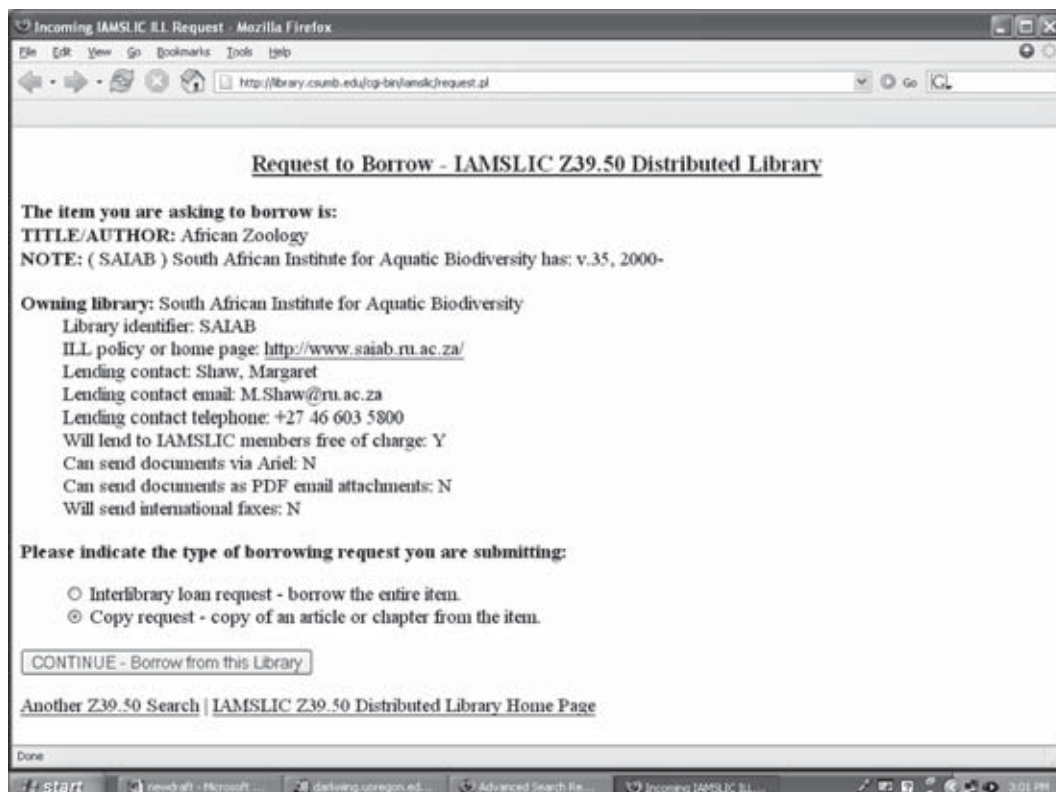

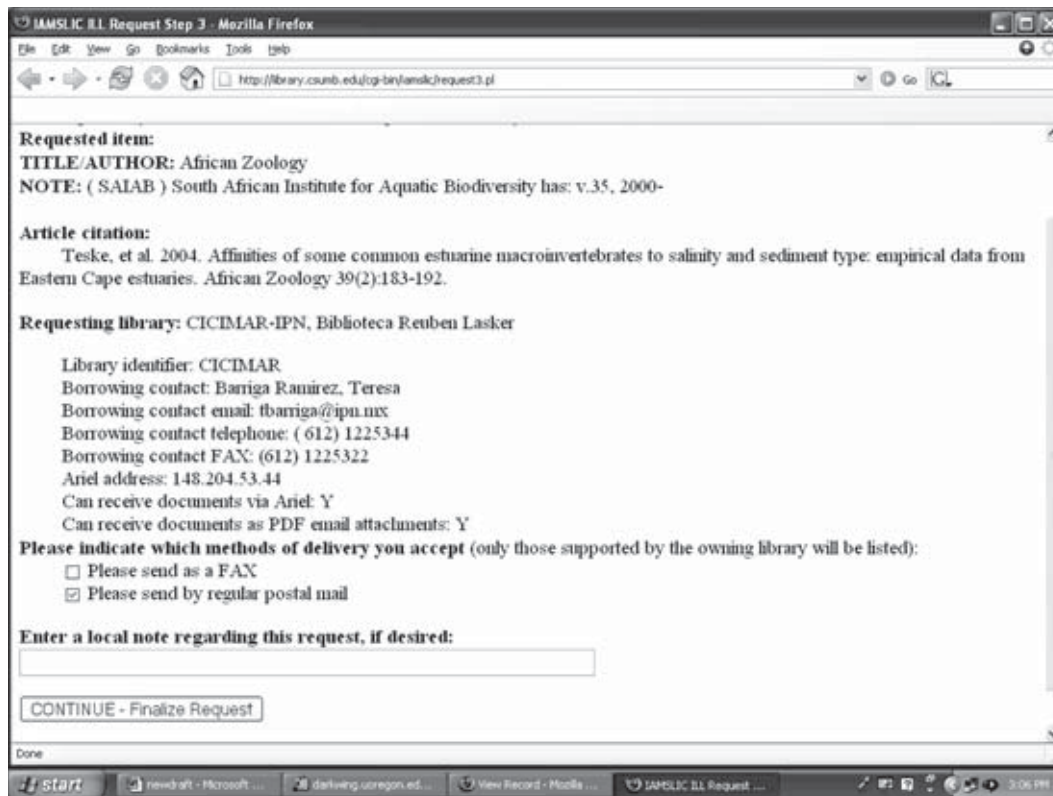*Figure 2. The lending library profile.*

Figure 3. The borrowing library profile and request generator.

supply articles via ARIEL, with many members receiving articles as e-mail attachments. The available delivery options are clearly explained in the borrowing and lending profiles.

Assessing Success

Throughout the process of developing and refining our resource-sharing tools, IAMSLIC has had seven goals, all geared towards an equitable, inclusive and efficient system. Each goal provides a measure of success.

Goal 1: Distribute the Interlibrary Loan Burden

At issue is the common problem of the largest collections being perceived as being the best resource or the best equipped to handle requests. Unfortunately, this perception is often wrong as these institutions suffer limitations on staffing and capacity along with the rest of us. The Distributed Library displays records from the *Union List* at the top of the results screen, therefore the holdings of smaller libraries appear first. Larger institutions such as the Marine Biological Laboratory (Massachusetts, USA) or Scripps Institution of Oceanography (California, USA) are given 'last resort' status and appear at the bottom of the listings with the note 'Please request from another library if available elsewhere.' Each transaction is recorded so that requesting patterns can be studied.

There are now 84 supplying libraries sharing the workload. Fifty-four lenders have included their holdings in the *Union List*, 39 lenders make their catalogs available via Z39.50, and ten libraries offer both. During the first four years in operation (July 2002–June 2006), the Distributed Library processed 2,032, 2,966, 2,733 and 2,741 requests respectively. Figure 4 illustrates that the 2005/2006 workload was distributed across 68 lenders. On average, no library received more than one request per day. The workload has been distributed broadly and our last resort lenders have been protected from filling requests from commonly held titles.

Goal 2: Increased Efficiency

ILL requests go directly to individual lenders, rather than the approximately 300 subscribers to the IAMSLIC e-mail discussion list. Figure 5 shows a summary of the percentage of ILL requests compared to total postings on the
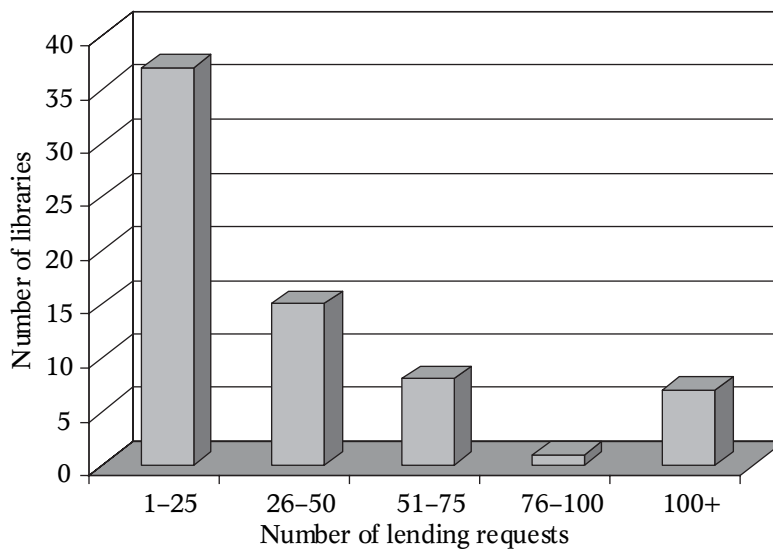
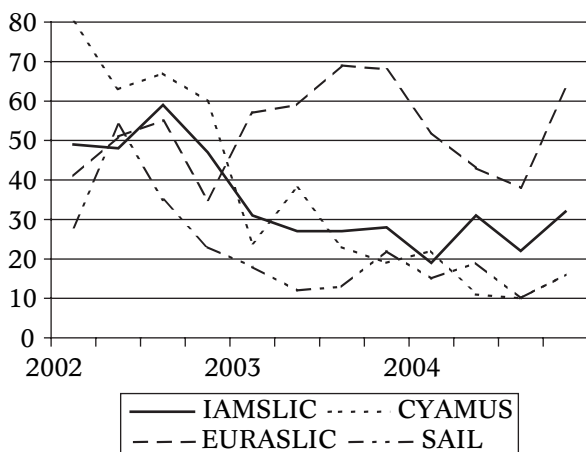*Figure 4. Distribution of lending workload, July 2005–June 2006.*

Figure 5. Percentage of IAMSLIC and regional group listserv postings due to ILL requests (after Markham, 2004).

various discussion lists related to IAMSLIC. The percentage of postings on the IAMSLIC discussion list decreased from 51 to 29 percent during the first year of the Distributed Library. This pattern holds true for the discussion lists of two IAMSLIC Regional Groups (Cyamus and SAIL). The EURASLIC Regional Group did not see the same decline because this group has a large number of non-IAMSLIC members who do not have access to the IAMSLIC ILL module and still post ILL requests to their regional discussion list.

Goal 3: Include All Compatible Catalogs in the Distributed Library

There are currently 39 participating libraries whose catalogs are searchable via Z39.50 and new additions occur on a regular basis. Some libraries have been unable to participate because their holdings are part of larger institution-wide catalogs. In other instances, we have encountered technical problems when attempting to connect to catalogs over the Z39.50 protocol. However, when combined with the *Union List* participants, nearly 25 percent of the IAMSLIC membership is represented, with a solid geographic and institutional mix. Requests have been generated from more than 100 different libraries in 39 countries (Figure 6), and 68 libraries from 18 different countries have filled requests. In the first two years of the program, US libraries received nearly 90 percent of all requests. However, during the past year, the geographic distribution of lending activity has shifted markedly, with 56 percent of requests supplied by US libraries and the remainder supplied from libraries as shown in Figure 7. Presentations at our annual conference and regional meetings familiarize members with the value of joining the Distributed Library. Growth appears to be steady as word spreads.

Goal 4: Include Small Library Holdings in the *Union List of Marine and Aquatic Serials*

The web-based *Union List* is available to any IAMSLIC member, as is help with loading and updating records (http://library.csumb.edu/iamslic/unionlist/index.php). The interface is easy to maneuver and works even with slow Internet connections. As an indicator of its utility, 54 member libraries use the online *Union List* to access and update their serials holdings. Recently, we initiated the *Listado Unido de Publicaciones*
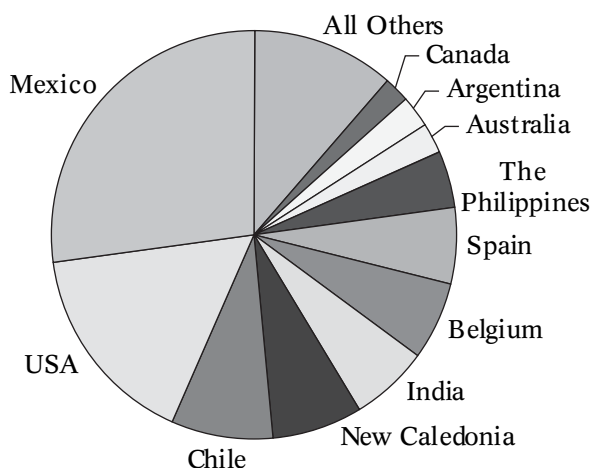
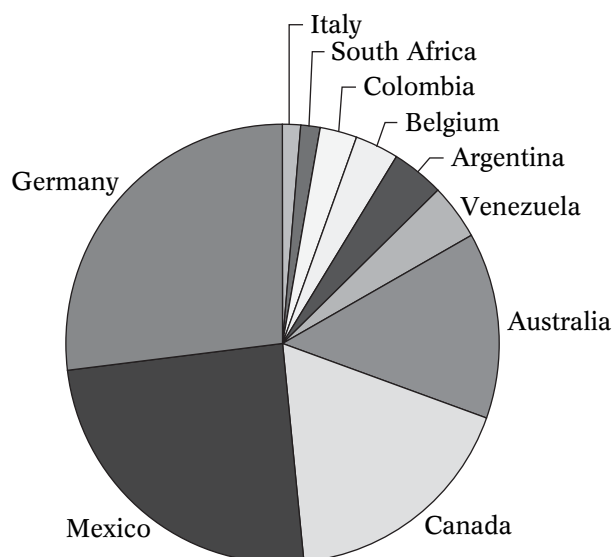*Figure 6. Borrowing by country, July 2005–June 2006.*

Figure 7. Lending by country, July 2005–June 2006 (56.2% of all requests were received by US libraries).

Periodicas (*Latin American Union List of Marine and Aquatic Serials*) at the request of the members in that region. It includes holdings from eighteen libraries, ranging from the Cuba National Aquarium Library to the larger collection of the CICESE in Ensenada, Mexico. Six of these eighteen libraries had their holdings represented in the original *Union List* and, as expected, by increasing the number of libraries represented in their regional *Union List*, the percentage of requests filled by Latin American libraries quadrupled, from 3.8 percent of all requests to 15.7 percent in the first year after the regional *Union List* was established. A similar effort is underway with member libraries in Africa. The regional lists are a mechanism to get more libraries involved in the Distributed Library as well as enhancing resource sharing within the regions.

Goal 5: Train Members to use the ILL Module

The IAMSLIC Resource Sharing Committee developed a PowerPoint presentation, in English, Spanish and French, to train users in both the Distributed Library and the ILL module (http://www.iamslic.org/index.php?section=27). Information is sent to every new IAMSLIC member and training sessions are included at the annual conference. When requests appear on the IAMSLIC Discussion List, we post a message describing how to use the library and encouraging people to try that avenue before resorting to the discussion list.

Goal 6: Help Users Overcome Common Mistakes

When members are not able to find an item they need in the Distributed Library or the *Union List*, their requests usually appear on the IAMSLIC Discussion List. The Resource Sharing Committee uses these as teachable moments to disseminate advice on effective strategies for using the system and to build members' knowledge.

Goal 7: Make the System Sustainable

The system needs to be manageable by volunteers and run on a participating institution's server. Initial system development benefited from a dedicated member's willingness to commit sabbatical time to develop the ILL module and to adapt and enhance the open-source software to meet IAMSLIC's specific needs. Ongoing maintenance requires a minimal time commitment to add new lenders, develop new features and to periodically update the underlying software. The individual lenders cover the cost of sharing materials. Responsibility for copyright issues resides with the borrowers. Training of new members and maintenance of the online IAMSLIC membership directory are handled by standing committees.

Comparing Fill Rates

We are accomplishing our goals of capacity building and development of a robust, equitable

system. However, the bottom line in any resource-sharing system is the fill rate: do members get their requests filled? We automatically track the number of requests made, but not the number of requests filled. However, a small sampling of the top lenders indicates higher fill rates for IAMSLIC requests than for requests generated through OCLC, which is the prevalent ILL system at these institutions (Table 2). This suggests that the Distributed Library is an efficient tool and that our collections form a cohesive and rich resource for our members.

In two cases where IAMSLIC fill rates were lower (Oregon Institute of Marine Biology and Duke Marine Laboratory), requests made for items located in main campus collections were not filled. Both libraries now share their holdings via the *Union List* rather than through their OPACs and expect to show higher fill rates in the future. Fill rates from the Marine Biological Laboratory, a last resort lender, may be lower because many requests received by them are not as easily filled, or they encourage requestors to look elsewhere for items that are readily available.

Sharing Resources Successfully

Resource sharing is a natural component of a library's services. It is not always the focus of a library association, but it can be. Multiplying the power of the professional network reaps benefits for all. We remain committed to developing our resource-sharing system, as it is a valuable asset for the IAMSLIC membership. Most IAMSLIC members use appropriate discretion and distribute their requests across lenders, but a small number have verged on abuse of the privilege, generating an unduly large percentage of the lending volume. Consequently, the IAMSLIC Resource Sharing Committee closely monitors patterns of use and may need to establish more formal policies.

Initial successes in resource sharing in IAMSLIC came about through group efforts and a philosophical commitment to sharing across geographic, technical and institutional boundaries. But, good intentions need to be put into action. We have benefited from the expertise of one member in particular. Now, other members contribute individually by loading records, offering their collections to borrowers and using the system. Others are exploring how to index OAI-compliant institutional repositories so searches may reveal available additional relevant full-text resources. Library organizations may want to consider a similar approach to resource sharing if the need exists and current tools do not address that need. IAMSLIC is unique in its international personality and subject focus, but we are not unique in our commitment to resource sharing.

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Library	Fill rate: IAMSLIC (%)	Fill rate: OCLC (%)
Hatfield Marine Science Center, Oregon State University	83	67
Moss Landing Marine Laboratories, California State Universities	83	70
University of Hawaii	83	28
Oregon Institute Of Marine Biology, University of Oregon	60	70
Marine Biological Laboratory, Woods Hole, Massachusetts	71	76
Duke Marine Laboratory, Duke University	20–25	85

Table 2. Sample average fill rates from top lenders with OCLC access.

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There Be Dragons ... Learning Management and Library Systems in Canada

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Abstract

The importance of library resources and services to academic success is demonstrable. While current Learning Management Systems (LMS) do not support their integration, the signs are positive that this will change. A wide variety of LMSs are used at Simon Fraser University (SFU) in Canada, compounding the problem. SFU Library has achieved considerable success in technology, having developed *reSearcher* for Western Canadian university libraries; maintaining active digitization, institutional repository and e-journal support programmes; and supporting a very strong e-collection. SFU Library has a very active on-campus course-based instruction programme; extending that programme to the LMS environment has been challenging and, at times, frustrating. Through technology, strategic activity and active involvement in online pedagogical initiatives, some success has been achieved.

Keywords: research libraries; library instruction; online library services; e-learning; learning management systems

Introduction

In this paper three topics are addressed: why libraries should be integrated with academic online learning; current technical barriers and reasons for limited optimism; and Simon Fraser University's (SFU) e-learning/library environment. Thanks are due to SFU Librarians Mark Bodnar, Gordon Coleman, Carla Graebner, Mark Jordan, Sylvia Roberts and Trish Rosseel for their helpful contributions.

Diana Laurillard, author of *Rethinking University Teaching* reiterated[1] what should be a commonplace: that

> A university is defined by the quality of its academic conversations, not by the technologies that service them.

Traditionally there has been a disconnect between Laurillard's vision and at least the North American learning environment, which is course-focussed, not necessarily enquiry-based, and incidentally not necessarily library-based. This has informed the development of Learning Management Systems (LMS's) to this point.

David Porter notes, in a paper[2] prepared for the Canadian Association of Research Libraries (CARL):

> Libraries … have tended to work under a different paradigm, providing students with access to online systems that allow them to "pull" information from catalogs, databases, and special collections to suit their learning or research needs. The notion of "pull" is a model of service congruent with more progressive higher education teaching and learning models [such as Laurillard's]… Thus librarians should be integral to the decision making process when it comes to selecting and

implementing a campus based LMS and determining best practices.

That librarians are not universally involved may be attributed to their traditional role being general rather than course-specific, to the fact that librarians as a whole haven't yet made their case, and to the fact that administrators and educators haven't yet bought into it.

That this has not yet happened is as much the librarians' responsibility as anyone else's; in many instances we have tended to preserve our traditional role rather than rethinking it in light of current academic practices. While enthusiastically embracing the electronic journal environment, the discourse about e-learning and information literacy has tended to controversy and to being inwardly focused. This is changing dramatically, with, for example, CARL issuing a policy paper on e-learning and libraries and involving itself at the national level in e-learning initiatives and *Library Technology Reports* devoting an issue to the topic[3]. On the other hand, it is disappointing to see that references to libraries' role in e-learning tend often to be at best superficial. There is even an implication at times that libraries are sinkholes for funding, and e-learning represents an opportunity to rid academia of this albatross. It is crucial for librarians to turn this situation around

by articulating what should be a model service, through advocacy at both the organizational and national levels.

Figure 1 (based on an examination of campus websites) suggests that on CARL campuses, the partnership between teaching support centres and libraries is weak. The black 'Yes' bar shows the percentage of campus or library websites which include each activity. The variables examined include:

Library website:

'Services to fac include' – does the Library's 'services to faculty' page mention support for online courses?
'Services to online students' – is there information about services to online students?
'Online guides' – are the library's guides online?
'Online tutorials' – are there online library tutorials?
'Interactive Online tutorial' – are there interactive online tutorials?

Teaching Support Centre Website(s):

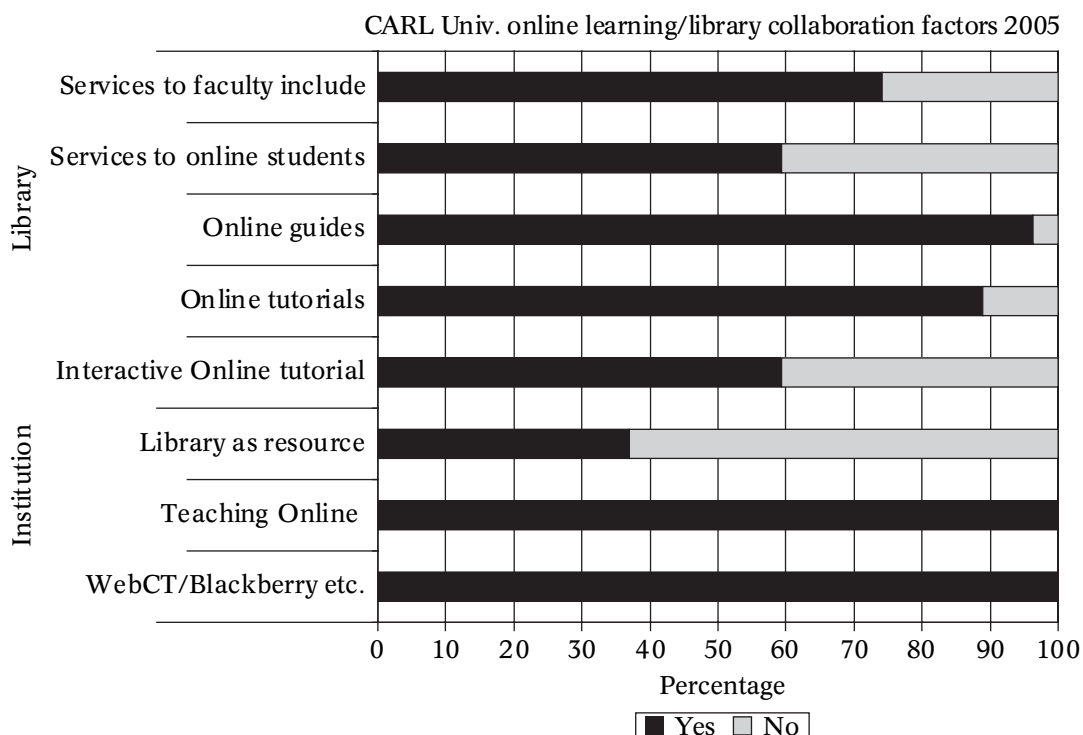'Library as resource' – are library resources and services listed?

CARL Univ. online learning/library collaboration factors 2005

Figure 1. Integration between campus e-learning and libraries.

'Teaching Online' – is there support for online teaching?
'WebCT/Blackberry etc.' – is a learning management system supported?

A high percentage of libraries provide online support materials (guides, course pages, etc.) and all universities support e-learning through provision of course management system software and online teaching support. What is concerning are the activities in which a low percentage of universities show evidence of engagement: few 'Library support to faculty' pages mention support for online learning; there are few interactive library instruction pages; and, of most concern, few campus e-learning websites mention libraries at all. This is a noticeable divide that ignores libraries' potential contribution toward e-learning. It is incumbent on librarians to do something to rectify this situation.

Nevertheless, there are exemplary practices in library teaching and learning among CARL members. Illustrative are:

• Librarians at the University of Calgary have developed web-based modules to support course-integrated instruction sessions, and encourage students to actively follow the librarian's presentation, using their own topics for selected searches. Students receive immediate feedback on search strategies during the session and can return at any time to refresh their skills for subsequent assignments. Reference staff use the materials to guide students in using information resources specific to their assignments at the reference desk. This blended approach to information literacy offers students and instructors the ability to address diverse learning styles, encourage active participation during the presentation, provide 24/7 access, and foster increased student contact with librarians. Student feedback has been uniformly positive and instructors indicate that students are using more resources more effectively.
• The University of Victoria (UVIC) and SFU are providing online interactive reference services to each other's students; it is anticipated that this service will be extended more widely to students who may be associated with any British Columbia (BC) postsecondary institution through BCcampus, a government funded organization whose role is to provide all BC postsecondary students to online courses at any of the BC postsecondary institutions.

Numerous other CARL libraries provide similar chat reference. The value of these services extends beyond asynchronous e-mail reference or traditional chat support because the software can 'push' page images and allow the reference librarian to step the inquirer through a difficult procedure. UVIC is using the software to provide face to face instruction to distance students.
• Many university libraries are working with online course developers as well as instructors in traditional courses to provide online guides and help for library research; these include modules which introduce students, not only to specific resources, but to critical evaluation of resources, specifics about thesis preparation and the like. As with face-to-face library instruction, these modules are most effective when integrated into course and research material provided by the instructor. The University of Calgary Distance Education Librarian keeps distance learners up-to-date on library services through RSS feeds to the library's distance education page and all course e-learning sites and online tutorials by posting information to a blog which is distributed either as e-mail or an RSS feed; a chat icon on the course sites can be used to access the librarian when available.

Library Resources: Core Value

Library resources are a core value to institutional learning and research. For example, Tenopir and King[4] conclude on the basis of their research that:

Scientists who read more tend to get achievement awards and other special honors. In universities, those whose teaching has been honored read about 26 percent more articles, while those honored for research read about 33 percent more articles. 'Use value' [was] examined through several indicators, including perceived effects on scientists' activities and their productivity. Nearly all university readers (95 percent) indicated some favorable outcomes from some of their readings. They said two-thirds of the readings improved the quality of teaching, research, or other activity for which they read the article. Reading helped [scientists] perform the activity better (33 percent of readings), faster (14 percent of readings), or saved them time or money (16 percent of readings).

In 2002/03, CARL academic libraries subscribed to 297,108 electronic journals, representing 46 percent of their serials subscriptions, and the number is growing. A level playing field for researchers can be achieved through collective licensing of online resources. The Ontario universities' Scholars Portal represents a model of how this could be achieved (http://scholarsportal. info/) .

Dundar and Lewis (1998)[5] examined data from US research institutions and determined that institutional library expenditures were a positive factor, among others, in determining the average number of papers published per faculty member. Further research indicates that

> Public schools that have well-stocked, well-funded libraries run by professionals *and that involve the library in curriculum development* produce students that do significantly better in standardized testing… Performance improvements of between 3 per cent and 15 per cent exist even after taking into account … ethnicity, socioeconomic status and class size.[6]

In summary, it is demonstrable that library resources play a positive role in academic success.

Librarian Involvement: Core Value

> … the average essay grade is … a whole 2 grade points improved over last year. I suspect this is in no small part due to you and your excellent orientation.

