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Continuing Professional Education

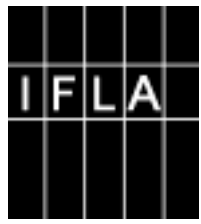Losing Sight of the Library Child

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ABSTRACT SHEET

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Natalie Blanchard. **Provocative Thoughts of a New Generation of Librarians.**
IFLA Journal 29 (2003) No. 1, p. 15–17

Paper presented to the Management of Library Associations Section of IFLA at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18–24 August 2002. With over 70 percent of the library and information industry workers in Australia being over the age of 40, and similar statistics recorded around the world, one of my greatest concerns is that the knowledge and skills that have been developed for the industry will be lost. This paper explores the issue and discusses ways in which to involve new librarians into the library and information industry and the workplace. Activities conducted by the Australian library and information industry to counter-act the loss of knowledge and skills will be presented.

Laurel A. Clyde. **Continuing Professional Education for the Information Society.**
IFLA Journal 29 (2003) No. 1, p. 18–23

The Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions was held in Aberdeen in August 2002 as an IFLA pre-conference. Organized by the Continuing Professional Education Round Table of IFLA (now the Section for Continuing Professional Development and Workplace Learning), it focused on the theme 'Continuing Professional Education for the Information Society'. While providing some information about the formal presentations, this article also records the results of group discussions and other discussion sessions throughout the conference, and incorporates recommendations and suggestions for action by the new Section.

Anne Fine. **Losing Sight of the Library Child.**
IFLA Journal 29 (2003) No. 1, p. 24–32

Plenary presentation at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18–24 August 2002. Discusses the state of reading, the effect of childhood reading on children's attitudes to the library, and the effect of library rules and librarian's attitudes on children and their reading. Stresses the importance for libraries to continue to provide adequate collections of good books, as well as computers. Describes the Home Library Scheme, which provides bookplates, designed by leading children's illustrators, for free downloading from www.myhomelibrary.org.

Anne Goulding and Rachel Spacey. **Women and the Information Society: barriers and participation.**
IFLA Journal 29 (2003) No. 1, p. 33–40

Paper presented to the Women's Issues Section of IFLA at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18–24 August 2002. Reviews the literature on the topic of women, the information society and the Internet. Also presents selected results of Masters' research projects undertaken in the Department of Information Science at Loughborough University, United Kingdom. Discusses female access to the Internet and explores some of the barriers that may prevent women having the same access as men. Examines differences in male and female Internet use. The negative aspects of the Internet for women are very often emphasized, but there are positive reasons for women to use the Internet and advantages to this method of computer-mediated communication for women. The concept of Cyberfeminism is discussed. Concludes that although there are negative sides to the technology, women must engage with the Internet if they are to help shape the Information Society.

Gunilla Jonsson. **The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records.***
IFLA Journal 29 (2003) No. 1, p. 41–46

Paper presented to the Cataloguing Section of IFLA at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18–24 August 2002. A truly global supply of bibliographic records and the emergence of online publishing put new challenges on our organization of bibliographic control. Three important cataloguing codes are presently under revision, the *Anglo American Cataloguing Rules* (AACR), the Italian *Regole Italiane di Catalogazione per Autore* (RICA) and the German *Regeln für die alphabetishe Katalogisierung* (RAK). The basis for a record, the carrier-content dichotomy, is one fundamental issue, which has been particularly observed in the AACR revision process, strongly influenced by the IFLA report *Functional Requirements for Bibliographic Records* (FRBR), 1997. Is it possible to move from 'Manifestation records' to 'Work records'? The answer seems to be no, and the conclusion is that the Manifestation record is more needed than ever, but that information on Works and Expressions is urgently needed as well, and that we must expand authority information considerably if we shall be able to give proper guidance to our users. FRBR offers a model and a language which can help to bring about the common understanding which is the first prerequisite of information interoperability.

John E. Lauder. **Partnerships in Preservation: the experience of the NEWSPLAN 2000 Project.**
IFLA Journal 29 (2003) No. 1, p. 47–51

Paper presented to the Newspapers Section of IFLA at the 68th IFLA Gen-

eral Conference, held in Glasgow, Scotland, from 18–24 August 2002. The NEWSPLAN 2000 Project is a preservation initiative aimed at securing the long-term retention of 1,700 of the United Kingdom's most important and fragile local newspaper titles. The Project will run from 2002–2004 and is backed by the Heritage Lottery Fund, the UK regional newspaper industry, the three UK national libraries and library services throughout the UK. A contractor microfilms the newspaper titles to preservation standards; the Project coordinates the preparation and transportation of the newspaper files. Ten regional groups nominate titles for microfilming and agree locations for microfilm and reading equipment. The Project works in partnership with the public sector, higher education and industry. More information at: www.NEWSPLAN2000.org.

Matthew Nickerson. **Heritage through Oral History and Archival Images.**

Paper presented to the Audiovisual and Multimedia Section of IFLA at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18-24 August 2002. Reports on a co-operative effort in the United States to create a series of web-based multimedia exhibits uniting oral history with historical images to portray the complex history of the Colorado Plateau region. Led by a university library, regional libraries and museums worked in collaboration to integrate historical and cultural materials from each of the partnering institutions to tell the engaging story of this unique part of America.

Gloria María Rodriguez. **Las bibliotecas de Comfenalco en Medellín y su compromiso con la formación de lectores. [Comfenalco – Medellín libraries and their commitment to reader formation.]**

Paper presented to the Libraries for Children and Young Adults Section of IFLA at the 68th IFLA General Conference, held in Glasgow, Scotland, from 18-24 August 2002. In the context of Medellín, a Latin American city that at present is going through some complex social, economic and political circumstances, an experience of work in reading promotion among children and youngsters in a public library net is presented. The actions presented, setting out from the understanding that the challenge of the public library is to go out in search of readers, are exposed in four major fields: activities directed at multiplying access possibilities to books; formation activities with parents, teachers and young people, with the purpose of creating favorable environments for reading; activities motivating reading and cultural information, and activities with the media.

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PAGE DES SOMMAIRES

Cette page des sommaires analytiques peut être reproduite sans frais.

Natalie Blanchard. **Provocative Thoughts of a New Generation of Librarians. [Pensées provocatrices d'une nouvelle génération des bibliothécaires.]**
IFLA Journal 29 (2003) No. 1, p. 15–17

Communication présentée dans le cadre de la Section Gestion des Associations de Bibliothécaires de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Ecosse, 18–24 août 2002. Avec plus de 70 pour cent de collaborateurs de bibliothèques et d'industrie de l'information en Australie âgés de 40 ans et plus, et des statistiques semblables enregistrées dans le monde, un de plus grands soucis actuels est que de la connaissance et des qualifications qui ont été développés pour l'industrie seront perdues. L'article explore la solution et aborde les manières permettant d'impliquer de nouveaux bibliothécaires dans l'industrie de bibliothèque et de l'information et dans le lieu de travail. Sont également présentées des activités conduites par l'industrie australienne de bibliothèque et de l'information pour contrecarrer la perte de connaissances.

Laurel A. Clyde. **Continuing Professional Education for the Information Society. [Éducation professionnelle continue pour la société de l'information.]**
IFLA Journal 29 (2003) No. 1, p. 18–23

Communication présentée dans le cadre de la Section Gestion des Associations de Bibliothécaires de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, 18–24 août 2002. La cinquième conférence mondiale sur la Formation professionnelle continue dans le domaine de la Bibliothéconomie et de la Science de l'information a été organisée à Aberdeen en août 2002, comme pré-conférence du Congrès IFLA. Organisée par la Table ronde sur la Formation professionnelle continue de l'IFLA (récemment devenue « Section du Développement professionnel continu et de la Formation sur le lieu de travail »), elle s'est concentrée sur le thème « formation professionnelle continue dans la société de l'information ». Cet article présente des résultats des discussions de groupes et d'autres sessions des débats ayant eu lieu lors de cette pré-conférence, et inclut des recommandations et des suggestions pour le plan d'action de la nouvelle section ; il fournit également des informations sur les présentations formelles.

Anne Fine. **Losing Sight of the Library Child. [Perdre de vue l'enfant-lecteur.]**
IFLA Journal 29 (2003) No. 1, p. 24–32

Communication plénière à la 68ème conférence annuelle de l'IFLA tenue à Glasgow, Écosse, 18–24 août 2002. Aborde l'état de la lecture, l'impact de la lecture infantile sur l'attitude des enfants à la bibliothèque, les conséquences des réglèment de bibliothèque et l'attitude du bibliothécaire envers les enfants et leur lecture. Il est important que les bibliothèques continuent à rassembler des collections adéquates de bons livres, aussi bien que des ordinateurs. Décrit le système "Home Library Scheme" qui fournit des exlibris, conçus par les illustrateurs les plus importants de livres pour enfants dont téléchargement est gratuit à partir de www.myhomelibrary.org.

Anne Goulding and Rachel Spacey. **Women and the Information Society: barriers and participation. [Les femmes et la société d'information : obstacles et participation.]**
IFLA Journal 29 (2003) No. 1, p. 33–40

Communication présentée dans le cadre de la Section « Questions de femmes » de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, du 18 au 24 août 2002. L'article offre un compte rendu des documents sur la femme, sur la société d'information et sur l'Internet. Il présente également certains résultats de projets de recherche de fin d'études (master research) entrepris au département des Sciences de l'information de l'Université Loughborough au Royaume-Uni. Il aborde les caractéristiques d'accès à l'Internet pratiquées par les femmes et étudie quelques obstacles qu'elles rencontrent et qui peuvent les empêcher d'avoir le même accès que les hommes. Les auteurs analysent les différences d'utilisation de l'Internet entre les hommes et les femmes. Très souvent, ils prouvent qu'il y a des aspects négatifs de l'Internet pour les femmes, mais ils démontrent toutefois qu'il existe des raisons positives d'utiliser l'Internet de même que des avantages de ce moyen de communication. Enfin, on y aborde le concept de cyberféminisme. L'article conclut que bien qu'il y ait des aspects négatifs à la technologie, les femmes doivent affronter Internet si elles veulent aider à participer à modeler la société d'information.

Gunilla Jonsson. **The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records.* [La notion de base de notice : à la lumière des FRBR *(« Spécifications fonctionnelles des notices bibliographiques »).*]**
IFLA Journal 29 (2003) No. 1, p. 41–46

Communication présentée dans le cadre de la Section Catalogage de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, 18–24 août 2002. Le caractère véritablement mondial de la diffusion des notices bibliographiques, et l'émergence de l'édition en ligne ont lancé de nouveaux défis à l'organisation du contrôle bibliographique. Trois règles de catalogage importants sont actuellement en cours de révision: les *Anglo American Cataloguing Rules* (AACR), les règles italiennes, *Regole Italiane di Catalogazione per Autore* (RICA) et les règles allemandes, *Regeln für die alphabetishe Katalogisierung* (RAK). La notion de base de notice, la dichotomie entre support et contenu, con-

stituent des points essentiels qui ont été particulièrement pris en compte au cours du processus de révision des AACR, fortement influencé par le rapport de l'IFLA sur les *Spécifications fonctionnelles des notices bibliographiques* (FRBR) de 1997. Est-il possible de passer de « Notices de manifestation » à des « Notices d'œuvre » ? Il semble que la réponse soit négative, et il faut en conclure que la notice de manifestation est plus que jamais nécessaire, mais que les informations relatives à l'œuvre et à l'expression sont également extrêmement importantes, et qu'il nous faut considérablement étendre le champ de nos fichiers d'autorité si nous voulons apporter une aide pertinente à nos utilisateurs. Les FRBR fournissent un modèle et un langage pouvant nous aider à s'entendre sur une idée commune ce qui constitue le préalable indispensable à une interopérabilité informationnelle.

John E. Lauder. **Partnerships in Preservation: the experience of the NEWSPLAN 2000 Project. [Coopération dans la conservation : l'expérience du projet NEWSPLAN 2000.]**
IFLA Journal 29 (2003) No. 1, p. 47–51

Communication présentée dans le cadre de la Section des Journaux de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, 18–24 août 2002. Le projet NEWSPLAN 2000 est une initiative de conservation visant la conservation à long terme de 1.700 titres des journaux locaux du Royaume Uni, les plus importants et les plus fragi-

les. Ce projet, qui fonctionnera de 2002 à 2004, est soutenu par Heritage Lottery Fund, l'industrie de la presse régionale brittanique, les trois bibliothèques nationales brittaniques et des divers bibliothèques à travers Royaume Uni. Un entrepreneur enregistre sur microfilmes les titres de journaux conformément aux normes de conservation; le projet coordonne la préparation et le transport des fichiers correspondant aux journaux. Dix groupes régionaux choisissent des titres à microfilmer et conviennent des endroits pour le microfilm et l'équipement technique nécessaire à la lecture. Dans ce projet un partenariat a été engagé avec le secteur public, l'enseignement supérieur et l'industrie. Pour plus d'information voir www.NEWSPLAN2000.org

Matthew Nickerson. **Heritage through Oral History and Archival Images. [Héritage à travers l'histoire orale et les images d'archives.]**
IFLA Journal 29 (2003) No. 1, p. 52–56

Communication présentée dans le cadre de la Section d'Audiovisuel et Multimédia de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, 18–24 août 2002. Décrit l'effort coopératif aux Etats-Unis portant sur la création d'une collection d'expositions multimédia basées sur les ressources du web réunissant l'histoire orale et des images historiques pour dresser l'histoire complexe de la région de plateau du Colorado. Dans ce projet mené par une bibliothèque universitaire, les bibliothèques et les musées

régionaux ont travaillé en coopération afin d'intégrer les documents historiques et patrimoniaux de chacun des établissements partenaires. De cette façon ils nous font connaître l'histoire mouvementée de cette partie unique de l'Amérique.

Gloria María Rodriguez. **Las bibliotecas de Comfenalco en Medellín y su compromiso con la formación de lectores. [Les Bibliothèques de Comfenalco – Medellín et leur rôle dans la formation de lecteur.]**
IFLA Journal 29 (2003) No. 1, p. 57–63

Communication présentée dans le cadre de la Section des Bibliothèques pour les Enfants et Jeunes Adultes de l'IFLA lors de la 68ème conférence annuelle de l'IFLA, tenue à Glasgow, Écosse, 18–24 août 2002. Dans le contexte de Medellín, une ville latino-américaine qui traverse actuellement une période difficile due aux quelques circonstances sociales, économiques et politiques complexes, est présentée une expérience en matière de promotion de lecture parmi des enfants et des jeunes dans un réseau de la bibliothèque publique. Après un constat évident du défi d'une bibliothèque publique consistant à rechercher des lecteurs, l'auteur expose les actions nécessaires et les classe en quatre axes principaux: les activités permettant de multiplier des possibilités d'accès aux livres ; activités de formation avec les parents, professeurs et jeunes, en vue de créer l' environnement favorable pour à la lecture ; activités motivant la lecture et l'information culturelle ; les activités avec les médias.

INHALTSFAHNE

Diese Inhaltsfahne kann gebührenfrei vervielfältigt werden.

Natalie Blanchard. **Provocative Thoughts of a New Generation of Librarians. [Provokante Gedanken zu einer neuen Generation von Bibliothekaren.]**
IFLA Journal 29 (2003) Nr. 1, S. 15–17

Der Beitrag wurde vor der IFLA-Sektion Management von Bibliotheksverbänden auf der 68. IFLA-Generalkonferenz in Glasgow gehalten. Da 70 Prozent der im Bibliotheks- und Informationsbereich Tätigen in Australien über 40 Jahre alt sind – und ähnliche Zahlen lassen sich auf der ganzen Welt verzeichnen – ist eines meiner größten Bedenken, dass das Wissen und die Fertigkeiten, die in diesem Tätigkeitsbereich entwickelt worden sind, verlorengehen werden. Dieser Vortrag erforscht die Situation und diskutiert Wege, wie bibliothekarische Berufsanfänger mit dem Bibliotheks- und Informationsbereich und dem Arbeitsplatz vertraut gemacht werden können. Es werden Aktivitäten vorgestellt, die von der australischen Bibliotheks- und Informationsbranche durchgeführt worden sind, um dem Verlust an Wissen und Fertigkeiten entgegenzuwirken.

Laurel A. Clyde. **Continuing Professional Education for the Information Society. [Berufliche Fortbildung für die Informationsgesellschaft.]**
IFLA Journal 29 (2003) Nr. 1, S. 18–23

Die fünfte weltweite Konferenz zur Fortbildung von Bibliothekaren und Informationsspezialisten fand im August 2002 in Aberdeen statt als eine IFLA-Vorkonferenz. Sie wurde organisiert von dem IFLA-Arbeitskreis für berufliche Weiterbildung (nunmehr die Sektion für berufliche Weiterbildung und Lernen am Arbeitsplatz) und hat schwerpunktmäßig das Thema „Berufliche Weiterbildung für die Informationsgesellschaft". Dieser Beitrag gibt zwar einige Informationen über die offiziellen Beiträge, resümiert aber auch die Ergebnisse der Gruppendiskussion und andere Diskussionsveranstaltungen während

der Konferenz und beinhaltet auch Empfehlungen und Aktionsvorschläge der neuen Sektion.

Anne Fine. **Losing Sight of the Library Child. [Das Kind als Bibliotheksbenutzer aus den Augen verlieren.]**
IFLA Journal 29 (2003) Nr. 1, S. 24–32

Beitrag zur Plenarsitzung während der 68. IFLA-Generalkonferenz in Glasgow. Erörtert den Status der Leseforschung, die Auswirkungen des Lesens im Kindesalter auf die Haltung des Kindes zur Bibliothek und die Auswirkung von Bibliotheksregeln sowie die Haltung von Bibliothekaren gegenüber Kindern und ihrem Lesen. Der Beitrag betont die Wichtigkeit, auch zukünftig adäquat Bestände von guten Büchern bereitzustellen sowie auch Computer. Er beschreibt das Home Library Scheme, das Lesezeichen zur Verfügung stellt, die von führenden Kinderbuchillustratoren geschaffen worden sind und kostenlos über die Adresse www.myhomelibrary.org heruntergeladen werden können.

Anne Goulding und Rachel Spacey. **Women and the Information Society: barriers and participation. [Frauen und die Informationsgesellschaft: Barrieren und Mitwirkung.]**
IFLA Journal 29 (2003) Nr. 1, S. 33–40

Als Vortrag vor der IFLA-Sektion „Frauenfragen" auf der 68. Generalkonferenz in Glasgow gehalten. Er gibt einen Überblick über die Literatur zum Thema Frauen, Informationsgesellschaft und Internet. Er stellt auch ausgewählte Ergebnisse von Forschungsprojekten für den Magisterabschluss vor, die im Seminar für Informationswissenschaft der Universität Loughborough in Großbritannien durchgeführt worden sind. Der Beitrag erläutert die Benutzung des Internets durch Frauen und erforscht einige Barrieren, die Frauen hiervon abhalten können im Vergleich zu Männern. Die negativen

Aspekte des Internets für Frauen werden sehr oft hervorgehoben, aber es gibt auch positive Gründe für Frauen, das Internet zu nutzen und Vorteile in bezug auf diese Methode computergestützter Kommununikation für Frauen. Das Konzept des Cyberfeminismus wird erörtert. Der Beitrag folgert, dass, obwohl es negative Seiten bezüglich der Technologie gibt, sich Frauen mit dem Internet beschäftigen müssen, wenn sie dazu beitragen wollen, die Informationsgesellschaft zu gestalten.

Gunilla Jonsson. **The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records*. [Die Grundlage für einen Datensatz im Lichte der *Functional Requirements for Bibliographic Records*.]**
IFLA Journal 29 (2003) Nr. 1, S. 41–46

Als Vortrag gehalten vor der IFLA-Sektion für Katalogisierung bei der 68. IFLA-Generalkonferenz in Glasgow 2002. Ein globales Angebot an bibliographischen Datensätzen und das Aufkommen des elektronischen Publizierens stellen neue Anforderungen an unsere Struktur der bibliographischen Kontrolle. Drei wichtige Katalogisierungsregelwerke werden derzeit revidiert, die AACR, die italienischen RICA und die deutschen RAK. Die Grundlage für einen Datensatz, die Dichotomie zwischen Datenträger und Inhalt, ist eine fundamentale Frage, die bei der AACR-Revision besonders beachtet und durch die IFLA-Studie „Functional Requirements for Bibliographic Records" (FRBR), 1997 stark beeinflusst wurde. Ist ein Wechsel von „manifestation"-basierten Datensätzen zu „work"-basierten Datensätzen möglich? Dies scheint nicht möglich zu sein. Daraus folgt, dass der „manifestation"-basierte Datensatz mehr denn je benötigt wird, aber ebenso die Informationen zu „works" und „expressions". Um unseren Benutzern eine geeignete Hilfestellung zu geben, müssen wir die normierten Daten erheblich erweitern. Die FRBR bieten

ein Modell und eine Fachsprache, was zum allgemeinen Verständnis beitragen kann – die erste Voraussetzung für die Austauschbarkeit von Informationen.

John E. Lauder. **Partnerships in Preservation: the experience of the NEWSPLAN 2000 Project. [Partnerschaften in der Bestandserhaltung: Erfahrungen aus dem NEWSPLAN 2000-Projekt.]**
IFLA Journal 29 (2003) Nr. 1, S. 47–51

Als Votrag gehalten vor der IFLA-Sektion für Zeitungen bei der 68. IFLA-Generalkonferenz in Glasgow. Das NEWSPLAN 2000-Projekt ist eine Erhaltungsinitiative, deren Ziel es ist, die wichtigsten und gefährdetsten 1700 lokalen Zeitungen in Großbritannien auf Dauer zu erhalten. Das Projekt läuft von 2002 bis 2004 und wird von der Heritage Lottery-Stiftung, den regionalen Zeitungsverlegern in Großbritannien, den drei britischen Nationalbibliotheken und den bibliothekarischen Diensten in Großbritannien unterstützt. Ein Vertragspartner verfilmt die Zeitungen nach Bestandserhaltungsspezifikationen. Das Projekt koordiniert die Vorbereitung und den Transport der Zeitungsunterlagen. Zehn regionale Gruppen benennen Titel für die Mikroverfilmung und einigen sich auf Standorte für Mikrofilm und Lesegeräte. Das Projekt arbeitet in Partnerschaft mit der Öffentlichkeit, dem höheren Bildungswesen und der Industrie. Mehr Information gibt es unter www. NEWSPLAN2000.org.

Matthew Nickerson. **Heritage through Oral History and Archival Images. [Die Vermittlung des kulturellen Erbes durch erzählte Geschichte und Archivbilder.]**
IFLA Journal 29 (2003) Nr. 1, S. 52–56

Als Votrag gehalten vor der IFLA-Sektion für Audiovisuelle Medien und Multimedia bei der 68. IFLA-Generalkonferenz in Glasgow. Der Vortrag berichtet von einem kooperativen Unternehmen in den Vereinigten Staaten, eine Reihe von netzbasierten Multimedia-„Ausstellungsstücken" zu schaffen, um die mündlich erzählte Geschichte mit historischen Bildern zu verbinden, und damit die komplexe Geschichte des Colorado-Plateaus zu dokumentieren. Unter der Führung einer Universitätsbibliothek arbeiteten regionale Bibliotheken und Museen zusammen, um historische und kulturelle Materialien aus allen Partnerinstitutionen zu integrieren und erzählten so eine mitreissende Geschichte einer einzigartigen Gegend Amerikas.

Gloria Maria Rodriguez. **Las bibliotecas de Comfenalco en Medellín y su compromiso con la formación de lectores. [Die Bibliotheken von Comfenalco in Medellin und ihr Engagemement bei der Benutzerschulung.]**
IFLA Journal 29 (2003) Nr. 1, S. 57–63

Als Beitrag gehalten vor der IFLA-Sektion Bibliotheken für Kinder und junge Erwachsene auf der 68. IFLA-Generalkonferenz in Glasgow. Am Beispiel von Medellin, einer lateinamerikanischen Stadt, die komplexen sozialen, wirtschaftlichen und politischen Bedingungen unterworfen ist, werden praktische Erfahrungen mit der Leseförderung mit Kindern und jungen Menschen in einer öffentlichen Bibliothek vorgestellt. Die Aktivitäten, ausgehend von der Konzeption, dass die Herausforderung der öffentlichen Bibliothek darin besteht, auf der Suche nach Lesern nach draussen zu gehen, werden in fünf großen Bereichen gezeigt: solche, die sich mit einem multiplen Zugang zu Büchern beschäftigen; Bildungsaktivitäten mit Eltern, Lehrern und jungen Menschen mit der Absicht, günstige Bedingungen für das Lesen zu schaffen; Aktivitäten, die das Lesen und das Interesse an kultureller Information fördern und Aktivitäten mit Medien.

PÁGINA DE RESÚMENES

Se puede reproducir esta página de resúmenes sin gastos.

Natalie Blanchard. **Provocative Thoughts of a New Generation of Librarians [Pensamientos provocadores de una nueva generación de bibliotecarios.]**
IFLA Journal 29 (2003) No. 1, p. 15–17

Ponencia presentada en la Sección de Gestión de Asociaciones de Bibliotecarios de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. Con más del 70% de los trabajadores de la industria de la información y las bibliotecas en Australia por encima de los 40 años de edad y a la vista de datos similares provenientes del resto del mundo, una de mis principales preocupaciones es que el conocimiento y experiencia desarrollados por esta industria se perderán. En este artículo, se exploran y argumentan algunas vías para que los nuevos bibliotecarios se involucren en la industria de la información y las bibliotecas, así como en sus lugares de trabajo. Se exponen las actividades llevadas a cabo por la industria de la información y las bibliotecas en Australia para contrarrestar la mencionada pérdida de conocimiento y experiencia.