This quote from an SFU professor illustrates why librarians must be included in the discourse on course development both at the local and the national level. Beyond collections, librarians' role in instruction and reference has a significant benefit. In 2002–03, over 330,000 students at CARL institutions were instructed in using library resources, including online resources; these numbers are growing. These classes were supported by online modules, web course guides and other online aids.

A recent report[7] noted: "CARL librarians offer classes and courses on research strategies, help students in determining useful scholarly resources, work with faculty in planning and developing distance education courses (in particular online courses) to integrate concepts of information literacy throughout the curriculum. Faculty support these activities because the ability to articulate information needs, find appropriate information resources and critically assess the results of an online search are key to success in e-learning, and they leave faculty time to concentrate on course content…" Teaching students to find their way through the maze of information on the Internet and to evaluate it is crucial. "If there is no provision of library information resources there can be very little learning, online or otherwise. Libraries serve as information literacy trainers, experts in organizing and providing access to online resources, content providers through digitization projects, and providers".

The importance of this type of library instruction has been demonstrated: "college students' self-efficacy in electronic information searching was significantly higher after library instruction. Furthermore, frequent use of library electronic databases was correlated with self-efficacy, and post training self-efficacy was correlated with grade points"[8].

In summary, there are substantive reasons for integrating library resources and instruction in both face to face and e-learning. We must use this evidence to advocate our central role in e-learning.

General Issues from SFU Librarians

The SFU librarians cited as reasons for library/LMS integration the 'value of going back', especially for students for whom English is a second language; the fact that students learn at their own pace; and their preference to stay inside their own domain (for example WebCT). Students are reluctant to leave their course environment even to access important information and their learning is contextual. This corresponds to students' perceived reluctance to enter the library, a 'big unknown space' for the first time, a reason for classroom instruction.

The librarians noted that un-integration has led to the recopying if not reinvention of content. This has a further implication in that the content dates and must be re-copied; further, the same content (for example the Plagiarism Tutorial) is used in

several courses and must be recopied. Finally, quiz content not easily imported from one course to another and student evaluations take place within a course, so to be evaluated, library content must be copied into a specific course.

General LMS/Library Integration Issues

MacLean and Lynch[9] correctly noted that systems, not learning objects, needed to be addressed in improving LMSs. There are a number of general LMS issues which must be dealt with in the library context as well. First, as previously mentioned, is the need to copy rather than linking content. In many cases, libraries wish to have open access to their content, at the very least among all students at the institution. This conflicts with the authenticated/authorized LMS environment down to the course and section level. Yet at the same time identification of the student may be important to track 'attendance' at the library module or quiz results. The issue is further compounded in the multi-institutional environment such as BCcampus.

Cross-course referral or links within one platform are not possible, for example, in WebCT, so that one library WebCT module cannot be accessed by several different courses. Cross-course/platform evaluation is another missing requirement.

The OCLC E-Learning Task Force[10] examined a number of issues related to the integration of library and learning management system functions, and concluded that both students and faculty require complementary tools and services to participate successfully in online teaching and learning environments. The OCLC task force identified system requirements for technical, functional, and cultural aspects of e-learning that needed to be considered when systems are selected and deployed. The OCLC recommendations constitute a general-purpose set of best practice requirements. The Technical and Functional Requirements included:

- display and integrate many information windows as part of a learning activity;
- search and discovery of multiple databases simultaneously;
- provide bibliographic tools that permit easy searching and reference completions;
- provide access to tools that render and present content in user-customized formats;

- integrate plagiarism software into course management systems to encourage good practice and to assess reliability of content.

(One might add to the last requirement 'and other appropriate software'.)

Technical and Cultural Requirements included:

- embed library resources in course management systems;
- integrate third-party commercial information services;
- customize portal facilities for storing personal preferences;
- provide easy access to virtual reference services *at the point of need*;
- embed training modules to assist in information seeking.

Figures 2 and 3 suggest the existing and ideal relationships among library resources and support and LMSs. In the existing and envisioned relationship, library resources and support reside outside the e-learning environment, to be called on and used, but not integrated into the context of the course. For example, a link to a library guide will either be viewed outside of the context of the online course (to always get the current version) or copied into the online course (and therefore be fixed even though the original might be updated). In the ideal LMS, library resources and services would be tightly integrated into the course. For example, a library-created module on academic integrity could be accessed from within a history essay assignment as an integral part without needing to be conducted as a separate course; quotations from course readings could be automatically linked and shown highlighted in context from within a lesson. Learning Object Repositories (LORs) would reach their potential as sources of content and library modules to be drawn upon when a course is constructed, with the course creator automatically notified when an update is deposited in the LOR and a single keystroke bringing the updated version into the course module if desired.

Reasons for Optimism

Despite the present paucity of integration between library resources and services and LMSs there is reason for optimism. Major developers or standards bodies are beginning to take into

LOR

E-Journals Guides

Print resources Library resources and support E-Reference

Learning Management System today and envisioned

Course Instruction

CMS Institutional environment

Student

Course 1

Library guide (fixed)

Course 2

Library RSS news feed

Course 2

Learning object

Citation Management
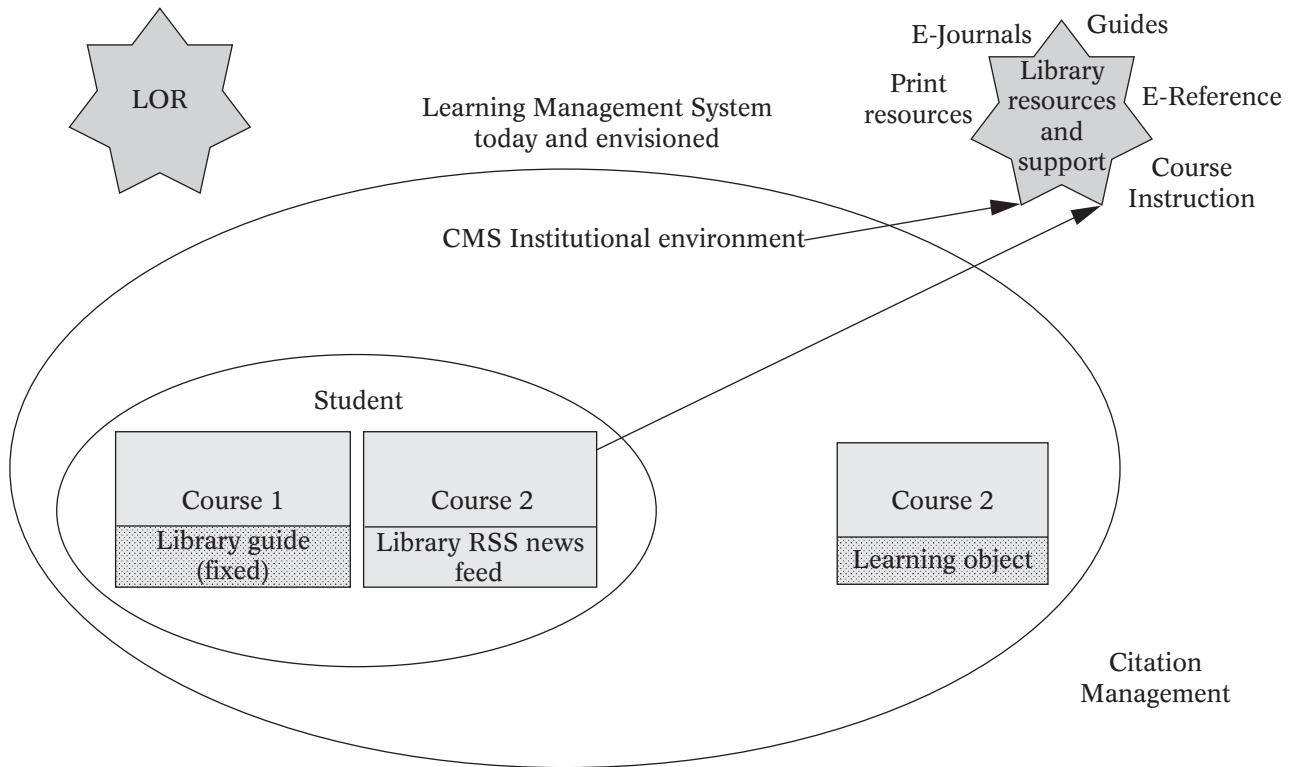
Figure 2. The current relationship between LMSs and library resources and support.

LOR

Learning Management System Ideal

CMS Institutional environment

Student

Course 1

Citation Management

Course 2

Library RSS news feed

Course 2

Learning object

E-Journals Guides

Library resources and support

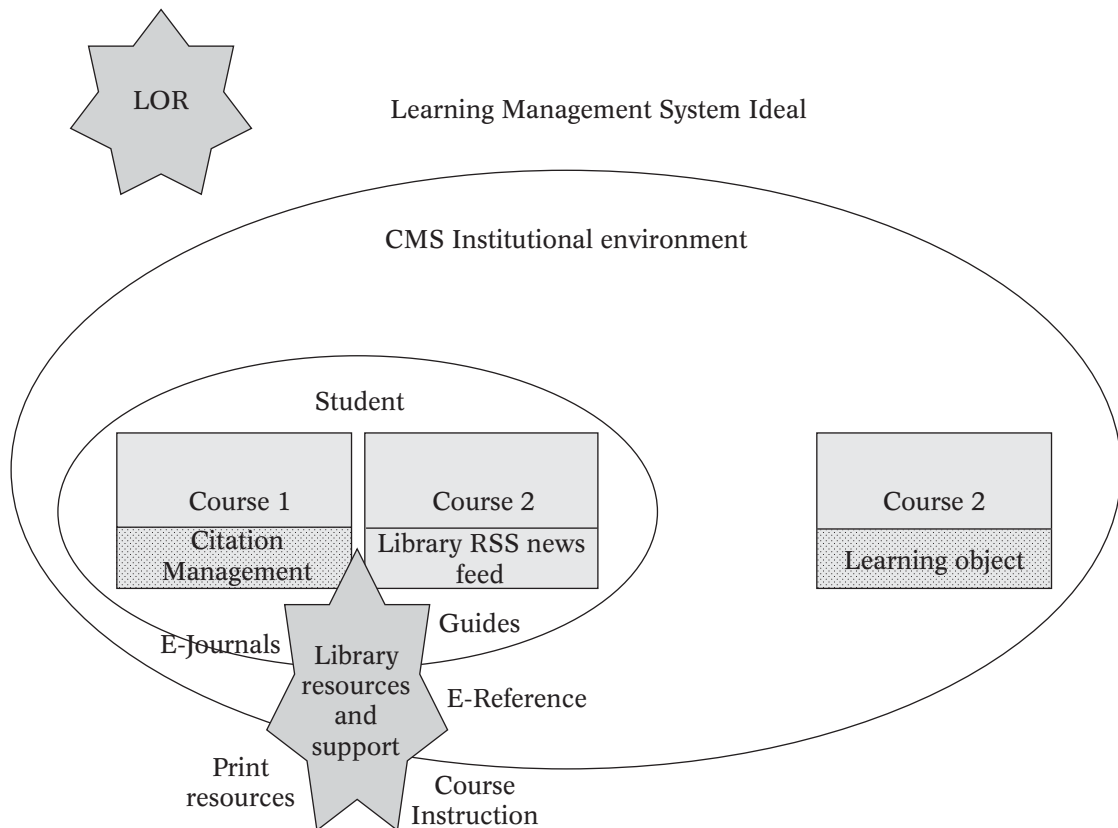E-Reference

Print resources Course Instruction

Figure 3. The ideal relationship between Course Management Systems and library resources and support.

account these important linkages. These include IMS Global Learning Consortium, SAKAI, JISC/ELF, and DEST (see Appendix A). In Canada, national organizations such as CanKNOW are involving CARL in their planning and the CARL position paper shows librarians' engagement in the process.

IMS identifies its stakeholders including:

- **Learners**: Learners will be able to easily access selected resources and/or specific resource lists, made available to them within the context of a specific learning environment.
- **Faculty**: Faculty will be able to log in to their course environment, and from there, search/browse for relevant library and other resources, build a resource list, and incorporate the resource list into the course environment, where it would become available to learners.
- **Instructional designers**: Instructional designers working with an authoring tool will be able to easily access resource lists and incorporate resources from them into structured course content in the fashion of other learning objects.
- **Librarians**: Librarians using a combination of library services will be able to select resources or use instructor-selected resources to build resource lists for specific courses or subject areas. Librarians would publish specific resource lists associated with particular courses or send them to a digital repository with the metadata necessary for ready incorporation into a course management system.

IMS identifies twelve library-related use cases:

1. resource list is created;
2. Online Public Access Catalog records for course reserves;
3. resource list is shared;
4. supplying the learner with a course reading list;
5. resource list is created from harvested metadata;
6. resource list can include local content;
7. extensibility for vendor specific needs;
8. propagate changes;
9. harvesting and reusing;
10. facilitating reuse via annotations (references);
11. library digital repository archives selected resource lists;
12. resource list can be empty.

With respect to interoperability, the IMS Resource List of Best Practice and Implementation identifies the first library-based focus as reading lists (that is, e-reserves). Others include content packaging (create/read/delete), copyright issues, time sensitivity and digital repositories (search/expose, gather/expose, submit/store, request/deliver, alert/expose).

In the JISC/ELF Framework, library roles can be seen in eight direct or indirect of seventeen Application Services; and in thirteen of 38 Common Services. Library roles are closely or somewhat tied to 36 of 55 services in the ELF framework. This is another argument for deeper library involvement; again, we need to be engaged in advocacy on the basis of evidence and expertise, and the environment for library involvement appears to be ripe.

Simon Fraser University Library Activities

Simon Fraser University has 15,000 full time equivalent students on three campuses. Planning, research and teaching are highly decentralized. LMSs are in wide use, both in the number of courses and the variety of software, which includes WebCT, LonCapa, First class (phasing out), LMS (proprietary – phasing out); SAKAI (through our SEPP partnership) and MOSST (developed SFU Library; still in use where authorization is not desirable). Needless to say, e-learning management in this environment isn't easy! SFU Library has a strong presence in the current e-learning environment, having successfully engaged at the institutional and national level.

SFU Library's motto is 'Our Library is where YOU are'. Keys to our success in SFU teaching and learning are our Liaison Librarian model, a discipline-based partnership in collection development, instruction, and reference; its value is recognized by administration, faculty, and students, a favourite feedback being "SFU Library rocks; best west of Winnipeg" signed 'Mad Dog'. SFU Library services include a range of best practices: reciprocal borrowing; online, in-person, and e-mail reference; general and course-based instruction; and a wide range of online resources. SFU Library has developed and maintains a variety of course pages, which change regularly throughout the semester. The Plagiarism Tutorial

is widely used. RSS feeds are used to integrate news into WebCT courses. In one case, the course site is managed by the librarian rather than the faculty member.

SFU Library has a strong systems division which includes support as well as strong local development. The Library is represented on key campus committees and e-learning decisions and LMS evaluation, the SFU Student Learning Task Force, BCcampus Metadata Support Group, and BCcampus Library Services Group. The BC Electronic Library Network management, a government/institution funded consortium of postsecondary libraries, is situated at SFU Library. SFU Library's Open Source Software local development (http://software.lib.sfu.ca) includes *reSearcher*: its components are GODOT ('Where can I get this' links from EBSCO, Proquest and so on as well as links to online journals and request forms); CUFTS (e-journal linker/ knowledge database similar to SFX+Serials solutions); dbWiz (Meta search engine) and Citation Manager. *reSearcher* and its components are widely used in Western Canadian colleges and universities and elsewhere in Canada and worldwide. Beginning January 2005, SFU Library became manager for the Public Knowledge Project software suite: Open Journals System, Open Conference System and an OAI harvester. In addition to licensed content, SFU Library has undertaken significant digitization activities.

In order to practice integration in an environment where the LMSs do not support it, SFU Library has developed a number of workarounds. For example the Plagiarism Tutorial was built in MOSST so that it would have universal access and incidentally be easier to develop. It was then transferred to a WebCT course by a librarian where it is accessed and copied into specific courses by individual professors.

Conclusion

In summary, SFU Library and many others in Canada are actively involved in the e-learning enterprise, but this role needs to become more widespread, and librarians need to advocate on a national level to this end. We look forward to providing integrated library services to e-learners at point of need. Meanwhile, librarians in Canada and elsewhere are engaged in e-learning activities that, despite their limitations, do enhance learning experience and success.

Appendix A. Glossary

CanKNOW   Canadian Network for Knowledge Utilization whose aim is to aid practitioners and policymakers in using the results of systematic reviews.

IMS   The mission of the IMS Global Learning Consortium is to support the adoption and use of learning technology worldwide. IMS is a non-profit organization that includes more than 50 Contributing Members and affiliates. These members come from every sector of the global e-learning community. They include hardware and software vendors, educational institutions, publishers, government agencies, systems integrators, multimedia content providers, and other consortia. The Consortium provides a neutral forum in which members with competing business interests and different decision-making criteria collaborate to satisfy real-world requirements for interoperability and re-use (http://www.imsprogram.org).

JISC/DEST/ELF   The E-Learning Framework (ELF) is an initiative by the UK's Joint Information Services Committee (JISC) and Australia's Department of Education, Science and Training (DEST) to build a common approach to Service Oriented Architectures for e-learning. Discussions are currently underway to create a unified framework encompassing e-learning, research, digital libraries, administration and other activities in the education arena (http://www.elframework.org).

SAKAI The Sakai Project is a community source software development effort to design, build and deploy a new Collaboration and Learning Environment (CLE) for higher education. The Sakai Project's primary goal is to deliver the Sakai application framework and associated LMS tools and components that are designed to work together. These components are for course management, and, as an augmentation of the original LMS model, they also support research collaboration. The software is being designed to be competitive with the best LMSs available (http://www.sakaiproject.org).

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Building Capacity for Global Education in a School Library Media Education Program through International Exchange

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Abstract

It is important for educators of school library media specialists in the United States to begin incorporating a global approach to education. Research on short-term international exchange programs indicates they contribute to the cognitive and personal growth prerequisite for developing a global perspective in both students and faculty. In efforts to develop a global perspective among students and faculty in the Western Kentucky University Library Media Education Program, two members of the faculty initiated an international exchange program with the Colegio San Estanislao de Kostka (SEK) Catalunya, a private P-12 school near Barcelona, Spain.

Keywords: school library media education; international exchange-programs

Introduction

Important goals of global education are to develop students' sense of place in the world and ideas of the roles and responsibilities of world citizenship. There is no greater need for teaching from a global perspective than in US colleges of education, where the population of pre-service teachers is sorely lacking in diversity and the curricula leave little room for international study experiences. School library media specialists in the US come from these ranks, and although they are their school's official information specialists, they generally lack the worldly education and experiences associated with a global perspective. The same can be said in a more limited way of faculty in teacher education programs, library media education included.

The purpose of this article is to establish the need for integrating a global perspective into teaching school library media education. Through participating in international research and exchange opportunities, library media education faculty and students can acquire the capacity to integrate a global perspective into their practice. This article will use examples from a developing research and exchange program between Western Kentucky University in Bowling Green and the Colegio San Estanislao de Kostka Catalunya (SEK) in Barcelona to illustrate how involvement in international exchanges facilitates capacity building for increasing professional knowledge and practice in the field of school library media education and for teaching from a global perspective.

The Value of International Exchange to Developing a Global Perspective

A series of research studies conducted over the past 40 years indicates that cross-cultural educational experiences may lead to developing an increased international understanding, cultural awareness, and professional competencies in a global setting

(Wilson, 1993). According to Willard-Holt (2001) effects of international experiences on learners may include an increased value and sensitivity to cultural diversity, improved knowledge of other cultures, development of self-confidence and interpersonal communication skills, and a reduced tendency toward stereotyping individuals from other cultures. Most importantly for this article, the Willard-Holt study found evidence that an international experience leads individuals to begin to consider themselves part of an international professional community with peers around the world (p. 21). Related studies indicate that even short-term educational trips abroad have a deep and lasting impact on the learner (Orndorff, 1998; Willard-Holt, 2001). In Orndorff's 1998 study of a short term study abroad program "participants increased cultural understanding and self-awareness, developed self-esteem and self-confidence, became more open minded, gained a greater appreciation for their own country and culture, and developed new leadership skills" (p. 106).

It is hard to imagine teaching library media education students in this fast moving information age without using a global perspective. The need to teach students about international information resources they can use with students is critically important as we move more and more toward becoming a global society. With the number and variety of authoritative international information resources teachers and students have available to them, such as the databases available from UNESCO, the World Bank and the United Nations, it is important for the school library media specialist to become the school's expert in this area. It is also important for school library media specialists to be more assertive in promoting the information literacy goals established in 2005 by the American Library Association and American Association for School Librarians of preparing students for a global society (http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementvalue.htm). In addition, to address the needs of a student population growing in diversity, school library media specialists should be aware of the different kinds of library and information access students from other countries have experienced. Finally, school librarians in the United States must become more familiar with international resources available to help students whose native languages are other than English. In all these areas, developing a global perspective is crucial for library media specialists to reach their goal of promoting lifelong learning and success for all students.

Developing a Global Perspective through International Exchange

For an academic program in library media education to teach from a global perspective, faculty members must first possess a global perspective. Engaging in international exchange activities is at the heart of this endeavor, but is often a difficult goal to accomplish given constraints on faculty time and university resources. With generous support from Western Kentucky University (WKU) Academic Affairs and the College of Education and Behavioral Sciences, two members of the faculty were able to secure funds to begin exploring a collaborative relationship between the Library Media Education program at WKU and the primary English language program at the SEK Catalunya. In May of 2005, my colleague Roxanne Spencer, Coordinator of the Educational Resources Center, and I visited the private P-12 school, the Colegio San Estanislao de Kostka (SEK) Catalunya, in the town of La Garriga, Spain, at the request of the school's English language program consultant, Mariela Gomez. Ms. Gomez, a graduate student from Mexico, is enrolled in the University of Louisville/WKU joint doctoral program and is currently living with her family in Spain. Her children attend the SEK Catalunya, and she is consulting with the school to improve their primary grades English language program. The goal of our visit to the SEK was to develop a proposal for an English language library for the primary English program at the school. At the time of our visit, the primary English program was in the early stages of implementing a whole language/foreign language curriculum, and library resources were needed to supplement the curriculum. To prepare for the trip, we researched several topics related to the project, including school libraries in Spain, whole language, and international comparative school librarianship. The English language consultant at the SEK also arranged for us to tour public and private schools near Barcelona and visit with public librarians in the nearby town of La Garriga.

As a result of our research and site visits, we learned there were distinct differences between school libraries in Spain and the United States. In Catalunya, we found the role of school libraries in the educational program to be minimal or

nonexistent compared with school libraries in the US. At the same time, we found that public libraries in Catalunya often played a vital and integral role in providing needed resources, reference services, and reading appreciation programs for the schools. Our literature review indicated that school libraries are rare in both public and private schools in Spain. When they do exist, they rarely have full time staff or play an integral role in the school's educational program. (Gomez Hernandez, 2005; Gomez Hernandez and Pasadas Ureña, 2003). In Spain, part of the mission of public libraries is to provide for the educational needs of youth (Salaberria, 2001). This mission is aligned with the International Federation of Library Associations and Institutions (IFLA) *Guidelines for Public Library Services to Children* (n.d.) and the *IFLA/UNESCO Manifesto on Public Libraries* (2004). It is difficult to gauge the extent of school and public library collaborative relationships nationwide because research reports in this area are few and inconsistent. It appears from our observations in Catalunya that public libraries have developed a strong collaborative relationship with schools in Spain. Furthermore, according to Gomez Hernandez and Pasadas Ureña (1993), public libraries in Spain have a long-standing relationship providing materials and resources to support schools' academic missions. However, national studies do not support this assertion (Salaberria, 2001).

According to Knuth (1999), countries which do not provide funds or training for school librarians follow more of a British model for school libraries which possess the following characteristics: heavy involvement with public libraries that provide resources and programs, emphasis on recreational reading, and a textbook oriented educational system. The school libraries we encountered in Catalunya seemed to be variations on the British model Knuth describes – ranging from an 'aula biblioteca', typically an organized shelf or bin full of books, to a room labeled 'biblioteca', holding neatly organized fiction and non-fiction titles, frequently staffed by a part-time teacher but rarely a certified 'bibliotecara'.

Using a Global Perspective in Library Media Education

The first step in developing our exchange program with the SEK was to develop a project in which our faculty and students in Library Media Education

could be involved on an ongoing basis. Our initial visit to the SEK Catalunya was to explore the possibilities for creating an environment where teachers at the SEK, WKU faculty, and students could interact. We developed such an environment in our proposal to the SEK for two English Language Arts Library Classrooms, a concept that combines elements of a classroom library and a library media education curriculum (Spencer, 2005).

Studies in international comparative librarianship caution those used to US models of school libraries not to force this model onto schools in other cultures (Knuth, 1999). We took these words of advice to heart when developing our proposal for what we began to call the 'English Language Arts Library Classrooms' or 'ELALCs'. From our research and observation experiences, we knew that the school was not ready or able to make a commitment to a full-scale school library media program. The school had committed extensive resources to wiring the campus for their 'aula inteligente' or 'smart classroom' settings, which students used to find information on the Internet. The SEK administration, therefore, was not likely to be willing to expend an extensive amount of funds on print materials or staffing to implement a P-12 library media program. Rather than propose an American style school library, with trained librarians and assistants, we developed a hybrid model, a 'library classroom' that combined an expanded version of the familiar 'aula biblioteca' with an American school library curriculum (Spencer, 2005).

In the implementation phase of the proposal, the SEK Catalunya sent two teachers from the school's primary grades English language program to the WKU campus in Bowling Green for training in school librarianship in the summer of 2005. The teachers were introduced to collection development principles, information literacy, and library skills curriculum, and visited a number of local school and public libraries to plan their ELALCs for the fall 2005 semester. At the same time, the teachers from the SEK were able to interact with WKU faculty and students, as well as local school librarians. To assist the teachers with the tasks involved in implementing the program, the Library Media Education program sent one graduate student to the SEK Catalunya in the fall 2005 semester. The graduate student, who was a certified German and English as a Second Language teacher, assisted the SEK teachers with

the administrative tasks involved in establishing a new library classroom and collection and modeled different aspects of a traditional library curriculum using the English language. If the program continues as planned, the cycle of sending WKU students and faculty to the SEK and receiving faculty from the SEK at WKU will continue in the years to come.

Preliminary Impact of the Exchange Program

Research on the effects of international exchange programs shows repeatedly that participants experience significant personal and cognitive growth as a result of their international activities (Orndorff, 1998; Willard-Holt, 2001). Furthermore, it is apparent that for each individual, this growth experience manifests itself differently. Preliminary evaluation data indicate that the WKU/SEK exchange has been a growth experience for all the participants. This section will discuss some ongoing activities that have resulted from this exchange and include personal reflections from program participants.

The two faculty participants from WKU are currently engaged in ongoing exchange activities at the SEK, including the implementation of the ELALCs, and developing a formal exchange agreement between WKU and the SEK Catalunya. In addition we are continuing to engage in teaching, research and publishing activities related to collection development, international comparative librarianship, and global education. The SEK English language consultant, Mariela Gomez, is currently researching the effects of the ELALCs on the primary English language program as part of her doctoral dissertation for the University of Louisville. This avenue of research has important implications for the use of a whole language literacy approach in learning a foreign language and has potential to strengthen the case for implementing school libraries in the US and internationally. The teachers from the SEK Catalunya are now implementing what they refer to as the 'new methodology' of the ELALCs in their primary classrooms. In their evaluations of the summer 2005 workshops they reflected on their expectations for the ELACs:

> From my point of view ELALC is an innovation in our school environment as we are merging the American library concept

inside a classroom in order to support and enhance the English curriculum taught at our school. It is important to keep in mind that this is not the way we use the school library in the traditional Spanish system. We will have books and media to encourage our kids to learn English beyond the school hours. Also, we will organize activities related to the books promoting their love for reading in another language. Our goals are teaching information literacy, helping them to become lifelong learners as well as independent readers in another language. (Janssen, 2005)

At the beginning of the fall 2005 semester, the teachers at the SEK learned that the books they had selected for the ELALCs would not arrive until the next year. This factor also had implications for our graduate student from WKU, who was scheduled to work on the ELALCs with the SEK teachers in the fall 2005 semester. Although it was disappointing for all of the participants to not have books at the beginning of the semester, it was clear from her journal reflections that our WKU graduate student experienced a significant amount of personal and cognitive growth from working with the SEK teachers and adapting to the constantly changing situation at the school:

> The experience in Spain was both frustrating and rewarding. I was disappointed that the books were not there for me to help catalog them and actually design activities specific to the books. Meeting the students and the initiator of the project, Mariela Gomez, and the wonderful people at the SEK, was very rewarding personally. Meeting with librarians in Barcelona was extremely informative and satisfying. It opened a different world to me and somehow instilled in me a desire to find out more about school libraries around the world and maybe even help promote establishment of libraries in schools. I can say that the frequently changing circumstances at the SEK forced me to become much more flexible and go with the flow without having anxiety attacks when things did not go as originally planned. (Masero, 2005)

Building Capacity in Global Education

Capacity building in global education is a process of creating opportunity for personal and cognitive

growth in program participants. The international exchange program between the SEK Catalunya and WKU will provide the environment for capacity building activities in the Library Media Education program. Future plans for international exchange with the SEK are to develop a more formalized agreement with the school to allow Library Media Education faculty and students to participate in the ongoing effort to establish ELALCs in all the primary grades. Included in the exchange are plans to work with more teachers from the SEK during the summer 2006 semester in Bowling Green. The overall goal of the program for WKU is for this international exchange to foster significant cognitive and personal growth experiences in both faculty and students, which is a prerequisite for developing a global perspective. An essential component of the exchange program is for WKU faculty and students to provide professional consulting services to the SEK. To provide this kind of service to the school, participants from WKU must expand their functional knowledge of other languages, as well as national and international school library professional standards through a recursive process of research, study, international experiences, dialog and reflection. As part of their service, participating students and faculty must use their research on school libraries at home and abroad, and their international experiences, to come to professional decisions regarding what practices will be most successful in particular international settings. During this process students and faculty begin to view their own experiences in a larger global context and transfer their knowledge and worldview to students by integrating a global perspective into their instruction. In exchange, faculty, students and administrators at the SEK learn new educational methods for school improvement and have the opportunity to interact with professionals from another country, culture and system of education.

Conclusion

Understanding the role of school and public libraries in their political, economic, cultural, social, and environmental contexts is important for librarians working in the United States, and in both developed and developing countries. In addition, the heightened awareness resulting from international experiences will increase librarians' global understanding of the profession

and improve services we provide at home and abroad. The field of international comparative librarianship described by Knuth (1999) is a largely unexplored area of school library research but can provide important information for the profession.

Although the road to building capacity among faculty in colleges of education for teaching from a global perspective is a long one, it is ultimately a rewarding one. The steps along the way require significant travel, research, professional dialog, personal reflection and growth. For students and faculty who follow this road, the result broadens their horizons and leads to a greater awareness of one's purpose and role as a world citizen. For school library media specialists and educators of school librarians, it is now becoming vitally important be active participants in locating, evaluating and using information from the worldwide information environment. Participating in international exchanges in library media education is an important part of this process.

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Public Library Partnerships which Add Value to the Community: the Hamilton Public Library experience

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Abstract

This paper focuses on a selection of partnerships which have strengthened the Hamilton Public Library's role in the provision of literacy and information services and added value to the City of Hamilton, in Canada. The focus is on community-based partnerships although the Hamilton Public Library also has many active partnerships with other libraries at the provincial and national level. The partnerships are arranged in chronological order. Over time, the Library's role within a partnership has evolved – from information and referral to content management and community empowerment.

Keywords: community development; public library services; partnerships; marketing; strategic planning

Background

Hamilton was, and is, a tough, gritty, industrial city with a higher than average level of poverty. At the same time there is strong community pride and civic commitment. In 2001 Hamilton was amalgamated with two other municipalities, thus creating the new city of about 520,000 residents. It is historically a steel city, although now, health, education and agriculture are the major employers. It is ethnically diverse. At least 10 percent of Hamilton's residents arrived in Canada within the past 15 years. New immigrants cluster in the lower city, creating neighbourhoods which are very diverse. For example, almost 100 languages are spoken at the high school nearest the Central Library.

The Hamilton Public Library is a good-sized library system with a 146,131 square feet (13,576 square metres) Central Library and 23 branches, half of which serve rural communities. It circulates almost 5 million items annually and has a budget of approximately CAD 23 million.

Hamilton has great pride, and a history of developing local solutions. Partnerships were in use locally long before they became popular elsewhere. Over 20 years ago the Ontario government commissioned a study of Hamilton partnerships to determine if partnerships were a viable concept for application elsewhere. By the early 1990s, if an organization wanted to access provincial grants, they were required to find local partners.

At any given time in the past 15 years the Hamilton Public library has had about ten to twenty partnerships of different sizes on the go. Each partnership initiative typically involves several partners, and so the total number of partners likely exceeds 200. The Library no longer always takes the initiative in looking for partnership opportunities. As successful partnerships evolve, partners return

with other possibilities to explore. The Library is now at the point that it receives more requests for partnerships than can be accommodated, and so, only those partnerships which advance the library's and the community's goals are selected.

What Hamilton Public Library Brings to Every Partnership

One of the first lessons we learned is that other organizations value a partnership with the public library. There are many reasons for this.

- **Honest Broker:** The Library is perceived as the honest broker, without its own agenda. The only agenda that public libraries can, and should, push in partnership development is the right of everyone in the community to have access to information, and that information must be shared.
- **Credibility:** Libraries are perceived as credible, fair and ethical institutions. The Library's enduring values of inclusiveness, accessibility, and confidentiality are valued by other partners.
- **Reputation:** Libraries must earn their reputation not only by consistently demonstrating these values but by delivering what is promised. Because Hamilton Public Library has a track record of delivering services, other agencies approach the Library to partner.
- **Infrastructure:** Libraries must be prepared to offer support to a partnership. Historically Hamilton Public Library has offered accounting, publicity, space, project supervision, and research expertise. However, increasingly, it has been necessary not to tie up too much organizational capacity in support of partnerships and so the focus is on the provision of leadership and unique library skills.
- **Ability to commitment:** When a partnership is under discussion participants must be able to commit to a plan of action and provide organizational support. At Hamilton Public Library, all senior staff are authorized to commit resources if a partnership advances the library's strategic goals. Partnerships are included in the Strategic Plan, and the responsibility for them included in various job descriptions.
- **Strong skill base:** The information skills of staff are relevant in a variety of related environments. The skill sets of library staff are not only valued, but are transferable and useful to other agencies. In addition, the Library is

perceived as a leader in the area of information technology, particularly in the area of content development and management
- **Labour relations:** Partnerships may result in requests to deliver services differently than permitted by a staff agreement. The staff bargaining unit needs to be consulted in advance so that the library is positioned to meet the community's expectations and to create new job opportunities for staff.

The First Partnership – The Adult Basic Education Association

The Hamilton Public Library's first partnership experience was an adult literacy partnership that started in 1983 and is still going today. It came about because the public library set up an adult literacy tutoring program and this raised the concern that it duplicated existing services. As a result, all providers of literacy programs met to discuss the areas of overlap. The original discussion led to the formation of an association (The Adult Basic Education Association) where service providers could coordinate and develop services. Gradually, as the extent of the adult literacy problem became known, the vision of a large integrated network of programs where adults could learn to read and upgrade their education skills in a positive, adult-oriented environment emerged.

The Association hired project staff, (originally only for 3 months since that was all the funding there was), to raise awareness of adult literacy issues, to provide referrals to existing programs, and to identify gaps and weaknesses in the service network from the customer perspective. Hamilton Public Library provided both the space and accounting support for the project.

Meanwhile, the Association lobbied the provincial government to provide long term funding for adult literacy initiatives. This lobbying was successful and funds became available for more than 10 years. At the peak there were five high schools for adults, courses at the community college, and several community-based programs which used volunteers to help other adults in Hamilton. The Library's own tutoring program grew tenfold, with over 200 student-tutor pairs meeting at various library locations. In addition, the public library also provided traditional library functions to those students enrolled in other community

programs, encouraging adult literacy classes to visit the library, obtain a library card, and use the resources.

The long-term value of this literacy initiative, was the way that it changed the Library's approach to the delivery of core services. Since this was the first time that adults who could not read were using the library, staff needed to learn more about their needs, and how to provide information at appropriate reading levels. More effort was made to purchase collections for adults at different reading levels and in non-print formats. Publicity was written in clear language. More recently, the Library worked with the federal government on a 3-year pilot project to document how the tutor-based approach could meet the needs of recent immigrants. This program (known as LINC – Language Instruction to Newcomers in Canada) is now an ongoing federal initiative. All programs change over time, and gradually the Library's program has shifted to support immigrants as funding for the earlier stream – English-speaking Canadians who could not read – was discontinued.

What Did We Learn from This?

Partnerships are powerful. They work

When all groups work together to identify the need and the vision, the end result is powerful. Together, the partners learned the power of lobbying, and the impact on a community when agencies work together. This experience gave us the courage to try other partnerships. It carried us through our next couple of partnerships where the collaboration was much more difficult to achieve.

The Library should not quickly give up its core business – the information business

In retrospect, perhaps we could have positioned the library better if the Library had retained the information role instead of setting up a separate organization to do it. Yes, the Library ran a successful tutoring program; and yes, it had a positive benefit on the library. But within the Association we were just one more service provider, and a small one at that. In subsequent partnerships the Library used its unique skills as information providers to further the community's agenda. In this and the next partnership, the information

service was positioned as an intermediary between the client and the information. This approach is no longer as relevant today since the focus has moved to content development and management of electronic information resources, rather than the creation of one-on-one client-based information services. However, it demonstrates the evolution of partnerships and community expectations.

Dynamics change if a partnership results in the creation of a new organization

The creation of new organizations is a frequent offshoot of cooperative partnerships since it maintains the power base between the original partners. Caution is advised. New organizations require a lot of support from the original members. The determination of the vision, goals, objectives, not to mention policies, procedures, and financial and human resource issues demands time and energy. The new staff, brimming with creativity and enthusiasm, will involve the original partners in many activities in support of the cause. When the new organization is established, the dynamics of the original partnership change. The new organization may become as strong as, or stronger, than the original members, and may even become a competitor.

Opportunities for new partnerships can be identified

It is possible to look ahead for new partnership opportunities. For example, by watching emerging government programs and those sectors which drive economic growth, public libraries can position themselves to take advantage of new areas of interest. In Canada, the literacy wave was followed by services for disabled persons, multiculturalism, career information, networking and technology, and early childhood education.

The Disability Information Services Helpline

The Hamilton Central Library has a department, the Resource Centre for Disabled Persons, which provides materials in alternate formats, publications about disabilities, and information about services for disabled persons. Staff from this department was invited to meet with social and health care providers to address the stated problem that "there were no services for disabled

persons and that those services which did exist were insufficient to meet the needs." Participants were requested to put together proposals to address this issue with the understanding that the committee would select one and help find funding to make the proposal a reality.

Staff from the Library and the Community Information Service (CIS), an agency also located in the library that provides referrals to non-profit and service agencies, conferred and agreed that the real problem was not the stated one. Rather, the problem was that disabled persons did not know how to find out what was available, or were unable to access services because there was no interagency service coordination or referrals.

The Library and the Community Information Service (CIS), proposed the establishment of an information and referral service with a component of informal counselling, thus integrating and expanding the information work already provided by both the Library and the Community Information Service. The service would be offered as a 'one-stop shopping' model to facilitate problem-solving of multiple issues. Both parties recognized that the proposed clientele would not think of the Library as the place to go to for this type of assistance. Therefore, a 'front' was required, and the Disability Information Services Helpline (DISH) was born. It was set up to be perceived as a separate entity, although it was fully integrated with the Library and CIS. Two staff would provide the information service and identify service gaps for other agencies. The Library would provide the infrastructure support (i.e. space, supervision, publicity, book-keeping, and collections). The CIS would provide access to their database of community resources, which in turn the DISH staff would expand and update in their area of expertise. An Advisory Committee of service providers and disabled persons would add the community's perspective to this partnership.

The original planning group required several meetings to explore the proposal since information services concepts were new to them. Meanwhile Library and CIS staff needed to learn the language of the health care and social services sectors. Eventually DISH was established and is still operational. Funding has always been an issue since the social service and health care sectors have been restructured several times. Fortunately, the DISH staff has a high community profile as advocates and experts in the disability issues, and the work which they do is valued by the community. When the local rehabilitation hospital looked to establishing a similar hospital-based service for its clientele, it was decided to move the DISH operations to the hospital two days a week. This change of location did not affect the original client base, since the phone service is offered from both locations, but this move ensured funding stability.

The value to the Library was again that a different client group was introduced to library services. The use of the collection in the Resource Centre rose dramatically. This also provided the impetus to review the library facilities and services to ensure that these met accessibility standards.

What Did We Learn?

Speak the language of the partners

It was necessary to develop a vocabulary that spanned both fields. The term 'informal counselling' was developed to describe the service. This described a level of service which went beyond 'in-depth reference service' which is typically provided by a public library, but is less than 'counselling' provided by the health care field. It recognized that significant time per client was required to address multiple issues. For each situation, the client would be presented with options and sufficient background information to make informed choices.

Library collections are important

As the service matured, the biggest surprise was how useful the Library's collections were to the clientele. Responses were enhanced by providing information from the Library's collection. Clients reported that this information was often more helpful than the referrals to other agencies. Subsequently when partnerships are developed a collection component has been included.

Manage expectations

Library staff learned to state what the Library could and was willing to do, and as well as to state what could not be done right up front. This was a difficult partnership and this clarity ensured DISH's survival later when funding continued to be an issue.

Career and Employment Resource Centres

The Hamilton Public Library's five Career and Employment Resource Centres emerged out of an earlier partnership which created a Hamilton Business Directory, a multi-agency public-private partnership. The Federal government was one of the partners and so when it decided to get out of direct service provision and instead fund community agencies (public and private) to provide career and employment counselling and information, it asked the Library to start a Career Centre. The first centre was so successful, that the federal government redirected its funding in Hamilton to support more library-based centres. There are now centres in five Library branches.

The Library's Career and Employment Resource Centres provide job hunting and career information. Each Centre has a collection of approximately 1,000 items, access to online resources, as well as additional computers with résumé-writing software for public use and a fax machine to enable job hunters to e-mail or fax in résumés. There is a staff person for each Centre who provides assistance in job search strategies and résumé writing by appointment or by chance.

The library wins because career information is a natural fit and an expansion of its information and lifelong learning roles. Staff at those branches where there is a Centre have upgraded their reference skills to support the types of questions being asked. Again we are attracting different customers.

What Have We Learned?

Information skills of library staff are highly valued

The funders value the quality of the service provided by library staff. An independent evaluation of various Career Centres throughout the city determined that those run by library staff provided the best quality service, even when measured against other long-time service providers.

Adhere to core values at all times

Initially it appeared that the Library's core values, of inclusiveness, accessibility and confidentiality, were at conflict with the requirements of the funder. Through open and ongoing discussions a way was found to address their needs without violating these values. However, the Library was prepared to withdraw from the partnership, with all of the negative service implications, if a solution could not be found.

The Hamilton Wentworth District School Board

The Hamilton Public Library has worked for many years with the Public School Board to address student needs in many ways. Recently a formal partnership agreement was signed which outlines the ways in which the two organizations cooperate, and delineates both shared responsibilities, and the lead responsibilities for each organization. By doing this, the value that the library brings to the local public schools is now clearly articulated and understood.

What Have We Learned?

Create value

The power of this collaboration came from combining partners' core competencies in mutually reinforcing ways. For example, in this partnership it was agreed that the Public Library would take the lead role in providing electronic information resources (including negotiation of the leasing arrangements), thereby freeing the schools to focus on other areas.

The process of talking is as important as the end result

We have observed that the starting point of a partnership is the tendency to talk about what each partner wants from the partnership and what the other partners can do to help, as opposed to what can be done together. It is only as both sides communicate their issues, and share a common language that the areas of mutual benefit and concern can be identified. When this happens, the synergy of the partnership is at its most powerful, as the next partnership will illustrate.

Multicultural Early Learning Initiatives (MELD)

MELD is a family literacy project planned and implemented by eleven community partners. It

is intended to reach new immigrant families and provide parents with support for their children's early learning and school readiness. MELD is supported by dual[1] language family workbooks, accessible dual language collections and family programs. A group of teachers developed a workbook based upon five school readiness skills for parents and children to work with at home. Library staff then hold programs in the schools to encourage parents and children to participate in the program. At these sessions, parents and children are encouraged to complete one activity from the workbook together and each child receives a book bag and a sticker sheet. Parents and children are also encouraged to visit the local library. When a child completes the five activities, the child returns the workbook to the school where these are displayed. Teachers also encourage the children and their parents to visit the library and they make library card applications available in any of the project's six languages.

What Have We Learned?

Use your community's strengths to address issues

This is a project that neither the school board nor the library could do on their own. It needed the knowledge and support of the local immigrant community to identify the specific needs of the various cultures, and provide translation assistance. This is a partnership of partnerships since such diverse groups as SISO (Settlement and Immigration Services) CATCH (Community Access to Child Health) and CAPC (Community Access Programs for Children) enabled this project to focus on very specific needs of a vulnerable clientele.

The Summer Reading Clubs

Hamilton Public Library partners with several organizations to offer the Summer Reading programs. This partnership is different from previous partnerships, in that it is based on the fundraising model to enable the library to meet community expectations. The catalyst for this is both library- and community-driven. On one hand, the program is so popular that existing library resources cannot meet the demand without community assistance. On the other hand, there are many organizations who like to give funds to support children and reading. Partners include: a bank,

several chapters of a local service club, the federal government Summer Work Experience grants, a book distributor, media partners, social agencies, some individual donors, and local businesses.

Most libraries are aware of the benefits and values of a Library's summer reading programs and Hamilton Public Library experiences are no different. This program has run for more than 35 years. There are four different reading clubs for readers, reluctant readers, teens and preschoolers with over 10,000 participants. Each summer over 30 students are hired to assist with the programs. In addition, an adult reading club was introduced this summer.

What Have We Learned?

Show the BIG picture

It is far more effective to package the results of the whole program, and show each partner its contributions to the whole rather than to show only their specific contribution. For example, when we showed the federal department that they partially funded 30+ summer positions, as opposed to fully funding six positions, they were able to use this as leverage to obtain more funding for summer jobs in public libraries in subsequent years.

Build relationships

Donor recognition is very important and is very labour intensive. This annual process is time-consuming but absolutely necessary to keep an ongoing commitment. Libraries which choose to fundraise for ongoing programs must recognize that there can be as much work in the ongoing care of donors as there is in running the program itself and be willing to make this commitment. This can be very difficult unless there is a department or foundation to support the Library's fundraising efforts. It is not possible to support many ongoing programs at one time with fundraising efforts unless the infrastructure is in place.

The Hamilton Spectator

This partnership is included because it was one of the few that Library staff actively cultivated over an extended period of time. The *Hamilton Spectator* is the local newspaper and has been a library partner for several years. Each year a

formal agreement is signed in which they specify how they will provide advertising (up to CAD 50,000 annually) to support various library initiatives. In return, they are the major partner for several annual events such as:

- The *Power of the Pen* – the annual teen writing contest which first began in 1994.
- The Summer Reading Club programs.
- The first *One Book, One City* promotion in 2004.

Various *Spectator* reporters and editors were asked to assist in many library initiatives to build trust and demonstrated the similarity of the interests and values of the two organizations. Personal contact was encouraged (e.g. to judge a children's bookmark contest) and opportunities were provided for them to meet the clientele of the programs they were supporting. The sales department was encouraged to sell newspapers at the annual book sale. The Library never asked for free advertising for its core business, but ensured that some advertising was regularly purchased. Gradually, as the number of initiatives in which they were participating grew, the *Spectator* asked to talk about a more formal relationship. The Hamilton Public Library then became one of six organizations which it formally supports as a community partner.

What Did We Learn?

Meet the needs of the sponsor

Media organizations have very specific guidelines about who they will partner with and for what purpose. Generally, they have a statement of purpose that relates to their business plan. When making a case for their sponsorship, (i.e. partnership) it is important to pay particular attention to their needs and expectations. For example, since it is important to the *Spectator* that their auditorium be used, the opening reception for the *One Book, One City* initiative was held there.

Recognize what business they are in

One important factor to remember is that the local paper is in the advertising business. It is essential not to ask for free coverage for something that the Library should be paying for. It is also advisable to purchase some advertising, even though budgets are often constrained. If Hamilton Public Library were not also a client of the *Spectator*, it doubtful that the partnership would have emerged.

Hamilton-Wentworth Information Network (HWIN)

This partnership shows what can happen when the Library provides the vision for its community. Both of these partnerships resulted in success far beyond what was first believed possible.

In the early 1990s the Library established the Hamilton Wentworth Information Network, consisting of representatives of the Boards of Education, Mohawk College, McMaster University, and the Library in order to discuss the sharing of information resources. At first, the initiatives focused on collection issues, but very quickly it moved to connectivity issues. The group's goal, expanded to include the City and local business, was to build a strong electronic network. Under the leadership of this group, *all* public buildings such as city facilities, recreation centres, fire halls, schools, libraries (including those in distant rural communities), the college and the university are connected by fibre cable and there is a direct T10 Internet cable that connects Hamilton to Toronto for the exclusive use of these partners. All of this was done with operating funds, at a fraction of the cost had it been done individually and in an uncoordinated manner. And, symbolically, the network support equipment is located in the Central Library, a memento of the lead role the library played in this initiative.

What Did We Learn?

Lead with your knowledge and your vision

The Library was able to use its leading-edge knowledge of the information business to address a city-wide issue. It expanded the vision to ensure that all public buildings, not just libraries, had good quality, high-speed electronic connections. It made it work by planning and building the network with other partners to ensure that the network was not only robust but also cost-effective, as this cooperative approach greatly reduced the initial costs. This positioned the city and the Library to provide services in dramatically different ways.

The City of Hamilton

This partnership is unusual because we actively seek out ways in which we can partner with the City[2] for various initiatives to strengthen the relationship and build trust and credibility. The City of Hamilton is the source of the Library's funding. Therefore we actively seek opportunities to partner *with* them to provide services for other clients, as well as for opportunities to provide services *for* the city itself.

What Did We Learn?

Showcase the talents and skills of your library, even if there is no immediate payoff

The Hamilton Public Library offers staff support whenever possible. For example, a librarian was loaned to a city department to help organize the content for a Call Center. Library staff edited a report for the City Management Team to ensure a common voice and consistent information. The Library selected and ordered a reference collection for a city-operated service. It is true that the Library incurred costs for these but the resulting goodwill is beyond measurement.

Help find solutions for their problems

After amalgamation, the city found it necessary to rent expensive downtown office space. The Library offered to moved its Technical Services to another city building, thus freeing prime downtown space at the Central Library for the city's use. This not only resulted in savings of over CAD 500,000 annually, but more importantly the City's Information Technology Department relocated to this space, which has created synergies and opportunities for further cooperation and collaboration.

This strategy has resulted in a climate of goodwill and mutual trust and respect. In turn, this led to a new partnership which has the potential to integrate the Library into the life of the community more than ever before possible.

MyHamilton.ca: The Community Portal

The newest, and possibly the most challenging, of all of our partnerships has been the new Hamilton community portal. It builds on the work of a number of earlier partnership initiatives such as the Business Information Network, and an earlier website called PICHamilton (Public Information Centre Hamilton) which searched and indexed information from the partners of the HWIN network and community non-profit groups. But the true catalyst was the mutual respect between Library and City staff in the technology and information area.

The portal for the City of Hamilton provides a common interface and navigation for all city, library and community organizations. It replaces other community information sources such as PICHamilton. It is a one-stop source of information about any service, need, or program that exists in the city. E-commerce will enable individuals to conduct business with the city electronically. Gradually as this expands, customers will even be able to pay library fines on-line.

The design of the portal's interface is unique because of the high profile which the library receives. On each page there is a link to the Hamilton Public Library. Each time someone searches for information, a box on the right hand side of the page provides simultaneous consolidated searching of the Library's collections. For example, if someone is seeking information about day care providers, the main window will provide information about the day care centres in Hamilton while the box at the right will provide the books and articles about day care in the Library's collections. In this way, Library resources are truly integrated into the lives of Hamilton residents.

The portal provides opportunities for community discussions groups, for forums on various topics, and space for non-profit organizations to participate. One specific role that the Library assumed in the development of the portal was not only the championing and guiding the community's access to the portal, but more importantly the training of community groups to mount and use information.

Library staff were heavily involved in the portal's development. The portal's development was led by a team of three, one of whom was a library manager who was seconded to the project for a full year at the Library's expense.

What Did We Learn?

A high level of trust is required

In earlier partnerships, there was time for all partners to learn a common language. However, when a partnership is based upon a leading-edge application which requires a high level of technical expertise, partners either enter the partnership with the necessary expertise, or they are not able to participate in all decisions. In this partnership, situations arose which exposed a partner to significant risk. It was necessary for that partner to make critical decisions on behalf of the entire group to protect itself. For this to happen trust was critical; if lacking it could have destroyed the partnership and brought the project to a halt.

Manage expectations

This lesson brings us back to one of the earliest lessons learned through our partnerships – manage expectations. Even though the development team's project is complete and the team members have returned to their regular jobs, those partners who were unable to participate fully continue to have unmet expectations. As an interim solution, several librarians have been appointed Channel masters in order to assist these partners to more fully recognize the portal's potential.

The Hamilton Tiger Cats

This next partnership is one of the most fun partnerships we have been involved with. The Tiger Cats are the local Canadian Football League team. The team was recently bought by a former Hamiltonian, Bob Young, known to many as the founder of Red Hat, a software company. He hired a young and ambitious marketing team to renew the franchise and boost attendance, and so the marketing director approached the Library to do a joint promotion.

A number of ideas were pitched for their support and they chose the Summer Reading Club as their major focus because its demographics met their target audience. The Ticats arranged to give each child who joined one of the summer reading clubs two free tickets for a game. Last summer the library gave out over 20,000 free tickets. But it didn't stop there. They also made and distributed posters of football players reading to kids in the library. There was a promotional day where the players worked at the circulation desk to help 'sign out' materials. They included the library in all of their promotional materials such as tray mats at the local fast food restaurants "because it doesn't cost us anything and it is for a good cause." They made one game night, 'the Hamilton Public Library night' and made a promotional video of the library to show before the game, and during halftime. In addition, they reduced ticket prices for library staff and gave a half-price admission to anyone who donated a children's book that evening.

What Did We Learn?

Customers grow up and will remember you, and in ways that you can't anticipate

We learned later that the Marketing Director who approached us had fond memories of libraries from his childhood. His mother was a teacher who strongly encouraged reading and his use of the library. So keep up the good work!

Everyone wins

This partnership provided a 'win-win' for both partners. Attendance at the games soared and as it became a family activity the Tiger Cats were actually able to measure this by a slip in beer sales! (Fortunately, this was offset by increased food revenue.) As for the impact on the summer reading program – there was an increase in the number of boys ages 10–12 years old who participated, and this group read more books per person than in previous years.

Partnerships that celebrate libraries and literacy are fun and engaging

So select your game. Choose your team. Practice and play hard. Show your appreciation. Celebrate the results.

In Conclusion

Add Value to Your Community

Libraries must focus their efforts on adding value to their local community. In return, the benefits to the Library will take care of themselves.

Focus on Core Strengths and Skills

The provision and organization of information, services to children, the promotion of books, reading and literacy, are all areas where partnerships are a natural fit.

Anticipate Trends in Public Policy

Future partnership opportunities can often be determined by watching new government initiatives and then getting involved with them. In Ontario, the literacy wave has been followed by services for disabled persons, multiculturalism, career information, networking and technology, and most recently early childhood education.