Laurel A. Clyde. **Continuing Professional Education for the Information Society. [Formación profesional continuada para la sociedad de la información.]**
IFLA Journal 29 (2003) No. 1, p. 18–23

En agosto de 2002 tuvo lugar en Aberdeen el Quinto Congreso Mundial sobre Formación Profesional Continuada para los Profesionales de las Bibliotecas y la Información, como una pre-conferencia de la IFLA. Fue organizada por la Mesa Redonda sobre Formación Profesional Continuada de la IFLA (actualmente denominada Sección para el Desarrollo Profesional Continuado y Aprendizaje en el Lugar de Trabajo) y se centró en el tema "Formación Profesional Continuada para la Sociedad de la Información". Este artículo, además de informar sobre las ponencias presentadas, describe las conclusiones de un grupo de discusión y otras sesiones de debate que tuvieron lugar durante el congreso e incluye recomendaciones y sugerencias para que la nueva Sección lleve a cabo.

Anne Fine. **Losing Sight of the Library Child. [No perder de vista al niño en la biblioteca.]**
IFLA Journal 29 (2003) No. 1, p. 24–32

Conferencia presentada a la sesión plenaria del 68º Congreso General de la IFLA, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. Se aborda el estado de la lectura, el efecto de la lectura infantil en la actitud de los niños hacia la biblioteca y el efecto de las normas de la biblioteca y actitudes de los bibliotecarios en los niños y sus lecturas. Se subraya la importancia de que las bibliotecas continúen ofreciendo colecciones adecuadas de buenos libros a la vez que computadoras. Se describe el denominado Home Library Scheme [Proyecto de Biblioteca del Hogar], el cual ofrece ilustraciones dibujadas por conocidos ilustradores de libros infantiles que se pueden descargar gratuitamente del siguiente sitio Web: http://www.myhomelibrary.org.

Anne Goulding and Rachel Spacey. **Women and the Information Society: barriers and participation [Mujer y sociedad de la información: barreras y participación.]**
IFLA Journal 29 (2003) No. 1, p. 33–40

Ponencia presentada en la Sección de Asuntos Relacionados con la Mujer de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. Se da un repaso a la literatura sobre el tema de la mujer, la sociedad de la información e Internet. También se presentan los resultados de un proyecto de investigación para el título de Maestría, llevado a cabo en el Departamento de Ciencia de la Información de la Universidad de Loughborough, en el Reino Unido. Se analiza el acceso femenino a la Internet y se exploran algunas de las barreras que podrían influir en que las mujeres accedan en menor medida que los hombres. Se examinan las diferencias en el uso masculino y femenino de Internet. Se subrayan a menudo los aspectos negativos de Internet para las mujeres, si bien existen razones claras para que las mujeres lo usen, así como ventajas en este tipo de comunicación a través de un ordenador. Se analiza el concepto de Ciberfeminismo. Se concluye que, a pesar de los aspectos negativos de la tecnología, las mujeres deben entrar en la Internet si desean ayudar a formar la Sociedad de la Información.

Gunilla Jonsson. **The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records*. [La base para un registro: a propósito de los *Requisitos Funcionales para Registros Bibliográficos*.]**
IFLA Journal 29 (2003) No. 1, p. 41–46

Ponencia presentada a la Sección de Catalogación de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. Una cantidad realmente enorme de registros bibliográficos y la emergencia de publicaciones en línea ofrecen nuevas oportunidades para poder organizar el control bibliográfico. Actualmente se están revisando tres reglas de catalogación importantes, las AACR, las RICA italianas y las RAC alemanas. La base para un registro, la dicotomía soporte contenido es un tema fundamental, que ha sido tratado con especial atención en el proceso de revisión de las AACR, fuertemente influido por el informe de la IFLA *Functional Requirements for Bibliographic Records [Requisitos Funcionales para Registros Bibliográficos]* (FRBR), 1997. ¿Es fácil pasar de registros que representan una manifestación a registros que representan una obra? La

respuesta parece ser no y la conclusión es que el registro que contiene la manifestación se necesita más que nunca, pero también se necesita con urgencia la información sobre obras y expresiones y que debemos ampliar mucho la información sobre las autoridades si pretendemos proporcionar una guía correcta a nuestros usuarios. FRBR ofrece un modelo y un lenguaje que nos pueden ayudar a conseguir una comprensión común que es el primer requisito para la pre-interoperabilidad de la información.

John E. Lauder. **Partnerships in Preservation: the experience of the NEWSPLAN 2000 Project. [Sociedades para la preservación: la experiencia del Proyecto NEWSPLAN 2000.]**
IFLA Journal 29 (2003) No. 1, p. 47–51

Ponencia presentada a la Sección de Prensa Periódica de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. El Proyecto NEWSPLAN 2000 es una iniciativa de preservación dirigida a asegurar la conservación a largo plazo de los 1.700 títulos de periódicos locales de la Gran Bretaña más frágiles e importantes. El proyecto se desarrollará de 2002 a 2004 y cuenta con el apoyo del Heritage Lottery Fund, la industria regional de periódicos del Reino Unido, las tres bibliotecas nacionales y otros servicios bibliotecarios a lo largo del país. Una empresa se encarga de microfilmar los periódicos de acuerdo con las normas preservación. El proyecto coordina la preparación y transporte de los originales. Diez grupos regionales deciden los títulos a microfilmar y acuerdan los lugares de microfilmación y los equipos de lectura. El proyecto se realiza en colaboración con el sector público, la enseñanza superior y la industria. Más información en el siguiente sitio Web: http://www.NEWSPLAN.org.

Matthew Nickerson. **Heritage through Oral History and Archival Images [Patrimonio a través de la historia oral y los archivos de imágenes.]**
IFLA Journal 29 (2003) No. 1, p. 52–56

Ponencia presentada en la Sección de Audiovisuales y Multimedia de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. Se informa de los trabajos cooperativos llevados a cabo en los Estados Unidos para crear una serie de exposiciones multimedia en la Web, donde combinan historia oral e imágenes para mostrar la compleja historia de la región de la Meseta del Colorado. Las bibliotecas y museos regionales, bajo la dirección de una biblioteca universitaria, han trabajado en colaboración para integrar materiales históricos y culturales pertenecientes a cada una de las instituciones participantes y, así, relatar la interesante historia de esta zona única en América.

Gloria María Rodríguez. **Las bibliotecas de Comfenalco en Medellín y su compromiso con la formación de lectores.**
IFLA Journal 29 (2003) No. 1, p. 57–63

Ponencia presentada en la Sección de Bibliotecas para Niños y Jóvenes Lectores de la IFLA durante su 68º Congreso General, celebrado en Glasgow, Escocia, del 18 al 24 de agosto de 2002. En el contexto de Medellín, una ciudad latinoamericana que vive hoy unas circunstancias sociales, económicas y políticas complejas, se presenta una experiencia de trabajo de promoción de lectura con niños y jóvenes en una red de bibliotecas públicas. Las acciones presentadas parten de la base de que el reto de la biblioteca pública es salir en busca del lector y se exponen en cuatro grandes campos: Actividades dirigidas a multiplicar las posibilidades de acceso a los libros; actividades de formación con padres de familia, maestros y jóvenes con el fin de crear ambientes propicios para la lectura; actividades de animación a la lectura y divulgación cultural, y actividades con los medios de comunicación.

Рефераты статей

Natalie Blanchard. **Provocative Thoughts of a New Generation of Librarians.** [Натали Бланшар. **Провокационные мысли нового поколения библиотекарей.**]
IFLA Journal 29 (2003) No. 1, p. 15–17

Статья основывается на докладе, представленном на Секции по менеджменту библиотечными ассоциациями на 68-й Генеральной конференции ИФЛА, прошедшей в Глазго, Шотландия, 18–24 августа 2002 г. Возраст свыше 70 % библиотечных и информационных работников в Австралии составляет более 40 лет. Подобная статистика отмечена и во всем мире. Автора больше всего беспокоит, что накопленные знания и умения будут утрачены. В статье исследуется этот вопрос и дискутируются способы привлечения новых библиотекарей в библиотечную и информационную отрасль и ее рабочие места. Описывается работа, проводимая библиотеками и информационными учреждениями Австралии, по противодействию утрате знаний и опыта.

Laurel A. Clyde. **Continuing Professional Education for the Information society.** [Лорел Клайд. **Непрерывное профессиональное образование для информационного общества.**]
IFLA Journal 29 (2003) No. 1, p. 18–23

Пятая всемирная конференция по непрерывному профессиональному образованию для профессий в области библиотечной и информационной науки состоялась в Абердине в августе 2002 г. как пред-конференция ИФЛА. Она была организована Круглым столом по непрерывному профессиональному образованию (теперь Секцией по непрерывному профессиональному образованию и обучению на рабочем месте) на тему «Непрерывное профессиональное образование для информационного общества». Статья содержит информацию о представленных докладах, а также результаты групповых и прочих дискуссий во время конферен-

ции, включая рекомендации и предложения для будущих действий новой Секции.

Anne Fine. **Losing Sight of the Library Child.** [Энн Файн. **Игнорирование ребенка библиотекой.**]
IFLA Journal 29 (2003) No. 1, p. 24–32

Статья базируется на докладе, представленном на Пленарном заседании 68-й Генеральной конференции ИФЛА, прошедшей в Глазго, Шотландия, 18 –24 августа 2002 г. В статье обсуждается состояние чтения, воздействие детского чтения на отношение детей к библиотеке, а также воздействие библиотечных правил и отношение библиотекарей к детям и их чтению. Подчеркивается важность того, чтобы библиотеки по-прежнему представляли детям адекватные коллекции хороших книг, а также компьютеры. Описывается «Схема домашней библиотеки», в которой представлены книжные иллюстрации, созданные ведущими детскими художниками для бесплатного получения из Интернет: www.myhomelibrary.org

Anne Goulding and Rachel Spacey. **Women and the Information Society: barriers and participation.** [Энн Гулдинг, Рэчел Спейси. **Женщины и информационное общество: барьеры и участие.**]
IFLA Journal 29 (2003) No. 1, p. 33–40

Статья основывается на докладе, представленном на Секции по проблемам женщин на 68-й Генеральной конференции ИФЛА, прошедшей в Глазго, Шотландия, 18–24 августа 2002 г. Рассматривается литература по проблеме женщин, информационного общества и Интернет. Также представляются отобранные результаты проектов исследований, выполненных на соискание ученой степени магистров на факультете информационной науки в Университете Лафборо, Великобритания. Обсуждается

доступ женщин в Интернет и освещаются некоторые препятствия, которые могут помешать женщинам пользоваться тем же доступом, что и мужчины. Исследуются различия в пользовании Интернет мужчинами и женщинами. Особо подчеркиваются отрицательные аспекты Интернет для женщин, однако имеются и положительные стороны использования Интернет женщинами и преимущества этого метода при компьютерном общении для женщин. Обсуждается и концепция киберфеминизма. В заключении указывается, что, хотя в этой технологии есть и негативные стороны, женщины должны пользоваться Интернет, если они хотят помочь формированию информационного общества.

Gunilla Jonsson. **The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records.*** [Гунилла Йонсон. **Основа для записи: в свете «Функциональных требований для библиографических записей»**]
IFLA Journal 29 (2003) No. 1, p. 41–46

Статья основывается на докладе автора, представленном на заседании Секции каталогизации ИФЛА во время 68-й Генеральной конференции, состоявшейся в Глазго, Шотландия, с 18 по 24 августа 2002 г. Глобальная возможность распространения библиографических записей и появление онлайновых изданий ставят новые задачи в области организации библиографического учета. В настоящее время пересматриваются три важных свода правил каталогизации: англо-американский (AACR), итальянский (RICA) и немецкий (RAK). Основа записи, дихотомия между носителем и содержанием – один из основных вопросов, которому уделяется особое внимание при пересмотре AACR, под воздействием отчета IFLA 1997 года «Функциональные требования к библиографическим записям» (FRBR). Можно ли перейти от «записей манифестации» к «записям произведения»? Кажется,

что ответ на этот вопрос отрицательный, и можно сделать вывод, что «запись манифестации» необходима больше, чем когда-либо, но информация, относящаяся к произведению и выражению также крайне необходима, и необходимо существенно расширить область авторитетных записей, если мы хотим иметь возможность предоставлять нашим пользователям надлежащую помощь. В FRBR предлагается модель и язык, которые помогают прийти к единому пониманию того, что же является основной предпосылкой информационной интероперабельности.

John E. Lauder. **Partnerships in Preservation: the Experience of the NEWSPLAN 2000 Project.** [Джон Лодер. **Партнерство по вопросу сохранности: опыт, полученный при реализации проекта NEWSPLAN 2000.**]
IFLA Journal 29 (2003) No. 1, p. 47–51

Статья базируется на докладе, представленном на Секции по газетам на 68-й Генеральной конференции ИФЛА, прошедшей в Глазго, Шотландия, 18–24 августа 2002 г. Проект NEWSPLAN 2000 – эта инициатива в области сохранности, направленная на обеспечение длительного сохранения 1700 важнейших и хрупких местных газет Соединенного Королевства. Проект будет действовать с 2002 до 2004 г, он поддерживается Лотерейным фондом наследия, региональной газетной индустрией Соединенного Королевства, тремя на-

циональными библиотеками страны и библиотечными службами по всему королевству. Подрядчик микрофильмирует газеты в соответсвие со стандартами сохранности, в рамках проекта координируется подготовка и транспортировка газетных подшивок. Десять региональных групп определяют для микрофильмирования газеты и пункты размещения оборудования для микрофильмирования и чтения. Проект работает в партнерстве с муниципальными властями, высшими учебными заведениями и промышленностью. Более полную информацию можно найти в Интернет: www.NEWSPLAN 2000.org.

Matthew Nickerson. **Heritage through Oral History and Archival Images.** [Мэтью Никерсон. **Наследие в устной истории и архивных изображениях.**]
IFLA Journal 29 (2003) No. 1, p. 52–56

Статья основывается на докладе, представленном на заседании Аудиовизуальной и мультимедийной секции на 68-й Генеральной конференции ИФЛА, прошедшей в Глазго, Шотландия, 18–24 августа 2002 г. Излагаются кооперированные начинания в США по созданию ряда основанных на компьютерной сети мультимедийных выставок, объединяющих устную историю с историческими изображениями для воспроизведения комплексной истории региона Колорадского плато. Региональные библиотеки и музеи под руководством университетской библиотеки сотрудничали в деле

интеграции исторических и культурных материалов всех учреждений-партнеров с целью рассказать увлекательную историю об этой уникальной части Америки.

Gloria Maria Rodriguez. **Las bibliotecas de Comfenalco en Medellin y su compromiso con la formacion de lectores.** (Comfenalco-Medellin libraries and their commitment to reader information) [Глория Мария Родригес. **Библиотеки Comfenalco Меделлина и их работа по формированию читателей**]
IFLA Journal 29 (2003) No. 1, p. 57–63

Статья опирается на доклад, представленный на заседании Секции детских и юношеских библиотек на 68-й Генеральной конференции ИФЛА (Глазго, Шотландия, 18–24 августа 2002). В ней излагается опыт работы по продвижению чтения среди детей и юношества в сети публичных библиотек латиноамериканского города Меделина, находящегося в сложных социальных, экономических и политических обстоятельствах. Описываются действия, исходящие из понимания, что задача публичной библиотеки состоит в поиске читателей по четырем основным направлениям: работа по умножению возможностей доступа к книгам; воспитательная работа с родителями, учителями и юношеством с целью создания благоприятной среды для чтения; деятельность по мотивации чтения и культурной информации, а также работа с массмедиа.

EDITORIAL
Is There Anybody Out There?

Ross Shimmon

I am prompted to ask this question by the very poor initial response to two consultation documents published in this issue, both of which were posted on IFLANET and heralded on our electronic discussion list IFLA-L some time ago. The first is *Bridging the Digital Divide*, the report of the brainstorming session hosted by our President-Elect, Kay Raseroka, at the Glasgow conference last year. The purpose of the session was to involve conference participants, whether first-timers or old hands, in developing Kay's programme for her presidential term. Unfortunately, I could not attend the session, because I had to attend a business meeting in Edinburgh at that time. By all accounts I missed a thoroughly worthwhile occasion, buzzing with energy, enthusiasm and ideas. More people came than we had expected; extra chairs and tables had to be hurriedly organized. In the end nearly 200 people participated. Among the many views emerging from the session were the following:

> IFLA needs to be open minded, to become more pro-active, not reactive, and to be more participative in decision making … to become more democratic … to ensure wide participation by members … democratize its programme to Third World countries by involving more people from developing countries.

I agree with all of this, indeed that was the major reason for establishing the Warren Horton committee, which led to the adoption of new Statutes and postal ballots to elect our President-Elect and Governing Board members. Those changes had the desired effect, in that we had three candidates for President-Elect last time round and Kay Raseroka was elected to become in August our first President from outside north America and Europe. We will then, incidentally, be one of the few international NGOs with a President from a developing country. The results of the Governing Board elections ensured that we had members on the Board from Africa, China, South America and Australia as well as North America and Europe. For the first time all members could take part in the ballot wherever they lived (previously elections took place at

Council meetings). Some 49 percent of members took part in that ballot, which is very much better than the participation rate achieved by library associations in the USA and UK, for example.

However, only a handful of replies have been received in response to the brainstorming report. We have had, so far, a similarly low response to the Green Light document prepared by Marian Koren for the Governing Board to consider after completion of its first year of operation. Marian had some very thought-provoking suggestions. The Board hoped for contributions from members to the debate about the future role of the Federation which it could consider as it prepares to hand over to the new Board when it takes office in August. I know that the daytime job takes precedence and that everyone is under greater pressure at work than ever before. But if we are to become a truly democratic Federation, members who argue for greater participation will simply have to practise what they preach. Democracy cannot be imposed.

Both the reports I have referred to are reproduced in this issue of *IFLA Journal* in a new Reports section. I hope they provoke some thought – and even better, some action on your part. Also in that section are a report from Ingrid Parent on the Joint IFLA/International Publishers' Association panel discussion held at last year's conference and a second-timer's evaluation of the Glasgow conference by Anjali Gulati.

This issue also contains a final selection of papers from the Glasgow conference, held over from last time. Natalie Blanchard covers the greying of our profession from an Australian perspective in 'Provocative Thoughts of a New Generation of Librarians'. Laurel Clyde reports on the fifth world conference on Continuing Professional Education for the Library and Information Science Professions, a satellite meeting held in Aberdeen, incorporating recommendations for action by the new IFLA Section. Many people, notably some British public librarians, regarded the paper by children's author Anne Fine, 'Losing Sight of the Library Child', as the most provocative of the conference. Sometimes it's good to hear what we look like from the other side of the counter. Read it and make

up your own mind. Reading promotion to children and youth in a Latin American city is explored by Gloria María Rodriguez in 'Las bibliotecas de Comfenalco en Medellín'. Barriers to women using the Internet are discussed by Anne Goulding and Rachel Spacey in 'Women and the Information Society; barriers and participation'. Matthew Nickerson's paper 'Heritage Through Oral History and Archival Images' reports on a cooperative effort in the United States to create web-based multi-media exhibits to portray local history. More technical subjects are the concern of Gunilla Jonsson, whose paper 'The Basis for a

Record' discusses the revision of cataloguing codes in the context of the increasingly global supply of bibliographic records. Preservation of newspapers is an urgent issue in many libraries. John Lauder's description of the UK NEWSPLAN 2000 project, aimed at preserving the long-term retention of the most important and fragile local newspaper titles will have resonance in many places around the world.

This issue is a good read. We also hope you like the new layout. If you are out there, we would like to hear from you!

A Note from the Editor

Ross Shimmon's plea for more feedback and more active participation by IFLA members in the affairs of the Federation finds an echo in our attempts to get feedback on access to the *IFLA Journal.* In Vol. 28, no. 4, p. 203, we invited readers to answer four simple questions about access to the journal which were also put to participants in the Glasgow Conference through the medium of *IFLA Express.* Out of more than 4,500 Glasgow participants, only two responded – the same number of *IFLA Journal* readers who responded to the invitation published in the journal. Disappointing!

Readers will notice (we hope) a few changes in the layout and organization of this issue. These have been introduced with the aim of making the journal more attractive, easier to read and easier to use, while still maintaining continuity in its overall appearance. The cover now carries an outline of the main contents, so that readers can see what is inside before they open it. In the interests of greater readability the layout of the contents page has been modified, a double-column layout introduced for articles, and the type size and leading have been increased throughout. The former three-column layout for the News section has been retained, but substantial reports are now to be found in a separate Reports section, set in double column. The layout of the International Calendar has also been slightly modified to make it easier to use.

The changes are not confined to the printed version of the journal. Up to now, the PDF version on IFLANET has been presented in four parts: Table of Contents, Abstracts, Articles and News Section. The lack of links between and within these documents meant that it was impossible, for example, to identify an interesting item in the Table of Contents, or the Abstracts, and then go directly to the desired text. From this issue on, this situation will be changed. The final details have yet to be decided, but the intention is to provide adequate links between the various parts of the journal, and the individual articles, reports and new items, in order to make the online version easier and quicker to use. Previous online versions of *IFLA Journal* are available on IFLANET at http://www.ifla.org/V/iflaj/index.htm.

With effect from this issue, the *IFLA Journal* will be published four times a year, in March, May, July and November. The total number of pages in each volume will remain the same as before (320–360 pages) and the fourth issue in each volume will be an extra large issue containing a selection of the best papers from that year's IFLA Conference. The next issue for this year (Vol. 29, no. 2) will include, among other items, a survey of libraries in Germany by Claudia Lux, published as background to this year's Berlin Conference.

Stephen Parker
Editor

Provocative Thoughts of a New Generation of Librarians

Natalie Blanchard

Natalie Blanchard is a Sales Manager for Thomson Gale, a library reference publisher. Before graduating in 1998 with a Bachelor of Business, Library and Information Management at RMIT in Melbourne, Australia, Natalie started her library industry career at RMIT Publishing. She also worked in school libraries. Once graduating, Natalie began work for the National Meteorological Library conducting research and developing an archive on historical information on tropical cyclones. Upon completion of the research and archival work, she moved to work with an Australian distributor, ALDIS, selling databases to the Australian library market. *Contact:* natalie.blanchard@ galegroup. com.

Recruiting "new blood" younger staff with different skills and attitudes will be essential if libraries are to survive, not simply as physical entities, but as facilitators of the changes in scholarly communication as the end user becomes the judge and the jury of access to information

Colin Steele, former University Librarian, Australian National University. (Steele and Guha, 2000)

Colin Steele's message is not new, nor is it only relevant to the Australian library and information industry. Colin's belief is shared in library communities around the world. I also share Colin's belief.

Studying to become a librarian seemed like the natural thing to do when my mother and I discussed my career prospects together. I was passionate about books and organizing them (my own books had borrower slips!), and I idolized my childhood librarian, Fran Doig. I wanted to be just like her – an inspiration to read and learn, and help people find the information they needed.

One of the greatest concerns I hold for the longevity of the library and information industry in Australia is that without involving new librarians in all aspects of this wonderful industry, the knowledge and skills that have been developed and created by past and current librarians will be lost.

According to a report commissioned by the Australian Library and Information Association (ALIA) in 1998, over 70 percent of the member base had an age profile of 40+ years. A number of recommendations were made in order to address this issue. The final recommendation stated that while the ageing issue was not a major problem at the time, the Association needed to continue to be active in recruiting and encouraging new and young members to maintain the viability of the Association (Wakely, 1998).

In addition to this, statistics from the ALIA report and statistics from reports from other countries indicate that the library profession has one of the highest rates of workers aged forty or older. These reports are a wonderful starting point for the recognition of the problem. We now need to work together to put thoughts, practices and strategies into place, to ensure the longevity of the world's library and information industry.

While there are many people in the world's library and information industry who do embrace and involve the new generation of librarians, not everyone is taking part. Time is not on our side and we need to be more proactive as a whole.

On 9 January, 2002, Mrs. Laura Bush, the wife of the President of the United States of America, announced a proposal of a USD 10

million initiative for 2003 to recruit a new generation of librarians (Eberhart, 2002). This initiative is a wonderful opportunity and it shows that the US government recognizes the serious nature of the problem in our industry. Other countries, including Australia, share the same problem and concerns; however we do not have the funding that the US has been given to raise the profile of the library and information profession.

Even without this level of funding, we can make a difference. We need to continue the work that is already being done and we need to use other resources we have – new librarians. Without encouraging and involving new librarians, the long-term future of the library and information industry is unstable.

What is Australia doing about this issue?

The Australian Library and Information Association (ALIA) is engaging in a number of Key Initiatives – one being to develop and market new services for students or new professional members. As part of an advisory board, I am assisting the ALIA Board of Directors in the delivery of the project. This Initiative involves the creation and delivery of new services for library and information students and new professional members of ALIA.

Some of the proposed services included in the Key Initiative are an employment alert service for ALIA members, a job-seekers' guide, a chat room and an e-list for recent graduates, and life-long learning career development with universities, technical and further education institutes and commercial providers.

One of the new services outlined in the Initiative is a conference for new librarians. The purpose of the conference is: to encourage the participation of new graduates; to start networking processes among new graduates and experienced industry professionals; and an opportunity to exchange ideas and knowledge. The conference is an outstanding initiative and one that will benefit both new and experienced librarians.

The advisory board in itself is an initiative that is bringing together experienced and new librarians. It is very exciting to be a part of this Key Initiative with ALIA and working with librarians who have so much knowledge and experience to impart.

From an Australian perspective, I do believe that we need to take some more action in addition to this initiative, both at an association level and a workplace level.

We need to:

- Continue to identify champions in the industry who are passionate about their work and about their profession. We need to work with the champions to share ideas and assist in maintaining and continuing the development of the industry. Some ways to utilize the champions would be to create new advisory boards or create a position for a new librarian on the director's board of your industry association.
- Involve new librarians in decisions about the direction of the industry and involve them in industry activities. By participating, the new librarians feel valued and learn the same passion for the industry that has been upheld in the past and to this point of time. This is an excellent opportunity for experienced librarians to impart important knowledge and skills to new librarians and share ideas.
- Create more work experience opportunities for students and new librarians. During my degree education, I found work experience to be one of the most important parts of my learning. Immediately I was able to apply theories and practices through actions and I began to create and develop networks with experienced librarians and learn from them.
- Involve new librarians in decision-making and management responsibilities in the workplace. Create opportunities for new librarians to participate in the direction of the services provided by the information service or library. This is the only way new librarians are going to learn the knowledge and skills from the experienced librarians. This involvement may also break down any barriers between new and experienced librarians. New librarians need guidance from experienced librarians.