Showcase the Skills of Library Staff

Remember that the skill set of library staff is second to none when information is being provided. Encourage partnerships which use library staff to provide information – they will shine.

Be True to Your Core Values

Inclusiveness, accessibility, confidentiality and the insistence on the sharing of information are all enduring strengths valued by others. Don't compromise these for any partnership.

Make the Effort

Partnerships are hard work. Make the effort to develop win-win relationships and overcome obstacles. Partnership development requires it. It also requires creativity, lateral thinking, active listening and the ability to synthesize varying agendas into a workable whole. Remember there is more than one way to make something happen so keep the lines of communication open and the solution will evolve.

Savour the Results

And finally when the partnership is running, savour the results. It will all be worth it if your community is a better place for your efforts.

Notes

1. Languages include Urdu, Vietnamese, French, Portuguese, Turkish and Punjabi. These were selected by the participating schools.
2. In Ontario, The Public Library Act mandates that public libraries are independent organizations operating under the direction of a Board of Directors with funding provided by the local municipality.

Edited version of a paper presented at the World Library and Information Congress, Oslo, Norway, 2005, in session 104, Division of Libraries Serving the General Public.

Key Publications in Library Marketing: a review

Christie M. Koontz, Dinesh K. Gupta and Sheila Webber

Abstract

This paper reviews key contributions to library marketing literature, from the early 1970s through the present. Many of the bibliographic citations lead to hundreds of publications authored over the last 30 years. As marketing developed in the United States and western culture, the majority of the publications are in English. The authors solicit contributions from non-Western authors and others considered key by readers to be included in a second article. Please send relevant information to Christie Koontz at ckoontz@ci.fsu.edu.

Keywords: marketing; libraries

Introduction

The concept of marketing within the business sector of United States society originated in the 1950s. Prior to this, emphasis was placed on producing products without regard for consumer needs or demand, coupled with the intent to sell that same product to an undefined market for a profit.

Demand at this time was far greater than supply and the customer usually had to seek out the producer (Simpson, 1984). Eventually this trend reversed and consumers realized they could demand choices. Hence was born marketing, *a consumer demand-oriented product concept.*

Marketing entered the consciousness of different industries at different times during this period. Marketing spread rapidly from large US companies such as General Electric and Sears & Roebuck, to consumer goods companies, paper and steel industries, and finally into consumer service firms such as airlines, AMTRAK, the US Postal Office and banks (Kotler, 1980). Even doctors and lawyers, who traditionally relied upon demand being more prevalent than supply, eventually turned to a marketing way of thinking.

Philip Kotler (1969) in a classic article which appeared in the *Journal of Marketing*, broadened the concept of marketing and is credited with the rapid extension of marketing into many non-traditional sectors. Kotler states that marketing has two perceived meanings:

1. Selling, influencing and persuading people to buy things they do not necessarily need or want.
2. A weaker meaning, in the public mind now and then, is the concept of sensitively serving and satisfying human needs.

This latter definition develops consumer loyalty and focuses on consumer needs and wants. As Kotler infers, the recognition that effective marketing requires a consumer orientation instead of

a product orientation, gives marketing a 'new lease on life' and ties its economic activities to a higher social purpose. And it is this second side of marketing that attracted institutions in the nonprofit sector such as colleges, hospitals, museums and libraries.

Libraries, like other nonprofit organizations, vary in their awareness and use of marketing ideas. Many are just beginning to apply marketing actively, while others have been marketing for more than two decades. For libraries in the early period, books and articles about marketing were comparatively rare. However, it is worth noting that some did exist: for example Briscoe's (1921) fascinating *Library Advertising*, subtitled *'publicity' methods for public libraries, library-work with children, rural library schemes, with a chapter on the cinema and library*. This foreshadows some of the strategies advocated even today, such as targeting library newsletters at different groups, and having tie-ins with films.

The 1970s

After Kotler's initial breakthrough article, many non-goods sectors began publishing marketing-related literature. The library field recognized marketing, but suffered from some misperceptions. Historically, it is interesting to note that from 1921 till 1943 libraries reported in *Library Literature* all activities within the 'promotion' arm of the market mix under 'publicity.' From 1943 until *Library Literature* went online, all such activities fell under 'public relations' with explicit publicity activities such as book fairs, etc., under a subhead 'publicity.' 'Marketing,' even though a plethora of writings was available, was not referenced in *Library Literature*. By contrast, it is worthwhile to note that *Library and Information Science Abstracts* (*LISA*) introduced the key term 'marketing' for searching the database in 1969, and since that time the numbers of results have been rising continuously. While a search on 'marketing' hit only 30 papers during 1970–1975, this increased to 1,146 during 1996–2000.

In the early 1970s, librarians and information specialists began to consider that certain aspects of marketing might be a significant means by which to improve library services. Kotler's first nonprofit oriented book, *Marketing for Nonprofit Organizations*, was published in 1975, and is now

in its 6th edition. The last edition (Andreasen and Kotler, 2003) uses public libraries illustratively.

In that same decade, 'Marketing Scientific and Technical Information Services' was the first paper on the marketing area included in the *Encyclopedia of Library and Information Science* (Weinstock, 1976.) It was stated that information specialists were beginning to use marketing techniques and that their effective use could ensure growth and development of information systems. In 1992, another paper appeared in the encyclopedia on 'Information Marketing in Libraries.'

The banner year for articles on library marketing to be published was 1977, when over a dozen publications appeared. *Marketing the Library Service*, a Library Association (UK) publication in the LA Management Pamphlet Series was one of the first in the field to use 'marketing' in its title (Yorke, 1977). Though not written by a professional librarian, but by a management expert, the author justifies marketing in libraries.

> At first sight it might appear to the reader that 'libraries' of one sort or another have nothing whatsoever to do with the subject of 'marketing.' 'Marketing' it may be conjectured, is a word which made its appearance in the world of industry and commerce…

However, it explains the similarities between a library and other organizations irrespective of the field of activity in which they are operating, and the application of marketing in libraries.

Academic librarian Trudi Bellardo and professor Thomas Waldhart (1977) wrote an excellent article for *Libri* examining the possibilities of applying marketing techniques to the products and services of academic libraries. This was the first of many such articles that were spawned within a period of a few years in various specialty areas of librarianship such as law, art, special and school libraries.

The *Annual Review of Information Science and Technology* (*ARIST*) was in its 5th volume in 1970, when the heading 'marketing' appeared for the first time. In 1970 and in subsequent issues of *ARIST* some entries are under the heading of marketing. Most of the referred studies were restricted to the relationship between user studies and information system design and subsequently

presented under labels such as user needs, user training and economies of information. The gradual and sustained growth in perceptibility of marketing in library and information centers led to this first review on 'marketing'. It contains 57 references dated 1957 through 1978 on marketing-related business, public administration, education, library and information science, economics and sociology. This gives the first extensive coverage of the topic and cited 14 references related specifically to library and information services. This review not only contains the list of papers with abstracts, but also mentions literature that is critical of the application of marketing to information. The appearance of some good words about marketing and pricing in information science or library literature, at conferences, and in the works of a few newer authors in the library circuit are encouraging (Freeman and Katz, 1978).

A leader in the early library marketing literature was Andrea Dragon (1979) who concluded that public libraries needed to conduct marketing as the library was losing its share of the tax dollar. Dragon wrote prolifically through the next 5 years, contributing to the concept of price (the sum of customer costs) for library intangible services, as well as the importance of the location of facilities for optimal library use.

The 1980s

In 1981, *Library Journal* published its first special report on marketing, 'Beyond PR: Marketing for Libraries' (Eisner, 1981) The report included articles written by library leaders who recognized that, though marketing is not a panacea for all varied library problems, it was an additional weapon in the planning arsenal. *Illinois Libraries* also came out with a special issue, 'Marketing for Libraries' (1983). Later on, many other journals brought out special issues on marketing including: *Journal of Library Administration* in 1984, *Library Trends* in 1985, *Information Outlook*, *ASLIB Information* in 1991 and 1993, *DESIDOC Bulletin of Information Technology* in 1998 and 2002, *PNLA Quarterly* in 2002, *Acquisition Librarian*, 2002, *SCONUL Focus* in 2004, etc. *Information Outlook* brings out two special issues every year on marketing related areas.

The first authentic 'marketing of library and information services' text is an ASLIB publication (Cronin, 1981). This collection of writings outlined the essentials of marketing theory and practice for library and information services. It includes widely acclaimed journal articles by Lewitt ('Marketing myopia', 1960), Kotler ('Broadening the marketing concept', 1969 and 'Strategies for introducing marketing into non-profit organizations', 1979). In the same year, Bob Usherwood's *The Visible Library* (1981) highlighted that public libraries needed to develop expertise in public relations in order to retain a high profile with their markets and maintain their place in society. The second edition of the ASLIB publication, *The Marketing of Libraries and Information Services,* which applied marketing broadly to nonprofit institutions, was published in 1992 (Cronin, 1992).

In 1982, Gene Norman published a summary of library marketing literature in *Reference Services Review* (Norman, 1982). The list of 94 articles and books was complete for that time and included a large number of public relations articles; it helped prioritize marketing within library literature. Norman provided a second annotated guide in 1989 (Norman, 1989).

In 1984, a landmark work by Darlene Weingand, *Marketing for Libraries and Information Agencies*, was published (Weingand, 1984). Eleven readings discuss the marketing perspective – yet not one was from the promotion or public relations angle. The readings covered the theories of marketing and marketing models, as well as reviewing actual applications of marketing in libraries and information agencies. Weingand also published another title *Marketing/Planning in Libraries and Information Centers* in 1987, a second edition of which was published in 1999 .

In 1988, Elizabeth Wood, a library professor, published *Strategic Marketing for Libraries: a Handbook* (Wood, 1988). The publication was a unique guide, going beyond endorsement of publicity and selling techniques to a more thoughtful, practical, in-depth discussion of how marketing principles fit into library operations and planning. Wood stressed lesser-known marketing activities such as segmentation and opportunity analysis, also introducing the concept of partnering marketing activities with strategic planning. This work has been overlooked by and large, and still has value for today's librarians.

Rejean Savard, a professor of management and marketing at the University of Montreal developed

the first guidelines for teaching marketing and management (*Guidelines,* 1988).

The newsletter *Marketing Treasures* started in 1987, originally in print, but transferred to solely electronic in January of 1999 (www.chrisolson. com/marketingtreasures). The newsletter offers tips, ideas and insights to librarians and others on how to promote and apply marketing tools to information services and products. *Marketing Treasures* articles span the full range of marketing and promotion issues faced by all types of librarians around the globe. Although the newsletter was not published for a period of almost three years, it started again in 2005, offering useful information on marketing LIS, freely available on the net (*Marketing Treasures*, 1987).

The bi-monthly newsletter *Marketing Library Services* (*MLS*) (www.infotoday.com/mls) started in 1988, giving specific coverage on marketing of library services (as the name clearly suggests). The newsletter was created to provide practical information on marketing processes and techniques which can be applied in the library environment, and to extend the profession's awareness of the relevance of marketing to libraries. *MLS* provides information professionals in all types of libraries with specific ideas for marketing their services. MLS continues to hold its own amongst other *Information Today* publications with a widespread international audience.

The second *ARIST Review on Marketing* discussed the earlier trends and developments in library marketing from 1982 through 1988 (Tucci, 1988). Its scope covers all aspects of marketing, including the four Ps (Product, Pricing, Place/ Distribution, Promotion) and related areas of marketing research, surveys, and marketing plans. It identifies the greatest changes during the period with increased emphasis on combining strategic planning with marketing, and promotion of emerging technologies and new services reflecting the increased technology needs of library users. An annotated bibliography of literature reviewed is included.

The 1990s

A major contributor to library marketing literature, Greta Renborg from Sweden introduced the provocative notion that

a probable low use is then more a sign of poor marketing than of low interest of the service evaluated (1991, p. 4).

Renborg's work is a classic and provides an extensive bibliography of work and research that provide the background of burgeoning interest in marketing for libraries beginning from 1876. In 1997 Renborg addressed audiences at the 63rd IFLA conference, opining that elements of marketing are embodied in age-old library activities such as publicity, public relations, advertising and extension work. Renborg noted that

> today's marketing of library services has its deep roots in parts of the USA and northern Europe, in countries with few illiterates, more money, libraries and library schools than the rest of the world. (Renborg, 1997)

Renborg's earlier work (1984) was a landmark that is often overlooked in library literature, which identified the importance of recognizing competition, targeting customer groups, and assessing channels of distribution.

Many easy to understand guides appeared during this decade. *Marketing: A how-to -do manual for librarians* (Walters, 1992) is a workbook. Similarly, ASLIB published a guide *How To Market Your Library Services Effectively* in its popular series *ASLIB's Know How Guides* in 1994 and its second edition in 1997 (Coote, 1994; 1997).

The Library Association (UK) published *Marketing Concepts for Libraries and Information Services* (DeSaez, 1993). The second edition of the book appeared in 2002. The extended text builds on the essential strengths of the first edition with updated case study examples and bibliographies, plus revised and added sections covering public relations and marketing, cyber@marketing, e-commerce, e-mail marketing, relationship marketing, data mining, and wired marketing, in the digital age. Salaün (1992) also provided a core text, exploring the nature of marketing and its relevance to libraries, and explaining key concepts.

A lesser known publication of the Library Association (UK) (now known as the Chartered Institute of Library and Information Professionals, CILIP), but one which is valuable in its concise and accurate approach to explaining 'library

marketing,' was authored by Keith Hart (1999), marketing manager to a leading library supplier in Great Britain. *Putting Marketing Ideas into Action*, in the *Successful LIS Professional Series*, offers an action-oriented approach and step-by-step knowledge of developing marketing communications based upon customer research.

Rejean Savard remains a strong force in the international community, and facilitated the development of the IFLA Management and Marketing Section (1997). This Section has sponsored pre-conferences at almost every IFLA annual conference since the Section's inception, focusing on various activities, including marketing planning, communication and research. Key proceedings and publications (Bouthillier, 2002); (Savard, 2002); (McAdam, 2005); (Gupta, 2006) can be found on the IFLA website, www.ifla. org.

An increasing number of substantial publications focused on particular library sectors, or key facets of marketing, and some examples are given here.

Christie Koontz authored the only work of its kind, *Library Facility Siting and Location Handbook* (1997), which reviews the critical needs for librarians to know the extent of geographic market areas in order to identify actual and potential customer demographics and patterns of use. The publication identifies the critical nature of understanding the relationship of library offerings to the price customers pay to use the library (time), interlinked to location. Koontz also authors a regular featured article in *Marketing Library Services* (published by Information Today, Inc) from 2001 to address marketing topics in layman's terms (Koontz, 2001–2006).

Libraries long suffer from haphazard approaches to services and product development. But the work *Product Design and Test Marketing of Information Products/ Services* (Jain, 1999), a study supported by IDRC, provides product/service development processes in library and information centers based on practical experiences in a very lucid manner. Information product development and marketing were important for people in the commercial information industry, and texts aimed at information providers also have relevance for library and information professionals. For example, DiRenzo (1993) and Trudell (1991) provide good advice, pertinent for librarians in

an increasingly virtual environment. Similarly, as information broking emerged as a profession, there were more books and articles on fee-based services (e.g. Wormall, 1996) which concentrated on challenging aspects of information marketing, such as pricing.

Special libraries, normally having a smaller client base, are often better placed than public and academic libraries to tailor their services to individuals and small groups. Some excellent texts aimed at this market emerged. For example, St. Clair (1993) highlights the need for good customer service, and identifies steps in tailoring your service to the needs of the client.

Public libraries continued to be the focus of some publications. Thierry Giappiconi (1999), a leader in marketing literature in France, published *Adjusting the Product – Tools of marketing at the service of the public libraries' objectives and their service quality*, which brings forth the critical view that marketing embodies the entirety of interrelationships with actual or potential users and aims to fine tune the services provided. In the UK, Kinnell and MacDougall (1994) produced a book based on research into public library marketing. This provides both an interesting picture of the state of marketing in UK public libraries of the time, and useful advice about planning and implementing marketing strategies.

Sheila Webber authored the most comprehensive review to date of works and attitudes of professionals towards marketing, in a contribution to *Library and Information Work Worldwide* (Webber, 1999). The bibliography for Webber's chapter indicates the growing interest in marketing from Africa, Australia, Asia and Russia. Webber offers a valuable discussion of the constraints of marketing intangible services versus products or tangible goods. This leads to a review of marketing virtual services which began burgeoning around the turn of the new century.

The 21st Century

By this time many new marketing terminologies started to appear in LIS marketing literature, such as internal marketing, relationship marketing, Internet marketing, integrated marketing, customer focused marketing, and so forth. A timely work from Dinesh K. Gupta and Ashok

Jambhekar, *An Integrated Approach to Services Marketing: a book of reading on marketing of library and information services* (2003), addresses many such concepts. They note

> despite in the interest in marketing there remains for the most part lack of familiarity with the total marketing concepts. Many myths still persist in the minds of library and information service providers about the marketing concept.

The authors organize the readings around the foundation and framework of library marketing; customer focus approaches; tools and techniques used in marketing planning; use of the Internet for marketing communications; and how to internally inculcate marketing.

Representative of this trend is a recent publication by the American Library Association (ALA) *The Visible Librarian: Asserting your value with marketing and advocacy* (Siess, 2003) which brings together the five concepts of customer service, marketing, publicity, public relations and advocacy, to be visible among users, patrons, and fund providers.

With the dawn of the new century, marketing education is still on the periphery of core curricula in library schools. Some schools of library and information studies offer courses in the summer months, or include a section referring to marketing in required management courses. Workshops, materials and grants are offered at the local and state levels to promote librarians learning about marketing or specific marketing activities. In 2001, Rejean Savard organized an IFLA conference satellite meeting in Quebec, Canada, on 'Education and Research for Marketing and Quality Management in Libraries.' The published papers (Savard, 2002) reviewed teaching standards and efforts for new students, continuing education, new approaches, and barriers to implementing marketing once learned.

Not only the content changed but there were also changes in pedagogy and use of technologies in teaching and learning marketing LIS. The publication *e-Learning for Management and Marketing in Libraries* (McAdam, 2005) reflects the content and richness of the IFLA satellite meeting held in Geneva, Switzerland, in 2003. It was devoted to e-learning for the marketing and management of libraries and was organized by the IFLA Management and Marketing Section.

Commercial information providers and hosts have made a contribution to marketing education and support, making useful material accessible over the Internet. For example, LexisNexis (http://www.lexisnexis.com/infopro/training/toolkits/) has produced a series of toolkits, supporting initiatives such as the US National Library Week. Elsevier's Library Connect Pamphlet 8: *Marketing Library Resources: An annotated bibliography* (Decooman, 2005), available free online and in print, covers most literature published during the period 1998–2005. It gives a detailed note of the resources (both print and online) categorized into marketing concepts such as: strategic planning; environmental scanning; customer services, media relations and public relations: outreach and liaison efforts; marketing digital resources; developing and fundraising; relationship marketing; and evaluation.

A new IFLA title, *Marketing in Libraries and Information Services: international perspectives* (Gupta et al, 2006) gives a cohesive picture of the LIS marketing at the international level from different perspectives. The work is divided into six chapters: marketing concept in libraries in a changing perspective; marketing practices in libraries around the world; role of library associations in promoting marketing; education, training and research in LIS marketing; excellence in library marketing; and databases and other marketing literature. In all it includes 40 papers from 47 contributors from 20 countries.

This article is our first international view of library marketing publication activity during the last three decades. The authors request recommended articles for the next review to include more non-western authors and approaches.

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Cross-Sectorial Challenges for Archives, Libraries and Museums

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Abstract

Archives, libraries and museums are established to serve society and their users, but there is considerable overlapping of sources across sector borders. Archives, libraries and museums all collect photographs. A survey in Norway shows that museums, like some libraries, have large and important collections of private archives. In a local community the museum might have a better collection of literature on local history than the public library, but it is not available to the general public and may even not be catalogued. The use of information and communication technology is the overriding challenge common to archives, libraries and museums. Improved cooperation between these institutions requires places where they can meet, such as seminars, conferences or networks. In many ways there seems to be greater potential for cooperation at regional and local levels than on a national level. For users it is irrelevant whether the sources of knowledge and experience are in the keeping of archives, libraries or museums. Their first concern is to obtain access to the sources they seek and to make use of them, regardless of the different sectors involved.

Keywords: archives; cooperation; museums; national authorities

Introduction

Archives, libraries and museums (ALMs) are not established for their own sake, but to serve society and their users. If we wish to evaluate the importance of our institutions, we must measure their importance to the public and their influence on society.

For users it is irrelevant whether the sources of knowledge and experience are in the keeping of archives, libraries or museums. Their first concern is to obtain access to the sources they seek and to make use of them, regardless of the different sectors involved.

There is considerable overlapping of sources across sector borders. Archives, libraries and museums all collect photographs. A survey in Norway shows that museums, like some libraries, have large and important collections of private archives. In a particular community the museum might have a better collection of literature dealing with local history than the public library, but this material is not available to the general public and may even not be catalogued at all.

The following example may serve to illustrate my point.

The oldest known portrait of a Norwegian farmer, painted in 1699, shows Bjørn Frøysåk and his family. Frøysåk is standing in the centre between his two wives. His first wife and her children are on the left. When she died he remarried and his second wife is depicted on the right, together with her children. There are some inscriptions at the top of the picture, but anyone wishing to know more about Bjørn Frøysåk, his family, their costumes or perhaps

his farms, will need to combine various sources from ALMs.

When in the 1720s the Danish/Norwegian king sold the churches in Norway in order to finance his wars, Gol stave church in Hallingdal was bought by Bjørn Froysåk together with some other farmers in the same area and this painting was hung up in the church as a memorial. Bjørn Frøysåk appears to be a strong and wealthy man. If we go to the archives, we can find out about his background and his fortune, which includes the ownership of at least 15 farms or parts of farms. We can trace the names and backgrounds of his two wives. We can find his children and see how his fortune was divided between them when he died. Since he was a man of influence in the area where he lived, there is information about him in local history books, while many Norwegians who are interested in family history can trace their ancestors back to one or other of his fifteen children.

Consider his trousers. In the library there are books about costume and fashion to show that these trousers were inspired by the European Renaissance and look quite similar to those worn in royal households 200 years earlier. His jacket and cap, however, have even older roots, going back to costumes used in the Middle Ages. If we turn to museum collections, a pair of similar trousers can be found in the Norwegian Folkmuseum, as far as we know the only ones in existence. Furthermore, if we had digitized older literature, we could have found these trousers described by an English tourist who visited Norway in the 1820s. In the archives we could look through the official appraisals of the property of dead people and discover how common these trousers were, together with their value. In the same way we could examine his wife's jewellery. Libraries reveal the connection with European fashion, archives indicate how common such items were, while in museums we can study the real objects, their material, construction and function.

This picture of Bjørn Frøysåk and his family may serve to represent the challenges we face in using the sources of knowledge ALMs have in common and as an example of how important it is to have the possibility of combining these sources. Last but not least, let us imagine how it would be if all these sources in ALMs were digitized. There would be no need to go to all these separate institutions. We could sit in our offices or homes with access to all sources and with the opportunity to combine them, to make searches across institutional borders and, not least, to integrate the different types of sources.

In 1999 the Norwegian Ministry of Culture presented a White Paper to Parliament. Originally the proposals were intended to deal with museums only. During the process, however, it was found practical to present a much broader initiative. The paper was called 'Sources of knowledge and experience. Archives, libraries and museums in a society based on information technology'. The title clearly reflects the fact that the overall challenges in the use of information and communication technology were the main reason for the Ministry deciding to present the plans for these three sectors together. Inspired by the creation of Resource in England, the Ministry proposed the establishment of one national authority for the development of archives, public libraries and museums.

The new institution, ABM-utvikling, was based on a merger of the Norwegian Directorate for Public Libraries, the Norwegian Museum Authority, and the National Office for Research, Documentation, Academic and Special Libraries. The Norwegian Archive, Library and Museum Authority is a public institution under the control of the Ministry of Culture and Church Affairs, but working across departmental and other administrative boundaries.

Both on the national level and not least in relation to our international colleagues, ABM-utvikling is expected to focus primarily on cross-sectorial challenges and cooperation between ALMs. However, when the two ministries decided to establish ABM-utvikling, they also gave a clear signal that archives, libraries and museums should continue to be regarded in the future as three individual sectors. ABM-utvikling was given a mandate to pay attention to the challenges within these three sectors and to spend most of its resources on dealing with these problems. At the same time, however, ABM-utvikling is expected to encourage intersectorial cooperation in the areas where such cooperation could result in better services to users.

Why create a new governmental institution for ALMs? The use of information and communication technology has already been mentioned as the main overall challenge. Programmes are needed

to improve competence in our institutions in this particular area.

We should strive for better collaboration in:

- developing programmes and standards that make it possible to use our sources across traditional borders
- developing competence in and centres for the digitization of older material
- taking care of material that is created in digital form
- developing expertise in the dissemination of digital resources

Particularly important is the need for better pedagogical skills in the use of ICT.

In ALMs we have considerable expertise in the use of hardware and in producing electronic catalogues. These catalogues, however, were originally meant for our own staff and trained colleagues. The challenge now is to present our sources on the Internet in a way that is useful both for the specialists and for the general public.

ALMs are small sectors and it is therefore not always easy to gain a hearing in the media or within political and governmental bodies. We would most certainly be stronger if we had a common voice. This spring our new Minister of Modernisation appointed a national committee for the coordination of the use of electronic technology throughout government administration and ABM-utvikling was appointed as the only representative from the cultural and educational sector. It seems very unlikely that any of the former three institutions separately would have achieved such a position.

Twice a year we issue an information brochure called 'ABM' presenting different projects and events from the three sectors. This is sent to politicians, bureaucrats, organizations and institutions on the national, regional and local level with a view to creating awareness of our contribution to society. The response so far has been very positive and it appears that the brochure is widely read and appreciated.

For members of staff in the three sectors we publish *ABM-skrift* with some 8–12 issues per year. This publication contains details of projects that we have initiated or supported, together with other reports and statistics of interest to ALM personnel. Some of these reports, for example 'Museum architecture', are directed at one particular sector, while others, such as 'Digitalization of photo collections' and 'Competence development for a multicultural society' are intended for all three.

Among ALMs there is a need for leadership training. Previously we had one programme in Norway for heads of research and educational libraries and another for museum directors. Last autumn, however, we started a joint programme for leaders in archives, libraries and museums. The initial programme consisted of four gatherings, the last of which will take place at the end of May. So far participants report that they have found it both inspiring and beneficial to exchange experiences and to discuss their problems with their opposite numbers from the other sectors.

The use of information and communication technology is the overriding challenge common to archives, libraries and museums. An important factor in future cooperation between ALMs will be finding opportunities for joint meetings and we aim to encourage the organization of such meetings at national, regional and local levels. They may take the form of seminars or conferences to discuss such themes as ALMs as institutions for learning or the building of networks.

In many ways there appears to be greater potential for cooperation at regional and local levels rather than on a national level, especially with regard to a shared use of resources and joint presentations on the Internet. In several places in Norway now the priority being given to the needs of users is being expressed in plans to establish ALMs in the same localities or even to merge two or three of these institutions. In the county of Vest-Agder the regional archives and the regional museum have merged into one institution, while in nearby Aust-Agder they are planning to make one regional centre for all three sectors. In Trondheim there are plans to establish an ALM centre in a submarine bunker from World War II to accommodate not only the National Archives but also the regional archives and those of the city of Trondheim.

For the time being the university library and a couple of museums will locate their storerooms there, but the idea is also being discussed of having a conservation service and museum exhibits in the same building. Finally, far up north in Finnmark, a new regional library was opened in Vadsø last year

and there are plans to construct a new museum building and a regional archive on the same site.

Culture Net Norway or 'kulturnett.no' is the public gateway to Norwegian culture. Originally there were four websites run by different sectors: museums, libraries, archives and the arts. These four sites shared some joint services run by the National Library. Now the whole project is the responsibility of ABM-utvikling. We have merged the four sector websites into one joint portal to culture and we are strengthening cooperation with the various regional cultural websites.

Several counties are also now establishing their own regional sites in cooperation with kulturnett.no. Local history is a very popular subject in Norway and the county of Sogn og Fjordane has received national project funds towards developing a regional culture website where sources from archives, libraries and museums are presented with links to other relevant information.

ABM-utvikling's declaration of intent states: 'Archives, libraries and museums are places of new knowledge and experience for all.' ALMs have different responsibilities towards society. Archives may be regarded as cultural institutions but their main function remains the documentation of the rights and privileges of individuals, institutions, organizations and other groups in the community. Nor do all research libraries necessarily define themselves as cultural institutions, as would any public library. In our declaration of intent we therefore place the emphasis on three words: *Knowledge, Experience* and *All*.

When we started to formulate our plans, we already had a strategy and a vision but, inspired by the situation in England, we saw the advantage in defining the following core values which we believe to be common to all three sectors:

Tolerance, freedom of speech and democracy

Tolerance and freedom of speech are basic values in our democracy and we want ALMs to be meeting places for open dialogue.

The inherent value of culture

Politicians and businessmen often focus on investments in culture as a means of achieving results in other fields, for example in the tourist industry. For us it is important that culture has a value of its own and we believe that the opportunity for people to take part in cultural activities gives them a better life and enhances their creativity.

The right of access to information

The right to and not least the availability of access to information and knowledge are basic foundations of a democracy.

The diversity of culture

We live in a multicultural society. The Samí population in Norway is officially recognized as indigenous people and this entails special obligations to provide for the development, preservation and dissemination of Samí culture. Five groups have been accorded the status of national minorities. They are the Jews, the Tater/Romani people, the Gypsy/Rom, the forest Finns and the Kvenes. In addition there are now many different groups of more recent immigrants. In our work we find it important to focus on this situation, since ALMs face a two-pronged challenge in this field. We must give members of these different minority groups the possibility of acquiring knowledge and experience of their own cultures, just as we do for ethnic Norwegians. At the same time, however, we need also to focus on the challenge of offering these different groups the opportunity to learn about each other and above all the possibility of meeting and communicating with each other.

Social integration

In our work we must also strive for social integration. This means we have to tear down the social barriers that prevent individuals from obtaining access to our institutions. It should not be forgotten that our vision is for ALMs to be sources of new knowledge and experiences for each and every citizen.

Universal design

Universal design means that localities, exhibitions and not least the resources presented on the web shall be designed to offer access to people with different functional handicaps.

Effective use of the resources of society

As a governmental institution our work is financed by taxes and we therefore have the responsibility of ensuring efficient use of public resources.

To sum up. For users it is irrelevant whether the sources of knowledge and experience are in the keeping of archives, libraries or museums. Their primary concern is to obtain access to the sources they seek and to make use of them, regardless of the different sectors involved.

Caught between Print and Electronic

Kari Stange

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Abstract

The BIBSAM consortium in Sweden has licensed e-journals since 1998. During this period several different business models have been tested. This paper describes some of the experiences gained along the way. The key issue is to strive for models that are cost efficient when taking the whole life cycle of licensing e-journal content into account. The models with the highest potential for cost efficiency for consortia are the 'big deals' where all members have identical access rights and where the same terms apply for all journals licensed. This is in conflict with the need for flexibility often expressed by individual libraries. Parallel purchase of both print and electronic formats adds considerably to both complexity and cost in consortium agreements. Moving to e-only allows for more cost efficient models. Mechanisms are needed for adjusting the total consortium e-only cost in 'big deals' as the publishers' portfolios change.

Keywords: electronic periodicals; library consortia; licensing; research libraries; Sweden

The BIBSAM Consortium

BIBSAM is a department within the Royal Library, the National Library of Sweden.[1] The mission for BIBSAM is to improve the provision of information for higher education and research. Coordinating a licensing consortium and negotiating favourable prices and access terms is one way to fulfil this goal. The department has eleven staff members, of whom three are working with licensing issues.

The BIBSAM consortium has about 55 active member institutions including universities, university colleges, and government funded research institutions. The consortium members choose on a deal-by-deal basis which agreements they want to be part of, and they pay the full cost for the licenses out of their own budgets. Currently, BIBSAM manages about 30 licenses, including 'big deal' agreements with several of the major journals publishers. In addition, BIBSAM supports a network of National Expert Libraries who negotiate agreements for subject-specific resources on behalf of the BIBSAM consortium. Their efforts significantly extend access to electronic resources for the consortium members.

Helping the libraries through the transition from print based to electronic information resources was defined as a priority for BIBSAM at an early stage. The pricing models chosen for the consortium reflect this goal. BIBSAM has never worked with e-journal models which mandate the members to keep their print subscriptions.

Pricing Models 1998–2002: transition to e-only

The BIBSAM e-journal licensing adventure started with the signing of three agreements in 1998; Johns Hopkins' Project Muse, Ebsco's

Academic Search Elite, and Academic Press' IDEAL. The pricing models for the first two had no link to current print subscriptions within the consortium, and they turned out to be easy to administrate.

The pricing model for the IDEAL agreement was an e-only 'big deal'; all journals in the publisher's portfolio were included, all members got access to the same titles, and the same terms applied to all titles. The cost for the consortium was based on print subscriptions held by the members the year prior to entering into the agreement. There was an option to buy print as add-on, a model known as deep discount on print or 'DDP'.

Agreements with Springer, Elsevier, and ACS followed soon after, all with the 'big deal' concept as a common denominator. The pricing models were different but all used print subscriptions as the basis for the cost. The Springer and ACS agreements had the DDP option, while the early Elsevier model gave the members the option to choose between print+electronic or e-only.

The DDP and the print+electronic options gave the libraries an opportunity to start the transition towards e-only. For some members the transition was fairly smooth while others needed more time to implement this change within their organization.[2] However, administrating these models turned out to be very labour intensive for all parties involved; for consortium members and staff needing to keep track of the status of subscriptions at the individual journal level, for publishers striving to produce correct invoices, and for subscription agents who were caught in the middle.[3]

After a few years of transition the BIBSAM consortium was ready to move on to true e-only models. Eliminating the complexity associated with the print subscriptions was a prerequisite for the next phase of the BIBSAM e-journal pricing model adventure.

Pricing Models 2002–2005: internal cost division based on population parameters

Similar to other consortia, BIBSAM has been looking for ways to distribute cost between consortium members that appear more 'fair' and thereby reduce tension between members. Cost division models that are based on several parameters, including population measures, are now implemented in several of the BIBSAM agreements, including the 'big deal' agreements with Springer, Emerald, Elsevier, Oxford University Press, and Cambridge University Press.[4,5] While these tailored internal redistribution models allocate the cost based on new parameters, the basis for the total consortium cost is still directly related to the value of the subscriptions held within the group of consortium members at the start of the agreements.

Adjusting 'Big Deal' Costs as Publishers' Portfolios and Consortium Membership Change

If the total consortium cost for a 'big deal' is based on the publisher's historic print revenue – which again is based on a defined list of journals in combination with a defined list of consortium members and their previous subscriptions – what happens to this total if:

- The publisher ceases to publish a number of journals?
- Journals are sold off to other publishers?
- The publishers acquire a number of journals from other publishers?
- Brand new journals start up?
- Members leave the consortium?
- New members join the consortium?

Some of the BIBSAM agreements include detailed descriptions on how to handle these scenarios. The current mechanisms for adjusting the total cost imply that the link to print history cannot yet be ignored. In other agreements where the separation from previous print holdings has gone further, no such mechanism is in place to control all aspects of the scenarios described above. While this causes some uncertainty for both publishers and consortia at this stage, maybe it will turn out to be a necessary step along the path towards new cost efficient e-only models.

Convergence or Divergence?

The e-journal market is young and a flora of different business models is still being tested. It is tempting to borrow a term from the field of evolutionary biology and apply it to consortium licensing of e-journals: 'Convergent evolution' describes the process whereby organisms not

closely related independently acquire similar characteristics while evolving in separate and sometimes varying ecosystems.[6] Two examples come to mind. One is the way BIBSAM and the Finnish consortium FinELib arrived at similar but not identical solutions to the internal cost division dilemma.[4,5] Another is the way BIBSAM and the OHIO-link consortium arrived at very similar solutions to the dilemma of adjusting the total consortium cost as publishers' portfolios change, as briefly mentioned above.

There are also examples that illustrate the opposite, where similar 'organisms' represented by libraries or consortia seek solutions or models that are not wanted by others. In a recent study commissioned by the UK Joint Information Services Committee (JISC), the 'core + peripheral' model is identified by librarians as a promising model for licensing e-journals.[7] A 'core + carnet' model with similar characteristics was offered by Springer and tested by BIBSAM and other consortia a few years ago. While this model might be an alternative for individual institutions, BIBSAM concluded that this model had serious drawbacks and was difficult to manage on a consortium level.[3]

Testing ideas and the gathering and sharing of experiences between libraries and consortia are necessary ingredients in the process towards better models with maximum efficiency and benefits that can be passed on to the end user.

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The World Wide Web Enhancing E-government in the Caribbean: an assessment of government portals or gateway websites

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Abstract

Governments of the Caribbean Community have established portal or gateway sites on the World Wide Web to facilitate the delivery of e-government information and services. E-government via the Internet is seen as aiming to provide all citizens with an efficient and alternative medium for accessing public services and for interacting with public sector providers. This paper examines the potential of these websites to provide access to information and to contribute to the effectiveness of e-government activities. The research assesses seventeen Caribbean portals or gateway websites which facilitate e-government and identifies roles of librarians and libraries in enhancing citizens' access to e-government information.

Keywords: e-government; web portals; access to information; Caribbean Single Market and Economy

Introduction – The Caribbean and the CSME

The Caribbean Single Market and Economy (CSME) which is moving towards full implementation in 2008, is based initially on the integration of the countries of the Caribbean Community (CARICOM), and then on progress towards membership of the CARICOM Single Market (CSM). By June 6 2006, twelve countries had signed on to the CSM. The fifteen Member States of the Caribbean Community which are expected to make up the CSME are Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St Kitts and Nevis, St Vincent and the Grenadines, Suriname, Trinidad and Tobago. Anguilla, Bermuda, the British Virgin Islands, the Cayman Islands, and the Turks and Caicos Islands are Associate Members.

This paper will discuss the state of the art with regard to the use of the World Wide Web by governments in the countries of the CSME, and the national and regional initiatives which libraries can exploit for enabling users to access and use government information and services.

Connectivity, Regional Infrastructure and Initiatives

Developments in the Caribbean which facilitate e-government include public sector modernization, expansion of the telecommunications infrastructure, access to the Internet, liberalization of the telecommunications sector and increased capacity of the population to utilize computer systems and particularly the Internet (Eastern Caribbean Telecommunications Authority, 2005; Jamaica. Office of Utilities Regulation, 2006). Individuals and institutions in

Figure 1. Map of the CARICOM Member States and Associate Members.
Source: amateur.radio.carib.tripod.com/
Note: Suriname, which is also a Member State, is not shown.

the government and private sector now have options for connecting to the Internet. These range from dialup, to various levels of broadband connections.

Despite the relatively small market size of just over 15 million people, telecommunications has become one of the Caribbean's major growth industries. Revised telecommunications laws, and the introduction of regulatory agencies in most countries, have facilitated competition, and the introduction of expansion of the quantity and range of the infrastructure. (Jamaica. Office of Utilities Regulation, 2006).

The region is served by several fibre optic cables including the Americas Region Caribbean Optical-Ring System (ARCOS), The Easter Caribbean Fibre Optic System, and the Antilles Crossing 1. With the recent strengthening of the connections, individuals and institutions have the options of connecting to the Internet via the national telecommunications networks, and on to the international infrastructure. Most government agencies therefore have access to the technical infrastructure required to supply e-government products and services.

Access by citizens to e-government services depends on the availability of personal computers and their connection to the Internet via the 'local loop'. In addition to private access in households,

users may also access the Internet via public libraries, computer laboratories, telecentres and cybercafés (Durrant, 2002).

The Digital Access Index (DAI) drawn up by the International Telecommunications Union (ITU), was designed to help measure the overall ability of individuals in a country to access and use information and communication technologies.

The Index is based on the following indicators:

- INFRASTRUCTURE: Fixed lines subscribers; Mobile cellular subscribers.
- AFFORDABILITY: Internet access price.
- KNOWLEDGE: Adult literacy; School enrolment.
- QUALITY: Broadband subscribers; International Internet bandwidth.
- USAGE: Internet users.

The DAI is calculated as the average of these indicators. Table 1 shows the DAI for countries of the CARICOM group. While nine CARICOM countries appear in the upper level, the highest rank is 0.62 and the lowest is 0.15.

Internet penetration of the Caribbean population is one major factor influencing access. The penetration is uneven across the region and ranges from Barbados and Bermuda at 56 percent and 60 percent respectively to the low levels of 6 percent

Access level	CARICOM countries	Digital access index
UPPER 0.5–0.69	Bahamas	0.62
	St Kitts and Nevis	0.60
	Antigua & Barbuda	0.57
	Barbados	0.57
	Dominica	0.54
	Trinidad and Tobago	0.53
	Jamaica	0.53
	Saint Lucia	0.52
	Grenada	0.51
MIDDLE 0.3–0.49	Belize	0.47
	St Vincent and the Grenadines	0.46
	Suriname	0.46
	Guyana	0.43
LOW 0.29 and below	Haiti	0.15

Table 1. Digital Access Index – CARICOM. Source: ITU Digital Access Index http://www.itu.int/ITU-D/ict/dai/ (data 2002). Reproduced with the kind permission of the ITU.
Note: CARICOM countries not in the DAI List are: Anguilla, Bermuda, British Virgin Islands, Cayman Islands, Montserrat, Turks and Caicos Islands.

in Suriname, 6.1 percent in Haiti, and 6.5 percent in St Vincent and the Grenadines.

Access to e-government services in the Caribbean implies that there must be households with personal computers and connections to the Internet via the 'local loop'. In addition to private access in households, it is also important to factor in the development, availability and state of readiness of public access points as found in libraries, community centres, educational institutions, public kiosks and other locations which influence the effectiveness of e-government. These 'public access points' exist in public libraries and community centres, in most of the CARICOM countries. There is still a need, however, for ongoing assessment of the ability of these facilities to satisfy users' needs.

Definition of E-Government

I suggest here that electronic government, commonly abbreviated as e-government, be seen as use by governments of the new information and communication technologies (ICTs) to achieve efficient and effective administration of government, delivery of public services and interaction with citizens individually and as communities. In addition, expected components of e-government are *enhanced democratic participation*, and the availability of facilities to conduct *secure electronic commerce*.

E-government seeks to support social, economic and political development, to reduce social exclusion, and to contribute to the wellbeing of citizens. This requires cultural change and particularly decreasing the separation between the government and the citizens – community groups, people in businesses, people in government, and in fact any member of the population. Strengthening of the relationships across ministries, across executive agencies and other government bodies, is an important factor, as well as the incorporation of knowledge assets, which provide positive contributions to electronic government resources.

Rationale for Introducing E-Government in the Caribbean

Most Caribbean governments, within the context of public sector modernization, have recognized the opportunity offered by the Internet and

Country	Total population (2005 est.)	Internet users	
		Nos (latest data)	% population (penetration)
Anguilla	12,827	3,000	23.4
Antigua & Barbuda	71,275	20,000	28.0
Bahamas	326,057	93,000	28.5
Barbados	266,134	150,000	56.36
Belize	301,746	35,000	11.6
Bermuda	64,211	39,000	60.7
British Virgin Islands	21,573	–	–
Cayman Islands	47,375	7,800	16.5
Dominica	71,344	20,500	28.7
Grenada	99,794	19,000	19.03
Guyana	881,932	145,000	16.4
Haiti	8,175,610	500,000	6.1
Jamaica	2,675,504	1,067,000	39.8
Montserrat	4,799	–	–
St Kitts & Nevis	39,601	10,000	25.3
St Vincent & the Grenadines	122,400	8,000	6.5
Saint Lucia	165,700	55,000	33.19
Suriname	501,582	30,000	6.0
Trinidad & Tobago	1,310,615	160,000	12.2
Turks & Caicos Islands	19,608	–	–
	15,179,687		

Table 2. Internet Penetration – CARICOM Members and Associate Members.
Source: Internet World Statistics – http://www.internetworldstats.com/stats2.htm 2005

particularly the World Wide Web as a platform for delivering e-government services, and for interaction between government and citizens. All governments have websites and seventeen were found to have portal or gateway websites.

E-government is therefore expected to provide all citizens with an efficient and alternative medium for accessing public services and for interacting with public sector agencies. These services are expected to result in improved access by citizens to information, government services at reduced costs, and efficient service delivery.

The Internet therefore provides an important vehicle in the development and delivery of e-government products and services, and libraries and other institutions of access are challenged to exploit the potential of electronic networking to make information and services available to the general public. Preparatory work has included the establishment of national e-government policies, greater interaction among government organizations, implementation of public information service delivery, development of telecentres in libraries, community centres and other public access points, and the development of portals or gateway sites. These facilities guide and facilitate e-government information and regular evaluation and re-formulation of these e-government activities to match the changing needs of citizens. The *Action-Oriented E-Government Strategy for Countries of the Caribbean Region 2004–2007*, produced by the United

Nations Department of Economic and Social Affairs and the Caribbean Centre for Development Administration (UNDESA/CARICAD, 2004) synthesizes these activities.

National e-government policies have been developed by governments, and several countries are in the process of implementation. An example is *The Five-Year Strategic Information Technology Plan for Jamaica* (Jamaica. Ministry of Commerce and Technology, 2002) which makes reference to the establishment of networks

> to allow access to government services from libraries, post offices, banks, hospitals and other public locations. … The key focus is to have citizens throughout the country, even in rural areas, be able to find and receive information and services from different government organizations consistently and easily.

A review by the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) reveals that Jamaica and Trinidad and Tobago have established e-government units, Barbados and Dominica have established inter-ministerial committees, and several governments have made advances in the development of electronic customs and revenue services. (ECLAC, 2001). Related developments include the passing of 'access to' and 'freedom of information' legislation in Antigua and Barbuda, Belize, Jamaica, Trinidad and Tobago.

This paper examines Caribbean initiatives which demonstrate some of the major features of e-government and seeks to identify the contributions to e-government. The initiatives include government portals or gateways, privacy and security policies and protection, clearly stated onsite identification of organizations, access to online databases and publications, links to government and non-government web sites, audio and video clips, service delivery, and promotion of services and products.

Previous Studies

As mentioned earlier there have been a number of documents and reports on the implementation of e-government initiatives in the Caribbean. There have not, however, been many studies of the services provided or the evaluation of the

usability of these services. A study by Kareen Bourne (2004) critically evaluated the use of the World Wide Web by Commonwealth Caribbean governments. She used content analysis to assess seventeen sites which were considered the gateways to information for each country and to determine the level of government information provision. Bourne examined the variables relating to: identification, interface design, search options, ease of navigation, content, currency, and ranks the sites according to these features. Four sites, were judged to be excellent sites, six good, and seven were rated as poor.

Since Bourne's study was done between 2003 and 2004, there have been some changes in the environment. Governments have extended their use of the World Wide Web, and the advances towards the CSME are expected to encourage the harmonization of laws and practices including information policies, among the fifteen Member States and five Associate Members of the Caribbean Community.

Portals or Gateway Websites

E-government portals or gateway websites are considered here as the first point of access by the general public to government services. The basic concept of portals or gateway websites anticipates a single interface to new and legacy systems and to the government's internal workflow across different departments and agencies. These portal sites should also provide straightforward access to information and services, and should support at least simple transactions such as electronic payments and queries. More complex transactions such as the processing of business registrations should also be facilitated by e-government portals.

Effective e-government portals or gateways enable citizens who wish to interact with government to be able to do 'one stop shopping' via a single point on the Internet. While it is may be technically feasible to create a portal such as MyYahoo, the full development of a government portal such as e-jamaica.gov.jm also needs collaboration and ongoing cooperation among ministries and other agencies, as information has to be regularly made available to the public via a unified operation. The value of the portal to citizens cannot be overstated. In an ideal situation this would be the starting point of e-government services, but

as we know, 'government' is made up of various organizations, some of which may have already made some advances, in their own sectors, in providing e-government information.

This paper seeks to determine how governments have used the World Wide Web to enhance access to government information and services, and particularly the reflection of thirteen criteria in the portal or gateway sites in the fifteen Member States and the five Associate Members of the Caribbean Community.

Caribbean Libraries, ICTs and E-Government

Caribbean libraries are mandated to make information and knowledge accessible to their users. The factors influencing access include accessibility and the guidance which is provided to users by reference librarians. Training in information literacy is becoming a feature of librarian/user interaction as libraries put more emphasis on developing pathfinders and other tools to guide users to information held within their collections and related information on the Internet.

In the past two and a half decades the libraries in the CARICOM Member States and Associate Members have benefited from the availability of personal computers, electronic networking, the increasing penetration of the Internet, and new techniques of increasing access to information. National and regional projects for development of national and regional information systems have provided training in the use of electronic communication and the Internet (ECLAC/CARICOM, 1989; International Development Research Centre, 1993). Libraries therefore have the opportunity to increase the possibilities for the 'average citizen' to access e-government information and services. The computer labs or telecentres in public libraries and community centres, enable citizens who do not have their own computers and Internet access, to learn how to use computers, to access and search the Internet and to locate needed information. Libraries have also developed portals or gateways to their own information resources, and links to information considered to be of interest to groups of users. The website of the National Library of Jamaica and the website of the National Library and Information System Authority (NALIS) demonstrate some of the portal type features of library websites which can facilitate access to e-government information and services.

The networks of public libraries, cybercafés or telecentres in the Caribbean offer the potential to facilitate citizens' access to e-government websites. The libraries and other centres have computers and Internet connectivity and therefore provide public access points which can be used without charge or for small fees. The libraries and other centres can make links with government websites, and can help the users to improve their capacities to use the technologies, and to locate and evaluate information.

Barriers to access may include the need for training in information literacy, lack of computers and Internet access, or slow and unreliable connections, and the lack of connectivity available to isolated or disadvantaged groups.

E-Government Portals/ Gateways – Accessibility

Accessibility is one of the factors which determine how the average citizen in the CARICOM region can obtain and use information on governments and their services. This study therefore examines the main government portal/gateway sites for each of the Member States and Associate Members of CARICOM to determine their provision of government information and services and accessibility to the average citizen.

The objectives and requirements for accessibility of information from these sites were identified according to the following thirteen features:

1. The portal should be recognized throughout the government agencies and within the country as the entry point or gateway to government websites and access to services. This should be supported by appropriate e-government policies and guidelines.
2. The URL should consist of mnemonic elements readily recognizable by the general public, e.g. e-jamaica.gov.jm.
3. There should be a clear statement on the Home Page that the portal provides links to the government agencies, and information on how to contact officials.

4. The Home Page should permit the user to have access to a good site map as one means of locating required information and services.
5. The Home Page should also permit searching to enable the user to have alternative means of access to information and services.
6. The Home Page should facilitate contact with agencies and officials through directories of street addresses, telephone numbers and email addresses.
7. Colour, layout and design of the Home Page should provide an attractive and functional graphical user interface.
8. The portal should provide access to e-government forms and the ability to transact related services online.
9. The citizen should be assured of privacy and security relating to the information submitted to the website.
10. The portal should provide access to full-text documents of laws, regulations, commission reports etc.
11. Online transactions – submitting application forms and making payments for services.
12. Interaction – consultation – towards participation in government activities.
13. Links to public libraries should be included to enable users to access related information or information services.

Study of the above features of the portals or gateway sites studied shows no e-government portals or gateway websites were identified for three of the twenty countries. This assessment is therefore based on the websites of seventeen countries.

With regard to e-government policy statements, ten sites showed some indication of policies to encourage citizens to access the websites and to take advantage of e-government information and services. The Chief Minister of Anguilla, the Prime Minister of Jamaica and the Governor General of the Bahamas provided messages on the Home Pages of their respective sites. The Government of St Vincent and the Grenadines introduced an e-government awareness campaign on its website on June 28th 2006, to sensitize the entire population to the implementation of the e-government initiatives.

An important aid in locating a website is the inclusion of mnemonic elements in the URL. All but one of the websites studied have .gov in the URLs. This indication that these are government sites is a useful identifying aid. Most of the countries use the ISO two letter country codes for their domain names, which may be additional aids to recognition. These URLs would have greater recognition if they included elements to reflect the initial point of entry for e-government facilities. The URLs should therefore include '.gov' and the name of the country, for example e-jamaica.gov.jm.

All the sites studied enable the user to access sites of ministries, departments and statutory bodies. The coverage is varied, however, as some agencies have multi-page websites and others simply have single pages announcing the scope and function of the organization.

Locating information should be assisted by site maps, search facilities and government directories. Only six of the websites studied have site maps, but ten offer search facilities, and fourteen provide government directories. The website of the Government of the British Virgin Islands includes an A–Z listing of government services which is a very useful aid in locating services.

Most governments offer forms to enable citizens to complete applications from a distance. Thirteen of the websites studied offer passport application forms and forms for applications for other government services. Online transactions using these forms cannot, however, be done with most governments. The Jamaica (Customs), Bermuda (Revenue and Taxation), and Barbados (Postal Service) are three agencies which support online transactions.

Other content provided on these sites includes the full text of strategies, reports, press releases, speeches, and messages. These collections are sometimes called 'libraries' or 'virtual libraries' but in the main they do not benefit from classification by theme or topic. The content provided in these collections is mainly material produced within the past 5 years, and the average citizen would benefit from systematic links to related information resources in public or other libraries. Six of the e-government websites studied have links to the public library and to other libraries, but these links need to be further developed so that the average citizen can access the library catalogues and the available electronic resources of the libraries.

Privacy and security are necessary features in effective e-government. Users need to be assured that their information is secure and that their

privacy is protected. Six of the sites studied show privacy and security policy statements.

Interaction between citizens and officials is also desirable but only four countries offer citizens this facility.

Overall the governments in the CARICOM have made progress in offering government information and services to the average citizen. On the other hand Table 3 shows that there are features still not reflected in some of the websites. Other operational problems such as some hyperlinks which were not working at the times of testing, and the need for regular updating of information, which were evidenced in nearly all of the websites, suggest the need for regular monitoring and updating of the sites.

Increasing the Effectiveness of E-Government in the Caribbean

While the CARICOM countries have made significant progress in the development and implementation of e-government policies and programmes there are still several areas where effectiveness can be increased. In terms of the governments' use of the World Wide Web for enhancing e-government, the portals or gateway sites studied reflect some of the criteria at the emerging, enhanced or interactive stages. If considered in relation to the widely used criteria:

- *emerging* – official web presence
- *enhanced* – extended information provision
- *interactive* – downloading of forms, interaction with officials
- *transactional* – online purchases
- *seamless* – integration across administrative borders

there is still need to deepen the websites at the first three stages, and to significantly extend interaction with officials, the ability to do online purchases, and extended access to information and services across administrative borders.

Strategic Questions for Libraries

Increased provision of government information does not automatically result in increased use by the average citizen. Citizens need to be aware that

such services exist, to be guided in how to locate them, and to be permitted to provide feedback on the usability of these sites.

Libraries should collaborate with the government agencies in mounting awareness campaigns and providing training in information literacy. They should also participate in monitoring and testing the usability of these sites, developing pathfinders to information on government services on the Web, and ensuring links from government portal websites to library websites and vice versa.

The public library networks in the Caribbean offer the potential to facilitate citizens' access to e-government websites. At the same time there are some barriers to access, which include: lack of guidance in locating and accessing government information; lack of computers and Internet access; slow and unreliable connections; the need for training in information literacy; and the lack of connectivity for some isolated or disadvantaged groups.

In addition to providing public access points at low or no cost, the skills of reference librarians should also be used to develop pathfinders and information literacy training modules to enable citizens to aid them in locating and accessing the information and services required. The national library associations and the Association of Caribbean University Research and Institutional Libraries (ACURIL) should collaborate with the Department of Library and Information Studies of the University of the West Indies in developing training programmes and, where appropriate, incorporating them into their regular programmes and the annual conference of ACURIL.