There are so many activities that can be initiated, or integrated into the industry or workplace: activities like mentoring schemes, encouragement awards for new librarians taking an active part in the industry and providing information services for new librarians. Some will be successful and some will fail. What we need to keep in mind is the need to keep trying different ideas and the need to ensure that the knowledge and skills are passed on.

New librarians are being taught different skills that complement traditional library skills and that are suitable for the technology of our age. To em-

brace new ideas does not mean to throw away everything that has already been established. It means to consider new ideas and attitudes from new librarians and incorporate them into what has already been established.

My university lecturers and employers have already encouraged me and have fostered my development as a new librarian. In turn, I have absorbed their knowledge and skills, which have helped me to get to my current position in my career.

Without fostering participation and involvement with both new and experienced librarians, there is the risk of losing these new librarians to other industries that do embrace 'new blood'. Through retirements in the next decade, there is also the risk of losing the abundance of experience and knowledge we already have in the industry.

Library and information management is such an important part of the world – it is something too important to lose. We are in the business of preserving information and information provision. We need to start preserving our knowledge, our skills and ourselves for the future of information provision.

To ensure the longevity of the library and information industry around the world, we need to embrace the future so that the future embraces us.

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Continuing Professional Education for the Information Society

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The Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions was held at The Robert Gordon University, Aberdeen, Scotland, from 14–16 August 2002. Organized by the Continuing Professional Education Round Table (CPERT) of IFLA, this conference immediately preceded the 2002 IFLA conference itself in Glasgow. The papers, edited by Patricia Layzell Ward and published by K.G. Saur, were available at the conference itself. This article will not, therefore, attempt to provide a comprehensive summary of the conference presentations, though there will be, of necessity, some description of selected papers. Instead, the focus will be on the discussions that took place in response to the papers and in formal group discussion sessions, so that there is a record for people who were unable to attend. (For those who would like more information about the papers themselves, the bibliographic details of the book are available in the References at the end of this article).

From its first conference in 1985, CPERT has provided a forum for educators and trainers who have an interest in the management and provision of continuing professional development activities for librarians and other information professionals. CPERT has also provided opportunities for practitioners to provide input into the ongoing discussion of professional development issues and practices. In accordance with the stated aims of CPERT, the purposes of this conference were to:

> ... improve the opportunities of librarians and information professionals worldwide to contribute to the lifelong learning of individuals both within and outside the profession; facilitate collaboration and development of networks for the exchange of ideas; stimulate research in continuing education for library and information professions; and identify elements that can be used in establishing quality measurements and evaluation methods for continuing professional education. (from the conference brochure)

The papers included theoretical discussions, reports of research studies, descriptions of 'good practice', case studies, analyses of problems, project reports and evaluations, and state-of-the-art reviews. This variety in the papers was reflected in the composition of the group of delegates, who included library managers and librarians, as well as academics and researchers. Delegates came from Australia, Croatia, France, Germany, Greece, Iceland, Mexico, the Netherlands, New Zealand, South Africa, Sweden, Uganda, the United States, and the host country, the United Kingdom.

Within the conference theme, 'Continuing Professional Education for the Information Society', the conference papers and presentations were grouped according to five main sub-themes. All of the papers on the first full day of the conference (Wednesday 14 Au-

gust) were related in some way to 'Continuing Professional Education (CPE): Developing Tomorrow's Leaders'. On the second day, the main themes were 'CPE Developing Information Literacy' and 'Developing Global CPE', and on the final day, 'Virtual Delivery of CPE' and 'Quality Issues in CPE'. While the first two themes attracted the largest number of papers, nevertheless quality issues, with the smallest group of papers, were perhaps the focus of the most animated discussion.

In introducing the first day's sessions, Ann Ritchie (Australia), Chairperson of CPERT, quoted from a paper by Duncan Smith in the *Proceedings of the Fourth World Conference on Continuing Professional Education for the Library and Information Professions*. Smith wrote (2001, p.253),

> In order to survive and remain relevant, in order to continue to be a viable and contributing part of our society, the profession must change.

He went on to identify 'major strategies for producing the changes needed in librarianship'. One was to make a significant effort to 'recruit new talent to the field'; the other was 'continuing library education as a means of supporting change within the profession' (Smith, 2001, p.253). Recruiting new talent would not result in 'lasting and significant change', he claimed, because not only were the library and information schools producing relatively few graduates each year in proportion to the total numbers already in the profession, but many of those graduates were already working in libraries or had worked in libraries before they graduated. Ann Ritchie pointed out that many new entrants to the profession chose it because they liked what they saw before they went to library school; they were seldom aware of future needs and possibilities. It is therefore effective continuing professional development in its various forms that is most likely to be an agent for change. Continuing professional education should

> provide practitioners with current information, knowledge, and skills, increase their performance in their present positions and prepare them for new challenges and responsibilities in the future. (Smith, 2001, p.255)

Developing Tomorrow's Leaders

Tomorrow's leaders of the profession, then, will come from among the ranks of the people who are consumers of continuing professional education today – hence the first sub-theme of the 2002 conference, 'Developing Tomorrow's Leaders'. In a paper called 'Filling the Empty Chair', Christine Abbott discussed succession planning strategies for senior information management posts in higher education, on the basis of a research project carried out at the University of Birmingham, England. The project (known as HIMSS – Hybrid Information Management Skills for Senior Staff) looked at the skills actually needed by senior managers of library, information and computing functions in universities and colleges, including generic management skills and specific technical or specialist skills. Through a skills assessment survey, a 'skills gap' was identified between management tiers, among other barriers to staff progression within institutions. The final phase of the project is the development of a prototype diagnostic tool to identify skills gaps and to assess staff potential. Christine said that in our profession, 'we don't do succession planning; we take it for granted that people who get to the deputy level will have the skills' to progress, but the HIMSS project suggests that this is not realistic. More information about the project is available on the HIMSS Web site at http://www.himss.bham.ac.uk/.

Ian W. Smith, from La Trobe University Library in Australia, also presented the results of a research project, in this case one that examined the pattern of staff development activity in Australian university and research libraries, and found a general commitment to staff development despite recent 'pressure of contracting budgets' in tertiary education. Respondents to his survey mentioned, among other things, the need for multiskilling and re-skilling of the workforce, 'with a particular emphasis on the increasing role of librarians in teaching information literacy and knowledge management' (Smith, 2002, p.31), but further areas of need were identified, too. The relationship of continuing professional education to performance review and evaluation and to promotion opportunities was also mentioned.

Knowledge management was again discussed in the final paper of the day, 'Knowledge Management and Information Literacy: A New Partnership in the Workplace?', written by Jan Hough-

ton and Sue Halbwirth (Australia) and presented by Jan Houghton. The paper was based on work undertaken in the planning of the Information Program at the University of Technology Sydney and in planning for continuing professional education courses to be offered in the second half of 2002. Jan described a 'conceptual journey' from information to knowledge, from information management to knowledge management, from information literacy to knowledge literacy, from information work to knowledge work. Quoting Jennifer Rowley (2001), she outlined the major components of knowledge literacy as knowledge acquisition, creation and construction, and knowledge use. The latter included the ability to select and evaluate information and knowledge for relevancy, managing the information workflow, and understanding business processes. In answering questions after her presentation, Jan made some additional points. In making a distinction between information literacy and knowledge literacy, she stressed that knowledge literacy involves information and knowledge sharing and the skills of knowledge sharing. Another aspect was knowledge capture and the building of a knowledge base. She noted that there was very little research literature on which to draw, so that precise definitions were difficult at this stage. The absence of an established body of research and theory in knowledge management was something that came up again and again in the discussions.

The first day's program ended with small-group discussions, one of which focused on knowledge management and its implications for continuing professional development. The problems identified by the group included the difficulty of defining the concept of knowledge management, the different perceptions of knowledge management in different contexts, the information literacy versus knowledge literacy debate, the applications of knowledge management in universities and libraries, and the role of the library in knowledge management. Several suggestions were made about actions that could be taken by this particular IFLA group. One suggestion was to develop a collection of case studies of applications of knowledge management, covering how knowledge management is perceived, leading to models that might be applicable in different contexts or settings. Other suggestions included developing and publishing a short list of the characteristics of knowledge management, and establishing a network of people who are interested in knowledge management – particularly in relation to continuing professional education and development.

The second group discussed issues related to staff development and training in libraries and information services. One important issue for employers was ensuring that best value was obtained, for the organization as well as for the individual, from expenditure on staff development. Strategies for doing this included requiring the staff member to write a justification for attendance at the activity before giving approval; the staff member giving a presentation to library staff afterwards as a way of reinforcing and sharing new knowledge; and developing a 'culture of dissemination' within the organization so that people are willing to share. As with knowledge management, several suggestions were made about actions that could be taken by this particular IFLA group to promote effective staff development in libraries. Among other things, an international overview of the current state-of-the-art of continuing professional development in libraries is needed, with information about the models of continuing professional development or staff development that are used in different places. The need for guidelines was brought up – an issue that would be taken up again on the final day of the conference in relation to quality issues in continuing professional education. Not only is research needed in this area, but this IFLA group should explore ways in which the results of research can be disseminated to those who are able to use it in planning for staff development.

Developing Information Literacy

The second sub-theme of the conference, 'Developing Information Literacy', was the focus of the papers on the morning of the second day. The papers presented under this broad theme were varied. Penny Moore and Nicki Page reported on a 'proof of concept trial' of a Web site designed to be used as a self-directed professional development resource to promote the concept of information literacy among school personnel in New Zealand. Other projects at the school level were reported on by Viviane Couzinet (France) and Dorothy Williams (Scotland). In a paper called 'Information Literacy for Mere Mortals', Susie Andretta examined some problems associated with information literacy skills instruction, on the basis of experience with an information literacy module for undergraduate students in the Faculty of Environmental and Social Studies at the then University of North London. Each of these speakers introduced a different model for information skills instruction, information literacy

development, or information and communications technology training.

Through the papers presented under this theme, and the discussion after each paper, it became clear that the information literacy needs of patrons of all kinds of libraries are going to present library managers and their staff with major challenges in the future. Indeed 'the increasing role of librarians in teaching information literacy' was one of the areas identified by Ian W. Smith in his research report (discussed above) as an area where staff development was particularly needed. However, in an 'audience participation' session introduced by Blanche Woolls and David Loertscher, it emerged that the conference participants, as a group, could come to no consensus about the nature of information literacy or 'what needs to be done about it' by libraries, though everyone recognized it as important.

Developments in Continuing Professional Education

The third sub-theme, 'Developing Global CPE', on the afternoon of the second day, attracted papers dealing with both developed and developing countries. Among the projects described was an initiative of the Special Libraries Association to bring participants from developing countries to their 2000 conference, and the 'community of practice' that it helped to create (Sue O'Neill Johnson and Judith J. Field, USA). Other papers discussed projects in South Africa (Irene Wormell, Sweden) and the USA/Mexico (Barbara Immroth, USA). Irene Wormell described DISSAnet – Development of Information Science in Southern Africa – a project originally supported by the Danish International Development Agency DANIDA to promote research education and the publication of research results in southern African countries. Barbara Immroth's paper, titled 'Local Touch, Global Reach: Transborder CPE in Texas-Mexico', was presented as a case study of cooperation across national borders. Irene Wormell highlighted intercultural issues that need to be addressed in international continuing professional education if the activity was to be successful; Barbara Immroth (in her paper) presented some 'mutual challenges' while concluding that the cooperative venture had 'enriched the work of everyone involved'.

The final paper in this section, 'Global Continuing Professional Education via the Web: The Challenge of Internationalism' (Anne H. Perrault

and Vicky L. Gregory, USA), also had links to the sub-theme of the morning of the third day, 'Virtual Delivery of CPE'. The two papers presented under this latter theme discussed technology-based distance education developments in the United States (Lynne Rudasill) and Croatia (Kornelija Petr). In the discussions after these three papers, several conference participants provided information about web-based education projects in which they had been involved. For example, our host Ian Johnson of The Robert Gordon University briefly described the three web-based masters' degree programs that were running in his School.

Quality Issues

Quality of continuing professional education provision is something that is of concern to the providers of continuing professional education, to the professionals who are 'consumers' of continuing professional education, to the libraries and other organizations where the 'consumers' are employed, and to the communities they serve. The fifth sub-theme of the conference, 'Quality Issues in CPE', was addressed in two papers, 'Quality Control and Assurance for CPE' by Jana Varlejs (USA) and 'Chasing Certificates: Problems of Establishing Effective and Significant Assessment and Evaluation Components for Delivery of CPE in South Africa' by Clare Walker (South Africa). In the latter presentation, a university library manager provided the audience with an overview of a situation that did not meet the original expectations because of factors within the local setting. She did, however, identify a complex and sometimes informal process of assessment and quality management that was already in place and numerous continuing professional education providers, of various kinds, operating within the field of library and information services. As Clare answered questions from the audience, it became clear that not only is quality a complex (and sometimes political) issue, it is also one in which individuals and organizations have a vested interest.

In the group discussions that followed, the topics addressed were quality issues in the continuing professional education context, and the role of this particular IFLA group in promoting quality in continuing professional education. As was made clear in the discussion after Clare Walker's presentation, quality in continuing professional education will have different meanings in different contexts, and will mean different things to

different people. For participants in continuing education activities and their employers, quality might be seen as a guarantee of value for money. For some, quality will mean meeting the needs of individuals and their employers; in this case, quality might be measured through satisfaction, or through the willingness of people to pay for the course or activity. On the other hand, quality might imply creating the foundations for change, in which case, a different form of measurement would be needed. For some people, quality reflects something that is quantitative and easily measurable; for others, the measurement of quality may require a more qualitative approach. The relationship between quality and evaluation was discussed at length, as was the use of course accreditation as an indicator of course quality.

There was no agreement on whether or not there could be a universal standard for quality in continuing professional education, though it was recognized that this was something that would be useful. If such a standard were developed, it would need to be in terms of broad frameworks, so that it was applicable across countries and cultures. It was suggested that guidelines were needed, rather than standards; others suggested that 'recommendations' were what was required. It was further suggested that any guidelines or standards or recommendations should be open and flexible and applicable in different contexts, rather than in the form of a 'prescription' for continuing professional education. Any international standards or guidelines or recommendations should cover delivery format and instructional strategies as well as content. A possible course of action that was identified was a survey of guidelines and other documents that already exist, as a basis for developing international guidelines.

The discussion groups were asked to consider strategies for identifying 'best practice' in continuing professional education, as a means of improving the quality of continuing professional education. It was noted that 'best practice' is very much context-driven, whether the context referred to is geographical, or type of library or information agency, or financial. Establishing 'best practice' relies on consensus, said one group; others insisted that 'best practice' emerged from evaluation based on accepted standards. The problem with this, again, was the lack of universally-accepted standards or guidelines. One group questioned the whole idea of 'best practice', suggesting that the provision of examples of 'good practice' would better serve the current needs for information and exemplars.

How could IFLA (and this IFLA group) help to promote quality continuing professional education? First, it could provide a forum for discussion of quality issues in continuing professional education and workplace learning. Poster sessions at conferences, where course materials (including Web-based course materials) could be demonstrated and discussed, would be one way in which attention could be drawn to quality issues. Another strategy could be the use of an Internet forum or online discussion group to promote ongoing discussion between conferences. International standards or guidelines for continuing professional education were necessary, and this IFLA group was well placed to begin this work through collecting and examining current standards and guidelines from around the world. A database of courses was suggested, with no information provided about how this might be created or maintained; another suggestion was for an IFLA clearinghouse that would provide information about successful continuing professional education activities that could be replicated in other places. An IFLA publication based on examples of 'good practice' in continuing professional education was also suggested. Other suggestions for IFLA included a Web site for continuing professional education (with resources that would be useful to people who wish to develop courses or activities); and the provision of funds for research into issues affecting continuing professional education internationally. This IFLA group also needs to work to raise the profile of continuing professional development within IFLA as a whole. All these points should be considered in developing the group's long-term and short-term agenda, strategic plan and program of activities.

Conclusion

This Fifth World Conference on Continuing Professional Education for the Library and Information Science Professions represented the final activity of CPERT as an IFLA Round Table. At the IFLA conference that followed, CPERT became the IFLA Section for Continuing Professional Development and Workplace Learning. This will give greater visibility within IFLA to issues associated with continuing professional development. In addition, it will make it easier to attract members to the group, since people will be able to join the Section when they fill out their IFLA membership form. Meanwhile, the new Section is working towards the Sixth International Conference on Continuing Professional

Education for the Library and Information Professions; watch this journal and the IFLA Web site IFLANET for further information.

Notes

1. Where a quotation is not referenced, it will have come from one of three sources: transcribed tapes of some question and discussion sessions; notes made of questions and discussion at the end of each formal session; and summaries of the group discussions, made by the appointed 'scribe' for each group.

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Losing Sight of the Library Child

Anne Fine

Anne Fine has over 40 books to her credit. She has won the Carnegie Medal (twice), the Guardian Children's Literature Award, The Whitbread Children's Novel Award (twice) and the Smarties Prize. She won the *Publishing News* Children's Author of the Year Award in 1990 and again in 1993. She has written books for both older and younger children as well as for adults and her books have been translated into 25 languages.

It seems to me entirely suitable that, coming to speak to you now, towards the end of the conference, I should be concentrating on the very last part of our sub-theme: investing in the future.

And, this, of course, is because I am a writer of fiction for young people, and fiction writers for children have a special interest in the future of books. The American writer Philip Roth speaks openly of his dispirited view of the state of reading. He claims the evidence is everywhere that the literary era has come to an end. He's quoted as saying: "There's only so much time, so much room, and there are only so many habits of mind that can determine how people use the free time they have. ... Every year," he says, "seventy readers die and only two are replaced. That's a very easy way to visualize it." And he goes on to explain exactly what he means by 'readers'; and that is, if I understand him rightly, those people with the habit of mind that can lean towards "silence, some form of isolation, and sustained concentration in the presence of an enigmatic thing". "It is difficult", he goes on to say, "to come to grips with a mature, intelligent, adult novel".

Writers like me meet a lot of young people. We meet many who barely read at all, or only read when everyone else is reading, as may have happened with the craze of Harry Potter books. But always, to cheer us, somewhere we come across the child for whom books mean everything – the child who curls up with a book at the first opportunity and becomes deaf to all around. The library child, for whom books are more real than the life that surrounds them.

In his wonderful piece of work on the effect of childhood reading, *The Child that Books Built,* Francis Spufford describes this brilliantly. He remembers, as an awkward, ill-at-ease fifteen year old, waiting in the rain for the bus home after one of his regular visits to the library. He opened Ursula Le Guin's novel, *The Left Hand of Darkness*:

> I read: *'Rainclouds over dark towers, rain falling in deep streets, a dark storm-beaten city of stone, through which one vein of gold wind slowly.'*

And he goes on to describe how "the trials of my adolescent body went away, the literal drizzle falling on the real streets of Newcastle under Lyme receded, the passing streets of red-brick terraces were abolished". This was the lovely, sure, storytelling voice which can talk a world into existence, and have you crave a fictive life that seems clearer in its lines, and stronger in its colours, than your own, un-narrated, existence.

And many of us in this room know, both that feeling, and that, in childhood, we were of the lucky few that *had* that feeling. Sometimes it does seem there might be a 'reading gene'. We think ourselves fortunate. (Actually, we think ourselves *blessed*).

Listen to the New Zealander, Janet Frame, in her autobiography *To the Island*, writing about her childhood discovery of books:

> There was the other world's arrival in mine – the literature streaming through it like an array of beautiful ribbons through the branches of a green growing tree, touching the leaves with unexpected light.

But to find the books, you need the library. And so the passion for reading becomes a passion for the institution that furnishes this wonder.

Here are two lines from William McIlvanney:

> In the library for the first time ... Wonder for the taking, acres of promises.

Here's Randall Jarrell, on the Carnegie Library in Pittsburgh, speaking of a

> ... country the child thought life. And wished for, and crept to out of his own life.

Here's Ray Bradbury:

> The library deeps lay waiting for them. Out in the world, not much happened. But here in ... a land bricked with paper and leather, anything might happen, always did. ... Up front was the desk where the nice old lady ... purple-stamped your books, but down off away were Tibet and Antarctica, the Congo ...

Small wonder, then, that in order to get at the books, many of us were prepared to show the sort of courage usually manifested only by people with forged papers trying to get past military checkpoints. When I was five – and seven, and nine, and twelve – you were only allowed to take out two books at a time. I used a little branch library in Hampshire, run by a lady librarian psychopath. She hated books. She hated children. And she appeared to most particularly hate children reading the books under her roof.

Taking them out of the library was a terrifying experience. She'd stand there, glowering, as you tried to get past her desk. "Only two! Only two!"

But bringing them back to exchange them was a positive nightmare. She'd snatch the book from you and peer suspiciously at the date stamp.

"But you took this book out on Monday and it's only Wednesday now." "But I've read it, Miss. Honestly."

She'd hand it back.

> "Well you can't have read it *properly*, can you? So you take it home and read it again."

So we must all be glad that libraries develop. That libraries change. And there has probably been no greater change in libraries over my lifetime than the sense of real welcome now extended to the child. But for this to be a meaningful welcome to every child, regardless of their background, there are things that must always be borne in mind, and the first of these of course, as usual, is money.

If we have any financial resources at all worth speaking of, should we ever take money from the child who wants to use the library? Making children pay for damage to, or loss of, books, it seems to be me, must remain at the discretion of the librarian. One would hope that for first, and even second, mild offences, children would not be subject to financial penalties that would drive them away. I have, in my time, heard some sad stories about babies throwing books in the bath, dogs chewing out pages, or the library book being left in the holiday caravan, and Mum being so cross with having to pay the fines that she has told the child that he or she can no longer bring books home from the library.

But there will always be families who take advantage. And so, in order to protect library property from persistent theft of sheer careless damage, it seems to me that fines even for children may still have to stay (at least officially) even if only used, as one hopes, with discretion.

And I do have to say that here in Britain, at least, there does appear to have been a massive shift in the axis of thinking by librarians themselves on this matter of how much sheer respect the library should have as an institution, and therefore how much the individual user must tailor their behaviour to the general good. I have heard more than one children's librarian in the last fifteen years saying quite cheerfully,

> Oh, we actually don't mind at all when our books 'walk'. We think it's rather nice that one of our readers cares so much for a certain novel that they go to the trouble of stealing it.

What a far cry this is from a tale told by Professor Richard Hoggart, describing his father-in-law refusing to lend him a library ticket to borrow a book Professor Hoggart needed for his academic research, pointing solemnly to the words 'not transferable' on the ticket.

So there's a whole spectrum of thinking on how, or even whether, to enforce respect for those library rules that were created for the greater good. But charging for requests is entirely a different matter. Libraries are supposed to care about people who want to read but have no money.

This is bad enough for some adults. I quote from a letter published in a national magazine in November last year:

> From this month, Bath Central Library has raised its reservation charge to 85 pence per book and added an extra 85 pence charge for national inter-loans, which are essential these days for most books of even mildly specialist interest. This is serious money for anyone living on income support of £52.50 per week. There seems little point in having access to vast bibliographic resources – (one may use this library's computers to search every catalogue and database on the Internet) – if one is deterred from borrowing by the size of the reservation fees for books that the local library chooses not to stock.

If this is true for an adult who wants to read, how much more true is it for a child. And I would like to call for free reservations for any child (as well as free reservations for anyone who can present the usual concession cards). This seems to me entirely in the spirit of the library as it was first conceived. And it makes readers. So often, what the child is looking for is yet another book by the same author whom they have just enjoyed reading. They have spotted this other title in a list of 'other books by the same author' in the novel they've just brought back to the library. And we all know that it is very often one particular author who switches a child on to books. We writers hear it all the time. "He never read a book till he came across your Bill's New Frock. Then he read every single one of yours, and he's never stopped reading." "I reckon it was Russell Hoban who taught my daughter how to read." "She never bothered with reading till she discovered Helen Cresswell."

But even if the reservation and inter-library loan systems are free, the child won't use them if he or she either doesn't know about them, or doesn't know how to, or doesn't dare to, use them. And all of us have stood at library desks and heard this conversation:

> The child in front of us asks, "Have you got – ?" and names a book. The adult says, "Have you looked on the shelves?"

It's tantamount, really, isn't it, to asking the child: "Are you a halfwit?" Of course the child's looked on the shelf! Most children don't rush into asking help from adults whom they perceive as in authority, but whom they don't know well. They've probably looked on the shelf a dozen times. And in the spinners. And on the returns trolley. If a child is brave enough to ask for a book they can't find, then they need useful help.

The request card could so easily be designed to be child-friendly. Suppose instead of all the mystifying things no child is likely to know, and which seems almost designed to intimidate them (Month of publication? Name of publisher? Price on publication? ISBN?) the request card was attractively designed, easily taken from a pile on top of one of the shelves, next to a box into which you could post it once you had filled it in.

Suppose it was simply written with blanks to be filled in. Suppose it said something like:

> I really want to read this book. I've looked for it in the library about (blank) times. It's called ... The author is ... (try and get these as close as you can) Other things that I know about this book are: ...

And I can't see most of you finding you have much of a problem, since the last librarian I spoke to claimed to have solved these three mysteries in the last week:

> "It's got Angus in the title, and my dad says it should never have won that prize because it sounds so rude."

> "I don't know what it's called, or who wrote it, but I do know it's covered in lovely shiny rainbowy circles."

> "It's ever such an old book, and on telly the boy wore a velvet jacket with frills round his shirt neck, and he was American and his grandpa was grumpy."

The aims and intentions of libraries are always up for discussion. But with each change there always comes the opportunity to get things wrong. And since there seems to me to be nothing – nothing – more important than the future of libraries, I want to mention just a few of the changes that seem to me to have become common nowadays in areas where we must all think about whether there's some danger of throwing the baby out with the bathwater.