E-Government Gateway/ Portal Websites Studied

ANGUILLA. Official Website of the Government of Anguilla. http://www.gov.ai

ANTIGUA AND BARBUDA. Official website for the Government of Antigua and Barbuda. http://www.ab.gov.ag OR www.antigua.gov.ag

THE BAHAMAS. The Government of the Bahamas. The official government website. www.bahamas.gov.bs

BARBADOS. Government of Barbados Information Network. www.barbados.gov.bb

Country	Policy on website	Mnemonic URL (including .gov)	Links to govt websites	Site map	Search	Govt directory	Colour and design	e-gov forms	Privacy & security	Full text docs	Online trans-action	Interaction with officials	Link to Public Library
Anguilla	✓	✓	✓	✓		✓	✓	✓		✓			
Antigua & Barbuda	✓	✓	✓			✓	✓	✓	✓	✓		✓	
The Bahamas		✓	✓	✓	✓	✓	✓	✓		✓		✓	
Barbados	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓
Belize	✓		✓	✓	✓	✓	✓	✓		✓			
Bermuda		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
British Virgin Is.		✓	✓			✓	✓	✓	✓	✓			✓
Cayman Is.		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Dominica	No e-government portal or gateway website located												
Grenada		✓	✓				✓			✓			
Guyana		✓	✓				✓			✓			
Haiti	No e-governmental portal or gateway website located												
Jamaica	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
Montserrat		✓	✓			✓	✓			✓			
Saint Lucia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

Country	Policy on website	Mnemonic URL (including .gov)	Links to govt websites	Site map	Search	Govt directory	Colour and design	e-gov forms	Privacy & security	Full text docs	Online trans-action	Interaction with officials	Link to Public Library
St Kitts and Nevis	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓
St Vincent and the Grenadines	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓
Suriname				No e-government portal or gateway website located									
Trinidad and Tobago	✓	✓	✓			✓	✓	✓		✓			✓
Turks and Caicos	✓	✓	✓			✓	✓	✓		✓			✓
TOTAL	**10**	**16**	**17**	**6**	**10**	**14**	**17**	**13**	**7**	**17**	**3**	**6**	**6**

Table 3. Features of CARICOM e-government gateway or portal websites.

BELIZE. Office of Governance. http://www.officeofgovernance.gov.bz

BERMUDA. Government Portal. http://www.gov.bm

BRITISH VIRGIN ISLANDS. Official Website of the Government of the Virgin Islands (UK). http://www.bvi.gov.vg

CAYMAN ISLANDS. Cayman Island Government. www.gov.ky

DOMINICA. No e-government portal/gateway located.

GRENADA. The Government of Grenada. www.gov.gd

GUYANA. Government Information Agency. http://www.gina.gov.gy

HAITI. No e-government portal/gateway website located.

JAMAICA. E-Jamaica : Government serving you online. www.e-jamaica.gov.jm

MONTSERRAT. Welcome to The Government of Montserrat Online. www.gov.ms

SAINT LUCIA. Government of Saint Lucia. www.stlucia.gov.lc

ST KITTS AND NEVIS. Government of Saint Christopher (St. Kitts) & Nevis. www.stkittsnevis.net OR www.gov.kn

ST VINCENT AND THE GRENADINES. The Official Website of the Government of St Vincent and the Grenadines. www.gov.vc

SURINAME. No e-government portal/gateway website located.

TRINIDAD AND TOBAGO. The Government of the Republic of Trinidad and Tobago Online. www.ttgov.gov.tt

TURKS AND CAICOS ISLANDS. Government. http://www.turksandcaicosislands.gov.tc

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UNDESA/CARICAD. (2004) *Action-oriented e-government strategy for countries of the Caribbean Region, 2004–2007.* 2004. http://unpan1.un.org/intradoc/groups/public/documents/un/unpan017187.pdf. Accessed June 29 2006. (This strategy was adopted by the 5th Caribbean Ministerial Consultation on Regional Cooperation for E-government Capacity Building held in Barbados on 17–18 June 2004).

NEWS

IFLA Policies and Programmes

World Summit on the Information Society

An IFLA post-WSIS workshop was held in Geneva, Switzerland, on 1–2 June 2006 to plan how IFLA can help its members benefit from the WSIS results also in their countries. The participants formed an 'IFLA WSIS Contact Group', and agreed that

> the aim of the IFLA post-WSIS work is to position libraries in the centre of the Information Society, this position to be given concrete effect in national and international IS policies, strategies and budgets.

To fulfil this ambitious target, the workshop agreed on the following actions:

1. To set up a Contact Group around the most high priority Action Lines, which from IFLA's point of view are:

   - C1. The role of public governance authorities and all stakeholders in the promotion of ICTs for development
   - C3. Access to information and knowledge
   - C4. Capacity building.
   - C8. Cultural diversity and identity, linguistic diversity and local content

   One or more coordinators were named for each group. The coordinator(s) will contact the relevant IFLA groups for their Action Lines. A regular representation of IFLA in the meetings of these four Action Lines will also be organized, primarily with the help of Swiss colleagues.

2. To produce an IFLA document, combining arguments from the WSIS Action Line description texts and library targets, to be used to support library advocacy at a national level.

3. To hold WSIS sessions in the Seoul and Durban WLICs; in Seoul, this will be included in the President-Elect session 'Libraries on the Agenda' on Thursday 22 August.

4. To strengthen efforts to get more cases into the Success Stories database (http://fmp-web.unil. ch/IFLA/), especially cases from developing countries are needed; a poster session on the Success Stories database will also be held in Seoul (poster session # 80).

5. To create a model for argumentation on the country level by collecting and analyzing the WSIS files country per country; this will be started with the French speaking countries, supported by Organisation Internationale de la Francophonie (OIF).

6. To raise awareness about the WSIS themes and their potential in library advocacy by encouraging IFLA members to include WSIS presentations in their various conference programs and/or to organize WSIS-related workshops, meetings, etc.

7. In its post-WSIS work, IFLA seeks active cooperation with UNESCO.

Tuula Haavisto will act as the general coordinator of the IFLA post-WSIS work. She may be contacted as follows: Ms. Tuula Haavisto, Senior Library Adviser, c/o Finnboat, Kaenkuja 8 A 47, FI-00500 Helsinki, FINLAND. Tel. +358–40–5689396. E-mail: tuulah@kaapeli.fi

From the Core Activities

Preservation and Conservation Programme

Marie-Thérèse Varlamoff retired as Director of IFLA's Preservation and Conservation Programme (IFLA/PAC) on 15 March 2006. After a long career at the Bibliothèque nationale de France, which hosts IFLA/PAC, Mme. Varlamoff became the Director of the IFLA-PAC Programme in 1994. Since then she worked tirelessly on the many issues relating to the preservation of library materials in a world that is basically hostile to such materials, because of bad climatic and environmental conditions and widespread lack of resources to create more favourable conditions. Moreover, floods, hurricanes, earthquakes and other natural disasters have their terrible impact on collections, not to mention the devastating effects of manmade disasters and wars.

Marie-Thérèse became one of the important missionaries of the need for libraries and other cultural heritage organizations to be prepared, to develop emergency plans, and to create an infrastructure – physical as well as organizational – that best meets the requirements of extreme situations. She gave lectures and organized conferences, seminars and workshops all over the world to raise awareness within the library community. She also participated, on behalf of IFLA, in the International Committee of the Blue Shield in an ever ongoing pursuit to make that symbol the 'Red Cross or Red Crescent' for Cultural Heritage.

One of the special features of the IFLA-PAC Core Activity is that it is organized according to a decentralized model. In the course of her term of 12 years, Marie-Thérèse succeeded in gaining strong and geographically spread support. Twelve PAC Regional Offices were opened in all continents, six of them within the last two years. Her retirement was marked by a very well attended and lively international IFLA symposium held at the Bibliothèque nationale de France on 8–10 March 2006 under the title 'The 3 D's of Preservation – Disasters, Displays, Digitization'. On this occasion, IFLA President Alex Byrne awarded Marie-Thérèse Varlamoff with a scroll for her library work all around the globe. Marie-Thérèse has been succeeded as IFLA-PAC Director by Christiane Baryla.

Sjoerd Koopman, IFLA Coordinator of Professional Activities

From the Regional Offices

Regional Office for Asia and Oceania

The National Library Board, Singapore (NLB) has been appointed the IFLA Regional Office for Asia and Oceania.

The Regional Office is located in the National Library on 100 Victoria Street, in the heart of Singapore's arts, cultural and civic district. Opened in July 2005, the 16-storey building is home to NLB's headquarters and comprises the Lee Kong Chian Reference Library, as well as the Central Lending Library. In addition, it houses a performing arts venue – the Drama Centre – within its premises.

Ms Ngian Lek Choh, Deputy Chief Executive represented NLB in

The National Library of Singapore

signing the 'Joint collaboration agreement for the location of the IFLA's Regional Office For Asia and Oceania in the Republic of Singapore' with Peter Lor, IFLA Secretary General, on 6 February 2006. Representing NLB as the Regional Manager is Mrs Tan Keat Fong, a librarian with over 30 years of professional experience in a variety of roles in the library industry. She began her career in public libraries and headed Singapore's Integrated Library Automation Service (SILAS), or NLB's National Bibliographic Services and National Union Catalogue to Singapore libraries. She also served in Library Support Services, or Technical Services as it is known in other libraries. Over the past 6 years, she has been working closely with international and local libraries in her portfolio of Profes-sional and International Relations (PIR), helping NLB to build networks and relationships with the local and international library community. She holds the rank of Assistant Director (PIR).

As the permanent representative of IFLA headquarters in the region, Mrs Tan will help promote and communicate IFLA activities, support the Regional Section and provide logistical and administrative support to the Asia and Oceania Section. The Regional Office supports 57 countries and over 100 IFLA members in the region.

Mrs Tan Keat Fong

About the Singapore National Library Board

NLB is a statutory board under the Ministry of Information, Communications and the Arts and was established on September 1 1995. Apart from the National Library, it also oversees the management of the public library network as well as over 30 libraries belonging to government agencies, schools and private institutions.

NLB's mission is to provide a trusted, accessible and globally-connected library and information service so as to promote a knowledgeable and engaged society. It sees itself as an inspiring beacon of lifelong learning, bringing knowledge alive, sparking imagination and creating possibility for a vibrant and creative Singapore. One of the ways to achieve this is creating a network of borderless libraries by linking all publicly-funded libraries in Singapore to overseas libraries and information services through computer networking and collaborations. By bringing libraries closer to the public, NLB places the wealth of knowledge and information within easy reach of its users.

To improve its global reach and to seize collaborative opportunities, NLB has signed Memorandums of Understanding with various international partners, including The British Library, the Library Board of Victoria Australia, the national libraries of Australia, China, Indonesia and Korea, the Sarawak State Library, The Shanghai Library and The Xiamen Municipal Library.

The NLB also organizes international library conferences, the most recent of which was 'Celebrating Knowledge: The Power and the Potential', a 3-day conference in November 2005 held in conjunction with the official opening celebrations of the National Library. It attracted over 25 international and local speakers as well as over 440 delegates from across 19 countries.

In the ASEAN region, NLB has been hosting the Congress of Southeast Asian Librarians secretariat from 2000.

Mrs. Tan Keat Fong may be contacted at: National Library Board, 100 Victoria Street, Singapore 188064. Tel: (65) 6332 3347. Fax: (65) 6332 3616. E-mail: keatfong@nlb.gov.sg

New Members

We bid a warm welcome to the following 57 members who have joined the Federation between 22 March and 2 August 2006. We are happy to announce that the Library Association of Singapore has rejoined our National Association members and that the National Library of Maldives has joined as an Institutional member, being our first member in the Maldives.

National Associations

Azerbaijani Library Development Association, Azerbaijan
Union of Bulgarian Librarians and Information Services Office, Bulgaria
Colegio de Bibliotecarios de Costa Rica, Costa Rica
Asociación de Bibliotecarios Graduados del Paraguay (ABIGRAP), Paraguay
Library Association of Singapore, Singapore

Institutions

Gold Coast City Council Library Service, Australia
Haynes Library, Bahamas
University of the West Indies, Cave Hill Campus, Main Library, Barbados
Parliamentary Assembly of Bosnia and Herzegovina, Information Documentation Center Library, Bosnia and Herzegovina
Botswana Police College Library, Botswana
Tribunal de Justiça do Distrito Federal e dos Territórios, Biblioteca Desembargador Antônio Mello Martins, Brazil
Université Politechnique / Bibliothèque Centrale, Burkina Faso
Canadian International Development Agency (CIDA), International Development Information Centre, Canada
Department of Information and Communications, Shih-Hsin, China
China Executive Leadership Academy Pudong Library (CELAP), China
Instituto Superior de Relaciones Internacionales (ISRI), Cuba
Casa Museo de Asia, Cuba

Health Sciences Library, Nicosia General Hospital, Cyprus

Bibliothèque Municipale a Vocation Regionale, Ville de Nice, France

Max-Planck-Institut für ausländisches und internationales Privatrecht - Bibliothek, Germany

Houses of the Oireachtas, Library and Research Service, Ireland

University of Haifa, Library, Israel

National Academic Library of the Republic of Kazakhstan, Kazakstan

Taylor's College Subang Jaya, Malaysia

National Library of Maldives, Maldives

Carnegie Library, Mauritius

Book Palace for Children, Mongolia

National Library of Moroccan Kingdom, Morocco

Rizal Library, Ateneo de Manila University, Philippines

Instituto Português do Patrimônio Arquitectônico (IPPAR), Portugal

Arabic Union Catalogue Center, Saudi Arabia

City of Johannesburg Library and Information Services, South Africa

Glasgow Caledonian University, United Kingdom

Bibliographical Center for Research, United States

Zimbabwe Open University, Library and Information Services, Zimbabwe

Personal Affiliates

Ms Jennefer Nicholson, Australia
Ms Martha Grant, Canada
Shirin Eshghi, Canada
Ms Susan Grieshaber-Otto, Canada
Ms Judy Dunn, Canada
S.B. Ghosh, India

Ms Helen Ladron-de-Guevara, Mexico
Andy Fenton, New Zealand
Ms Sissel Nilsen, Norway
Michell Hackwelder, United States
Czeslaw Jan Grycz, United States
Robert Fernekes, United States
Ms Diane Y. Turner, United States
John Jewell, United States
Ms Susan Laura Lugo, Virgin Islands, US.

Student Affiliates

Ms Sabina Iseli-Otto, Canada
Ms Michelle Dalidowicz, Canada
Ms Agnese Perrone, Italy
Ms Lillian Nicolich, United States
Wazirali Rahemtulla, United States
Russel E. Bachert, Jr., United States
Ms Margaret Brown, United States

Future IFLA Conferences

WLIC Durban, South Africa, 2007

World Library and Information Congress 2007, 73rd IFLA General Conference and Council , Durban, South Africa, 19–23 August, 2007. *Theme:* Libraries for the future: progress, development and partnerships.

Exhibition

An international library trade exhibition will be held at the conference venue in conjunction with the conference. For further information and to reserve exhibition space contact: CONGREX HOLLAND BV PO Box 302, 1000 AH Amsterdam The Netherlands Tel: +31 20 50 40 201 Fax: +31 20 50 40 225 E-mail: wlic2007@congrex.nl

Updates of the programme will be published on the website www.ifla.org on a regular basis.

Satellite Meetings

Details for Satellite Meetings known so far:

1. Libraries in the struggle against corruption IFLA/FAIFE
2. Theme to be announced Academic and Research Libraries Section
3. Parliamentary libraries and research services of the future: Partnerships for change Library and Research Services for Parliaments Section
4. Library Frontiers: Natural disasters, Emerging Diseases Health and Biosciences Libraries Section
5. Innovative Multicultural Library Services for all: Literacy, learning and linguistic diversity Library Services to Multicultural Populations Section
6. Publishing, Distributing and Promoting Children's Books in Local Languages: African Experience Reading Section with the Libraries for Children and Young Adults Section. There might also be cooperation with the Library Services for Multicultural Populations Section and the Africa Section.
7. Best practices or Lessons Learned Knowledge Management Section
8. Handling serials and other continuing resources Serials and other Continuing Resources Section
9. Mold, pests, terrorism and dust: Preservation Policies and Management Preservation and Conservation Section
10. The changing role of libraries as meeting and learning spaces: the third place Library Buildings and Equipment Section
11. 7th Northumbria International Conference on Performance Measurements in Libraries and Information Services: Quality assurance and outcomes assessment in libraries and information services Statistics and Evaluation Section

12. Managing technologies and library automated systems in developing countries Management and Marketing Section
13. The cultural heritage and LIS-research Library Theory and Research Section
14. Pathways to Library Leadership Continuing Professional Development and Workplace Learning Section
15. African Libraries for the Future. Africa Section
16. 5th International Meeting of Portuguese Speaking Librarians National Library of Angola
17. Information Literacy Section, Developing the Library into a learning centre in cooperation with the former IFLA President Kay Raseroka. 14–15 August, in Gaborone, Botswana.

Important Addresses

IFLA/WLIC Conference Secretariat, Congrex Holland BV, PO Box 302, 1000 AH Amsterdam, The Netherlands . Phone: +31 20 50 40 201 . Fax: +31 20 50 40 225 .E-mail: wlic2007@congrex.nl

IFLA Headquarters, PO Box 95312, 2509 CH The Hague ,The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. Website: www.ifla.org

National Committee WLIC 2007 Durban, LIASA – Library and Information Association of South Africa, PO Box 3668, Durban 4000, South Africa.

IFLA WLIC 2007 Website

For updated information on the conference please visit the IFLA WLIC 2007 website at http://www.ifla.org/IV/ifla73/index.htm

WLIC Quebec, 2008

The World Library and Information Congress:74th IFLA General Conference and Council will be held in Québec, Canada, 10–15 August 2008. *Theme:* Libraries without borders: navigating towards global understanding.

Contact Details

IFLA Headquarters and WLIC Conference Secretariat – as above.

Quebec City National Committee, WLIC 2008 Québec, Canada, Association pour l'avancement des sciences et des techniques de la documentation (ASTED), 3414, avenue du Parc, bureau 202, Montréal, Québec, Canada, H2X

2H5. Tel: (514) 281–5012. Fax: (514) 281–8219 get. E-mail: info@asted.org. Website: www.asted.org

Further information: http://www.ifla.org/IV/ifla74/ann2008en.pdf

74e Congrès mondial des Bibliothèques et de l'Information, Ville de Québec, Québec, Canada, 10–14 août 2008. *Thème:* Bibliothèques sans frontières : naviguer vers une compréhension globale

Secrétariat de l'IFLA, Casier postal 95312, 2509 CH La Haye, Pays-Bas. Tél. : +31 70 314 0884. Fax : + 31 70 383 4827

Courriel: ifla@ifla.org. Site Web: www.ifla.org

Secrétariat du Congrès WLIC, Congrex Holland BV . Tél. +31 20 5040 201. Fax: + 31 20 5040 225. Site Web: www.congrex.com

Comité d'organisation – Québec, WLIC 2008 Québec, Canada, Association pour l'avancement des sciences et des techniques de la documentation (ASTED), 3414, avenue du Parc, bureau 202, Montréal, Québec, Canada, H2X 2H5. Tél. (514) 281–5012. Fax: (514) 281–8219. Courriel: info@asted.org. Site Web: www.asted.org

Grants and Awards

5th IFLA International Marketing Award, 2007

The IFLA Section on Management and Marketing in collaboration with SirsiDynix has the pleasure to announce the IFLA International Marketing Award for 2007.

Objectives of the Award

• Reward the best library marketing project worldwide each year

• Encourage marketing in libraries
• Give libraries the opportunity to share marketing experiences

Guidelines

• Application forms may be downloaded in Word or PDF format from http://www.ifla.org/III/grants/marketing-award.htm
• Any library worldwide that markets library products or services is eligible to receive the award.

• Application must be written in one of the five official IFLA languages: English, French, Spanish, Russian and German
• Application must be submitted before November 30, 2006 (including any supporting materials) to the following address: Daisy McAdam, University of Geneva, Faculty of Economics and Social Sciences, 40, Pont-d'Arve, 1211 GENEVA 4, Switzerland. Tel. +41–22–7058048. E-mail: Daisy.McAdam@ses.unige.ch

Proposals must:

- present new project of marketing for a library of any kind
- answer each question on the application
- give an explanation about the benefits of the project from a local perspective
- describe the components of the project as outlined in the application
- express the identified needs of the targeted customer(s) involved
- give a full description of the marketing strategy
- summarize the marketing project

All IFLA International Marketing Award proposals must reflect the above. Libraries and institutions are encouraged to describe the imaginative and inventive aspects of the projects.

Selection Criteria

Applicants will be judged on the following

1. strategic approach to marketing, indicated in the research and planning stages of a submitted project;

2. creativity and innovation as demonstrated by the originality and newness of solutions to the marketing challenges;
3. potential for generating wide-spread public visibility and support for libraries, irrespective of the kind or amount of resources employed;
4. effectiveness illustrated by measurable objectives and subsequent evaluation methods;
5. commitment to ongoing marketing activities;
6. expression of emotion, sustainability and ethical aspects.

Proposals are reviewed by the IFLA International Marketing Award Committee on the basis of how well they meet the above criteria. Other factors are clarity of planning and awareness of relations with external bodies. Efficient allocation of resources (staff, materials, time) will also be taken in account.

Members of the Jury

- Daisy McAdam (Switzerland)
- Mariétou Diop (Senegal)
- José Antonio Gomez-Hernandez (Spain)

- Dinesh K. Gupta (India)
- Christie Koontz (USA)

Candidates can send their applications by e-mail or by traditional mail. *Deadline:* November 30, 2006.

The IFLA International Marketing Award will honor organizations that have implemented creative, results-oriented marketing projects or campaigns. Three finalists will be recognized for their outstanding achievements. From these three finalists, the winner will be chosen and receive airfare, lodging and registration for the 2007 IFLA General Conference and Council in Durban, South Africa, as well as a cash award of USD 1,000 which must be used to further the marketing efforts of the recognized organization.

Three finalists will be announced in Spring 2007. A first place winner will be chosen and two distinctions will be awarded. The winner will be announced officially at the final day of the IFLA Conference in August 2007, in Durban, South Africa.

IFLA Publications

Management, marketing and promotion of library services based on statistics, analyses and evaluation. Edited by Trine Kolderup Flaten. München: K.G. Saur, 2006, 464 p. (IFLA Publications; 120/121) ISBN-13: 978-3-598-21848-4. ISBN-10: 3-598-21848-6. Price: EUR 128.00 (IFLA Members: EUR 96.00)

Rapid developments in information technology and media have resulted in increasingly diverse strategies for information retrieval by readers and users. The duty to cope with this phenomenon and to master the situation forms one of the biggest challenges facing

libraries. In order to strengthen the awareness of the potential of tools for management and strategic planning, a two-day meeting was held under the auspices of IFLA's Management & Marketing Section in Bergen, Norway in August 2005. Managers of different types of libraries, researchers and educators from five continents shared their experiences with research methods, data collection, evaluation, performance measurement, best practice strategies and policies. This book contains their presentations in the form of full length articles.

IFLA Publications published by: K.G. Saur Verlag, PO Box 701620, 81316 Munich, Germany.

Tel: +49-89-76902-300. Fax: +49-89-76902-150/250). E-mail: saur.info@thomson.com. Website: www.saur.de

ICABS Publications Online

In 2004–2005, The National Library of the Netherlands (Koninklijke Bibliotheek) conducted for the IFLA-CDNL Alliance for Bibliographic Standards (ICABS) a survey on the use and development of standards in digital archiving within the international library world. The survey resulted in the report: *Networking for Digital Preservation: current practice in 15 national libraries.* PDF version available at: http://www.ifla.org/

VI/7/pub/IFLAPublication-No119. pdf. (See also: **Networking for Digital Preservation: current practice in 15 national libraries.** Ingeborg Verheul. München: Saur, 2006, 269 p. (IFLA Publications: 119) ISBN-13: 978-3-598-21847-7. ISBN-10: 3-598-21847-8. Price:

EUR 78.00: IFLA Members EUR 58.00.)

In the same period the National Library of Australia also carried out a survey for ICABS on digital preservation. This survey focused on the availability of suitable guidance

documents for preserving digital materials: *Report to ICABS on Guidance for Digital Preservation: Report on a survey of sources.* PDF version available at: http://www. nla.gov.au/nla/staffpaper/2005/ documents/webb1.pdf.

From Other Organizations

Amsterdam to be World Book Capital City 2008

An international jury of experts has chosen Amsterdam (Netherlands) as World Book Capital City in 2008. Each year, a city is chosen as the World Book Capital City based on an evaluation of how it promotes books and fosters reading. Previous winners have been Antwerp (Belgium), Montreal (Canada), Bogotá (Colombia), Alexandria (Egypt), New Delhi (India), Turin (Italy) and Madrid (Spain). World Book and Copyright Day is celebrated each year on 23 April.

New Name for Die Deutsche Bibliothek

On 29 June 2006 the *Law regarding the Deutsche Nationalbibliothek* came into force, replacing the *Law regarding the Deutsche Bibliothek* of 1969. The new law provides for the change of name of Die Deutsche Bibliothek to Deutsche Nationalbibliothek (German National Library). Due to the change of name, all Internet and e-mail addresses for the library have also changed. The new Internet address is www.d-nb.de; there you can also find information about the new law and the e-mail addresses

of all departments. The postal addresses of the three locations of the library are as follows:

Deutsche Nationalbibliothek, Deutscher Platz 1, 04103 Leipzig, Germany.
Deutsche Nationalbibliothek, Adickesallee 1, 60322 Frankfurt am Main, Germany.
Deutsche Nationalbibliothek, Deutsches Musikarchiv, Gärtnerstraße 25–32, 12207 Berlin, Germany.

Other Publications

The Copy/South Dossier

Issues in the economics, politics, and ideology of copyright in the global South. Researched and published by the Copy/South Research Group, May 2006. ISBN: 978-0-9553140-1-8 (printed edition) Not restricted by copyright.

The aim of the dossier is to open up debate on the real impact of copyright laws affecting the people of the more than 150 developing countries in the Global South, many of whom have never read a book, have no access to the Internet and are facing an indeterminate future. The dossier highlights issues that are not only unique to the Global South, but also focuses on those issues that affect both sides of the North – South

divide. This dossier is addressed to the general public, researchers, educators, librarians, activists, and organizations concerned about access to knowledge who want to learn more about the global role of copyright and, in particular, copyright's largely negative role in developing countries of the global South. In more than 50 articles totalling 215 pages, the Copy/ South Research Group, who have researched and debated these issues over the past 12 months, have tried to critically analyse and assess a wide range of copyright-related issues that impact on the daily lives (and future lives) of those who live in the global South.

The dossier is distributed free of charge. It may be downloaded in various formats from the Copy/South website http://www.

copysouth.org or requested via e-mail from <contact@copysouth. org>, either as a printed copy or as a CD.

The Copy/South Research Group receives financial support from: The Open Society Institute, Budapest, Hungary; HIVOS, The Hague, The Netherlands; The Research Fund of Kent Law School, Canterbury, Kent, UK.

Web Archiving

Archiving websites: A practical guide for information management professionals. Adrian Brown. Facet Publishing (July 2006; 256pp; paperback; 1-85604-533-6; GBP 39.95 or GBP31.96 to CILIP Members).

According to the publishers, this is the first book to offer practical guidance to information-management professionals seeking to implement web archiving programmes of their own. It is essential reading for those who need to collect and preserve specific elements of the web – from national domains or individual subject areas to an organization's own website. Drawing on the author's experience of managing the National Archives' web-archiving programme, together with lessons learned from other international initiatives, this book provides a comprehensive overview of current best practice, together with practical guidance for anyone seeking to establish a web-archiving programme. It assumes only a basic understanding of IT and web technologies, although it also offers much for more technically oriented readers. Contents include the development of web archiving; selection; collection methods; quality assurance and cataloguing; preservation; delivery to users; legal issues; managing a web-archiving programme and future trends. Written to address audiences from the whole spectrum of information-management sectors, this book is essential reading for three types of reader: policy-makers, who need to make decisions about establishing or developing an institutional web archiving programme; information-management professionals, who may be required to implement a web-archiving programme; and website owners and webmasters, who may be required to facilitate archiving of their own websites.

Contact: Mark O'Loughlin, Marketing Manager, Facet Publishing. Tel: 020 7255 0597. Email: mark. o'loughlin@facetpublishing.co.uk. Website: www.facetpublishing.co.uk/

Classical library buildings of the world. Ed. Wu Jianzhong. Shanghai: Shanghai Scientific and Technological Literature Publishing House, 2006. ISBN: 7-5439-3005-6/z 1109 (hardcover, 240 × 360 mm); USD 60 (including USD 20 for packing and postage for surface mail).

Library buildings are treasures of our human civilization. From the existing classical library buildings, we can feel and experience the unique artistic styles and architectural functions presented by these buildings. To display the architectural styles and features of classical library buildings constructed by various countries and nations, the IFLA Library Buildings and Equipment Section suggested that the Shanghai Library be responsible for the editing and publication of the book *Classical Library Buildings of the World*, based on the book *New Library Buildings of the World*. In August 2005, an editorial board was established, with Dr Wu Jianzhong as General Editor. The editorial board invited experts from IFLA and China to be its members, and Mr Stephen Parker as advisor of the board. The editorial board has made a selection of library buildings after a survey of classical library buildings all over the world and has finally decided to include 47 libraries from 22 countries.

Contact: Ms Liang Su, Acquisitions and Cataloging Center, Shanghai Library, 1555 Huai Hai Zhong Road, Shanghai, 200031, China. Tel: 021-54560585. Email: sliang@libnet.sh.cn

LivRe! – Portal to free journals on the Internet

The Nuclear Information Center (CNEN/CIN) in Brazil maintains a portal to facilitate the identification of and access to free journals available on the Internet at http:// livre.cnen.gov.br. The portal LivRe! (Free!), registers 2,525 free journals and can now be accessed in Portuguese, English and Spanish. The portal covers scientific journals, magazines, bulletins and newsletters, in various categories:

- free access to all the issues and articles (most of the titles are in this category);
- free access requiring mandatory registration;
- free access only during a pre-established period after publication;
- free access only after a period following publication;
- partial free access, where only part of the articles are available for free.

The following data are available for each title: time coverage, language, secondary sources indexing the title, if it is a peer reviewed journal, optional comments and contents description, as supplied by the publisher. Beyond displaying journals by the initial letter of their titles, searches can be done by title words and subject field. Searches can be refined by selecting only peer-reviewed journals or only journals indexed by any secondary source.

Personal News

Claudia Lux Honoured

On 3rd April 2006, Dr. Claudia Lux, Director General of the Central and Regional Library Berlin, and President-elect of IFLA, was appointed Honorary Professor of the Humboldt University (HU) by Prof. Dr. Markschies, President of the Humboldt University Berlin. Born in 1950 in Gladbeck/North Rhine-Westphalia (Germany),

Dr. Claudia Lux has been Director General of the Foundation of Central and Regional Library Berlin since 1997. Following her MSc in Social Science, she completed a PhD in Sinology at the Ruhr-University, Bochum (Germany), in

1985. Having passed the 1st and 2nd State Examinations as a Candidate for higher Civil Service, she worked as an academic librarian at the State Library Berlin (East-Asia Collection) and was involved in various research projects.

Before taking up her present position, she was Director of the Library of the Berlin Senate, which has been integrated into the Central, and Regional Library Berlin (America Memorial Library, Berlin City Library) in January 2005. In June

2005 Claudia Lux was voted President-elect of IFLA to take over the Presidency from Alex Byrne in August 2007 for a two-year term.

Further information: http://www.zlb.de/generaldirektion

Charles Batambuze Moves

Charles Batambuze, a member of the Editorial Committee for IFLA

Journal, is leaving the National Library of Uganda, where he has worked for 9 years to become Executive Secretary of the National Book Trust of Uganda (NABOTU), a civil society organization that aims at revitalizing publishing and authorship in Uganda as well as inculcating the culture of reading.

Remembering Henriette D. Avram

On April 22, 2006, Henriette D. Avram, one of the icons of the library world and an IFLA Honorary fellow, passed away. She came to the community at just the right time for library automation, bringing cutting edge computer skills, a sharp intellect, and leadership mastery to the task. In 1965, when the Library of Congress hired Avram from the computer software company Datatrol, the computing environment was very different from today. The first widely usable family of computers, the IBM 360 series that made it possible for business computing to develop, had been released in 1964 and computing technology was just beginning to enable use of upper and lower case characters. Punched cards were the norm for communicating with the computer, as CRT terminals were not yet on the desk. Impressed with the vitality of and savings from the creative ways libraries shared printed cards, she recognized the fundamental nature of a common data format as the springboard standard to boost libraries into automation. The format (now called MARC 21) that she developed with the community was advanced for that time in its ability to efficiently transport variable-length data – a fundamental need for bibliographic

content – and to accommodate frequent and random updating of records. Avram rallied the librarians and technicians of the community to tackle the extensive Latin character set needs of libraries and to stimulate development of printer capabilities for those characters.

And springboard it was! Within 10 years an industry had grown up offering various systems and services to libraries, enabling libraries to catch each new advance such as desktop terminals, networks, and eventually PCs as they appeared. The systems industry that supports libraries is a multi-million dollar one today, all branching from that first well-conceived kernel.

Avram's creative insight continued into the 1970s when she focused on a new initiative, again ahead of its time, to enable communication among dissimilar computer platforms so that libraries would not be limited by system choice. Eventually that effort resulted in development of the Z39.50 information retrieval protocol for cross-system search.

Born October 7, 1919, in New York City, Henriette Avram's university days were interrupted by the war and marriage and family. When she decided to seriously enter the workforce in the early 1950s she was hired by the United States National Security Agency, a leading laboratory for development

of computing. Her skills were immediately recognized and she was given special training in mathematics while working as a system analyst and programmer. Those were the days of machine code and assembler languages, when very few who tackled the computer environment actually made it through to become programmers.

Avram was attracted to the Library of Congress where automation was on everyone's mind but how to begin was still elusive. Once in the library world Avram brought her considerable energy to the task. She immediately sought out experienced librarians who could provide her with insight into the needs and requirements of this new environment. Within a year a pilot program was begun and the following year the first MARC records were in the hands of pilot participants. She developed a formal standard for the innovative MARC format structure and took it to ISO (ISO 2709). She was an early supporter of a new Section on Mechanization within IFLA, which she later chaired and helped to reorganize and rename the Section on Information Technology. In addition she served as the Chair of the IFLA Professional Board and then six years on the IFLA Executive Board and as Vice-President of IFLA.

For her achievements Avram was given many awards, too many to

mention them all here. From the American Library Association she received the Lippincott Award and the Dewey Award, two of ALA's highest honors, and the prestigious Margaret Mann Citation in Cataloging and Classification. In 1997 she was given an Honorary Life Membership by ALA. She was also honored with the United States government's Federal Women's Award. In addition she received honorary doctorates from three American universities.

Lucia Rather, former Director for Cataloging at the Library of Congress and IFLA Cataloging Section Chair, and a long-time friend and associate, said this of Avram: "Working with Henriette opened up a brave new world for me. Her curiosity about all aspects of the library world, her creative melding of fundamental bibliographic and information needs with the possibilities of technology, and her insistence on

the need for standards blazed a path in the field of library automation. She always claimed that she was no politician, but her instinctive ability to find common ground and relate to librarians and their problems, not only in the United States, but also throughout the world, enabled her to be effective in spreading her vision. One memory in our long relationship is illustrative. Henriette grew up in Manhattan and never lost her distinctive New York accent, which some people found a little difficult to understand. On one occasion when she was unable to attend a meeting in Antwerp, she asked me to read her speech for her. After the talk was over, a gentleman came up to me and said, 'Oh, Mrs. Rather, that was so wonderful. Mrs. Avram's ideas and your accent.' Those ideas have left a legacy that is the basis of our efforts today."

My own recollections of Henriette, with whom I worked a number of years at the Library of Congress,

centered on her incredible insight – involving a quick grasp of technical issues and decisive actions – and her incredible memory. The first enabled the creativity described above. The latter meant that nothing could be put aside in hope that she would forget that she asked you to do it. One facet of Henriette that I and others appreciated was her humanity – she was always highly approachable.

In addition to Avram's professional achievements, she and her husband of 64 years, Herbert Avram, raised a family of three children. Herbert Avram passed away just this past January 2006, and their lives were celebrated together at Arlington cemetery in Washington, DC, on May 1.

Sally H. McCallum, Library of Congress

May 22, 2006

INTERNATIONAL CALENDAR

2006

November 8–10, 2006. Sofia, Bulgaria.
Sofia 2006: Globalization, Digitization, Access and Preservation of Cultural Heritage.
For more information, visit the Sofia 2006 website: http://slim.emporia.edu/globenet/Sofia2006/Index.htm

November 9–11, 2006. Baltimore, Maryland (USA)
FOIS-2006. International Conference on Formal Ontology in Information Systems.
Further information: Dr. Leo Obrst, The MITRE Corporation, Information Semantics Center for Innovative Computing & Informatics. Tel. +1 703-983-6770. Fax: +1 703-983-1379. E-mail: lobrst@mitre.org. Website: http://www.formalontology.org/

November 20–26 2006. Curaçao, Netherlands Antilles.
XXXIXth International Conference of the Round Table on Archives. *Theme:* Sharing memory through globalization.
Further information: Perrine Canavaggio. E-mail: canavaggio@ica.org.

December 4–8, 2006. Moscow, Russian Federation.
9th International Conference EVA 2006 Moscow. *Theme:* Culture and information society technologies, Century XXI.
Further information: Leonid Kuybyshev, Head of the Organising Committee. E-mail: leonid@evarussia.ru

December 5–8, 2006. New Delhi, India.
ICDL 2006. International Conference on Digital Libraries.
Further information: Debal C. Kar, Organising Secretary. Tel. +91-11-24682141, 24682111 or 24682100. Fax +91-11-24682144, 2468 2145. E-mail: ICDL@teri.res.in. Website: www.teriin.org/events/icdl

December 11–13, 2006. Hong Kong, China.
KMAP 2006: 3rd Asia-Pacific International Conference on Knowledge Management. *Theme:* The knowledge powerhouse for the future.
Further information: Conference Secretariat: E-mail: dora.chong@kmap2006.com. Website: http://www.ise.polyu.edu.hk/km

2007

May 8–12, 2007. Banff, Canada.
WWW2007: 16th International World Wide Web Conference.
For more information: www2007info at iw3c2.org

August 19–23, 2007. Durban, South Africa.
World Library and Information Congress: 73rd IFLA Council and General Conference. *Theme:* Libraries for the future: progress, development and partnerships.
Further information from the IFLA WLIC 2007 website: http://www.ifla.org/IV/ifla73/index.htm

2008

August 10–15, 2008, Québec, Canada.
World Library and Information Congress: 74th IFLA General Conference and Council. *Theme:* Libraries without borders: navigating towards global understanding.
Further information from: http://www.ifla.org/IV/ifla74/ann2008en.pdf

SOMMAIRES

Paul Sturges. **Limits to Freedom of Expression? Considerations arising from the Danish cartoons affair. [Des limites à la liberté d'expression ? Considérations suscitées par l'affaire des caricatures danoises.]**
IFLA Journal, 32 (2006) No. 3, pp. 181–188

L'émotion et la colère provoquées par la publication dans un journal danois de caricatures contenant des représentations satiriques du Prophète Mahomet servent de point de départ à une réflexion sur les dimensions du droit à la liberté d'expression, défini dans la Déclaration universelle des droits de l'homme des Nations Unies. L'article aborde les droits et devoirs annexes à l'égard de la communauté ainsi que les limites explicites à la liberté d'expression contenues dans la Déclaration. Les principes de préjudice et d'offense énoncés respectivement par Mill et Feinberg sont appliqués à ce problème. Le concept de proportionnalité dans l'interprétation des lois ainsi que l'exercice de la bienséance dans la comédie satirique sont également abordés. L'auteur réaffirme la nécessité pour les bibliothécaires d'adopter une politique en ce qui concerne les matières à controverse, afin de défendre la liberté d'expression et la liberté d'accès aux informations tout en respectant les sensibilités communautaires.

Barbara A. Butler, Janet Webster, Steven G. Watkins and James W. Markham. **Resource Sharing Within an International Library Network: using technology and professional cooperation to bridge the waters. [Le partage des ressources au sein d'un réseau bibliothécaire international : technologie et coopération professionnelle utilisées pour jeter des ponts.]**
IFLA Journal, 32 (2006) No. 3, pp. 189–199

L'Association internationale des Bibliothèques et Centres d'information des sciences aquatiques et de la mer (IAMSLIC), qui compte 325 membres originaires de 86 pays, détient une longue tradition en matière de partage des ressources, basée sur les relations personnelles entre ses membres. En 2002, IAMSLIC a mis en place un système de partage des ressources utilisant une interface unifiée de recherche qui a recours aux possibilités de recherche du protocole Z39.50 pour interroger les catalogues particuliers. En plus du IAMSLIC Z39.50 Distributed Library, qui recherche dans les catalogues OPAC standard, les bibliothèques plus modestes peuvent partager leurs fonds par l'intermédiaire du catalogue en ligne Union List of Marine and Aquatic Serials (Liste unifiée des périodiques maritimes et aquatiques). Les bibliothèques affiliées peuvent soumettre des demandes de prêts entre bibliothèques pour des objets localisés par un de ces moyens. Ce programme à succès peut servir de modèle à d'autres organisations bibliothécaires intéressées par le partage des ressources et par l'élargissement de l'accès à du matériel portant sur des sujets spécifiques aux bibliothèques membres.

Lynn Copeland. **There Be Dragons … Learning Management and Library Systems in Canada. [Attention, danger … systèmes de gestion de l'apprentissage et systèmes bibliothécaires au Canada.]**
IFLA Journal, 32 (2006) No. 3, pp. 200–208

L'importance des ressources et des services bibliothécaires dans la réussite universitaire est démontrable. Alors que les systèmes actuels de gestion de l'apprentissage (SGA) ne soutiennent pas leur intégration, certains signes positifs montrent que cela va changer. À l'Université Simon Fraser (SFU) au Canada, des SGA très divers sont utilisés, ce qui complique le problème. La bibliothèque de la SFU a obtenu un succès technologique considérable en développant le logiciel reSearcher destiné aux bibliothèques universitaires du Canada occidental, en soutenant la numérisation active, le dépôt institutionnel et les programmes de soutien e-journal, ainsi qu'en entretenant une collection numérique très consistante. La bibliothèque de la SFU propose sur le campus un programme particulièrement actif basé sur des cours de formation ; étendre ce programme à l'environnement SGA n'a pas été chose facile et a même été par moment frustrant. Technologie, activités stratégiques et implication dynamique dans des initiatives pédagogiques en ligne ont permis d'obtenir quelques succès.

Cynthia Houston. **Building Capacity for Global Education in a School Library Media Education Program through International Exchange. [Mettre en place une capacité d'éducation globale par le biais d'échanges internationaux dans le cadre du programme de formation aux médias des bibliothèques scolaires.]**
IFLA Journal, 32 (2006) No. 3, pp. 209–213

Les formateurs de spécialistes des médias des bibliothèques scolaires aux Etats-Unis doivent commencer à intégrer une approche globale de l'éducation. Des recherches effectuées sur des programmes d'échange internationaux sur le court terme indiquent qu'ils contribuent à l'évolution cognitive et personnelle, condition préalable au développement d'une perspective globale, aussi bien pour les étudiants que pour le corps enseignant. Dans le cadre d'efforts faits pour développer une perspective globale parmi les étudiants et le corps enseignant du programme de formation aux médias de la bibliothèque de l'Université du Kentucky Occidental, deux membres du corps enseignant ont été à l'origine d'un programme d'échange international

avec le Colegio San Estanislao de Kostka (SEK) en Catalogne, un établissement supérieur privé proche de Barcelone en Espagne.

Beth Hovius. **Public Library Partnerships which Add Value to the Community: The Hamilton Public Library experience. [Les partenariats des bibliothèques publiques qui constituent une valeur ajoutée pour la communauté : l'expérience de la bibliothèque publique d'Hamilton.]**
IFLA Journal, 32 (2006) No. 3, pp. 214–233

Cet article s'intéresse à une série de partenariats qui ont renforcé le rôle de la bibliothèque publique d'Hamilton en mettant à disposition des services d'alphabétisation et d'information, et qui constituent un plus pour la commune d'Hamilton au Canada. L'accent est mis sur des partenariats au niveau de la communauté, bien que la bibliothèque publique d'Hamilton ait aussi de nombreux partenariats actifs avec d'autres bibliothèques au niveau provincial et national. Les partenariats sont classés par ordre chronologique. Au cours du temps, le rôle de la bibliothèque au sein d'un partenariat a évolué, depuis l'information et l'orientation documentaire à la gestion du contenu et l'autonomisation de la communauté.

Christie M. Koontz, Dinesh K. Gupta and Sheila Webber. **Key Publications in Library Marketing: a review. [Passage en revue des publications primordiales consacrées au marketing des bibliothèques.]**
IFLA Journal, 32 (2006) No. 3, pp. 224–231

Cet article passe en revue des contributions essentielles à la littérature consacrées au marketing des bibliothèques depuis le début des années 70 jusqu'à aujourd'hui. De nombreuses citations bibliographiques renvoient à des centaines de publications rédigées au cours des 30 dernières années.

Étant donné que ce marketing s'est développé aux Etats-Unis et dans une culture occidentale, la majorité des publications sont en anglais. Les auteurs de l'article souhaitent connaître les contributions d'auteurs non occidentaux et autres auteurs considérés comme déterminants par les lecteurs, afin de les prendre en compte dans un second article. Veuillez envoyer les informations à ce propos à Christie Koontz : ckoontz@admin.fsu.edu.

Jon Birger Østby. **Cross-Sectorial Challenges for Archives, Libraries and Museums. [Défis intersectoriels pour les archives, bibliothèques et musées.]**
IFLA Journal, 32 (2006) No. 3, pp. 232–236

Les archives, bibliothèques et musées ont été fondés pour servir la société et leurs usagers, mais leurs sources sont extrêmement imbriquées et dépassent les limites de chaque secteur. Les archives, bibliothèques et musées ont tous des collections de photographies. Une étude en Norvège a montré que les musées, de même que certaines bibliothèques, possèdent de vastes et importantes collections d'archives privées. Dans une communauté locale, le musée peut détenir une meilleure collection de littérature sur l'histoire locale que la bibliothèque publique, mais cette collection n'est pas accessible au grand public et n'est parfois même pas cataloguée. L'usage des technologies de l'information et de la communication est le principal défi commun aux archives, bibliothèques et musées. Améliorer la coopération entre ces institutions nécessite de disposer d'endroits où elles peuvent se réunir, tels que séminaires, conférences ou réseaux. À plusieurs égards, il semble y avoir un plus grand potentiel de coopération au niveau régional et local qu'au niveau national. Pour les usagers, il importe peu que les sources de connaissances et d'expérience soient conservées dans des archives, bibliothèques ou musées. Ce qui les intéresse principalement, c'est d'avoir accès

aux sources voulues et de pouvoir les utiliser, quel que soit le secteur auxquels elles sont rattachées.

Kari Stange. **Caught between Print and Electronic. [Pris en tenaille entre document imprimé et document électronique.]**
IFLA Journal, 32 (2006) No. 3, pp. 237–239

En Suède, le consortium BIBSAM procure des licences aux journaux électroniques depuis 1998. Au cours de cette période, plusieurs modèles différents d'entreprise ont été testés. Cet article décrit certaines des expériences qui en ont été retirées. L'objectif fondamental est d'obtenir des modèles qui soient rentables si on prend en compte l'ensemble du cycle de vie nécessaire pour obtenir une licence pour le contenu d'un journal électronique. Les modèles ayant le plus fort potentiel de rentabilité pour les consortiums sont les 'grosses transactions' où tous les membres ont les mêmes droits d'accès et où les mêmes termes s'appliquent à tous les journaux autorisés. Ceci est en conflit avec le besoin de flexibilité souvent exprimé par les bibliothèques individuelles. L'acquisition parallèle de formats imprimés et électroniques est non seulement compliqué, mais entraîne aussi des coûts supplémentaires dans le cadre des accords du consortium. Le fait de passer à un format uniquement électronique permet d'obtenir des modèles plus rentables. À mesure que les portfolios des éditeurs évoluent, il faut des dispositifs pour déterminer les coûts totaux des formats uniquement électroniques pour le consortium dans le cadre des 'grosses transactions'.

Fay Durrant. **The World Wide Web Enhancing E-government in the Caribbean: an assessment of Government portals or gateway websites. [Le Web en renfort de l'administration en ligne aux Caraïbes: une évaluation des portails ou sites d'accès gouvernementaux.]**
IFLA Journal, 32 (2006) No. 3, pp. 240–250

Les gouvernements de la Communauté des Caraïbes ont mis en place des portails ou sites d'accès sur le Web pour faciliter la mise à disposition d'informations et de services administratifs en ligne. L'administration en ligne sur Internet est considérée comme pouvant fournir à tous les citoyens un moyen d'accès alternatif et efficace aux services publics et permettre l'interaction avec les fournisseurs de services du secteur public. Cet article examine la capacité de ces sites Web à fournir un accès aux informations et à contribuer à l'efficacité des activités d'administration en ligne. L'étude porte sur dix-sept portails ou site d'accès caraïbes facilitant l'administration en ligne et détermine le rôle joué par les bibliothécaires et les bibliothèques pour intensifier l'accès des citoyens aux informations administratives en ligne.

ZUSAMMEMFGASSUNGEN

Paul Sturges. **Limits to Freedom of Expression? Considerations arising from the Danish cartoons affair. [Einschränkung des Rechts auf Meinungsäußerung? Einige Betrachtungen zur dänischen Cartoon-Affäre.]**
IFLA Journal 32 (2006) No. 3, pp. 181–188

Die Aufregung und die zornigen Äußerungen anlässlich der Veröffentlichung von Cartoons mit satirischen Abbildungen des Propheten Mohammed in einer dänischen Zeitung dienen diesem Artikel als Grundlage zur Analyse der Dimensionen des in der allgemeinen Erklärung der Menschenrechte der Vereinten Nationen verankerten Rechts auf Meinungsäußerung. Dabei werden auch die damit verbundenen Rechte und Pflichten gegenüber der Gemeinschaft beleuchtet, zusammen mit den in dieser Erklärung enthaltenen expliziten Einschränkungen des Rechts auf Meinungsäußerung. Zudem werden im Zusammenhang mit diesem Problem die Prinzipien der Verletzung und Beleidigung betrachtet, wie sie von Mill und Feinberg beschrieben werden. Außerdem kommen das Konzept der Verhältnismäßigkeit bei der Interpretation der Gesetze sowie die Aufrechterhaltung des äußeren Anstands und der Schicklichkeit bei der satirischen Komik zur Sprache. Nochmals wird dabei auf die Tatsache hingewiesen, dass Bibliothekare heute passende Strategien für kontroverse Materialien entwickeln und einsetzen müssen, wobei die freie Meinungsäußerung und auch die Informationsbeschaffung weiterhin gewährleistet sind, gleichzeitig jedoch das Zartgefühl der Gemeinschaft respektiert wird.

Barbara A. Butler, Janet Webster, Steven G. Watkins und James W. Markham. **Resource Sharing Within an International Library Network: using technology and professional cooperation to bridge the waters. [Resource-Sharing innerhalb eines internationalen Netzwerks von Bibliotheken: Mit entsprechenden Technologien und professioneller Zusammenarbeit Brücken schlagen.]**
IFLA Journal 32 (2006) No. 3, pp. 189–199

Die International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC) [der internationale Verband der Bibliotheken und Informationszentren, die sich mit Gewässer- und Meereskunde befassen], die zurzeit 325 Mitglieder aus 86 Ländern zählt, verfügt über eine langjährige Erfahrung mit dem Austausch von Ressourcen unter ihren Mitgliedern, was in diesem Fall über zwischenmenschliche Beziehungen und Netzwerke verläuft. Im Jahr 2002 hat die IAMSLIC ein Resource-Sharing-System auf Basis einer einheitlichen Schnittstelle für die Suche entwickelt, das sich auf Z39.50 Broadcast - Suchfähigkeiten für den Abruf einzelner Kataloge stützt. Abgesehen von der IAMSLIC Z39.50 Distributed Library, die standardmäßige OPAC-Kataloge durchsucht, können kleinere Bibliotheken ihren Bibliotheksbestand über die online verfügbare Union List of Marine and Aquatic Serials [Unionsliste der Fachzeitschriften über Gewässer- und Meereskunde] miteinander teilen. Die hier angeschlossenen Bibliotheken können auf Wunsch Fernleihbestellungen für Leihgaben einreichen, die dann über einen der beiden Kanäle lokalisiert werden. Dieses erfolgreiche Programm kann auch als Modell für andere Bibliotheksorganisationen dienen, die daran interessiert sind, ihre Ressourcen auszutauschen und den Zugriff auf themenspezifische Materialien unter den Mitgliedsbibliotheken zu erweitern.

Lynn Copeland. **There be Dragons … learning management and library systems in Canada. [Da gibts Drachen…. Lernmanagement und Bibliothekensysteme in Kanada.]**
IFLA Journal 32 (2006) No. 3, pp. 200–208

Die Ressourcen und Dienstleistungen der Bibliotheken haben einen nachweislichen Einfluss auf den Bildungserfolg. Obwohl die heutigen Learning Management - Systeme (LMS) ihre Integration nicht unterstützen, gibt es deutliche Hinweise darauf, dass sich dies ändern wird. Viele LMSs gelangen an der Simon Fraser - Universität (SFU) in Kanada zum Einsatz, was das Problem verschlimmert. Die Bibliothek der SFU hat mit der Entwicklung des reSearcher für Unibibliotheken im Westen von Kanada mit einer

aktiven Digitalisierung, einer institutionellen Archivierung sowie Unterstützungsprogrammen für E-Journale erhebliche technologische Erfolge erzielen können. Zudem wird auch eine sehr umfassende elektronische Sammlung unterstützt. Die SFU Library verfügt über ein sehr akties auf dem Unigelände angebotenes kursbezogenes Unterweisungsprogramm, wobei jedoch die Erweiterung dieses Programms auf die LMS-Umgebung eine erhebliche Herausforderung darstellt und zeitweise recht frustrierend sein kann. Dank der Technologie, der strategischen Aktivitäten und des aktiven Engagements bei den pädagogischen Online-Initiativen konnte dabei ein gewisser Erfolg verbucht werden.

Cynthia Houston. **Building Capacity for Global Education in a School Library Media Education Program through International Exchange. [Kapazität zur Förderung der globalen Bildung im Rahmen eines Schulbibliotheken - Programms für den Umgang mit Mediotheken durch den internationalen Austausch.]**
IFLA Journal 32 (2006) No. 3, pp. 209–213

Wichtig ist, dass die Ausbilder der Medienspezialisten für Schulbibliotheken in den Vereinigten Staaten damit beginnen, eine weltumspannende Strategie im Hinblick auf die Ausbildung einzuführen. Forschungsergebnisse, die sich mit kurzfristigen internationalen Austauschprogrammen befassen, zeigen, dass diese durchaus zur kognitiven und persönlichen Entwicklung beitragen, was für die Entwicklung einer globalen Perspektive unerlässlich ist, und zwar sowohl bei den Studenten wie auch bei den Lehrkräften. Im Bemühen, im Rahmen des Western Kentucky University Library Media Education - Programms bei den Studenten und den Lehrkräften eine globale Perspektive zu schaffen, haben zwei Mitglieder des Lehrkörpers ein internationales Austauschprogramm mit dem

Colegio San Estanislao de Kostka (SEK) Catalunya, einer privaten P-12 – Schule in der Nähe von Barcelona in Spanien ins Leben gerufen.