And on each issue, many of the people in this room may find themselves promptly thinking, "Well, this isn't relevant to us. We wouldn't even consider going far down this path".

You might not. But, be assured, not too far in the future, someone who works with you surely will.

So let me touch on a few matters briefly. One is the honourable desire to improve matters for everyone, to tempt everyone – absolutely everyone – into the library. And many libraries all over the world are making huge efforts in this direction.

But there are pitfalls waiting if we ever forget that the experience of libraries, as described by all those I've just quoted, is at heart an *individual* response. We forget the nature of the reading experience for the library child at our peril.

It is a good thing, for example, that a librarian should be able to look round a library with a clear eye and be able to say, fearlessly, "This library looks drab. See how old and battered the books are, all crammed in on the shelves, with nothing attractive showing".

But if you fill a library with brand new books in bright covers, and display them outwards, yes, you may attract five children who otherwise would not have read; but you must take very great care not to end up with five fewer books on the shelves for the passionate reader. And, be assured, a reader – a born reader – will have a different attitude to display than you will. I can recall going with a friend who had been a professional librarian for many years, and my own two young reading daughters, into the children's library in the capital city of a Caribbean island. We spent a good ten minutes in there, looking round, and then we left. As soon as we were out of earshot, my librarian friend burst out about the old-fashioned state of the library, the way the books were crammed in on the shelves, the sheer tired look of the stock. But later my two reading

daughters and I confessed to one another that we had stood there thinking nothing more than, "Gosh, how brilliant! Look how many books they've managed to cram into one small room".

It's so important to have a lot of books. The way a child comes at reading is so much a matter or chance – of serendipity. To have a book somewhere in the system is one thing. To have it catch your eye as you walk past is another. That, after all, is part of the magic of titles. You see the title *The Wind on the Moon*, and you think, "What?" Even as an adult, I recall sliding the book called *The Man Who Loved Children* off a shelf in Edinburgh City Library out of pure curiosity, and found myself embarked on the extraordinary novel by Christina Stead I still consider to be one of the most powerful novels of the twentieth century.

And to understand just how important this matter of catching the eye is – "Oh, that looks interesting. What's that about?" – we need do no more than talk to people who work in schools for the blind and seriously visually impaired. Ask them. They'll tell you how very difficult it is to keep a child reading when they can't walk past a cover or a title and think, "That looks interesting!" When they can't browse – pick a book off a table or a display unit or the shelf, and look to see the size of print, the denseness of the prose, read the first paragraph, and see if they get gripped. All very well to have a list of available books on line. But how many of us in childhood begged for another book we'd heard about by our favourite author, only to be horribly disappointed to find that, this time, the author was aiming at readers much older, or much younger, than ourselves.

So, not too much obsession with a spacious, well-set-out artistic display of those books that are in the library. Far more important to have them at the library at all.

And not in the spare bedroom of the librarian, waiting, for weeks and months on end, to be looked at more thoroughly before being properly put into the system. If I had a pound for every brand new library book I've seen gathering dust in the homes of librarians I've visited, I'd be a richer woman than I am.

And not sold off for twopence in a library sale in the library foyer. This selling off of stock for peanuts annoys the taxpayers more than anything else that happens in libraries. As someone who

depended utterly upon the library for my reading as a child, I felt disgusted when, exactly seven months after winning the Library Association Carnegie Medal for my novel *Goggle-Eyes*, a friend showed me the copy she'd bought that week from a library in quite a deprived area of the north east of England. For ten pence. Not a page missing. Perfectly good condition. Quite a few date stamps. So why?

It wasn't even exceptional. I've lost track of the novels I've seen being sold off, for the lack of which any library is very much the poorer. Who is making these decisions? What do they know about books? I recognize that libraries have finite space. That books don't last for ever. But only three weeks ago, I found myself ticking off a librarian because, on his sale trolley, was a perfectly fine copy of Beverley Naidoo's *The Other Side of Truth,* last year's Carnegie Medal winner.

Benedict King sighs as he tells the readers of a British journal that he has bought six volumes of Byron's collected letters and journals second hand and in excellent condition from a bookshop for an incredibly low price, only to find that they'd been thrown out of Lambeth Central Reference Library. Quite fitting that it's Byron, because it seems to library users that whoever is making these decisions is, as Lady Caroline Lamb once said of Lord Byron himself, "mad, bad, and dangerous to know".

Between 1989 and 1991 I wrote a trilogy of books for younger readers: *A Sudden Puff of Glittering Smoke* – with a genie in a ring; *A Sudden Swirl of Icy Wind* – with a genie in a bottle; and *A Sudden Glow of Gold* – with a genie in a lamp. Scattered throughout the texts are delicious, exotic proverbs I'd never read before I found them in a book of Persian proverbs in Edinburgh City Reference Library. I was perhaps the first person for forty years to have opened that book. And it may never have been opened since. But gems from it are scattered through three books of mine that have been in print ever since, and found their way into practically every primary school in Great Britain.

Who is to say that book (no doubt a real front-runner in the eyes of any librarian wanting to clear a bit of space) had not, vicariously, more than paid its dues?

A week ago, I asked every single person I met in a week whether or not they used the library. I asked every single person, young and old, who

said they didn't, *why* they didn't. A few openly admitted to not being readers. A few claimed the library wasn't open at times they could get to it. A few mentioned that they'd got out of the habit during the years of starved book funds in which there never seemed to be anything fresh to read.

But nobody, not one person, young or old, said anything at all about how the books were presented, how they were displayed.

In the children's section of a library, particularly, we have to cater to the individual reader, that passionate, sometimes introverted, strange child who has an inner life we may not even guess at until, twenty years on, he or she writes their first book. It was a vast and important change for the better that came about when it was finally accepted that many children thought of themselves as essentially non-readers, mostly because so many of the books in the libraries were – to use their own words – far too hard. Librarians quite rightly began to spend more of their book funds on reads that were easier, much more appealing and accessible. The sort of thing that will not frighten off the average child.

It's encouraging for them that they can find the latest series of formula books, being hastily tossed off by a host of separate authors, but all published under the same pseudonym. That they can pick up those easily marketable, two-exactly-the-same-every-year novels by our most popular authors who have hammered out a formula that works, and churn out books one by one for an audience whose devotion to their work mirrors mine, as a child growing up in the fifties, to every deliciously readable dropping from the pen of the prolific Enid Blyton.

But it is so important to have, amongst these books, even in libraries in which they are rarely checked out, those strange, hard-to-market, slightly off-beat novels that appeal to only a very few of your readers, but will expand their souls. Young people are dark horses. We never know what's in them. In J.M. Coetzee's *Youth*, the thirteen year old sits doing his boring exercises in an English class, thinking about:

> What he would write if he could ... would be something darker, something that, once it began to flow from his pen, would spread across the page out of control, like spilt ink. Like spilt ink, like shadows racing across the face of still water, like lightning crackling across the sky.

These children, too, need all we can offer them. We seem to feel no discomfort recognizing a gift for, and nurturing excellence in, say, something like kicking a football. And yet as a society we seem to have become so uneasy recognizing that some children are born to be richer, deeper readers than others in that sense so well described by Philip Roth, "sustained concentration in the presence of an enigmatic thing", and that our respective societies will be impoverished if we don't feed and sustain their gift. Great sportsmen of history, after all, leave only a reputation behind them for those who weren't there to watch them play. Writers offer a legacy that can be fully shared by anyone in the future who chooses. They can, in short, be immortal. They deserve at least our equal commitment and concern for their development.

So let us make sure we don't end up with our backs to the wall, defending books, especially the more demanding fiction, against enthusiasts in the library system for non-bookish activities, always rushing to meet what are so often rather short-sighted government aims. This is tiresome enough in the adult field. But, after all, rename a library an 'Ideas Store', and you simply make your loyal readers like myself shudder. Encourage footfall into your library by playing sports matches live, and, far from gaining committed new readers, you simply lose more of your old faithfuls. But we older readers know what we value already. Children aren't there yet. So it's important to keep reminding ourselves that above so many of the great public libraries of the world are words of aspiration: 'Wisdom is the principal thing: therefore get wisdom'. Can wisdom really be encapsulated in science sections with endless books on pet care and make-up, but almost none on biology or anatomy? Books on motorcycle maintenance but none on engineering? Philosophy and religion sections that cover Unidentified Flying Objects, runes, astrology, Nostradamus and palmistry, but scarcely anything on Western philosophy or the great world religions?

And a library is supposed to be a resource, not for the few, but the many, and for as long as possible. It may, for example, be cheaper to buy paperbacks. I've heard more than my fair share of youth librarians talking up their virtues. "Children prefer them," they say. But as we all know, the problem is that paperbacks can only be issued a few times, and by the time they need to be replaced, even if excellent novels, they are often out of print. So only the first few benefit. I'm not the only author to have returned for a

second visit to libraries in Britain which have openly prided themselves on sticking to paperbacks, and found almost none of my books. But I can step inside the main public library in Boston, or Tucson, or Orange County and find hardback copies of my earliest novels, still in perfectly good condition, still going out regularly, and still on the shelves.

One of the principal problems for most of the libraries with which I have contact over the years, both as a writer and a reader, has been that of continually expanding expectations in the face of continually limited funding. The library must make shift for computers. But we all know computer hardware costs the earth, the software costs the earth, the software continually needs updating, and maintenance takes forever and costs even more. We cannot be Luddites and pretend that this is not the future. Manifestly it is. But before sitting quietly by as powers-that-be continue to starve the bookfunds to pay for it, we must be confident it's all worth while.

And yet the most recent study I know found that the link in schools between expenditure on *books* and success in standard aptitude tests at eleven years old was nearly *twice* as strong as the link between spending on Information and Communications Technology and on those same exam results. And some of us can't help but hear, chortling away hollowly in the background, the warnings of all those Cassandras who have been pointing out for years that there is simply no point in having brilliant new means of communication if there is little or nothing of true value to communicate.

And just how many of us have sat in children's libraries and been unable to suppress the thought that those who are sitting hunched at the machines are simply absorbed in what, in earlier times, we would call simply 'a waste of time'.

Dismal enough, when nothing but time is being wasted. But what about when what is wasted is not just the mouse-clickers' time, but the talent of others? When something else has to be sacrificed, either to make the space, or release the money. As has (Allan Bloom) been pointed out, "Culture is not a train. You can't get off and on again, as you choose." There is, to take an example, real bitterness in Eastbourne because the music library is gone. I recall my ex-husband, who came from a very poor family but none the less went up to Oxford on a music scholarship, saying that every piece of music he ever played

was borrowed free, from Cheltenham Music Library. Aren't we losing sight of the library child? How can a town be better off if a few adults, often only temporarily in the area, have free access to e-mail and the web from 9.30 to 6.30, with all the extra costs that that entails, if those same townspeople, including any of their talented youth, no longer have access to a priceless resource of printed and recorded music?

We may say it is the library's job to provide what people want. But people are plural, and the library user is, as I think we must keep reminding ourselves, an individual. Hanging about in a library in the north east of England, waiting for a lock to be replaced on my car at a local garage, I watched a boy of twelve trying to do his homework with his fingers in his ears to block out the noise as the ladies at the desk laughed, and joked, and chatted with those of the local community who, in this depressed area, full of shut down mines and unemployment, were clearly using the library as a cheerful social centre.

Looking up, he caught my eye and said, embarrassed: "The problem is, I can't find anywhere quiet to work."

He says that. In a library! And I recall, only a couple of years ago, visiting a library in Auckland, New Zealand, where at least a dozen teenagers were sitting quietly at large tables, studying. Surely this is a more important provision by a library than that of social cheer. A library is not the Citizen's Advice Bureau or the local nursery. It is not the Bingo Hall, or the coffee bar. It is the *library*, and it was conceived and endowed as something greater, so people who chose, could become something richer and deeper. And it is important that we do not ever lose sight of that goal through all the changes, especially when so many of our children go to schools in which the watchword seems to be, not education in the sense that we were fortunate enough to be offered it, but – (using the new ghastly verb) 'skilling' for life and employment. For them, the wide sweeps and the free range of the library has become pretty well the last bastion of possibility.

By now it should be clear my passion for the library vision is undimmed, so it may seem strange that I move on to something that, at first sight, may appear almost contradictory, my initiative as Children's Laureate: The Home Library Scheme.

Those of you who've logged on to this already will know that the idea began at a Children's Literature Conference in New York, when I was listening to an American writer – I'm almost 100 percent sure it was Ashley Bryan – talking of his work in the most deprived school areas of New York. "I tell them all," he said, "that every sort of library is important. National, state, town, street, school and class libraries. And it shouldn't stop there. At home, you need your own Home Library. No one should be without books in the Home."

A recent survey of a British secondary school turned up the quite horrifying statistic that 30 percent of children claimed to have fewer than six books in the house. Not in the bedroom. In the house. When you consider that one of these books is likely to be the Highway Code, another How To Pass Your Driving Test, and a third the map of Liverpool, we suddenly see that we are down to three books.

Mercifully, we can at least try to console ourselves that the house without books is no new phenomenon. In an article in the New Yorker a while ago, Jeanette Winterson, now in her early forties, writes of her own childhood: "There were only six books in our house." It seems her mother, a religious fundamentalist, had an argument against books that ran something like: "The trouble with a book is that you never know what's in it until it's too late." So, says Winterson: "I began to smuggle books in. Anyone who has a single bed, standard size, and a collection of paperbacks, standard size, will discover that seventy-seven can be accommodated, per layer, under the mattress. I began, "she goes on to tell us, "to worry that my mother might realize her daughter's bed was rising visibly."

Here was a young person who used the library. And it becomes more and more obvious to us all, that, where the opportunity exists, people will either borrow from libraries *and* buy books, or they'll do neither.

And one of the things that had struck me most in twenty-five years of visiting schools is how many children I met who reminded me of my own young book-loving self, ("Oh, I *love* reading") until the moment the discussion turned to what they'd actually read. And so often it was only what was on the school's (rarely overflowing) shelves. I'd ask the obvious question: "Why don't you use the library?" And time and again I'd hear the same old answers:

"Mum hates me crossing that road."

"They worry if I'm not back straight away after school."

"We always mean to go on Saturdays. But Dad gets the shopping done first, and then he's always in a rush to get home and unpack it before the frozen stuff melts."

So changes in parental working patterns, traffic, and perceptions of danger have made the library a harder place to use for many children. But during this same period, one of the other things you couldn't help noticing was how many more books there actually were about. New bookshops all over, obviously; but also, sales of books in schools, charity shops all over, always with loads of first rate books in them, in excellent condition. During the last few decades, books have become comparatively cheaper and more attractive to look at, with the result that, firstly, they are more popular among adults as gifts, and secondly, that people can't hang on to them all in the way they used to. If they redecorate, and want a computer against that wall, out goes the bookcase and all the books end up in Help the Aged, or Oxfam.

Oxfam alone sold nine million pounds worth of second hand books in Britain last year. Four million pounds worth of those were children's books. At Oxfam prices, that is an awful lot of books. And what you realize, very quickly, once you begin to think about it, is that many of these charity shops are sited in the less rich areas, the places where big glossy bookshops just don't go.

So the basis of the scheme is bookplates. For nearly a year now, I have been asking leading children's illustrators to design for us free, bright, modern bookplates to appeal to all ages and temperaments. Every week, more are scanned up into our website for free downloading, for anyone who wants them. Look for them all on www.myhomelibrary.org. We have over a 100 of them in black and white, and colour growing. They can be copied in as large quantities as anyone wants, free. The one thing they have in common is the words 'This Book Belongs in the Home Library of ...' and even that can be replaced by any competent computer person by words in any language you might like. None of these bookplates or any part of them, may be used for any commercial purpose, but you – and everyone else – can copy them limitlessly. I've seen the colour ones downloaded and printed out, beautifully centred on self-sticking labels. I've seen the black and white ones printed onto plain paper,

left as they are or coloured in by the child, or printed out on different coloured sheets of paper before being trimmed round the edges and glued into books.

This scheme is designed to appeal to the child's passion for choosing favourites, and their strange need, presented with anything that can be stuck, to find something to stick it in. Children have always enjoyed writing their names on possessions.

For three months now, this simple but expanding scheme has been encouraging children to choose and collect books – new or old – and make them, with the bookplates, new to them. It's an encouragement to the adults in their lives to think more in terms of giving them things to read than things to wear, or play with. "Here's something I thought you might like for your Home Library." That impassioned New York writer's vision that, in this respect, even the poorest child shouldn't be impoverished will, I hope, lead to everyone with an interest in children's reading catching on and distributing, not just our bookplates, but their own. Think of it. Schools, clubs, sports teams, grandparents, maternity wards, bookshops, – anyone who cares about children's enrichment – handing out bookplates that propagate the idea everywhere that it is natural, absolutely natural, to have your own books in your own home library.

As many of you already know, this simple scheme is already spreading world-wide like a benign virus. From countries all over the world we get emails. From schools, education advisors, literacy specialists, librarians.

"May we really use them too?"

"May our school system copy them in bulk, please?"

"Can we translate the 'This book belongs in the Home Library of' into our own language, but use the same illustration?"

Yes, yes and yes.

And all to the purpose of more reading of books. Am I backward looking? I would argue not. Admittedly, it's now fifteen years since I first heard a librarian say the words, "Oh, I'm not much of a reader," and realized that the move to bring technologies into our libraries had altered the library world for ever.

But in those fifteen years, to anyone who actually spends time with children, the disadvantages of too great a diversion of money and space and interests into this brand new side of things has become more than apparent. In a newspaper article, Simon Webb talks of his daughter typing the word 'slow-worms' into a search engine, and getting more than 400 references, which, at three screen pages or so per site, is 1200 pages to work through – roughly the length of War and Peace. And this for a child who does not yet have the skills to skim through a huge mass of information and extract those parts that might be of use.

Meanwhile, the librarian looks up 'slow-worms' in a book, and instantly there is the information, clear as paint. And, as Simon Webb is by no means the first to point out, children simply don't know enough to distinguish between the sensible, the outlandish and the frankly mad. One cannot but suspect that, offered only this sort of learning, most never will.

Ted Hughes once inveighed against the new descending dark age of the computerized library and word-processed child. It's an unthinking techno-chic madness he said. The consequences at the soft end – the child's ability to do anything with all this mental substitute procedure – are … catastrophic. It's all part of a psychological blindness in our higher busybodies.

One of the ministers in charge of libraries during the Thatcher years once notoriously posed the question:

> We have to ask whether there is anything sufficiently distinctive about reading as a leisure activity that means it should be offered free of charge.

The answer came back to him, many of you will recall, pretty sharpish. But the novelist Ford Madox Ford had offered him the answer years before. "Imaginative literature," he had said, "is the most important thing in the world because it is the only thing that can make you think and feel simultaneously." It is the best instrument we have for ethical enquiry. It is the easiest, and most comforting avenue to self-reflection, as well as the most powerful source of enchantment.

Only you and your libraries can provide enough reading for the children we shall all of us be looking to in the future. So, whatever the pressures on you, never let them down.

Women and the Information Society: barriers and participation

*Anne Goulding and
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Introduction

The development and use of information and communication technologies (ICTs), notably the Internet, have stimulated huge changes in the organization of work and daily life in developed countries, leading to a process of transition from the 'industrial' to the 'information' society. One of the essential characteristics of information societies is a high level of information use among the general public (Moore, 1999). This means that everyone should have access to information for their own social, economic, political and cultural development. As Dearnley and Feather (2001) point out, information technology does not define the information society nor is the information society merely computing and associated activities such as the Internet. Nevertheless, ICTs do offer huge opportunities for improving the ways that communities and individuals operate by providing alternative, universal and often cheaper ways of accessing and disseminating information, and the Internet, in particular, has had a huge impact on the development of the information society.

The ultimate aim of the information society is the empowerment of all its citizens through access to and use of knowledge, but there is concern that some people, including women, are more distant than others from the opportunities presented by the changes being wrought by ICTs. Thus, although the Internet has been hailed as an emancipating and democratizing force, it is not gender-neutral

it has been suggested that the information society is becoming increasingly divided into information 'haves' and 'have nots' with women, particularly immigrant women, minority women, women with disabilities, women in poverty and older women, lacking the information resources available to others (see, for example, Houdart-Blazy, 1996). In contrast to this perspective, other commentators have drawn attention to the potentially liberating nature of the Internet for women (for example, Bahdi, 2000), arguing that through ICT women have the opportunity to network on a global scale and become involved in society and community development in new ways.

This paper explores issues surrounding women and the Internet, and includes the results of Masters' research projects undertaken at Loughborough University (Spacey, 2000; Heimrath, 1999). Issues of use and access will be explored as will the advantages and potential of the Internet as a networking tool for women. Finally, the concept of Cyberfeminism will be discussed.

Women and Internet Access and Use

A variety of research reports and surveys throughout the 1990s and early years of the 21st century documented the digital gender divide, discussed the difficulties faced by women in accessing the Internet and also explored subtle differences in male and female use of the technology.

Access

According to the latest figures from the UK's National Statistics Office, British men are more likely to have used the Internet than women (National Statistics, 2001). 57 percent of men had used the Internet compared with 45 percent of women. Intra-gender differences are of interest, however. According to NOP, among 15–25 year old Internet users females outnumber males, suggesting that younger women at least are comfortable with the technology (Kinnes, 1999). Although, the 'chickclick' phenomenon has apparently arrived in the UK (O'Rouke, 1999), the experiences of older women who have received less IT training and familiarity through education have not been well documented. It is important, therefore, not to be essentialist when considering women's use of the Internet because an individual woman's use of, and attitude towards, the Internet is dependent on a number of variables. Not *all* women lack the computing experience, confidence, skills and access to engage with the

information society, indeed, some women have better access to the facilities and are more at ease with the technology than some men. While these differences must be analysed, we can surmise that, *as a whole*, women are in danger of being disempowered compared to men because of a variety of barriers that prevent women accessing and using the Internet to the same extent as men.

Barriers to Women's Internet Use

Women's Internet access is increasing, therefore, but a number of difficult and stubborn obstacles remain.

Time and money

Finance and time are barriers of a very practical nature that may prevent women accessing the Internet. Resnick (1995) found that, 'the biggest barriers to women going online are time and money'. Women generally have less disposable income than men and, in the UK, earn just 82 percent of men's hourly earnings (Women and Equality Unit, 2002). The costs of going online can be more of a barrier for women than men, therefore. Finance may not be the insurmountable barrier it once was, however. The prices of computer hardware and Internet Service Provider (ISP) costs are falling and women now do not need to own a computer or pay an ISP for access at home as the Internet can be accessed in many public spaces including public libraries, Internet cafes and even supermarkets. In the UK, the UKOnline Centres initiative aims to provide access to ICTs in local, community-based sites including Internet cafés, public libraries, colleges, community centres and village halls (UKOnline Centres, 2002). The centres also offer training and support for new users which is essential for those lacking confidence in the use of ICT – another major barrier for those wary about using the Internet or even entering an unfamiliar public space. For those of us in developed countries, access to ICTs is generally not the problem it once was, then, although we should not forget that some members of society do not have access for a variety of reasons. It is also important not to generalize from a Western perspective and to realize that for those in developing countries, in particular, there are various barriers that need to be overcome before use of the Internet is widespread including the expense of connections and the lack of telephone lines and electricity. *Women@Internet* (Harcourt, 1999), an edited volume of contributions exploring women's use of the technology around the globe, gives an

excellent overview of the potential power of projects using the Internet worldwide, but also highlights concerns relating to lack of access or inequitable access.

Even if a woman has access to a computer in her household or at hand, the lack of time to go online can be an obstacle to use. Married or partnered women still generally work a double-shift of paid work and domestic or caring responsibilities. All the surveys conducted over the last decade continue to indicate that women, even those with full-time paid employment, are still responsible for the bulk of the work of the household. With so many demands on their time, it is clear that women have less spare time than men to surf the Web. Furthermore, Spender suggests that women do not view using the Internet as a leisure pursuit as men do (Spender, 1995). This assertion is supported by other researchers in the area who argue that women view computers and their applications as tools but not as a leisure activity (see, for example, Martin, 1998 and Cunningham, 1994). So it seems that even when women can find the time to access the Internet and become proficient in its use, they might not necessarily see a purpose for it. As an article in the Washington Post reasoned, 'It's not that going on-line is too complex a task for women [...] to master. It's that they have yet to find much in the way of useful and compelling benefits for doing so' (Maier, 1995).

Lack of confidence

The relationship between gender and computers has been much researched. It is argued that a variety of forces and pressures mean that women's relationship to ICT is often characterized as 'problematic' (Shade, 1998). Social stereotyping, for example, can give girls the impression that computers are not for them whilst negative school experiences can discourage female pupils from pursuing an interest in computers. Forces such as these can lead women to feeling under-confident and reluctant to use ICT. In a 1996 study of female university students, Ford and Miller found that whilst the men in their sample enjoyed 'browsing around the Internet', the women seemed 'relatively disenchanted with the Internet, generally feeling themselves unable to find their way around effectively' (Ford and Miller, 1996). Although this study is now some years old, the issue of under-confidence or reluctance to engage with technology can still be a problem for women, especially when their experience of using the Internet is a negative or

damaging one due to the problem of 'flaming' and/or computer pornography.

Negative experiences of the Internet

The literature identifies a number of facets of Internet culture that may deter women from going online including male monopolization of discussion lists and bulletin boards and the flaming and harassment of female users by male users. Dale Spender (1995) devotes a whole chapter to the 'male menace on the superhighway' in her book giving an overview of issues surrounding women and the Internet. Spender's earlier works on *Man-made Language* (Spender, 1985) and *Invisible Women* (Spender, 1982) are well known and in *Nattering on the Net* (Spender, 1995) she extends her argument that men dominate both linguistically and in conversation, to a study of male and female interaction on the Web. She asserts that, if anything, male domination is worse in cyberspace than in the real world. The results of We's study support Spender's argument (We, 1994). She published the results of a participant count on three feminist newsgroups. Since feminist issues were not expected to be of great interest to male Internet users, female participation was expected to be overwhelming. It was found, though, that males dominated even on these female-oriented lists – up to 80 percent of posting were from men. This led We to conclude that on 'almost any open network, men monopolize the talk' (We, 1994). Another study of gender differences in computer-mediated communications found that on the exceptional occasions that women did post more messages than men on a list, the men became hostile and angry, threatening to unsubscribe from the list because they felt they were being silenced (Spender, 1995).