Beth Hovius. **Public Library Partnerships which Add Value to the Community: The Hamilton Public Library experience. [Partnerschaften zwischen öffentlichen Bibliotheken, die einen Mehrwert für die Gemeinschaft mit sich bringen: Erfahrungen der öffentlichen Bibliothek in Hamilton.]**
IFLA Journal 32 (2006) No. 3, pp. 214–223

Bei diesem Beitrag liegt der Schwerpunkt auf einigen Partnerschaften, die die Rolle der öffentlichen Bibliothek von Hamilton bei der Bereitstellung von Bildungs- und Informationsdiensten gestärkt und einen Mehrwert für die Stadt Hamilton in Kanada geschaffen haben. Dabei liegt der Nachdruck auf den gesellschaftsbezogenen Partnerschaften, obwohl die öffentliche Bibliothek in Hamilton auch viele aktive Partnerschaften mit anderen Bibliotheken in der Provinz und im ganzen Land unterhält. Diese Partnerschaften werden in chronologischer Reihenfolge vorgestellt. Die jeweilige Rolle, die die Bibliothek innerhalb der einzelnen Partnerschaften spielt, ist mit der Zeit gewachsen; aus einem Informations- und Reaktionssystem ist ein Bezug auf das Content Management und Community Empowerment entstanden.

Christie M. Koontz, Dinesh K. Gupta und Sheila Webber. **Key Publications in Library Marketing: a review. [Wichtige Publikationen beim Bibliotheksmarketing: ein Überblick.]**
IFLA Journal 32 (2006) No. 3, pp. 224–231

Der vorliegende Artikel befasst sich mit einigen wichtigen Beiträgen zur Literatur über das Bibliotheksmarketing; dabei reicht die Palette von den frühen siebziger

Jahren des vorigen Jahrhunderts bis hin zur Gegenwart. Viele der bibliographischen Quellenangaben haben dazu geführt, dass in den letzten 30 Jahren buchstäblich Hunderte von Veröffentlichungen auf den Markt gekommen sind. Da das Konzept des Marketing in den Vereinigten Staaten und den westlichen Kulturen entstanden ist, sind die meisten Veröffentlichungen zu diesem Thema in englischer Sprache erschienen. Die Autoren freuen sich über Beiträge von Literaten aus nicht-westlichen Ländern und anderen, die von den Lesern als Schlüsselbeiträge betrachtet werden und in einem zweiten Artikel erscheinen sollen. Bitte schicken Sie Ihre relevanten Daten an Christie Koontz unter ckoontz@admin.fsu.edu.

Jon Birger Østby. **Cross-Sectorial Challenges for Archives, Libraries and Museums. [Sektorübergreifende Herausforderungen für Archive, Bibliotheken und Museen.]**
IFLA Journal 32 (2006) No. 3, pp. 232–236

Archive, Bibliotheken und Museen sind dazu eingerichtet, der Gesellschaft und ihren Nutzern zu dienen; hierbei ist jedoch eine starke Überlappung der Quellen über die einzelnen Sektorengrenzen hinweg festzustellen. Archive, Bibliotheken und Museen sammeln beispielsweise Fotografien. Eine in Norwegen durchgeführte Erhebung zeigt, dass Museen, ebenso wie einige Bibliotheken, umfassende und einflussreiche Sammlungen aus privaten Archiven besitzen. Es ist durchaus möglich, dass ein kleines örtliches Museum eine bessere Literatursammlung über die lokale Geschichte besitzt als die öffentliche Bibliothek, jedoch ist diese der breiten Öffentlichkeit nicht zugänglich und möglicherweise noch nicht einmal katalogisiert. Die Nutzung der Informations- und Kommunikationstechnologie ist eine vorrangige Herausforderung für alle Archive, Bibliotheken und Museen. Um eine bessere Kooperation

zwischen diesen Institutionen zu ermöglichen, werden allerdings entsprechende Treffpunkte benötigt, wie beispielsweise Seminare, Konferenzen oder Netzwerke. In vielerlei Weise scheint hier das Potenzial für eine Kooperation auf regionaler und lokaler Ebene stärker zu sein als auf nationaler Ebene. Für die Benutzer ist es letztlich irrelevant, ob die Quellen für die gewünschten Kenntnisse und Erfahrungen von den Archiven, den Bibliotheken oder den Museen verwaltet werden. Für sie ist es in erster Linie wichtig, Zugang zu den gewünschten Quellen zu erlangen und diese nutzen zu können, ungeachtet der Frage, welche Sektoren damit verbunden sind.

Kari Stange. **Caught between Print and Electronic. [Gefangen zwischen Druck- und Elektronikmedien.]** IFLA Journal 32 (2006) No. 3, pp. 237–239

Das BIBSAM-Konsortium in Schweden lizenziert bereits seit 1998 E-Journale. In diesem Zeitraum sind diverse Geschäftsmodelle geprüft worden. Dieser Beitrag beschreibt einige der Erfahrungen, die sich in diesem Zusammenhang ergeben haben. Im Mittelpunkt steht dabei die Entwicklung von Modellen, die unter Berücksichtigung des gesamten Lebenszyklus der inhaltlichen Lizenzierung der E-Journale kosteneffektiv sind. Die vielversprechendsten Modelle mit dem größten Potenzial für eine Kosteneffizienz im Hinblick auf Konsortien sind die so genannten „Big Deals", wo alle Mitglieder die gleichen Zugangsrechte besitzen und alle lizenzierten Journale den gleichen Bedingungen unterliegen. Dies steht allerdings im Konflikt mit der Notwendigkeit der Flexibilität, die von einzelnen Bibliotheken immer wieder vorgebracht wird. Der parallele Ankauf von Druck- und Elektronikformaten verstärkt die Komplexität und erhöht die Kosten bei Konsortiumvereinbarungen ganz erheblich. Die Umstellung auf reine E-Formate hingegen ermöglicht kosteneffizientere Modelle. Daher werden entsprechende Mechanismen zur Anpassung der Gesamtkosten des Konsortiums für E-Formate bei „Big Deals" nach Maßgabe der geänderten Portfolios der Verlage benötigt.

Fay Durrant. **The World Wide Web Enhancing E-government in the Caribbean: an assessment of Government portals or gateway websites. [Nutzung des World Wide Web zur Förderung des E-Government in der Karibik: Eine Untersuchung der Regierungsportale beziehungsweise Gateway-Websites.]** IFLA Journal 32 (2006) No. 3, pp. 240–250

Die Regierungen der karibischen Gemeinschaft haben im World Wide Web entsprechende Portal-beziehungsweise Gateway-Sites eingerichtet, um die Weiterleitung von Informationen und Dienstleistungen im Zusammenhang mit dem E-Government zu vereinfachen. Das Ziel des über das Internet zugänglichen E-Government wird darin gesehen, dass hiermit versucht wird, für alle Bürger ein effizientes und alternatives Medium bereitzustellen, um den Zugang zu den öffentlichen Dienstleistungen und die Interaktion mit den Providern im öffentlichen Sektor zu ermöglichen. Der vorliegende Beitrag analysiert das Potenzial dieser Websites im Hinblick darauf, inwiefern damit auch wirklich Zugriff auf die Informationen geboten wird und diese zur Effektivität der E-Government – Aktivitäten beitragen. Dieser Beitrag analysiert siebzehn Portale beziehungsweise Gateway-Websites aus der Karibik, die das E-Government erleichtern; zudem wird die Rolle der Bibliothekare und der Bibliotheken im Zusammenhang mit der Förderung des Zugriffs der Bürger auf die über das E-Government bereitgestellten Informationen beschrieben.

RESÚMENES

Paul Sturges. **Limits to Freedom of Expression? Considerations arising from the Danish cartoons affair [¿Límites a la libertad de expresión? Observaciones surgidas del asunto sobre las viñetas de Dinamarca].** IFLA Journal 32 (2006) No. 3, pp. 181–188

El dolor y la rabia provocados por la publicación en un periódico danés de viñetas que contenían representaciones satíricas del Profeta Mahoma es el punto de partida para un análisis de las dimensiones del derecho a la libertad de expresión contemplado en la Declaración de los Derechos Humanos aprobada por las Naciones Unidas. Los derechos y obligaciones para con la comunidad se analizan a lo largo de las limitaciones explícitas a la libertad de expresión contenidas en la Declaración. A este problema se aplican los principios de daño y ofensa, tal y como establecen Mill y Feinberg respectivamente. También se debate el concepto de la proporcionalidad en la interpretación de las leyes y el ejercicio del decoro en la comedia satírica. Asimismo, se reafirma la necesidad de que los bibliotecarios adopten políticas para los materiales controvertidos que defiendan la libertad de expresión y la libertad de acceso a la información, a la vez que se respeta la sensibilidad de la comunidad.

Barbara A. Butler, Janet Webster, Steven G. Watkins y Dr. James W. Markham. **Resource Sharing Within an International Library Network: using technology and professional cooperation to bridge the waters [El intercambio de recursos en una**

red internacional de bibliotecas: utilización de la energía y la cooperación profesional para salvar las distancias].
IFLA Journal 32 (2006) No. 3, pp. 189–199

La Asociación Internacional de Bibliotecas y Centros de Información sobre Ciencias Acuáticas y Marinas (LAMSLIC), compuesta por 325 miembros de 86 países, cuenta con una larga trayectoria de intercambio de recursos tomando como base conexiones personales entre sus miembros. En 2002, la IAMSLIC desarrolló un sistema de intercambio de recursos utilizando una interfaz unificada de búsqueda basada en las funcionalidades del protocolo Z390.50 para consultar catálogos individuales. Aparte de la Biblioteca Compartida Z39.50, que busca catálogos OPAC estándar, las bibliotecas de menor tamaño pueden compartir sus recursos mediante la herramienta en línea Union List of Marine and Aquatic Serials. Las bibliotecas que pertenezcan a esta red pueden enviar solicitudes de préstamo entre ellas para obtener artículos ubicados en distintos lugares. Este exitoso programa puede servir como modelo para otras bibliotecas interesadas en compartir los recursos y ampliar el acceso a materiales de una temática específica entre las bibliotecas miembros.

Lynn Copeland. **There be Dragons … learning management and library systems in Canada [Superar la complejidad: gestión del aprendizaje y sistemas de bibliotecas en Canadá].**
IFLA Journal 32 (2006) No. 3, pp. 200–208

La importancia que tienen los recursos y servicios de las bibliotecas a la hora de tener éxito es algo totalmente demostrable. Aunque los sistemas de gestión del aprendizaje (LMS) actuales no admiten su integración, todo apunta a que esto cambiará en el futuro. La Universidad Simon Fraser (SFU) de Canadá utiliza

una amplia variedad de sistemas LMS, por lo que su complejidad es considerable. La biblioteca de la SFU ha logrado un éxito sustancial el área tecnológica tras desarrollar reSearcher para las bibliotecas universitarias del oeste de Canadá, así como mediante programas de asistencia para la digitalización, archivos institucionales y diarios electrónicos, y el apoyo a una colección electrónica de gran volumen. La biblioteca de la SFU ha participado activamente en un programa de formación dentro del campus, y extenderlo al entorno LMS ha sido muy complejo e incluso frustrante el algunas ocasiones. No obstante, la tecnología, la actividad estratégica y la participación activa en iniciativas pedagógicas en línea han permitido alcanzar cierto grado de éxito.

Cynthia Houston. **Building Capacity for Global Education in a School Library Media Education Program through International Exchange [Desarrollo de la capacidad para la educación global en un programa de formación en medios de bibliotecas escolares mediante el intercambio internacional.]**
IFLA Journal 32 (2006) No. 3, pp. 209–213

Es importante que los especialistas en bibliotecas escolares de los Estados Unidos comiencen a incorporar un enfoque global hacia la educación. Los estudios realizados sobre los programas de intercambio internacional a corto plazo indican que éstos contribuyen a que se cumpla el requisito previo de desarrollo cognitivo y personal para crear una perspectiva global, tanto en los estudiantes como en los centros educativos. Con el fin de desarrollar dicha perspectiva global entre los estudiantes y los centros en el Programa de formación en medios de bibliotecas escolares de la Universidad de Kentucky, dos miembros de la facultad iniciaron un programa de intercambio internacional con el Colegio San Estanislao de Kostka (SEK) de Cataluña, una

institución de educación primaria y secundaria situada cerca de Barcelona, España.

Beth Hovius. **Public Library Partnerships which Add Value to the Community: The Hamilton Public Library experience [Alianzas de bibliotecas públicas que aportan valor a la comunidad: La experiencia de la Biblioteca Pública de Hamilton.]**
IFLA Journal 32 (2006) No. 3, pp. 214–223

Este documento se centra en una serie de alianzas que han reforzado la función de la Biblioteca Pública de Hamilton en la dotación de servicios de alfabetización e información, y han aportado beneficios a la ciudad canadiense de Hamilton. El interés se centra en las alianzas de la comunidad, aunque la Biblioteca Pública de Hamilton también mantiene un gran número de alianzas con otras bibliotecas a escala provincial y nacional. Las alianzas se debaten por orden cronológico. Con el tiempo, el papel de la biblioteca en una alianza ha ido evolucionando y sus servicios no sólo se limitan a la información y las referencias, sino también a la gestión de contenidos y a la dotación de recursos a la comunidad.

Christie M. Koontz, Dinesh K. Gupta y Sheila Webber. **Key Publications in Library Marketing: a review [Publicaciones importantes sobre marketing de bibliotecas: visión general.]**
IFLA Journal 32 (2006) No. 3, pp. 224–231

Este documento analiza las publicaciones más importantes sobre marketing de bibliotecas desde principios de los 70 hasta la actualidad. Muchas de las referencias bibliográficas conducen hasta cientos de publicaciones aparecidas durante los últimos 30 años. Puesto que el marketing se ha creado en la cultura estadounidense y occidental, la mayoría de las publicaciones son en inglés. Los

autores solicitan aportaciones de colegas no occidentales y de otros profesionales, que los lectores consideran fundamentales, para incluirlos en un segundo artículo. Por favor, envíen toda información de interés a Christie Koontz en la dirección ckoontz@admin.fsu.edu.

Jon Birger Østby. **Cross-Sectorial Challenges for Archives, Libraries and Museums [Retos sectoriales para los archivos, bibliotecas y museos.]**
IFLA Journal 32 (2006) No. 3, pp. 232–236

Los archivos, las bibliotecas y los museos se crean para servir a la sociedad y a sus usuarios, pero existe una gran solapamiento de recursos entre los distintos sectores. Por ejemplo, todas estas instituciones recopilan fotografías. Un estudio realizado en Noruega demuestra que, al igual que algunas bibliotecas, los museos tienen colecciones enormes y valiosas de archivos privados. En una comunidad local, los museos podrían disponer de una colección de documentos sobre historia local más rica que la biblioteca pública, pero no se encuentra disponible para el público general, y es posible que incluso no esté catalogada. El uso de la tecnología de información y comunicación es el principal reto que comparten los archivos, bibliotecas y museos. Una mejor cooperación entre estas instituciones requiere lugares donde puedan reunirse, como los seminarios, conferencias o redes. En muchos sentidos, parece que haya mayores posibilidades de cooperación a escala regional y

local que a nivel nacional. Para los usuarios es irrelevante que las fuentes de conocimiento y experiencia se encuentren en los archivos, las bibliotecas o los museos. Su primera preocupación es obtener acceso a las fuentes que buscan y hacer uso de ellas, independientemente de la diversidad de sectores que intervengan.

Kari Stange. **Caught between Print and Electronic [Atrapados entre el formato impreso y electrónico.]**
IFLA Journal 32 (2006) No. 3, pp. 237–239

El consorcio sueco BIBSAM lleva concediendo licencias de periódicos electrónicos desde 1998. Durante este período se han probado distintos modelos de negocio. Este documento describe algunas de las experiencias acumuladas durante estos años. El principal problema es tratar de conseguir modelos económicos cuando se tiene en cuenta el ciclo de vida completo de la concesión de contenidos de diarios electrónicos. Los modelos que ofrezcan el menor coste para el consorcio son "los importantes", y con ellos, todos los miembros tienen los mismos derechos de acceso y se aplican los mismos términos para todos los diarios bajo licencia. Sin embargo, esto entra en conflicto con la necesidad de flexibilidad que, a menudo, expresan las bibliotecas independientes. La compra paralela de formatos impresos y electrónicos supone un aumento considerable de la complejidad y de los costes en los contratos del consorcio. Sin embargo, si sólo se ofreciera el formato electrónico,

se podrían implantar modelos más económicos. Se necesitan mecanismos para ajustar los costes totales del consorcio relativos a la oferta exclusiva de formatos electrónicos a medida que cambien los títulos de los editores.

Fay Durrant. **The World Wide Web Enhancing E-government in the Caribbean: an assessment of Government portals or gateway websites. [La web mejora el funcionamiento de la Administración electrónica en el Caribe: una evaluación de los portales o sitios web gubernamentales.]**
IFLA Journal 32 (2006) No. 3, pp. 240–250

Los gobiernos de la comunidad del Caribe han creado portales o sitios web en Internet para facilitar la difusión de información y la prestación de servicios mediante la administración electrónica. La administración electrónica por Internet ofrece a todos los ciudadanos un medio eficaz y alternativo para acceder a servicios públicos e interactuar con los proveedores del sector público. Este documento examina el potencial de dichos sitios web para ofrecer acceso a la información y contribuir a la efectividad de las actividades de la administración electrónica. La investigación evalúa diecisiete portales o sitios web caribeños que facilitan servicios de administración electrónica, e identifica las funciones que desempeñan los bibliotecarios y las bibliotecas en la mejora del acceso de los ciudadanos a la información de la Administración.

Рефераты статей

Пауль Стурджес. **Limits to Freedom of Expression? Considerations arising from the Danish cartoons affair. [Ограничения свободы самовыражения? Размышления, вызванные датским «карикатурным скандалом».]**

IFLA Journal, 32 (2006) No. 3, pp. 181–188

Смятение и гнев, вызванные публикацией в датской газете карикатур с сатирическим изображением Пророка Мухаммеда, дали толчок

исследованиям различных аспектов права на свободу самовыражения, зафиксированного в Декларации прав человека ООН. Исследуются смежные права и обязанности перед обществом, а также подробно разработанные и содержащиеся в Декларации

ограничения свободы самовыражения. Данная проблема рассматривается с точки зрения применения принципов нанесения ущерба и оскорбления, сформулированных соответственно Миллем и Фейнбергом, а также обсуждается концепция пропорциональности при интерпретировании законов и соблюдение приличий в сатирической комедии. Вновь подтверждается необходимость для библиотекарей принять стратегию в отношении сомнительных материалов, в которой бы ставилась цель защиты свободы самовыражения и свободы доступа к информации при одновременном уважении чувствительных для общества тем.

Барбара А.Батлер, Джанет Уэбстер, Стивен Г.Уоткинс и Д-р Джеймс У. Маркхэм. **Resource Sharing Within an International Library Network: using technology and professional cooperation to bridge the waters. [Совместное пользование ресурсами в рамках международной библиотечной сети: использование технологий и профессиональной кооперации для преодоления препятствий.]**

IFLA Journal, 32 (2006) No. 3, pp. 189–199

Международная ассоциация библиотек и информационных центров в области водных и морских наук (IAMSLIC), в состав которой входит 325 членов из 86 стран мира, имеет длительный опыт совместного использования ресурсов, основанный на личных связях между ее членами. В 2002 году IAMSLIC разработала систему совместного пользования ресурсами с применением интерфейса объединенного поиска на базе поисковых возможностей протокола Z39.50 для запроса информации в индивидуальных каталогах. В дополнение к разработанной ассоциацией IAMSLIC дистрибуционной библиотеке на базе Z39.50, при помощи которой осуществляется поиск по стандартным каталогам OPAC, более мелкие библиотеки могут совместно использовать библиотечные фонды

посредством онлайнового Списка периодических изданий по морским и водным наукам. Библиотеки-члены могут делать межбиблиотечные запросы о заимствовании отдельных наименований, обнаруживаемых при помощи одного из этих двух способов. Эта успешно применяемая программа может служить моделью для других библиотечных организаций, интересующихся совместным пользованием ресурсами и расширением доступа к материалам со специфической тематикой среди входящих в их состав библиотек.

Линн Коуплэнд. **There be Dragons … learning management and library systems in Canada. [Там водятся драконы … управление обучением и библиотечные системы в Канаде.]**

IFLA Journal, 32 (2006) No. 3, pp. 200–208

Важность библиотечных ресурсов и услуг для достижения академического успеха не подлежит сомнению. В то время как существующие Системы управления обучением (LMS) не поддерживают взаимное интегрирование, появляются обнадеживающие знаки, что эта ситуация изменится. В канадском университете Саймон Фрэйзер (СФУ) применяется широкий набор LMS, что подталкивает к решению указанной проблемы. Библиотека СФУ достигла значительного технологического успеха, разработав систему reSearcher для университетских библиотек Западной Канады; поддерживая программы по активной дигитализации, институциональному хранилищу и изданию е-журнала, а также обеспечивая функционирование солидной е-коллекции. Библиотека СФУ осуществляет весьма активную внутри-университетскую программу обучения на базе определенных курсов. Увязка этой программы со средой LMS представляла определенные трудности, которые временами казались трудно преодолимыми. Посредством применения технологий, повышенной активности и активного вовлечения в онлайновые педагогические инициативы были достигнуты определенные успехи.

Синтия Хаустон. **Building Capacity for Global Education in a School Library Media Education Program through International Exchange. [Наращивание возможностей для глобального образования по программе подготовки школьных специалистов в области библиотечных технических средств через международный обмен.]**

IFLA Journal, 32 (2006) No. 3, pp. 209–213

Для преподавателей в Соединенных Штатах, которые готовят школьных специалистов в области библиотечных технических средств, очень важно начать внедрение глобального подхода в процесс обучения. Изучение краткосрочных программ международного обмена показало, что они способствуют повышению познавательного и персонального уровня, являющегося предпосылкой для выработки глобального видения как у студентов, так и у сотрудников факультета. В рамках усилий по развитию глобального видения у студентов и сотрудников факультета, занимающегося подготовкой специалистов в области библиотечных технических средств в Университете Западного Кентукки, два сотрудника факультета инициировали программу международного обмена с Каталонской Colegio San Estanislao de Kostka (SEK) – частной школой уровня P-12, расположенной близ Барселоны, Испания.

Бет Ховиус. **Public Library Partnerships which Add Value to the Community: The Hamilton Public Library experience. [Партнерство публичных библиотек, обеспечивающее добавленную стоимость для общества: опыт Гамильтонской публичной библиотеки.]**

IFLA Journal, 32 (2006) No. 3, pp. 214–223

Предметом данного исследования является ряд партнерских инициатив, благодаря которым усилилась роль Гамильтонской публичной библиотеки

в распространении грамотности и обеспечении библиотечных услуг и, в целом, добавленной стоимости для города Гамильтон, Канада. Акцент делается на партнерских инициативах местного значения, хотя Гамильтонская публичная библиотека поддерживает активные партнерские отношения с целым рядом других библиотек провинциального и национального уровня. Партнерские инициативы рассматриваются в хронологическом порядке. С течением времени роль данной библиотеки в рамках указанных партнерств эволюционировала от предоставления информационных и консультационных услуг к выполнению менеджмента содержания и содействия укреплению муниципальной власти.

Кристи М. Кунтц, Динеш К. Гупта и Шейла Уеббер. **Key Publications in Library Marketing: a review. [Ключевые публикации по библиотечному маркетингу: обзор.]**

IFLA Journal, 32 (2006) No. 3, pp. 224–231

В данной работе дается обозрение ключевых статей по библиотечному маркетингу с начала 1970-ых по настоящее время. Во многих библиографических упоминаниях делается ссылка на сотни публикаций, увидевших свет за последние 30 лет. Поскольку развитие маркетинга ассоциируется с Соединенными Штатами и западной культурой, большинство публикаций англоязычны. Авторы хотели бы получить публикации не западного происхождения, а также из других источников, которые читатели сочли бы подходящими для включения во второй цикл данной работы. Пожалуйста, высылайте всю значимую информацию г-же Кристи Кунтц на следующий электронный адрес: ckoontz@admin.fsu.edu.

Йон Биргер Ёстбю. **Cross-Sectorial Challenges for Archives, Libraries and Museums. [Межсекториальные проблемы, стоящие перед архивами, библиотеками и музеями.]**

IFLA Journal, 32 (2006) No. 3, pp. 232–236

Архивы, библиотеки и музеи создаются в целях обслуживания общества и своих пользователей, но существует значительное совпадение и дублирование в используемых ими ресурсах. Все архивы, библиотеки и музеи занимаются сбором фотографий. Проведенное в Норвегии исследование показало, что музеи, подобно некоторым библиотекам, располагают крупными и важными коллекциями частных архивов. Музей местного значения может располагать более богатой коллекцией литературы по местной истории, чем публичная библиотека, но она не будет доступна широкой публике и даже может не быть каталогизирована. Использование информационных и коммуникационных технологий является первостепенной задачей – общей для архивов, библиотек и музеев. Улучшение сотрудничества между этими институтами требует наличия определенных мест, где они могли бы встречаться, таких как семинары, конференции и сетевые сообщества. По многим аспектам представляется, что существует гораздо больший потенциал для сотрудничества на региональном и местном уровнях, чем на национальном уровне. Для пользователя не имеет определяющего значения, кто является хранителем источника знаний и опыта: архив, библиотека или музей. Главное для них – получить доступ к изыскиваемым источникам и воспользоваться ими, независимо от секторальных различий.

Кари Станге. **Caught between Print and Electronic. [Застрявший между печатным и электронным.]**

IFLA Journal, 32 (2006) No. 3, pp. 237–239

Шведский консорциум BIBSAM занимается лицензированием

е-журналов, начиная с 1998 года. В течение этого периода было апробировано несколько различных моделей для нужд бизнеса. В данном материале описывается некоторый наработанный по ходу опыт. Ключевым вопросом является разработка рентабельных моделей, принимая во внимание полный цикл лицензирования содержания е-журнала. Моделями, обладающими самым большим потенциалом экономической эффективности для консорциума, являются так называемые «грандиозные предприятия». В них все члены обладают идентичными правами доступа, и ко всем лицензируемым журналам применяются одинаковые требования и условия. Это вступает в конфликт с необходимостью более гибких моделей, в пользу чего часто высказываются различные библиотеки. Параллельное приобретение как печатных, так и электронных форматов значительно усложняет процедуру и повышает цену в соглашениях консорциума. Продвижение к исключительно электронным моделям позволит обеспечить большую экономическую эффективность. Возникает потребность в механизмах, при которых, по мере внесения изменений в издательские портфели, были бы отрегулированы общие затраты консорциума при использовании исключительно электронной модели «грандиозного предприятия».

Фэй Даррент. **The World Wide Web Enhancing E-government in the Caribbean: an assessment of Government portals or gateway websites. [Использование «всемирной паутины» для повышения эффективности работы Е-правительств в странах Карибского бассейна: оценка правительственных межсетевых порталов или веб-сайтов.]**

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Правительства стран Карибского бассейна учредили порталы или сайты со средствами маршрутизации во «всемирной паутине» в целях облегчения распространения информации и услуг по линии е-правительства (электронного

правительства). Е-правительство, работающее через Интернет, призвано обеспечить всем гражданам эффективное и альтернативное средство доступа к общественным услугам и взаимодействия с лицами, обеспечивающими работу общественного сектора. В данной работе изучается потенциал указанных веб-сайтов по обеспечению доступа к информации и по содействию эффективности деятельности е-правительства. В исследовании оцениваются 17 Карибских порталов или веб-сайтов со средствами маршрутизации, которые облегчают работу е-правительства и определяют роль библиотекарей и библиотек по расширению доступа граждан к информации, предоставляемой по каналам е-правительства.

IFLA JOURNAL – NOTES FOR CONTRIBUTORS

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