Herring also investigated the phenomenon of flaming in a study investigating the differing online communication styles of men and women (Herring, 1994) and found that whilst men accepted flaming as a regular feature of academic life, women reacted with aversion. Sutton argued that men consider flaming acceptable behaviour and because they dominate in cyberspace, they make the decision about what is appropriate (Sutton, 1996). Women, on the other hand are likely to be upset by 'violations of politeness', according to Herring and therefore become discouraged from using Internet services such as discussion lists and newsgroups when they encounter behaviour which distresses them (Herring, 1994). Whilst flaming can be unpleasant and distressing, it is not the only form of intimidation

that female Internet users may encounter. Harassment via email and in Internet chat rooms is also common. The amount of pornography on the Internet has also received a lot of attention and is frequently cited as a factor that deters women from going online. In one user survey, nearly 10 percent of women said that pornography was their greatest concern related to the Internet compared with just 3 percent of men (GVU, 1998). Women can be dissuaded from using the Internet, therefore, because of the male-oriented culture and behaviours associated with it including male monopolization of discussion lists and bulletin boards and the harassment of female users.

Women's Use of the Internet

Despite the problems listed above, there is an increasing number of women going online but whilst the proportion of female Internet users is clearly increasing, subtle gender differences are still apparent in the extent and purpose of use of the medium. An Australian study found that that the most pronounced differences in the use of Internet services were in the following areas:

- 'surfing the Net' (80 percent of males compared with 69 percent of females)
- use of trading tools (23 percent vs. 14 percent)
- accessing news (58 percent vs. 38 percent)
- looking at sexual content (25 percent vs. 6 percent); and
- transaction processing such as banking and paying bills (36 percent vs. 25 percent). (Australian Broadcasting Authority, 2001).

The American *Internet Life Report* (Pew Internet and American Life Project, 2000) found that women were more likely to search for health/medical information, job information and religious or spiritual information. Somewhat surprising, women in this survey were also more likely to play games online. Men were more likely to search for news, financial information, product or service information, information about a hobby or interest, political information and sports information. They were also more likely to sell and buy stocks and shares and participate in online auctions. With other general Internet shopping, though, there was very little difference between the sexes.

The *Internet Life Report* was primarily concerned with how women use the Internet to maintain relationships with family and friends. The report concluded that, 'women have used email to en-

rich their important relationships and enlarge their networks' (Pew Internet and American Life Project, 2000). Email certainly seems to be a strong attraction of the Internet for women. In 1995, Resnick concluded that 'communications ranks highest on women's online agenda' as her study found that emailing friends and family was the Internet feature used most by women (Resnick, 1995). Another 1995 study also found a high use of email; 30 percent of respondents said it was their main reason for going online whilst 33 percent cited research (Sherman, 1998). The academic nature of Sherman's sample probably biased the results of her survey but, nevertheless, the ability to use email appears to be a strong attraction of the Internet for women and although men also use this facility, 'women cite the benefits of email more frequently than men do' (PR Newswire, 2000).

This discussion of women's use of the Internet and, in particular, the focus on women's attachment to email, gives some indication of why the Internet has the potential to be a powerful tool for women.

Potential of the Internet for Women

As we have seen, women engage with the Information Society through the Internet in a variety of contexts (at home, through public access points and at work) and for a variety of reasons (leisure, citizen participation, work and consumerism). There is, however, a tendency to emphasize the barriers that women face which prevent them participating fully in the Information Society without acknowledging that the Internet can offer women the opportunity to become involved in new ways, empowering groups which have been under-represented in the past. Through the Internet, women can express themselves anonymously. It also presents them with new opportunities to develop and participate in additional forms of communication and organization, creating mechanisms of information interchange and dissemination that encourage support and solidarity. A study at Loughborough University (Spacey, 2000) investigated the role of the Internet as a feminist tool and selected results are presented below alongside consideration of other literature in the area.

Woman-Friendly

Of the 100 respondents to the Loughborough study, 70 considered the Internet to be a woman-

friendly resource (11 felt it was not and 18 did not know). For many, the feeling of control that the Internet gave them was the principal benefit. As one respondent commented, 'I'm in control of where I go, what I see, who I talk to'. The anonymity afforded by cyberspace was also considered very attractive. McCulley and Patterson (1996) found that electronic communication was viewed positively by women because it reduced their worry that they would be judged by their physical appearance. This notion was echoed by survey respondents, one of whom commented, 'people are forced to judge you on what you say alone' whilst others agreed that the Internet can overcome gender prejudice because others do not know your sex.

Networking and Access to Information

Traditionally, the women's movement has made extensive use of networking. The costs of traditional forms of networking can be a problem, but electronic communication offers women a dynamic, efficient and rapid means of contact. The Internet thus makes it possible for women all over the world to participate in virtual communities and to converse and share news, information, experience, knowledge, support and advice. This could enhance women's full and equal participation in all aspects of society. Although the negative aspects of the Internet for women are often emphasized, feminist research has also celebrated the positive aspects of the Internet, viewing it as a complimentary means of communication alongside the telephone, fax and even letter writing. As Gittler notes, 'Information and communications have always played a vital role in the global women's movement. Electronic communications are facilitating women's networking and advocacy in ways not previously possible' (Gittler, 1999). It is even argued that the Internet has advantages over and above these more conventional means of contact because of its power to connect women all over the globe in a matter of minutes, women who would probably never have the opportunity to meet anywhere apart from in cyberspace. According to some observers, the Internet has brought us to 'a new age of discovery by women about women' (Youngs, 1999) as women with very different lives can be in contact. An action research project in Australia, for example, established an electronic discussion group which linked women in rural and urban areas, giving rural women information they would otherwise have had difficulty accessing and giving women in urban areas the perspective of those in rural districts (Lennie et al,

1999). The Internet thus creates opportunities for dialogue, exposing women to the issues and perspectives of other women living and working thousands of miles away. As Bahdi suggests, 'the Internet creates the possibility for an expanded dialogue between women' (Bahdi, 2000).

The Internet therefore enables campaigns to be mobilized, information and knowledge to be disseminated and personal experiences to be shared. Email, for example, can help female users overcome geographic and social isolation. As one respondent to the Loughborough study argued, women are generally less mobile than men but the Internet can be accessed from home, opening up the possibility of virtual contacts and making vital information accessible. Bahdi suggests that one of the main ways in which the Internet empowers women is by giving them enhanced access to information about their rights (Bahdi, 2000). The respondents to the Loughborough study suggested that, through the Internet, information could be found on women's activities that were not reported in the mainstream media. Thus, the Internet reduces isolation and enables women to keep informed of activities and issues of which they might otherwise be unaware.

Feminist Activity

For Youngs, the Internet has radical potential,

> the new links offer women on an international basis new knowledges about one another and collective communicative opening to share experiences, views and goals and to strategize. The shared characteristics of such endeavours are potentially transcendent in a number of ways. And it can be argued that they represent consciousness-raising possibilities in new transnational settings. (Youngs, 1999)

There are countless examples of this radical potential translated into reality as women around the world use electronic discussion lists, newsgroups, projects and conferences to communicate with other women, share experiences and learn from one another. The Internet could thus be viewed as an important feminist medium and tool for effecting social change as it can empower and promote dialogue between women, giving public voice to women's interests:

> Every campaign feminists have ever thought of is present on the Internet. From what to

do and who to contact for help in the case of sexual assault, to networks of women living in remote area, to campaigns about education or violence, to networks of lesbians, Women's Studies scholars, women's organizations, environmentalists; and the possibilities are endless. (Hawthorne and Klein, 1999)

This was certainly recognized by many of the respondents to the Loughborough survey, one of whom felt that a principal advantage of the Internet was that it 'puts women in touch with other like-minded individual; somehow the connotations of this is more liberating for women'. With specific reference to feminism, respondents felt that the Internet was useful because women's groups could share information and collaborate on projects. McCulley and Patterson argue that, 'The Internet will provide the nearest approximation our society can offer to a mass meeting of feminists' (McCulley and Patterson, 1996) and some feminists are even hopeful that the Internet will prove to be the tool that facilitates a revival in feminist activity and interest. As one respondent to the Loughborough survey stated, 'I think the Internet has great potential in linking women together and being used as a feminist tool. I can foresee the Internet as a mechanism in a third wave of feminism.'

A Web Site of One's Own

The Internet also enables women to participate in the Information Society in another way. Publishing, traditionally a 'gentleman's profession', has now become much more accessible to women via the World Wide Web. The Internet offers women the opportunity to express themselves freely and 'creates a public space for women's interests' (Bahdi, 2000). Women can use Internet publishing tools to develop their own publishing and media activities on the networks and, in contrast to the mainstream media, create gender-sensitive media products. These alternative communications outside the conventional media have the potential to counteract discrimination and stereotyping. Using Internet technology, therefore, women have created and used alternative communication channels to support their campaigning efforts, defend their rights, disseminate their own forms of representation and question dominant models of mainstream culture. Bahdi, for example, celebrates the power of the Internet for bringing women's issues to the attention of the mainstream:

If the international community is slow to respond to women's global disadvantage largely because of the exclusion of women's voices from the public world, then the Internet is helping to bring women's voices into public space. (Bahdi, 2000)

Cyberfeminism

In the Loughborough survey, the following definition of Cyberfeminism was given:

Cyberfeminism is a philosophy which acknowledges, firstly, that there are differences in power between women and men specifically in the digital discourse; and secondly, that Cyberfeminism wants to change this situation. (Hawthorne and Klein, 1999)

According to this definition, Cyberfeminism recognizes that, for a variety of reasons, men and women are treated differently in cyberspace and this must be addressed. Some of the respondents to the Loughborough survey had difficulty with the above definition or the term 'Cyberfeminism' itself but 41 percent of respondents identified themselves as cyberfeminists and commented further on a number of aspects of Internet access and use which they felt encapsulated the spirit and aims of Cyberfeminism. For some, encouraging other women to learn to use the Internet and to make best use of the services it offered was an important feature of Cyberfeminism, both as an essential source of information for women and so that women's interests are taken into account. One respondent noted:

I keep trying to get women and women's groups to develop their use of the Internet, their interest for Internet issues, their culture to include technology and get their daughters to do the same, so women could contribute to the development of ICTs.

Some of the respondents agreed that women face obstacles in using the Internet, as stated in the definition given, often due to different socialization and educational experiences. The issue of male-centred design and male domination of the Internet was also considered an obstacle to women's use, one that some respondents hoped Cyberfeminism would help overcome:

I feel strongly that I am carrying on my feminist work by making space for women in the most male-dominated areas of the Internet technology world.

Publishing sites on the Internet with a feminist or at least a female-oriented focus was considered part of Cyberfeminism and was seen as important to try to change the perceptions of both men and women and show that women are welcome in cyberspace:

> I think that creating relevant, women-friendly sites and linking up with each other is a very effective way of launching our own protest against the anti-women sites on the Web.

For some respondents, it was particularly important that sites devoted to women's culture were created 'as a counter-culture to patriarchal sexist cultures'.

Cyberfeminism was also taken as a term to explain feminist activism undertaken via the Internet and respondents offered numerous examples of this activism including bulletin boards, discussion lists, circulating electronic petitions and the development of Web pages for women's organizations. There has been concern expressed, however, that feminist activity undertaken on or via the Internet may distract women away from 'real world' feminism, as Millar commented:

> Can organizing in Cyberspace result in social change in the real world? Or does prolonged use of these technologies simply sap our energies? (Millar, 1998)

Other doubts about the value of the Internet for women have been raised too. Hawthorne (1999), for example, stressed that 'connectivity is not everything' and although she recognizes the benefit of the Internet for mobilizing support for campaigns and activism, she also understands that there is an ulterior motive behind the call for women to be connected, namely profit.

Conclusion

Although the Internet began as an instrument of the powerful, as Bahdi argues, the marginalized are now harnessing the technology to promote diverse causes (Bahdi, 2000). Women and feminists have not been slow to recognize the potential power of the Internet for information dissemination, gathering and sharing and for connecting with like-minded people in the pursuit of common objectives. There are still some formidable barriers to overcome in increasing women's use of the Internet and ensuring that they participate fully in the Information Society.

Some of the more obvious problems have been discussed above but there are other quite fundamental issues to address, such as the question of language. Web site design can also be a factor rendering some Internet content inaccessible to a large proportion of women worldwide.

Despite the difficulties, women must engage with the technology now if they are to have a say in shaping the Information Society. Women have been excluded from important aspects of society and governance for many centuries; information society technologies could reinforce that marginalization if women do not master the technology and speak out about the future of the Information Society. Although there are concerns about commercialism, explicit, misogynist content and the power of the Internet to homogenize, on balance it is probably more dangerous for women to be excluded altogether than to try to work within a male-dominated electronic environment. Hopefully, by engaging with it we can change it for the benefit of women all around the world.

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The Basis for a Record: in the light of *Functional Requirements for Bibliographic Records*

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Cataloguing Codes in Focus

The cataloguing discussion at the international level has intensified during the last decade. Presently, several big cataloguing communities are carrying out revisions of their rules: AACR2, the German RAK (*Regeln für die alphabetische Katalogisierung)* and RICA (*Regole Italiane di Catalogazione per Autore)*, the Italian rules. I see two, main factors driving this development.

A Global Cataloguing Environment

The cataloguing environment today is global. The use of integrating search protocols and search interfaces on the Internet and new techniques of record discovery and record import have given more realism to the utopian goal that a bibliographic resource shall only be described once. Much money has been spent over the years on conversions between systems. Machine readable formats have been in the centre of this activity. We have, during the 1990s, been through a partly bitter format battle, which now has been closed, at least for the time being. As the dust from this battle slowly settles, we are turning the focus towards cataloguing, because this is really the area where we need to agree and come together, if interoperability shall be possible. A common structure doesn't achieve anything if we do not agree on the contents of the structure.

Electronic Publishing

Another important factor is the emergence of electronic publishing on the Internet during the 1990s. This area presents a whole raft of problems which cataloguers have not had to face before, most of them connected with the dynamic and volatile nature of digital publishing, which probably cannot be solved to any satisfaction until there is a general and – at least in principle – working equivalent of legal deposit for this publishing environment. On the other hand, electronic, or digital, publishing also offers new opportunities to work with the producers to generate bibliographic data directly from the full text of documents, and we witness today a better understanding from the producers' side of the importance of providing basic bibliographic data.

It is logical, under such circumstances, that cataloguing codes are analysed and revised, and this situation offers an opportunity to investigate whether harmonizing of different codes is achievable. In this context we find a third influential factor, the existence of the report *Functional Requirements for Bibliographic Records* (FRBR), which was presented at IFLA in Copenhagen in 1997, and since then has inspired both a theoretical analysis of existing cataloguing codes, especially the AACR2, recently extended even to the MARC21 format[1], and experiments with database structures, in order to arrive at more user-friendly solutions.

FRBR: A Common Theoretical Framework for the Cataloguing Discussion

The emergence of FRBR is proof of the need to apply a common conceptual framework to cataloguing processes. As Elaine Svenonius observes in a recent book, the emergence of global cataloguing makes an ontology necessary[2]. FRBR now in itself is a factor driving the development. It has contributed to the theoretical understanding of the cataloguing activity among cataloguers around the world, and it has become a framework, or an inevitable point of reference, for catalogue revision projects undertaken since its publication.

The Content-Carrier Dichotomy

In the light of FRBR I will look at three cataloguing codes, AACR2, the Italian rules, RICA and the German rules, RAK. I will focus on one aspect only. It is, however, a fundamental one, the basis of a bibliographic record, that is, the old content-carrier dichotomy, which today even has to be extended to the different Manifestations in which electronic resources may appear.

AACR2

AACR2 will provide the point of departure, because it has the most explicit rule to guide cataloguers as to what should determine the descriptive focus of a record. This rule, to be found in paragraph 0.24, does not clearly distinguish between published and unpublished materials, as AACR2 covers all types of material. The rule is subject to slightly differing interpretations within the AACR2 community. Most notably, the Library of Congress has chosen to treat reproductions in microform according to the format of the original and account for the microform format in a note.

The carrier determines the descriptive focus

When you compare 0.24 with FRBR, it is clear that the rule is rather Item oriented than anything else. Although a cataloguer usually works from one single Item of a Manifestation, the normal approach is to assume that this Item, this copy in hand, represents a class of Manifestations, so that you describe the Manifestation rather than the Item, the edition rather than the copy. We are not in the habit of making separate records for every Item of a Manifestation, that would be absurd, and 0.24 has not been interpreted to mean that. The strong focus on carrier, however, and the lack of distinction between the requirements for published and unpublished material, have given rise to controversies and different practices. For the Toronto conference about AACR in 1997, Lynne Howarth made a comprehensive analysis of the problems with 0.24 and also a forceful plea for a switch to a Work oriented approach[3].

Published and unpublished documents

In my view, it is rather the failure to recognize the different requirements put by published and unpublished, than the strong focus on carrier, which has been problematic in 0.24. Whatever you do in cataloguing, you have to identify a carrier at some level.

To take part of a Work, we must get hold of an Item of a Manifestation embodying an Expression of that Work. There's no way around that, and let me stress that this goes for Internet resources as well. That we do not touch them with our hands doesn't mean that they lack a physical existence. They do exist as specific combinations of electric charges on disks.

Rule revision

As one consequence of FRBR, the principles underlying AACR are under intense discussion. One result of these ongoing discussions is a new, but probably still intermediate, phrasing of 0.24. The ambition is to move the focus from carrier to content. It also introduces the important distinction between published and unpublished[4]. In ontological terms, maybe, 'monoform' and 'polyform' would be more adequate concepts[5].

Results so far: the Manifestation is the solid basis for a record

On remit from the Joint Steering Committee (the JSC) of AACR, a working group has experimented with Expression based cataloguing, and their experiences are available on the home page of AACR. Their findings, so far, do not support the Expression oriented approach. Instead, they are turning back to the Manifestation, as the solid ground for a record, and envisage different means to derive the Expression and Work information as a distinct layer, when needed, by other methods.

When do we need a new record?

What guidance do we find to the question of when a new record for the same content is required? One of the JSC group members, Pat Riva, states that there is no explicit guidance in the present rules, but 'It is inferred that if the description would be different than any already in the catalogue, that a new record is needed'[6]. That conclusion could be slightly amended to say that if the description would be more than marginally different, we need a new record. As a matter of fact, we may safely assume that many of our existing records do cover similar but still different Manifestations, which we are not even aware of. We can only establish identity of the descriptive elements which are recorded in a record and assume that the rest is identical as well, which might not always be the case. This is an underlying condition for all cataloguing, and it occurs at all levels of description, although it does occur more frequently at the lowest descriptive level, of course. By the way, this is a well known problem in cataloguing hand press imprints, where it is often less confusing for the user to get minor differences between Manifestations embodying substantially the same Expression described in a note in a single record than to have different records for all such cases. Well, isn't such a record an Expression record? No, you should rather call it collocating at the Manifestation level. The Expressions, in fact, are different. It is a practical way of recognizing the specific requirements of polyform Manifestations, which may comprise slightly different classes of Items.

RICA – the Italian Rules

The Italian rules, RICA, represent another family of cataloguing codes, and they demonstrate a firmly Manifestation oriented approach. The aim of the catalogue is stated as identifying the different editions of a work, and the copy in the cataloguer's hand should be considered as representative of the edition. The rules common to all types of publications are kept together (although the requirements for printed publications are admittedly best catered for) and there are additional rules for other carrier formats. The current Italian rules already have levels, which correspond to Work, Manifestation and Item. The Work level is represented by an authority record for title. Italy, as well, is presently discussing a revision of their rules and the FRBR model plays an important role in these discussions. The concept of Expression is particularly extensively analysed, and the conclusion for the time being is not to include

it in the cataloguing code, because it doesn't address the requirements of editions, that is polyform Manifestations, and because they do not find the demarcation between Expression and Manifestation sufficiently clear[7].

RAK – the German Rules

Turning to the German rules, RAK, it isn't possible to find anything as explicit as 0.24. RAK does state, however, that the copy in hand should be considered representative of an edition, or probably rather of editions and issues of an edition[8]. RAK isn't absolutely clear on this point, but it is still obvious that the attitude is Manifestation oriented and clearly focusing on published material, again, polyform Manifestations. The rules for design of headings and the complementing rules for different carrier formats do not change the conclusion that the Manifestation is the basis of a record, although it isn't explicitly stated in the code. RAK also defines 'Werk', work, and this definition has been a little more emphasized in the revision draft, but it doesn't quite translate to Work in the FRBR sense.

FRBR does not make such an explicit appearance in the German revision process as in Italy, but it was brought up in the so called REUSE discussion in the late 1990s, which analysed the requirements and consequences of a format switch, from the German MAB to MARC21.

A Uniform Basis for Record Creation

If the Manifestation oriented attitude towards the revision of 0.24 is maintained, we will have a uniform basis for record creation in these three cataloguing codes, the AACR2, RAK and RICA, which is of course of vital importance to co-operation and interoperability.

Online Challenges

Online documents, however, present a new range of problems. With web documents, we get a plethora of different, and in a way immanent Manifestations, which embody the same Expression. The producer provides his basic document file with different sets of layout filters, or graphical interfaces, from which the user is free to choose, e.g. HTML or PDF. There is a hierarchical Manifestation to Manifestation relationship between the basic file and the different output formats. This is actually about the same conditions that prevail in modern printing. The same

typesetting, or input, is utilized for a great number of different Manifestations. In print, however, we don't have access to the basic document file, and the direct relationships between output products are concealed.

User Driven Multiplication

With online publications, multiplication is left to the users, we get user driven Items of the Manifestations – or do we get user driven Manifestations? You could say that the publication is a monoform with potential polyformity. We must also remember that the basic file might well be the only Manifestation we will be able to save for the future. It is interesting in this context to look at the results of the revision discussions in Germany. The concept of edition, or 'Ausgabe' is applied to the digital environment, and different appearances of an electronic publication, which are to be considered as copies representing the same edition are listed[9]. The results of user driven multiplication as well as format variants adapted to different reading conditions are to be considered copies of the same 'Ausgabe', whereas the products of publisher driven, simultaneous publishing online and on paper are to be treated as separate editions. This is, of course, an implementation of ISBD (ER), and we find a corresponding implementation in chapter 9 in AACR2, but the German draft takes it a little bit further. In practical terms, however, it might be very difficult to spot the difference between user driven and publisher driven Manifestations.

Records for the Digital Archive

In the digital archive we need to have separate records with the proper file names, different style sheets and further, technical information attached as well for every file we are keeping. This is a basic need which we foresee if we are to be able to administer the electronic archive in a long-term perspective and make sure that we can read the files in the future. A record at the Manifestation level is more needed than ever, but it doesn't need to be a separate record for every output format. On the contrary, such information should be kept in the record for the basic document file. From the archive records we can derive the necessary records for the bibliographic database for the users. It is not certain, however, that it will be sustainable in the long term to maintain both an internal and an external bibliographic database for electronic files, even if the producer has provided the records for the internal database[10]. One future solution may be the

kind of user display application which the JSC working group points to as the 'Table of Reference' Model[11], where you build an application layer, with the help of which you can create collocating displays for the user when needed. Another method would be the record layout which the Network Development and MARC standards office at the Library of Congress demonstrated recently in *Displays for Multiple Versions from MARC21 and FRBR*[12], which lists manifestation details under a work-expression heading. Such solutions would probably support simpler ways of record exchange than the complete reshaping of the record.

The problem is similar regarding the common procedure to make a traditional print edition and an online document available to the market simultaneously. Although they are clearly different Manifestations, they most probably embody the same Expression, and users would undoubtedly be best served by the kind of collocated display described above, but the two Manifestations might be present and catalogued in different institutions. How can we support record exchange and make sure that records are matched correctly? Even here records for the Manifestations which are more than marginally different seem to be the safest route.

It is manageable, although not quite easy, to handle documents produced and marketed by a publisher. But the line between the completely publisher driven print on demand product and a variety of user manufactured print on demand outputs is a blurred one[13]. There is presently a lot of confusion among cataloguers about what the record should describe and, more importantly, there is a lot of confusion among library users about what Works they will find in which Manifestations. We should not add to the confusion by cataloguing local printouts of online files as polyforms.

A Multitude of Slightly Differing Expressions of the Same Work

We also must face the situation with many Manifestations which embody slightly differing, or updated Expressions. It is very easy to correct things in an online file, and we may safely assume that such corrections will be much more common than in the print environment. They represent changes of a kind occurring even in new printings in the paper world, which we do not produce new records for. Contrary to the print world, it is easy to keep track of the differences

and establish a chronology for the changes, but there is no rational provision for that kind of information in any of the cataloguing codes in focus here. Dates added to the standard identifier might be one way of tackling this problem, but there might be different solutions as well.

When grappling with the online challenges, we see that FRBR can offer a structure for assigning priorities to cataloguing efforts. Applying the model strictly, however, would be difficult. A special study of the Manifestation – Item relation in this context could be of interest. Above all, however, we still need more practical experience and more discussion about how to best handle online documents in our catalogues.

So much for the Carrier, but where is the Content?

Well, let's return to the conclusion that the Manifestation still must form the basis of the bibliographic record; what, then, about the content? In traditional cataloguing we have been relying on the bibliographic record to describe the Manifestation and the Work simultaneously, and even if the Work level often has suffered it has worked, more or less. When bibliographic databases grow bigger and bigger, however, it is obvious that we need to separate these functions. It doesn't mean that we should concentrate our efforts on Work records instead, that would be turning the problem upside down. Work and Expression records must by nature be authority records and cannot replace the Manifestation record, the bibliographic record. What it does mean, however, is that extended authority work is necessary as well as approved database structures to handle much more complex authority relations. FRBR proposes a structure for handling and linking content information, which requires authority records at a much larger scale than what we have been accustomed to. There is also a need for identifiers in this area, which was emphasized during the ELAG conference in Rome this year, and which has also been discussed by Patrick Le Boeuf in a recent article[14]. There is a huge amount of work ahead, which does scare library managers. We all know, however, that, in the long run, authority work saves time and resources both for cataloguers and for users. It is a necessary investment for the future, and obviously, it is of utmost importance for this work to have the results of the working group Functional Requirements and Numbering of Authority Records (FRANAR)[15].

Development of the FRBR Model

FRBR also, no doubt, needs further development. The problems regarding the Expression entity identified in the Italian discussion paper referred to above[16] should be taken seriously. They point to the impossibility of identifying the Expression at anything but a very principle level. I agree that Expression, as it is defined, covers too much. It covers both the very abstract level of, let's say, a translation and also every specific rendering of that translation. In cataloguing we are concerned with the abstract level, but very seldom with the exact rendering of an Expression. That level is not included among the mandatory elements in any of the cataloguing codes dealt with here. The FRBR report actually recognizes this circumstance[17], but it would be more satisfactory if this recognition was brought into the model itself. This problem now has been taken on board by the FRBR working group which was established and started its work during IFLA in Glasgow.

The Italian commission also emphasizes the unclear demarcation between Expression and Manifestation. This, however, is an inevitable enigma in an ontology which describes both an abstraction and a physical entity which constitutes the embodiment of this abstraction. A more fundamental difficulty is the way FRBR aspires to cater for all kinds of intellectual creations. As a matter of fact, it is similar to the scope of AACR, and like the former expression of 0.24, FRBR, in its present state, does not acknowledge the requirements of published material sufficiently. The FRBR model is a very good start, but has to be developed; or maybe we have to develop subsidiary models for the different areas of the bibliographic universe in which we wish to apply the model. To be able to handle multiplied Manifestations, which after all comprise most of the material we deal with in our bibliographical databases, the model needs to be extended to take account of the fundamental differences between monoform and polyform Manifestations. It is also clear that FRBR, contrary to its explicit ambition to cover electronic resources, does not provide enough guidance for the digital environment.

Conclusion

The conclusion is, nevertheless, that FRBR does offer a conceptual framework which has the pow-

er to bring different cataloguing codes in closer harmony and thus promote interoperability. This is not because FRBR brings anything exactly new to the discussion, it is because it makes the inherent categories in the cataloguing task visible. It offers us a language in which to discuss the problems, and even if this language is not yet completely mature and comprehensive, it is obvious that it is needed and already has had a considerable impact on the international cataloguing scene[18]. To paraphrase a statement by Elaine Svenonius, FRBR might 'provide the uniformity of perception needed to automate the operations involved in organizing information'.[19]

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2. Elaine Svenonius. *The Intellectual Foundation of Information Organization,* Cambridge, Mass. 2000, p. 31.

3. Lynne Howarth. *Content versus Carrier. In:* International Conference on the Principles and Future Development of AACR, Toronto, Canada, October 23–25, 1997. PDF file available at http://www.nlc-bnc.ca/jsc/ rcarrier.pdf.

4. AACR Joint Steering Committee, News & Announcements: Outcomes of the Meeting … March 2000. http:// www.nlc-bnc.ca/jsc0003out.html. New phrasing of 0.24: 'It is important to bring out all aspects of the item being described, including its content, its carrier, its type of publication, its bibliographic relationships, and whether it is published or unpublished. In any given area of the description, all relevant aspects should be described. As a rule of thumb, the cataloguer should follow the more specific rules applying to the item being catalogued, whenever they differ from the general rules.'

5. I borrow the terms 'monoform' and 'polyform' from the field of textual criticism and in particular from the work of the Swedish bibliographer Rolf Du Rietz, *Den tryckta skriften : Termer och begrepp …* Uppsala, 1999.

6. JSC Format Variation Working Group: Interim Report, October 8, 2001, p.27. PDF file. http://www. nlc-bnc.ca/jsc/.

7. L'applicazione del modello FRBR ai cataloghi: problemi generali e di impiego normativo, Commissione RICA, Word file dated 2001-10-22, http://www.iccu. sbn.it/rica-frbr.doc.

8. German, like Scandinavian languages, has two different words which translate into 'edition'. The difference is not commented upon in RAK, but there is some indication that the most general concept is implied.

9. Draft for RAK2, *Grundbegriffe,* kindly made available to me by Monika Münnich, in January 2002.

10. Pending legislation, the national library of Sweden works with web harvesting, but also with agreements with producers of digital contents in order to get file deliveries together with bibliographic data directly from the producers.

11. JSC Format Variation Working Group: Interim Report, October 8, 2001, p.8 passim. PDF file. http:// www.nlc-bnc.ca/jsc/.

12. Version referred to dated 2002-03-25, http://www. loc.gov/marc/marc-functional-analysis/multiple-versions. html.

13. Cf. Lynne Howarth, op.cit., p. 10: 'As computer-based technologies and computer-supported applications continue to evolve, and as electronic and other "virtual" resources proliferate, the boundaries that separate the physical formats in which information is packaged will become increasingly blurred.'

14. Patrick Le Boeuf. 'FRBR and Further'. *Cataloging & Classification Quarterly*, 32 (2001), No 4, pp. 15–52.

15. Created in June 1999 under the auspices of the Division of Bibliographic Control and the IFLA UBCIM Programme.

16. See note 7.

17. *Functional Requirements for Bibliographic Records*, München 1998, p. 19. (UBCIM publications; N.S., Vol. 19) ISBN 3-598-11382-X.

18. This has been comprehensively demonstrated by Patrick Le Boeuf, see e.g. his 'The Impact of the FRBR Model on the Future Revisions of the ISBDs: a Challenge for the IFLA Section on Cataloguing', paper presented at the 67th IFLA Conference in Boston 2001, published in *International Cataloguing and Bibliographic Control*, 31 (2002), No 1, pp. 3–6, and his article 'FRBR and Further', *Cataloging & Classification Quarterly*, 32 (2001), No 4, pp. 15–52.

19. Elaine Svenonius, *The Intellectual Foundation of Information Organization*, Cambridge, Mass., 2000, p. 34. The statement in its original context applies to operational definitions of bibliographic entities.

Partnerships in Preservation: the experience of the NEWSPLAN 2000 Project

John E. Lauder

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The NEWSPLAN 2000 Project brings together a number of participants and combines them into a unique partnership approach towards a large-scale preservation programme in the UK.

Core Aims of the NEWSPLAN 2000 Project

- to preserve a fragile and rapidly disappearing part of the cultural history of the nation
- to save 1,700 local newspaper titles of the United Kingdom from destruction and open them up to new and future generations
- to pioneer a new approach to preservation using the involvement of libraries, the newspaper industry and archival-quality preservation microfilming
- to create a partnership approach to a complex cultural preservation programme
- to benefit all sectors of society throughout the UK.

Objectives of the Project

- to preserve 1,700 local newspaper runs held in libraries and archives, universities and publishers' offices throughout the United Kingdom
- to create archival microfilm to preservation standards
- to deliver one free copy of each film to the appropriate local library
- to store master negative microfilm to archival standards
- to catalogue each title to international standards.

Background to the Project

In 1998 the Heritage Lottery Fund awarded funding for a feasibility study into an archival microfilming programme for historic files of regional newspapers. A full application for a GBP 16 million preservation programme to cover all titles was made March 1999. The Trustees of the HLF provided GBP 5 million for Stage 1 in April 2001, and the understanding that the Project could seek funding in due course for further stages.

The need for a programme to arrest the rapid deterioration of local newspaper files was highlighted by a series of ten regional reports produced by NEWSPLAN throughout the late 1980s and early 1990s. These reports confirmed that 'the value of the intellectual content of the newspaper increases in time, just as the physical strength of the paper decreases'.

The internationally accepted solution is to transfer the fragile text to a robust and secure preservation medium: 35mm archival-quality microfilm. Archival microfilm is extremely robust, resistant to natural disasters and free from technology obsolescence. Its advantages are:
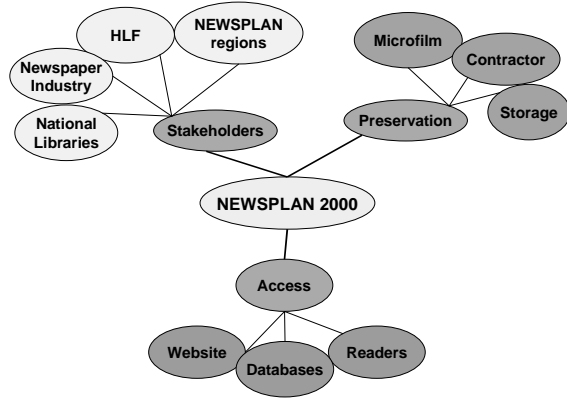
Figure 1. Illustrated Overview of the NEWS-PLAN 2000 Project

- preservation microfilm is a secure platform, and the Project should not risk a vulnerable part of the United Kingdom's cultural heritage by transferring it to any medium that is not yet proven for long-term preservation
- film is cheap to produce and much cheaper to store than digital data because digital data requires continuing funding to migrate it to new operating platforms
- archival-quality microfilm can be scanned to a digital image quickly and more cheaply than scanning from the original
- archival-quality microfilm allows the decaying newspapers to be moved to a safe and reliable medium, from which digital images can be taken.

Local newspaper runs in the UK are decaying quickly: moving them onto a safe platform, which is heavily standardized, will save them.

The NEWSPLAN 2000 Project: working in partnership

The Project involves five distinct partners all working toward the same objective, i.e. the preservation of local newspaper collections. The partners are:

1. The Heritage Lottery Fund (HLF), which is providing GBP 5 million in funding support. The HLF distributes support to culture and heritage throughout the United Kingdom (UK) on behalf of the national lottery held weekly in the UK.

2. The UK regional newspaper industry, which is working with the Project to gather GBP 1.1 million in funding to match the pledge made by the HLF.

3. The ten NEWSPLAN regional groups, which make up the NEWSPLAN programme in the UK and have identified and are supplying the 1,700 newspaper titles to be preserved from 2002–2004 at an estimated cost to participants of GBP 1 million.

4. The three national libraries of the United Kingdom, the British Library, National Library of Wales and the National Library of Scotland.

5. The NEWSPLAN 2000 Project office, which coordinates the programme of preservation, issues tenders for the purchase of services and presents the Project to all the participants and the wider society.

The Heritage Lottery Fund (HLF)

The grant made by the HLF of GBP 5 million for Stage One of the project is the largest single grant ever issued by the HLF to support a preservation programme.

Throughout 2000 and 2001 the HLF and the NEWSPLAN 2000 Project worked together to agree the detailed running of the Project. This period, known as the 'Development Stage', allowed both parties to explore and settle the detailed and some times contentious areas of the working of the Project. The Development Stage culminated in the production of the Project Implementation Document (PID), which is the documented agreement between HLF and the Project on how the Project is to be run, managed, monitored and costed from 2002–2004.

The HLF monitors the progress of the project through its monitoring team, which is made up of a Case Officer, Lead Monitor and Technical Monitor. The team working with the NEWSPLAN 2000 Project is Ms Henrietta Ryott, Case Officer, Dr Mike Smethurst, Lead Monitor and Ms Nancy Elkington of RLG who acts as Technical Monitor.

The relationship between the Project and the HLF has been effective and structured in such a way that both parties clearly understand how the Project plans to run. The Project and the HLF have agreed a series of statistical reporting mechanisms that allow the monitoring team to quickly analyse the performance of the Project.

The UK Regional Newspaper Industry

Under its regulations, the Heritage Lottery Fund (HLF) requires partnership funding to be provided from other sources. The Project has worked closely with the Newspaper Society to agree levels of funding support from industry and has begun receiving financial contributions from industry groups.

The regional newspaper industry throughout the UK has supported the Project from the inception of the original application to the HLF in 1998. The Newspaper Society, the London Press Club and many leaders of the UK newspaper industry gave their active support to the Project, and through the work of Dr Dennis Griffiths, who conducted the original feasibility study for the UK-wide programme, provided written confirmation of support for the Project for inclusion in the final application.

The settling of the Project Implementation Document (PID) between the Project and the HLF in March 2001 meant that the Project could, for the first time, accurately establish the exact amount of partnership funding required for Stage One of the Project.

Through introductions from the Newspaper Society, the Project talked to a number of the leading newspaper groups in the industry and so began a series of meetings between the Project Chairman and Director and the Chief Executives of these groups. The Project offered the industry a unique opportunity of involvement in a prestigious and ambitious endeavour and a number of other benefits. In return, the Project looked to the industry to provide funding support and expressions of willingness to work with the project to widen the funding net further.

The industry expressed its support through the Newspaper Society and by agreeing a Memorandum of Understanding between the industry and the Project. This set out the broad framework of support from the industry to the Project.

The support for the Project from industry clearly demonstrates that the industry is willing to collaborate in the 'national interest' to assist in saving a vital part of the country's history. It also, uniquely, is evidence of an industry assisting to preserve what it has produced for the last two centuries. The support from the regional newspaper industry is vital for the success of the Proj-

Figure 2. The ten NEWSPLAN Regional Groups.

ect; without funds to 'match' the contributions from the HLF, the Project could not function. The industry has proved to be helpful, cooperative and willing to support the preservation of the legacy their industry has left the nation. Their support cannot be overestimated.

The NEWSPLAN Regional Groups

The NEWSPLAN 2000 Project divides the UK into ten Regions, each with its own active regional committee. This devolved structure allows for local sensitivities and arrangements to be gathered within a centrally controlled framework, so allowing the Project to work closely and effectively with 196 library services, and other organizations such as archives and museums, publishers and universities.

During 1998 each committee selected newspaper titles from its local NEWSPLAN Report to go forward to the main list being compiled by the LINC NEWSPLAN Panel for inclusion in their submission for funds to the HLF. This list was subsequently shortened to take account of the award of GBP 5 milion made by HLF in 2001.

Each committee has responsibility for the participation of each service in its area in the Project. They also decide on the location of the microfilm readers and reader-printers that the Project will supply and they settle the destination of microfilm of newspaper titles where there is no obvious location. Ensuring that all participants in the Project fulfil their obligations is a major task for each group, the Project estimates that services throughout the UK will contribute GBP 1 million to the Project through their servicing of newspaper files ready for microfilming and their subsequent transportation to and from the microfilm contractor.

The groups meet regularly to discuss the progress of the Project and to review the Schedule for Microfilming, which the Project office uses as its timetable for the preparation of newspaper files for filming and their preservation by the microfilm contractor.

The active support of every NEWSPLAN regional group is therefore pivotal to the success of the Project. Without the participation of the regional groups, no titles would go forward for filming, microfilm without an obvious location would not be available locally and contact with the local newspaper titles reporting the progress of the Project would be much more difficult. In all cases, the regional groups represent the NEWS-PLAN 2000 Project in their local areas.

The National Libraries of the United Kingdom

The three national libraries of the UK are providing generous support to the Project, through the provision of newspaper files for filming and other areas.

The British Library

The NEWSPLAN 2000 Project is based in the British Library Newspaper Library (BLNL) where offices are made available by the BL. In addition, and crucially for the Project, almost three-quarters of all newspaper titles to be preserved are held in the BLNL in Colindale, North London. BLNL staff is servicing these newspaper files ready for microfilming and transporting them to and from the Contractor. Without this level of support, the Project would have a mammoth task in gathering newspaper files for filming.

National Libraries of Wales and Scotland

Both the National Library of Wales (NLW) and the National Library of Scotland (NLS) are acting as coordinators of the NEWSPLAN 2000 Project in their areas. Both are supplying sizeable newspaper files for preservation and are generously assisting the Project with other support.

The NEWSPLAN 2000 Project Office

The strategy behind the Project and its day to day running is the responsibility of the Project Office. A Project Director, John Lauder, and a Project Officer, Simon Kellas, staff the Project. In addition, a Board of Trustees, who in 2001 appointed an Executive Committee to meet on their behalf with the HLF, governs the Project. The Executive is made up of Dr Ann Matheson, Chairman, Mr John Byford (British Library) General Secretary and Dr Rhidian Griffiths who represents the National Library of Wales.

The Project Office controls the flow of work to the microfilm contractor through the use of a Microfilm Schedule, which governs the timetables for the servicing. Advice for participating services is provided through the publication of a *Project Handbook*. The office also creates the website, from which both the Schedule and the *Handbook* are available, and on which lists of all titles to be preserved, being preserved and available locally, will all be available. The Project's website is at www.NEWSPLAN2000.org.

The Project Office also works closely with the Microfilm Contractor, Microformat UK Ltd., to ensure that the preservation programme remains on time and observes the quality requirements set out in the Project's Tender for Microfilming. An Ombudsman, appointed by the Project, receives lists of microfilm reels from which a random selection is made for analysis.

The Office is therefore the hub of a network of participants and plays the role of a communication centre as well as project management.

Conclusion

The NEWSPLAN 2000 Project is therefore made up of a series of participants all of whom require different information and communication streams.

- the HLF must be sure that its grant is being used correctly and that the work of the Project is as agreed in the contract between the two

- the newspaper industry must be confident that its financial support is also being used wisely and that they are receiving a good return for their investment

- the regional NEWSPLAN groups must be sure that services in their area are participating to timetable and that microfilm and equipment is being received to plan

- the Project office must be sure that all these needs are being addressed and that the quality of microfilm being received by participants in the programme is also to the expected quality.

The challenge for the Project is to ensure that all the participants in it receive the information they need and the reassurance that the Project is moving forward and meeting its aims. Behind this requirement is the principal aim of the Project, which is to make sure that 1,700 of the most fragile newspaper titles in the UK are preserved for current and future generations.

Heritage through Oral History and Archival Images

Matthew Nickerson

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Background

Libraries, archives and museums are excited by the many possibilities provided by the World Wide Web (WWW) to share their cultural heritage information with a broader audience. Since the late 1990s it has become increasingly popular for museums and libraries to offer electronic access to their collections. A speaker at the 1997 Museums and the Web Conference introduced his remarks by saying,

> The World Wide Web has cast a powerful spell on museums and museum professionals as a medium for reaching new audiences and fulfilling their educational missions. (Donovan, 1997)

and the Research Library Group (RLG) has made electronic access to cultural artifacts a priority for the 21st Century (Improving Access, 2000).

A fair number of early adopters began creating online libraries and museums in the mid-1990s and by the end of the century Internet patrons had a wide range of virtual collections to choose from. But as the novelty of online collections wanes some library professionals and Internet surfers are beginning to wonder if access to data bases and digital artifacts is enough.

Many of the latest developments in virtual collections place new emphasis on the notion that libraries are in the business of disseminating information, not artifacts. A growing number of libraries and museums, both traditional and online, are beginning to recognize that they can move beyond displaying artifacts and begin to explore ways of creating exhibits that place objects in a narrative context within a larger perspective. Curators interested in online exhibits are experimenting with innovative uses of Internet technologies to share artifacts and information in new ways.

Digital exhibits present opportunities for cultural heritage institutions to cooperate and collaborate in new ways. Libraries can work with museums and other cultural heritage institutions to combine and contrast artifacts in a much simpler and efficient manner than could ever be achieved within the bricks-and-mortar museum world of the past. Researchers at the University of Michigan (USA) have noted the great possibilities provided by the WWW for combining and integrating materials from many collections in order to tell an even greater story.

> Since the Web is based on distributed input in digital form, it permits both production and consumption of information; it makes possible a model for organizing and sharing images, sound files, and other materials from a number of sources. (Holland and Smith, 1999).

Research is beginning to show that online patrons are looking for the deeper and richer experiences that such innovations can provide. Recent studies analyzing visitors of Web museums have discovered that a majority are seeking exhibits that go beyond a database of disparate objects. Visitors to virtual museums are looking for guided tours and exhibits that present information created by knowledgeable professionals that help them to understand and appreciate artifacts in their artistic and historical context. These initial studies are discovering that when users go to a web site of arts and culture they want to do more looking and less clicking. Many online patrons have the necessary technology to view video and multimedia presentations and are looking for exhibits that take advantage of these features to present more vivid narratives and deeper contextual information (Vergo, 2001; Kravchyna, 2002; Fry, 2002)

Project Report

Voices of the Colorado Plateau is a new online multimedia exhibit exploring the use of sound and images to offer patrons a new kind of WWW library experience. The Voices project is a collaborative effort uniting eight cultural heritage institutions in three states ringing the Colorado Plateau region of the US. This unique cooperative effort was funded by the Institute for Museum and Library Services (IMLS), a government agency that fosters innovation, leadership and a lifetime of learning.

The project uses WWW technology to address two key issues for online museums as discussed in the research above: broadening museum offerings through collaboration and using multimedia tools to create more compelling exhibits.

Collaboration

An obvious partner for libraries that seek to provide quality context and 'great stories' for WWW patrons is academia. University faculty and libraries can offer contextual expertise as well as the advanced technological experience that many museums lack. A 1998 research project promoting this specific type of cooperation sponsored by the Andrew Mellon Foundation found that 'there is much university enthusiasm for the use of digital surrogates for cultural heritage material ... [and] universities and museums have common interests in providing images and metadata to

users ... [they] have more common than divergent interests and can work well together' (Besser and Yamashita, 1998). There is also evidence that such cooperative efforts will make cultural heritage materials more accessible and meaningful, and these partnerships may also prove to be more economical and efficient (Sherwood, 1998).

Technology

The online exhibits combine oral history sound recordings and historical images from all eight institutions to tell captivating stories that no single institution could produce on its own. The lead institution for the Voices of the Colorado Plateau is the Sherratt Library at Southern Utah University (SUU). A small cadre of faculty and students with experience in archives, artifacts, Web design and multimedia technology are the focal point for the creation of the online exhibits. The core collaborative team, with one representative from each partnering institution, set the course for the project, deciding on important themes to be addressed by the exhibits. Then each individual institution combed its own collections to find outstanding oral histories that discuss and illustrate the chosen themes. The best histories, as chosen by the partners, were reviewed to find powerful and compelling excerpts that both portrait important historical events and reveal the human story behind the history. Once a short vignette had been identified all the partners then worked to provide illustrative material to support the chosen story.

In this very involved and sometimes complicated collaborative effort it has been the tried and true Internet tools rather than leading edge technologies that have proven most useful. The sharing of information and narrowing of topics; the selection and sharing of individual sound bites and images; as well as general planning and reporting have all been handled via e-mail. The power of this ubiquitous Internet offering should never be under valued or taken for granted in any collaborative project. Another very important and by Internet standards a very 'old' tool that proved indispensable was file transfer protocol (ftp). The eight partnering institutions in this project are spread over 83,000 square miles of some of the most rugged landscape in North America and just to make things more interesting the area is bisected by the Grand Canyon. Sharing recordings and images across these great distances safely, cheaply and efficiently would be impossible relying on a shuttle service or overnight mail.

Electronic transfer of large digitized sound and image files was accomplished with ease. Collections of 30–50 photographic images were sent complete with accompanying text files for easy identification and attribution. As exhibits came together it was sometimes necessary to request specific images to complete story designs and these single, smaller files were most often forwarded as attachments to e-mail. This work seems a prime example of what Holland and Smith foresaw in 1999 (Holland, 1999).

No one working on the Voices of the Colorado Plateau project has the luxury of devoting full time to the effort, in fact, most of the participants have several projects, administrative responsibilities or teaching assignments to worry about as well. All were able to stay in touch and contribute to the project through time proximate but asynchronous communication made possible through Internet-based telecommunication. This type of read-it-when-you-can-and-respond-as-soon-as-possible communication is a key to successful collaboration in the Internet Age.

Paradigms

It is also important to mention the benefits derived by the partners from participating in a museum/library collaboration. Though these institutions have a lot in common their professional practice and culture also have their differences. The project partners are pleased with the synergy generated through the collaborative process. The exhibits bear evidence of the library as well as the museum approach to cultural heritage. The joint effort required give and take from both sides. A simple example is in the presentation of artifacts:

> *Museums* are comfortable, even anxious, to provide patrons with interpretation but are loth to offer access to their collections.

> *Libraries* stress access to everything but are extremely reluctant to provide any sort of interpretation.

As the two groups worked together in the project a design for the exhibits took shape that reflected both camps. The multimedia exhibits are interpretive but at the conclusion of each presentation the patron has the opportunity to review the individual artifacts (sound and images) that comprise the exhibit with complete attribution for each item. In addition, each exhibit contains a short historical essay placing the narrow-

ly focused exhibit into a broader regional and/or national context.

Multimedia Exhibits

As described above the multimedia exhibits feature both oral history recordings and historical images drawn from the collections of all eight partnering institutions. Recent user studies, as discussed earlier, are revealing the wisdom of the original vision of this project. The plan was to create short, captivating presentations that would stand alone as interpretive exhibits but at the same time could serve as introductions or gateways to the larger interviews and collections from which the exhibits were drawn. This is in keeping with the 'less clicking more watching' approach advocated by the IBM study cited earlier (Vargo, 2001).

Access to the exhibits from the main page is provided through three simple menu choices that organize the exhibits accordingly: People, Places, and Topics. Each choice provides the online patron with a list of narrower choices to choose from: names of the interviewers, locations of the events, or subjects covered. Each person, location and subject provides up to four exhibits to view. In addition to a list of locations, the Places page also provides an interactive map of the Colorado Plateau that also serves as a menu for the exhibits.

After viewing an exhibit the user can 1) review all the images used in the exhibit, accompanied by the complete attribution, 2) read a short historical essay placing the exhibit in a larger historical context, 3) temporarily exit the exhibit to hear, or read, the complete oral history interview, or 4) view another exhibit from the current section.

From the outset, the multimedia production team realized that the oral history interviews were the lynchpin of the project. Voices of the Colorado Plateau, as the name implies, is about the personal, individual experience (voice) within the larger tide of history. The designers felt sure that if the excerpt were chosen carefully the exhibit would be captivating and educational with the added images and editing serving to enhance it. It was the power inherent in real stories told by real, everyday people that guided the design and creation of the exhibits.

Flash 5®, by Macromedia, was used to create the multimedia exhibits. Flash offers many impor-

tant tools that helped make the design, creation, and distribution of the exhibits very professional and efficient. Layering inside the Flash movies made it easy to build the hierarchical organization of the site. Simple animation tools allowed the designers to fade and pan images in a manner reminiscent of documentary films. Multiple sound channels in the creation phase are collapsed and compressed into a very efficient MPEG format for distribution while maintaining the unique, personal sound and passion of each narrator. The final Flash files (.swf) are relatively small and will load on a typical home computer with a 56Kb connection in less than thirty seconds.

Conclusion

Voices of the Colorado Plateau features online multimedia exhibits where real people tell real stories. The menus are simple and users can experience the museum with a minimum of searching and clicking. The site takes advantage of both WWW multimedia and streaming technologies offering online patrons compelling and educational presentations. If more information is desired there are simple routes to gain access to full interviews, complete photo collections or access to the host museum/library web site. This is one of a new generation of online cultural heritage sites endeavoring to make library and museum artifacts more accessible, more compelling and more human.

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Las bibliotecas de Comfenalco en Medellín y su compromiso con la formación de lectores

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Introducción

La oferta de bibliotecas públicas y de los servicios bibliotecarios para niños y jóvenes no es una tradición antigua y arraigada en Colombia. En estos asuntos podemos decir que somos relativamente nuevos. Pero la ciudad de Medellín, si se compara con el resto del país, se ha distinguido por presentar algunas diferencias, en la manera de prestar los servicios bibliotecarios públicos. Para dar una idea al respecto, mencionaré algunos hechos que considero hacen parte de la diferencia: mientras que en muchas ciudades es todavía una novedad que los lectores presten libros para la casa, en nuestra ciudad es un servicio reconocido, arraigado y exigido por la gente; mientras en la mayoría de las bibliotecas colombianas todavía los libros están en estantería cerrada, en nuestra ciudad no se concibe una biblioteca donde los materiales de lectura no estén libres para que el público los manipule y hojee. Por otra parte, es una ciudad que se distingue por los esfuerzos que hacen las comunidades, especialmente las de estratos bajos, por contar con servicios bibliotecarios, y por el apoyo que la empresa privada presta a las iniciativas que tienen que ver con el libro y la lectura.

Dos hechos que ocurrieron en la década de los 50 en Medellín, contribuyeron en gran medida a que en esta ciudad se desarrollara una filosofía interesante de trabajo bibliotecario público, sin que esto quiera decir que se cuente con suficiente infraestructura, ni que le lleguen estos servicios a toda la población a la que deberían llegar. Los dos hechos a los que me refiero fueron en su orden: la creación, por parte de la UNESCO, en 1954, de la Biblioteca Pública Piloto de Medellín para América Latina, y la fundación, en 1956, de la Escuela Interamericana de Bibliotecologia de la Universidad de Antioquía, con el apoyo de la OEA y de la Fundación Rockefeller.

Es en esta misma ciudad donde surgen también, en 1954, las Cajas de Compensación Familiar. Estas son una experiencia única y particular que tiene Colombia en materia de Seguridad Social. Explicaré brevemente que son para poder poner en contexto la experiencia de las bibliotecas de COMFENALCO y la formación de lectores, que es el tema de esta intervención.

Las Cajas de Compensación Familiar son unas entidades privadas, sin ánimo de lucro que existen en Colombia desde la década de los 50. Las Cajas reciben un aporte de las empresas, de tipo oficial y privado, las cuales por un mandato de la ley, deben pagar un impuesto especial destinado a la seguridad social de sus empleados. Este dinero llega a las Cajas y es distribuido en forma de subsidio monetario entre los trabajadores de más bajos ingresos, y los remanentes de los aportes son invertidos en servicios de salud, vivienda, educación, recreación, turismo y bibliotecas públicas.

Por tanto, un amplio sector de las bibliotecas públicas en Colombia es financiado por este impuesto que las empresas pagan a las Cajas de Compensación. Los servicios bibliotecarios son considerados entonces, como otro de los componentes de la seguridad social y se incluyen en ese gran paraguas de servicios asociados con el bienestar de la población, como lo es la salud, la vivienda, la educación, la recreación. En otras palabras esto significa que el derecho a la información, el acceso a los materiales de lectura, y el disfrute de las actividades culturales se conciben y se entienden como un factor que contribuye al mejoramiento de la calidad de vida de las personas. Quizás en países con larga tradición bibliotecaria como los anglosajones o los nórdicos, es algo que se da por hecho, pero en otras sociedades se constituyen en logros importantes para sentar bases para el trabajo bibliotecario público.

La experiencia de trabajo con niños y jóvenes que expondré a continuación, corresponde a COMFENALCO, una Caja de Compensación que funciona en Medellín, Colombia y que cuenta con una red de bibliotecas públicas desde 1979. Desarrolla un trabajo local, bajo las circunstancias de una ciudad latinoamericana que vive hoy en unas condiciones sociales, económicas y políticas complejas, quizás más complejas que las padecidas en la mayoría de las ciudades de la región.

Se dice que Colombia es un país que está en la sala de cuidados intensivos. Las dolencias que padecen son graves y de diversa índole, para mencionar sólo algunas de ellas, el 56% de la población se encuentra bajo la línea de la pobreza, la distribución del ingreso es inequitativa e injusta, el desempleo llega a un 25% de la población, la calidad de la educación ha ido rebajando ostensiblemente en las últimas décadas, las condiciones de trabajo infantil son vergonzosas[1], y a esto se le suma que todos los colombianos, tanto en las ciudades como en el área rural, sin distinción de edades y clases sociales, vivimos con un sentimiento de miedo e incertidumbre ante las condiciones extremas de violencia de la vida diaria.

Uno de los factores que más altamente esta contribuyendo a las condiciones de desigualdad entre los colombianos es sin lugar a duda la diferencia entre la calidad de la educación pública y de la educación privada, teniendo esta última una gran ventaja sobre la primera. Los servicios bibliotecarios escolares en el país se encuentran, usualmente, en los establecimientos educativos de carácter privado, en los cuales también es más común encontrar personal profesional al frente

de estos. En el sector público, por el contrario, son excepcionales los casos de buenas bibliotecas, y muchos colegios presentan una carencia absoluta de este tipo de servicios. Por tanto, es la biblioteca pública la que ocupa el puesto de biblioteca escolar para las personas de los estratos de menores recursos económicos, quienes generalmente asisten a los colegios oficiales o públicos.

Podríamos decir, sin temor a exagerar, que un 70 u 80% de nuestros usuarios son niños y jóvenes que acuden a la biblioteca a resolver tareas escolares. En otras palabras somos una biblioteca que se dice pública pero su uso es escolar. Esta circunstancia especial y particular la hemos aceptado, en la biblioteca de Comfenalco, asumiendo dos retos con los que esperamos tener un escenario diferente en el futuro, cumpliendo el papel de verdadera biblioteca pública. El primer reto al que me refiero es motivar a los escolares que nos visitan para que se les despierte la necesidad de usar la biblioteca pública para toda su vida (y no solamente en su ciclo educativo), satisfaciéndoles no sólo sus necesidades de tipo académico, sino ofreciéndoles la biblioteca como un lugar para llenar intereses de tipo cultural, informativo y sobre todo crearles el gusto por la lectura. El segundo reto es trabajar con los maestros para motivarlos a crear y a exigir su propia biblioteca escolar en sus establecimientos educativos. Esos dos retos han sido base para moldear y configurar gran parte de nuestras actividades.

En una sociedad llena de desigualdades, contrastes, e injusticias, el trabajo bibliotecario no puede ser igual, ni siquiera en bibliotecas ubicadas en la misma ciudad. Nuestro trabajo no es de grandes dimensiones en tamaños, la mayoría de las cosas que les contaré se presentan en pequeña escala, realizadas con grupos reducidos, algunas muy experimentales. No todo funciona en todas partes, por esto intentamos que los servicios sean muy ágiles, que permitan variaciones, innovaciones y cambios; ya que las comunidades son distintas y se llega a ellas a través de caminos distintos. Aunque la estructura de la institución bibliotecaria en la cual están enmarcados, es una estructura compleja y muchas veces rígida, intentamos que en el trabajo diario en las bibliotecas de los barrios no se pierda ese toque personal, particular y humano. Como lo sugiere Genevieve Patte, tratamos de mantener pequeñas estructuras insertas en grandes estructuras.

Los diferentes entornos, los barrios donde están ubicadas las bibliotecas, sus condiciones particulares, han ido moldeando y conformando las es-

trategias que se presentan a continuación. Algunas de ellas tradicionales, y otras propias y originales, nacidas de necesidades específicas. Cada una tiene su propia dimensión y corresponde a una etapa de trabajo que se realiza para acercar al individuo a la lectura y a la información.

Podemos dividir nuestras acciones dirigidas a niños y jóvenes en cuatro grandes áreas:

1. Actividades dirigidas a multiplicar las posibilidades de acceso a los libros entre niños y jóvenes
2. Actividades de formación con padres de familia, maestros y jóvenes con el fin de crear ambientes propicios para la lectura.
3. Actividades encaminadas a propiciar un acercamiento de los niños y jóvenes a los libros y a la lectura mediante las acciones de animación a la lectura y divulgación cultural
4. Actividades con los medios de comunicación para motivar a la sociedad en general hacia la lectura.

Actividades Dirigidas a Multiplicar las Posibilidades de Acceso a los Libros entre Niños y Jóvenes

Partimos de la premisa de que sin materiales de lectura no hay lectores, pero también sabemos que aunque los materiales de lectura son una condición necesaria para formar lectores, su sola presencia no es suficiente para alcanzar este fin. Por tanto, dotar una sala infantil o una juvenil con materiales variados, actualizados y acordes con las necesidades de la comunidad, es básico, pero no es suficiente. Contar con buenos espacios, mobiliario atractivo, horarios adecuados y facilidades de acceso es ideal, pero no es suficiente. Tener personal entrenado y comprometido, es vital, pero tampoco es suficiente. El gran reto de los servicios bibliotecarios frente a la formación de lectores es superar la conformidad de permanecer sólo con ese grupo privilegiado que, por una u otra circunstancia, utiliza y conoce los servicios de la biblioteca, la disfruta y la frecuenta.

Con ese grupo de usuarios cautivos, conformado por muchos niños y un poco menos de jóvenes, obviamente seguiremos trabajando. Pero sabemos que debemos hacer algo más y que nuestra gran tarea es la de diseñar servicios, actividades y programas para llegar, de manera sistemática e intencional, a esa otra parte de la población infantil y juvenil que en su mayoría no sabe de la existencia de las bibliotecas y de las posibilida-

des de la lectura. En otras palabras nuestro reto es salir en busca del lector.

Por eso, intentamos que gran parte de nuestras actividades se realicen en lugares externos a los edificios que ocupan las bibliotecas y que se ubiquen en los sitios que frecuentan los niños y los jóvenes: el parque, la calle, la escuela, etc. Algunas de las acciones en este sentido son las siguientes:

Las Cajas Viajeras

Colecciones de 50 libros que se prestan a las escuelas del radio de acción de las bibliotecas, o se dejan en localidades alejadas de los centros urbanos. Anteriormente las Cajas Viajeras eran conformadas por colecciones permanentes preestablecidas por nosotros. Nos dimos cuenta de que las necesidades variaban y que muchas veces no todos los materiales se utilizaban, optamos entonces por hacerlas más flexibles y conformarlas a la medida de las solicitudes de los maestros, así pues en la actualidad se organizan con materiales de poesía, tradición popular, teatro, libros de información de un tema determinado, etc. Una Caja Viajera es una estrategia para que los niños tengan acceso a buenos materiales de lectura en el aula de clase. En ningún momento reemplaza la biblioteca; pero bajo nuestras condiciones actuales de violencia e inseguridad, se constituyen, en muchos sectores marginados de la ciudad, en la única opción que tienen los niños de contar con materiales de lectura. Muchas veces los maestros nos manifiestan el temor de sacar a los niños a la calle y llevarlos como lo hacían antes a la biblioteca pública.

Nuestro programa de Cajas Viajeras se extiende también a las fabricas y empresas como un servicio para los trabajadores. En estas colecciones que enviamos casi siempre incluimos libros para niños y jóvenes con el fin de que los trabajadores los puedan llevar a sus casas para compartirlos con sus hijos.

Con el dinero del premio Guust van Wesemael que se nos otorgó el año pasado, se están preparando dos cartillas, una para adultos y otra para niños, con orientaciones de cómo hacer un mejor uso de las colecciones contenidas en las Cajas Viajeras.

Los Paraderos Paralibros Paraparques

Los Paraderos Paralibros Paraparques, conocidos como PPP, son un programa de préstamo de

libros que se ubica en un parque o espacio público con el propósito de satisfacer los intereses de lectura recreativa de niños, jóvenes y también de adultos. Este servicio fue concebido por la Fundación para el Fomento de la Lectura en Colombia, Fundalectura, y Comfenalco los ofrece en distintas comunidades del departamento de Antioquía. Los PPP están conformados por una estructura metálica resistente a la intemperie, cada uno con una colección de 300 libros, cartelera, bancas y todos los implementos necesarios para ofrecer el servicio de préstamo de libros. Brindan a los residentes de un barrio la posibilidad de acceder a los libros y a la lectura de una manera libre, gratuita y espontánea.

Programas De Lectura

Se cuenta con programas de lectura callejeros como los denominados Lecturas Itinerantes, Lecturas de Barrio o Biblioesquina. Algunas veces los programas callejeros se crean para facilitarle materiales de lectura a sectores de la ciudad que no cuentan con bibliotecas, en otras ocasiones surgen para mitigar un poco el problema de las bandas juveniles y los conflictos que se generan entre los habitantes de los distintos barrios, cuando traspasan las fronteras y los limites de su territorio. El programa consiste en una colección conformada por libros y otros materiales de lectura de interés para niños y jóvenes. En una bolsa de lona, que puede tomar la forma de exhibidor de libros, se traslada semanalmente y a la misma hora una colección a un sitio fijo, el cual es generalmente una tienda o pequeño comercio del vecindario. Allí permanece un tiempo determinado, se efectúan préstamos, se hacen lecturas en voz alta y se reciben sugerencias que son atendidas en visitas posteriores. La presencia periódica y la continuidad de esta acción hace que el público la espere. Además se ha convertido, por encima de todo, en una invitación a visitar las bibliotecas públicas.

Otras Actividades

Otras actividades que buscan ampliar los circuitos de circulación del libro en lugares diferentes a la biblioteca son los Biblioparques y los Festivales de Lectura, que se asocian algunas veces a festividades y celebraciones comunitarias. En todas estas actividades, que básicamente consisten en acciones donde en carpas o toldos se lleva el libro y la lectura silenciosa y en voz alta a la calle; los bibliotecarios y los materiales de lectura buscan al lector en días previamente fijados.

Una de las más recientes actividades emprendidas fue el trabajo con niños de 0 a 6 años a través del programa de gobierno denominado Hogares Infantiles Comunitarios. Cada hogar es coordinado por una madre de familia que se conoce como madre comunitaria. Estas son mujeres que se hacen cargo de un grupo de 25 o 30 niños de su vecindario mientras sus madres trabajan, generalmente son mujeres con muy poco nivel educativo. A estos hogares, ubicados casi siempre en zonas marginadas, se les prepara unos morrales o bolsas con 35 libros (al menos uno por niño), las madres reciben un entrenamiento y una preparación básica para que trabajen con los niños y la lectura, y se les deja una cartilla con consejos y orientaciones prácticas.

La búsqueda de lectores llevó al Departamento de Cultura y Bibliotecas a participar con un proyecto bibliotecario en la Feria del Libro de Medellín. Bajo una gran carpa blanca se organiza el Bibliocirco, un espacio en el que se propicia una relación no comercial con el libro y desde la óptica de la fiesta, en la cual niños, jóvenes y adultos entablan contactos desprevenidos y placenteros con la lectura mediante talleres, encuentros con autores, lecturas en voz alta, horas del cuento, e incluso un museo de los cuentos, en el que se reúnen objetos representativos del cuento clásico infantil. El poder de convocatoria que tiene la feria y la escala del proyecto ha permitido explorar actividades masivas y ha posibilitado experimentar y desarrollar un modelo de trabajo alternativo, que ha sido utilizado en otros proyectos.

Recientemente, en acuerdo con los hoteles y centros turísticos de Comfenalco, se inició un programa llamado Menú Literario. En cada habitación de los hoteles, el huésped encuentra un menú impreso con libros recomendados para leer durante su estadía. En este menú hay libros dirigidos a los distintos miembros del grupo familiar, con énfasis en los niños y jóvenes, y pueden ser solicitados en la recepción del hotel de modo similar al control remoto del televisor o a las llaves de la habitación. Al igual que estos elementos, los libros son descargados de la cuenta del huésped cuando los regresa. Los libros en el menú son agrupados de acuerdo con niveles de experiencia lectora o con las actividades de esparcimiento que brinda el hotel. Por ejemplo para los niños se tienen: cuentos para leer con los más pequeños; cuentos de siempre para leer al oído; cuentos con pocas letras, adivinanzas, rimas y trabalenguas para jugar; para los jóvenes: libros para explorar la ciencia y la tecnología;

novelas para adolescentes independientes, libros para reírnos en familia, libros para hacer cosas, etc. Para los miembros adultos de la familia también se dan diferentes opciones: libros para mantener en forma el cuerpo, novelas que se pueden lee de un tirón, poemas para invocar el amor, cuentos cortos para tomar el sol, entre otros.

Al comienzo del año escolar, durante todo un mes, se tiene la temporada de intercambio de libros de segunda, la cual se constituye en un lugar de trueque donde las jóvenes pueden llevar los libros usados y cambiarlos por otros. La intención básica es el canje de textos escolares, pero también se permite el intercambio de todo tipo de libros. Este es un programa de gran acogida, sobre todo entre las personas de los sectores sociales más desfavorecidos, que ven en este servicio la oportunidad de reducir los costos de los materiales educativos.

Como decía anteriormente en Comfenalco se trabaja en diversas áreas de la seguridad social, hay por tanto, entre nuestros compañeros de trabajo: abogados, médicos, trabajadores sociales, sicólogos, periodistas, personal de aseo, conductores, etc., que trabajan en distintas sedes y lugares de la ciudad. Muchos de ellos reconocen el valor de la lectura y manifiestan repetidamente la falta de tiempo para asistir con sus hijos a disfrutar de los programas que ofrece la biblioteca. Para llegar con materiales de lectura a estas familias (en total contamos ahora con 280) se diseñó el programa Libro Correo. El empleado puede inscribir en el programa a sus hijos de 0 a 14 años. Cada mes, desde las bibliotecas, se les hace a los niños y jóvenes un envió de libros a la oficina o lugar de trabajo de su papá o de su mamá. La biblioteca posee una "historia" de cada uno de estos lectores donde se consigna su edad, experiencia lectora, libros leídos, preferencias y grado de escolaridad; para asegurar así que los libros enviados estén de acuerdo con sus intereses y expectativas. Esta, aunque es una experiencia a pequeña escala, es una manera de llegar a las familias e interesar a los padres en la formación lectora de sus hijos.

No quiero dejar de mencionar una acción que por ser más tradicional y común, se nos pasa por alto muchas veces cuando se habla de aumentar las posibilidades de acceso al libro: el préstamo de libros para la casa desde las bibliotecas. Para ello se hacen todos los esfuerzos con el propósito de motivar a los niños a que se inscriban en las bibliotecas; ellos directamente, o con la intermediación de sus padres o un adulto responsable.

En la selección de los materiales que se adquieren para los niños y los jóvenes somos especialmente cuidadosos. Esta ha sido una labor de aprendizaje continuo para el equipo, en la que nos nutrimos de lo que otros recomiendan, por eso consultamos publicaciones fruto del trabajo de grupos de selección reconocidos en el ámbito del libro infantil y juvenil en lengua española, como el Banco del Libro de Venezuela, Fundalectura de Colombia, la Fundación Germán Sánchez Ruiperez de España, etc., y recomendamos también nosotros mismos utilizando para ello un medio informal mensual *Alertacorreo* que circula internamente por las sedes de nuestras bibliotecas, donde los empleados, sea cual sea el cargo que tengan en la biblioteca, pueden escribir, hacer reseñas y recomendar lo que más les ha gustado o llamado la atención, y así motivan a sus compañeros a que los lean, les sugieran a otros su lectura o lo soliciten en compra para su biblioteca.

Actividades de Formación con Maestros, Padres de Familia y Jóvenes

Que los maestros tengan experiencias gratificantes de lectura que los motiven a estimular a sus alumnos y a impulsar proyectos bibliotecarios en sus establecimientos educativos es uno de los propósitos que se persigue en las bibliotecas de Comfenalco.

Con este fin, se ha estructurado un Programa De Formación De Maestros constituido por cuatro niveles, cada uno con una duración de doce horas. En ellos se habla de la conceptualización de la lectura, de la promoción y de la animación; de los criterios para la selección de libros infantiles y juveniles; de las diferentes acciones de animación y promoción que pueden ser ejecutadas, y de la elaboración de proyectos institucionales de promoción de la lectura. Estos cursos se dirigen a todos los educadores de una misma institución. La metodología empleada la constituyen lecturas en voz alta, trabajos en equipo, talleres, exhibición de materiales, exposiciones, proyección de videos y diapositivas, y préstamos de libros para la casa, entre otras actividades.

Los maestros que asisten al programa quedan con el manual respectivo del curso y con colecciones de libros para ser rotadas entre ellos durante el año.

Las escuelas del radio de acción de las bibliotecas cuentan con el apoyo de los servicios bi-

bliotecarios, no sólo con colecciones y programas de formación a maestros, sino también con asesorías especiales para que conformen, consoliden o desarrollen su propia biblioteca escolar. Se han creado además Comités de promoción de la lectura para profesores, con asistencia de representantes de los establecimientos educativos, con el fin de actualizarlos sobre los programas de la biblioteca y dinamizar las colecciones que se prestan a las escuelas a través del servicio de cajas viajeras.

Para estimular a educadores y bibliotecarios con sus programas de promoción de la lectura, se les ha creado un evento denominado Acciones De Promoción De La Lectura: Otras Voces, en el cual ellos tienen la palabra para contar a la comunidad lo que hacen para fomentar la lectura en sus instituciones.

En otro orden de ideas, dirigidas a los padres de familia y al público adulto interesado en la formación lectora de los más pequeños, se ofrecen unas sesiones mensuales de conferencias denominadas Taller De Formación De Lectores En El Hogar**,** en las cuales se tratan de manera teórica y práctica algunos asuntos relacionados con la formación de lectores, con temas tales como los libros ilustrados, la poesía infantil, los libros informativos, el cuento y la novela para niños, entre otros.

Asimismo, dirigidos a los adultos, se han diseñado volantes y plegables como la serie Leer Toda Una Aventura, donde se dan recomendaciones y consejos para la iniciación a la lectura en los más pequeños y para la práctica de la lectura en voz alta y la lectura silenciosa.

No sólo tenemos actividades con maestros y padres de familia, la formación de los jóvenes es algo en lo que hemos puesto nuestro empeño. Se cuenta con una serie de Seminarios Juveniles para el Fomento de la Lectura, en diferentes bibliotecas y sitios de la ciudad, dirigidos a motivar a los jóvenes que han demostrado interés por el fomento de la lectura y que visitan la biblioteca de manera periódica. De esta forma se les posibilita un acercamiento más formal con el libro y la lectura y se estimula su creatividad y talento.

En 1998 se crearon en algunas sedes de las bibliotecas, talleres semanales de creación literaria con jóvenes. Estos tienen denominaciones diferentes: Letreria, Aquileo, Ojos de Poeta, Cantera y Sala del Agua. Los talleres son dirigidos por un poeta reconocido en el medio y han dado como resultado un grupo de jóvenes con habilidades y hábitos inherentes al oficio de la creación escrita, tales como analizar y comentar textos, intercambiar, discutir sobre autores y lecturas, escribir diarios, cartas, relatos, poemas; dedicarse a revisar, pulir y releer sus propios textos, entre otros. Como fruto de este ejercicio permanente se han publicado varias antologías con los mejores escritos de los jóvenes.

Actividades Encaminadas a Propiciar un Acercamiento a los Libros y a la Lectura Mediante Acciones de Animación a la Lectura y Divulgación Cultural

En este capítulo quiero destacar las actividades que buscan crear un vínculo entre un material específico de lectura y un individuo o grupo. Una de ellas es la tradicional hora del cuento que se tiene diariamente para los niños que van voluntariamente a la biblioteca. También se ofrece para grupos de escolares acompañados de sus profesores.

Los programas de lectura en voz alta para niños y jóvenes, aunque tienen la misma esencia, presentan nombres diferentes dependiendo del público a quien van dirigidos, y del lugar y las circunstancias donde se llevan a cabo: Palabras Para Compartir, para niños pequeños acompañados de sus padres, Menguante Literario, para jóvenes y adultos; Lecturas en la Clínica León XIII, para niños hospitalizados; Esperando El Doctor, para niños y madres que esperan la atención medica. Los programas de lectura en voz alta han tenido cambios en el tiempo. Al comienzo se adoptaron esquemas como los de rematar una actividad de lectura con otras acciones aparentemente más atractivas como la pintura, el modelado, el origami; ahora pasados los años consideramos que para alcanzar nuestro propósito de formar lectores, el centro y el fin de todas las actividades debe ser la misma lectura. Las demás actividades pueden tener otros escenarios y otros momentos para realizarlas.

Contamos también en las bibliotecas con clubes de lectores, tanto para niños como para jóvenes que se reúnen para leer en voz alta, para hablar de libros, invitar a escritores y para hacer visitas a lugares acordados por todos.

Una actividad esperada anualmente por los habitantes de Medellín es el Festival Internacional

de Poesía, que organiza desde hace diez años La Corporación Prometeo, en la ciudad. Las Bibliotecas de Comfenalco siempre han sido una de las sedes de este importante festival que congrega a miles y miles de personas, sobre todo jóvenes, alrededor de poetas de todo el mundo que acuden a leer sus producciones. Como complemento a este festival se realizan talleres y cursos previos, con poetas nacionales y extranjeros, los miembros de los talleres de poesía de nuestras bibliotecas tienen allí la oportunidad de conocer y compartir sus producciones con otros jóvenes y con poetas de trayectoria.

Desde 1995 se inició la producción de una serie de exposiciones, a las que me gusta denominar libros murales aunque no tienen forma de libro. Estas exposiciones se exhiben en las bibliotecas de Comfenalco y luego circulan gratuitamente por colegios, universidades, casas de la cultura y otras bibliotecas de la ciudad, y se alquilan a empresas y a centros comerciales.

Entre ellas cabe destacar las exposiciones relacionadas con el mundo de la literatura infantil y juvenil como:

- Seres De La Literatura Maravillosa, que nos lleva a viajar por el mundo de los gnomos, las hadas, los ogros, las brujas, los elfos, los hobbits , etc.
- Ilustradores De La Literatura Infantil Y Juvenil, donde se destacan 20 ilustradores de libros infantiles, reconocidos mundialmente;
- Héroes De La Edad De La Aventura que incluye aquellos personajes entrañables como Pinocho, Alicia, Heidi, Miguel Strogoff, etc.
- Autores De Literatura Infantil De América Latina, que comprende 20 autores de nuestro continente.
- Este año se está preparando una exposición sobre la literatura de Ciencia Ficción.

Los guiones de estas exposiciones son elaborados por el grupo de promotores de lectura de la biblioteca y el diseño gráfico e industrial lo hacen los estudiantes de diseño de una universidad, quienes, divididos en grupos, trabajan todo el semestre alrededor de este proyecto, para al final someterse al veredicto del jurado compuesto por sus profesores y por los bibliotecarios de Comfenalco. El grupo ganador recibe un reconocimiento en dinero y se ven recompensados además al ver su idea materializada.

A partir del respeto y la valoración por lo que le gusta a los jóvenes y como una manera de atraer-

los a la biblioteca se realizan desde hace 5 años, los ciclos semanales de videoconciertos de rock. Su objetivo es no sólo formar un criterio y una apreciación de este género musical, sino también acortar las distancias entre el joven y los libros. Es así como dicha programación ha obligado a la adquisición de materiales bibliográficos que den cuenta, apoyen y difundan, tanto la historia del rock y sus protagonistas como su entorno sociocultural. Para una biblioteca pública es importante desmitificar temas supuestamente "contra-culturales", esto es, abrir sus espacios para incorporar este tipo de expresiones, que nos permiten construir una cultura propia con sentido universal.

Esta experiencia ha propiciado a su vez la concepción y el diseño de una exposición gráfica y mural, denominada Los Instantes Del Rock, en la cual se sintetiza la historia y las influencias del rock desde los años 50 hasta nuestros días, como uno de los signos culturales más relevantes del ser humano en el siglo XX.

En todas las bibliotecas hay programas semanales para niños y jóvenes con lo mejor del cine mundial, entre ellas están: Niños En El Cine, Estrellas Y Estrellas, La Cámara Lúcida, Cinema Azul. Este año se inició un proyecto de cine con un grupo de niños de una de las zonas más violentas de la ciudad, en vista de que no se tiene sitio ni condiciones de seguridad para realizar un programa sobre La Gramática Del Cine en su propio barrio, se desplazan cada semana en un autobús, para recibir el programa en otra sede. Estos programas son dirigidos por jóvenes aficionados y conocedores del cine.

Los Medios Masivos de Comunicación

Son muchos los protagonistas que deben intervenir en la formación de lectores. No es un problema exclusivo de la escuela ni tampoco de la biblioteca. Es una suma de múltiples esfuerzos, donde participan la escuela, la biblioteca, la familia, los adultos, el gobierno, y los medios de comunicación entre otros.

Las bibliotecas publicas se sirven cada vez más de los medios de comunicación para lograr diversos propósitos, entre los cuales están el posicionamiento entre el público, la divulgación de eventos, la difusión de mensajes y el aumento de cobertura. El Departamento de Cultura y Bibliotecas, consciente del poder y el impacto que ejercen los medios de comunicación, y de la cantidad de público al que un medio de esta natura-

leza puede llegar, colabora desde hace diez años, de manera permanente, con la separata infantil de *El Colombiano*, el principal periódico de Medellín y el segundo del país. Este medio es utilizado quincenalmente por Comfenalco para orientar a la comunidad en el vasto mundo de la literatura infantil. Aunque la página se diseña para los niños, poco a poco se ha convertido en una herramienta de selección para guiar al padre de familia y a los maestros en el tema de la literatura para las primeras edades.

También se participa junto con otras instituciones en la elaboración de la revista *Cincuenta Libros Sin Cuenta* de PROLECTURA, la Red de Entidades que promueven la lectura en el país, de esta manera se orienta al padre de familia y al maestro en la elección de libros infantiles. En todas estas acciones se ha puesto un particular empeño, ya que somos conscientes de la paradoja que rodea al bibliotecario, quien a pesar de vivir en el mundo de los libros tiene muy escasa participación en los escenarios del mundo de la crítica literaria.

Si bien, el libro ha sido el principal soporte en la promoción de la lectura, se han utilizado otros medios como concursos, afiches, postales, calendarios, viseras, camisetas, bolsas y gorras para divulgar mensajes que promueven el acto de leer. Las diferentes sedes de las bibliotecas de Comfenalco están adornadas con más de 200 afiches de diferentes países del mundo con mensajes alusivos a la lectura.

Para terminar, quiero insistir en dos de los factores de éxito en la formación de lectores: la periodicidad y permanencia de las actividades, y las personas que coordinan o realizan estas actividades.

Me gusta siempre comparar las acciones de promoción de lectura con las campañas de nutrición. No basta con que un solo día se le reparta a un grupo de niños que sufre de desnutrición un vaso de leche. Si se quiere tener un logro y conseguir un buen resultado en el tiempo, es necesario que las acciones sean continuas e intencionales. La continuidad, la permanencia, son el punto culmen de cualquier acción eficaz en la creación de hábitos de lectura. Las actividades ocasionales, como las ferias, las visitas esporádicas de un bibliobus a una escuela, a un caserío o a un barrio marginado, pueden despertar interés, mejorar la opinión pública, pero también pueden generar un sentimiento de frustración si carecen de continuidad.

Los profesionales que están a cargo no sólo de la realización y diseño de las actividades, sino además de la selección y compra de los libros deben estar preparados, motivados y entusiasmados con lo que hacen. Deben tener un muy buen conocimiento del entorno. En la bibliotecas de Comfenalco todas las actividades orientadas a poner en contacto a los distintos públicos con los materiales de lectura están administrativamente dependiendo de una coordinación denominada Coordinación de Fomento de la Lectura. Muchas veces los mismos bibliotecarios nos preguntan el por qué de la creación de un área de la biblioteca dedicada a la lectura. La conformación de esta área fue intencional, éramos conscientes que nuestra tarea como bibliotecarios iba más allá de la atención a los usuarios y tenía que ver más con la formación de lectores. Queríamos ser más estratégicos, desarrollar servicios, unificar criterios, llegar a otros públicos alejados de los beneficios de la zona urbana y sobre todo tener espacios para la reflexión y el análisis. Se conformó un equipo interdisciplinario conformado por profesionales de educación, español y literatura, educación pre-escolar, idiomas y bibliotecología., quienes se hacen cargo de las actividades descentralizadas y las que e realizan en cada una de las sedes de las bibliotecas.

Para terminar, la biblioteca pública no debe desaprovechar ninguna oportunidad para promover la lectura y generar lazos y relaciones entre las personas y los materiales de lectura. Por tanto, todo esfuerzo que se haga en diseñar programas innovadores, en llegar a nuevos grupos, en capacitar al personal, en generar reflexión en torno a sus acciones, en divulgar y hacer conocer sus programas, facilitará y preparará el ambiente para que cada día más y más niños y jóvenes inscriban la lectura con naturalidad como otra de sus actividades cotidianas.

Note

1. Según estudios de UNICEF hay más de 1.5 millón de niños colombianos explotados laboralmente. Cerca de 1.1 millón son parte del éxodo de población desplazada, sin un acceso adecuado a los servicios de salud, alimentación, vivienda y educación. Hay 7.000 niños soldados combatiendo en la guerra en Colombia, 4.000 combaten con las Farc y 3.000 lo hacen en los frentes de las autodefensas.

Bridging the Digital Divide: report on the brainstorming session hosted by Kay Raseroka, IFLA President-Elect, at the 68th IFLA Conference in Glasgow, 21 August 2002

Report prepared by Stephen Parker, Editor, *IFLA Journal*
The Hague, The Netherlands, November 2002

Preface

IFLA embarked upon a restructuring process which culminated with the approval of the new Statutes in August 2000. The IFLA Core Values are an integral part of the new Statutes; but while they provide a unifying framework for members to define directions and prioritize strategic actions for implementation, this was not done during the restructuring process.

A very significant outcome of the restructuring is the use of the postal ballot for voting on any Council decisions, including election of the Governing Board. This facility empowers voting members of IFLA throughout the world to take part in IFLA decisions.

One of the most important decisions for any organization involves determining the direction it will pursue in order to fulfil its mandate. IFLA is committed to enabling its members to participate in decisions on its overall strategic direction and actions plans for the period of the next Presidency, 2003–2005.

To initiate this process of participation, it was decided to organize a brainstorming session during the Glasgow Conference. The creation of the position of President-Elect provided a new opportunity for planning for firm action on the Core Values through an open consultative process with IFLA members. The process aimed to identify the strategic actions that are recognized as priorities by the majority, and that are capable of being implemented either through existing IFLA structures or by new task groups over a defined period of two years.

The brainstorming was based on voluntary participation in order to assess members' interest in and support for the idea of membership involvement in determining future direction and activities. It is clear from the response to the invitation to participate that IFLA members do indeed value the opportunity to make their views known.

The brainstorming session was only the beginning of a process of consultation with the membership which it is hoped will lead to the definition of clearly prioritized actions to be implemented by IFLA in the period 2003–2005.

The intended time frames were regretfully not achieved as planned, due to the richness, complexity and overlapping nature of the outcomes of the brainstorming activity, as well as limited human resources. I thus wish to express my heartfelt gratitude and thanks to Stephen Parker, Editor of the *IFLA Journal*, for the invaluable contributions he has made in various ways, but especially for the analysis and organization of the outputs of the Glasgow Conference Brainstorming session.

Our appreciation and thanks are due to all who took the risk and not only embraced the idea of brainstorming as a consultative process, but also participated or facilitated the various stages in its implementation.

Special thanks are due to the President-Elect's Planning Group, Winston Tabb, Alex Byrne and IFLA staff who enthusiastically provided support in numerous ways for the entire consultative process.

Without the enthusiasm, generous intellectual contributions and the encouragement of colleagues in the various parts of the world, (both within and outside IFLA membership) who share with me their ideas unstintingly, the brainstorming process and product would have been difficult to implement.

Thank you.

Let this auspicious beginning bear fruit in an empowered IFLA and activities that meet the needs of stakeholders while advancing the implementation of actions embedded in the IFLA Core Values.

Kay Raseroka
President-Elect
November 2002

Comments on this report, and suggestions for actions to be undertaken, are welcome. Although the final deadline for the submission of comments and suggestions was originally set at 31 January 2003, they may still be submitted to: Brainstorming, IFLA Headquarters, POB 95312, 2509 CH The Hague, Netherlands. Fax: +31 (70) 3834827. E-mail: ifla@ifla.org. See page 77 for further details.

President-Elect Kay Raseroka and IFLA Journal Editor Stephen Parker with participants at the President-Elect's Brainstorming Session in Glasgow.

1. Introduction

1. For nearly 200 participants in the Glasgow Conference, one of the highlights was a brainstorming session organized by the President-Elect, Kay Raseroka, with the support of Winston Tabb, Stephen Parker, Alex Byrne and IFLA Headquarters staff.

2. The purpose of the session was to encourage commitments to the implementation of IFLA's Core Values, from August 2003. It was hoped that the process would result in the establishment of realistic actions which yield time-bound outcomes.

3. Participants were asked to consider:

   - What should be IFLA's focus in 2003 – 2005 for the integration and contextualization of the core values in activities and services of sections or area of major library interest, as a strategy for 'bridging the digital divide'?
   - How can sections facilitate equity of access to information and enhance abilities of individuals and communities in varied information environments to access information equitably?

4. The organizers had planned for a maximum of 120 participants organized at 12 tables of 10 persons each; however, the demand was such that accommodation had to be provided for 190 people at 17 tables, and several would-be participants had to be turned away. Fifty countries and many different kinds and levels of experience, from IFLA first-timers to IFLA Past Presidents, were represented.

1.1 Procedure

5. Each table discussed one of the four Core Values of IFLA. (IFLA's Aims and Core Values, as stated in its Statutes, are reproduced in Section 2 below.)

Each Core Value was discussed at three or more separate tables, as follows:

   Core Value A: 3 tables: total 37 participants
   Core Value B: 5 tables: total 57 participants
   Core Value C: 5 tables: total 56 participants
   Core Value D: 4 tables: total 40 participants.

6. Each table appointed a moderator and a recorder.

7. Each table was asked to discuss and agree upon one or more key *actions* to be taken respectively by

   - individual information professionals
   - library and information institutions or associations
   - IFLA

   in order to strengthen the Core Value assigned to their table.

8. Each table was also asked to identify one or more major *obstacles* likely to be encountered in respect of each of these key actions.

9. At the end of the session, each of the Rapporteurs was invited to make a brief verbal presentation of the results of their table's discussions, and then to hand their notes on the discussions to the organizers to be used as the basis for this report.

1.2 Presentation of Results

10. The results of the brainstorming session are presented below. Since the four Core Values of IFLA are closely inter-related, there was a certain amount of overlap in the discussions and conclusions of the various groups. In particular, there was widespread agreement on the importance of one cross-cutting theme, Advocacy; this theme has therefore been treated separately below, before the discussion of the individual Core Values.

11. The results in respect of each of the four Core Values are then presented. However, many actions and obstacles at the IFLA level were identified by more than one group and were of a general nature, rather than being applicable only to one or other of the Core Values. Since Core Value D relates specifically to IFLA's commitments to its membership, any general points raised in the discussion of the other three Core Values have been brought together under Core Value D.

12. Responses from different tables within each of the four Core Value Groups have been consolidated to reflect the view expressed within the Group as a whole.

13. The report concludes with a general commentary on the results by the President-Elect.

2. IFLA Aims and Core Values

2.1 Aims

14. IFLA is an independent, international, non-governmental, not-for-profit organization. Our aims are to:

    - promote high standards of provision and delivery of library and information services
    - encourage widespread understanding of the value of good library and information services
    - represent the interests of our members throughout the world.

2.2 Core Values

15. In pursuing these aims IFLA strives to embrace the following core values:

    - the endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights ["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"]
    - the belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic well-being
    - the conviction that delivery of high quality library and information services helps guarantee that access
    - the commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

3. Advocacy: a Cross-Cutting Theme

16. All four Core Value Groups identified actions in the field of Advocacy as important at almost all levels. Numerous actions were proposed, but only two obstacles were identified.

3.1 Actions: Individual Level

17. Group A made only one suggestion for action at the Individual level: that "librarians need to work at private organizations to deliver the goods".

18. Group B urged individuals to become effective advocates, particularly for adult literacy; this was the moment to use their position to communicate with their governments for better libraries. Individuals should also develop awareness of the consequences for libraries of the activities of organizations such as the World Trade Organization (WTO) to make demands on governments and beyond to "create a context". Other areas for individual action included showing decision makers in developing countries how libraries can help, lobbying Parliament and ministers (by e-mail) with regard to copyright problems, and generally raising awareness about current issues. There was a need for librarians to take individual responsibility for lobbying, developing an awareness of the issues and bringing them to the attention of their institution's leadership.

19. Group C emphasized the need for librarians to maintain commitment and "build government support". The group felt that it was important to market Core Value A to support funding, and to advocate for library and information services to public groups and the media. Individuals needed to advocate services, particularly the relevance of services representing the community, and to convince the government of the importance of legal deposit. It was important for librarians to inform their own governments of good policies and practices and get cooperation from other sources to implement these policies and practices.

20. Group D urged Conference participants to talk about, promote and publish IFLA's Core Value, and particularly the Glasgow Declaration, immediately on their return home.

3.2 Actions: Institutional Level

21. Groups A and D made no suggestions with regard to Advocacy actions at this level.

22. Group B, however, emphasized that

    At the institutional level and the national association level we have to develop advocacy skills among our associations at local level, national level and regional level and international level.

23. The group declared that institutions should raise awareness, particularly about lack of resources and the opportunities offered by new technology. They should influence initiatives related to new technologies and the possible involvement of organizations such as IFLA; in particular, they should influence policy towards ensuring greater access to the Internet as a way to make ideas, etc. flow.

24. Group B considered that library associations should raise the profile of libraries and become involved in raising awareness in governments by means of:

    - mission statements on literacy
    - publicizing what libraries can do

- establishing a database of how problems have been overcome elsewhere
- reinforcing the role of children's libraries
- promoting information literacy
- respecting diversity of culture
- monitoring and maintaining programmes on these policies.

25. They called for the effective implementation of evidence-based policies in terms of lobbying and demonstrating the best value of what is available through marketing, promotion and public relations.

26. Group C urged institutions to engage in

    Lobbying to raise awareness and gain support from top to bottom and vice-versa in the institution to ensure a high quality service.

27. They pointed to the need for institutions and associations to convince funding authorities, particularly to provide support to electronic services, and to engage in high profile lobbying of the benefits of the service to officials, etc. Library associations need to organize and act as a lobby and to be more visible in promoting and marketing libraries and library services. By playing an active publicizing role, library associations in countries will facilitate the implementation of their aims.

3.3 Actions: IFLA Level

28. All four Core Value Groups made proposals for actions to be taken by IFLA in respect of Advocacy.

29. Group A simply said that IFLA should "tell the world about its mission", while Group B felt that IFLA should publicize the Core Values for each government and relate that to the use of new technologies. In addition,

    IFLA should draft an information policy on information literacy and access, [and] have it adopted by UN and various governments.

30. Group B referred to IFLA's influence on national governments and said that it should put [these issues] on the agenda for heads of states. Supporting the importance of "Global Lobbying (Up and Down)", the group stressed the importance of the IFLA Conference as a means of reaffirming commitment.

31. Group C also referred to the need to " Lobby down to staff and up to managers and government", and said that IFLA should "promote the important role of libraries for the development". It emphasized IFLA's role in being the leader and initiator and creating global pressure, and felt it was important for IFLA to promote the image of the profession because "Governments do not know anything about librarianship". It was therefore up to IFLA to introduce library and information services to different countries' governments.

32. Group D asked: "What advocacy efforts can IFLA lend support to?" and suggested that "IFLA should write to regimes but should not discriminate by that". When government created barriers to the free flow of information, it was IFLA's responsibility to influence them. Each case should be looked into as a separate item. Organizations that explicitly discriminate against people of some religion or another should be excluded from membership, but individuals who subscribe to the Core Value may participate.

3.4 Obstacles: Individual Level

33. Group B identified one obstacle at the Individual level:

    Our profession is used to talk to ourselves, not to the rest of people out of the profession.

3.5 Obstacles: Institutional Level

34. Group C also identified one obstacle at the Institutional Level:

    Lack of global pressure.

3.6 Obstacles: IFLA Level

35. No obstacles in respect of Advocacy actions were identified at the IFLA level.

4. Core Value A

36. *The endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights.*

4.1 Core Value A: General Comments

37. Core Value Group A considered that the positive aspects of the Core Value were that it promotes equality (inclusiveness), universality, peace, and understanding, and is a protection for librarians. Negative aspects included ideologies, governments, the state, or individuals (spies), the national infrastructure, lack of literacy and the intellectual infrastructure.

4.2 Core Value A: Actions: All Levels

38. In addition to the Advocacy activities mentioned above, it was suggested that individuals, associa-

tions and IFLA should take steps to monitor, report upon, promote, enhance, and strengthen the Core Value, form alliances in support of these actions, and reaffirm the Core Value.

4.3 Core Value A: Actions: Individual Level

39. Individuals must endorse the principles represented by the Core Value:

> If I have an opportunity to stand up for this principles I must be willing to do so.

40. Individuals need to work to make sure their professional colleagues will be able to deliver the goods; they need to develop a passion for the Core Value and adopt it as a personally held value. Also, with the introduction in many countries of new antiterrorist laws such as the United States' Patriot Act, which may threaten the Core Value, librarians must study the law and be vigilant.

4.4 Core Value A: Actions: Institutional Level

41. Institutions and associations must endorse the principles of open access to information and embed them in their various policies, for example in Internet access policy and collection policy.

42. Institutions and associations should make sure that we support FAIFE and see that these questions are raised in their programmes and discussions.

4.5 Core Value A: Actions: IFLA Level

43. IFLA should support all action and initiatives that overcome economic, political, and technological barriers at access to knowledge and information throughout the world. To protect IFLA members it is necessary to build respect for IFLA in the world community by embracing freedom of access to information. The endorsement of the Core Value by IFLA implies that it must actively try to counter blocks to freedom by actively campaigning at other organizations; IFLA needs regular representation at the World Intellectual Property Organization (WIPO), and should build relationships with journalists' organizations.

4.6 Core Value A: Obstacles: General

44. A number of important general obstacles to the realization of the Core Value A were identified.

45. It was pointed out, first of all, that there was no free flow of information in the world. Laws protect the rights of information producers, creators and owners, and there is an imbalance between the protection of these rights and those of the users of information. In particular, the WTO's General Agreement on Trade in Services (GATS) will block freedom of access to information by liberalizing trade across borders. For the handicapped, in particular, both copyright and technology are obstacles. Copyright restrictions makes access to information impossible for blind people who need to use special devices. There are also restrictions on the use of materials in alternative formats.

46. Another important general obstacle was the growing gap between developed and less developed countries. With the acquisition of new technology some are running ahead while others are unable to follow. The question was raised as to how we can disseminate technology to prevent poor becoming poorer. Technology facilitates the distribution of information, but this is impeded by legislation, the lack of technology, and the technology itself. Communication is seen as a basic problem; it was asked: "isn't the librarian hindered by basic communications?"

47. Another general problem was that "we start with a bad image base"; while a much more specific one was described as "too much outsourcing because of slackness in library school; we need a balance".

4.7 Core Value A: Obstacles: Individual Level

48. One obstacle was identified at the individual level:

> The librarians are not always as brave as we want them to be.

4.8 Core Value A: Obstacles: Institutional Level

49. In institutions, the main obstacle was seen to be the resistance of staff and governing bodies to adopting and supporting the Core Value.

4.9 Core Value A: Obstacles: IFLA Level

50. The Group commented that

> Imparting information can be a matter of life and death. IFLA is not strong enough to protect its members.

51. Another obstacle at the IFLA-level was "lack of sufficient resources and the need for us to draw on and coordinate resources from other organisations".

5. Core Value B

52. *The belief that people, communities and organizations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic well-being.*

5.1 Core Value B: General Comments

53. Core Group B considered that it was impossible not to agree with the Core Value, which "has nothing to do with belief. It has to do with certainty". It was agreed that this Value is broad-based and difficult to challenge; it implies breaking down barriers. For one participant, "Core Value B is her dream".

54. Some questions were raised about the wording of the Core Value, which was felt to use 'unqualified' language. It was difficult to agree on what 'equitable' means, or on whether 'local' is more important than 'universal'. It was pointed out that equitable access is still lacking even in the United States, especially on Native American reservations.

55. It was considered that libraries are an important ally in providing access to information. The development of libraries is very important; they are particularly important to educational and social growth in Latin American countries. Libraries are also the most effective organization to help promote literacy.

56. Information literacy should be a core activity; we need to promote the basic concept of core information literacy as well as issues related to access; training; intellectual property and its limits; and public domain or common good.

57. The role of the Internet in providing access to information sources across borders and generations was noted, together with the importance of language and content in international communication. Internet access and mastery should be promoted; the creation and evaluation of content on the Internet is very important.

58. Copyright was also considered to be very important.

5.2 Core Value B: Actions: Individual Level

59. In addition to the Advocacy actions referred to above, Group B identified a number of actions which should be taken by individuals in the interests of self improvement.

60. Individuals should take individual responsibility for increasing their personal awareness and knowledge and becoming effective advocates; developing their own knowledge base, particularly of international issues; and learning from others' experience. They need to develop and maintain ongoing sensitivity to how critical the issue is, and to periodically review these self activities.

61. The need for individuals to become better communicators was emphasized. They needed, not only to increase their awareness and knowledge, but also to communicate it effectively. They should write and communicate more, and in particular act as communicators to assist in coordinating professional activities. Communication was defined as "Understanding what people need and making the effort to meet the need from a policy position"; and one table declared:

> We all are the ambassadors of freedom of information and free access to information. The key action, we resolve at individual level that, each of us should go and tell people about the information.

62. Individuals should apply the ethical principles of the profession in support of equitable access, treating all users alike and teaching users how to find information. They should become involved in applied research on information literacy and get involved with groups studying this topic. They should support the projection of indigenous knowledge to the world through the Internet, become involved in the design of digital libraries in Latin America and help to promote the

> Production de documentation sur l'Afrique, par les Africains et accent sur la spécificité de la culture Africain entrainement des jeunes aux nouvelles technologies.

63. As a basis for all these actions, individuals should start by listing the barriers, such as lack of money and skills.

5.3 Core Value B: Actions: Institutional Level

64. The first requirement for action by institutions and associations was the adoption of IFLA declarations and guidelines and the translation of the basic principles into local languages. In the interests of effective implementation of evidence-based policies, they should implement IFLA ideals at local levels and support relevant activities in the country.

65. Cooperation was seen as very important: institutions should open themselves to others, helping organizations to build more effective conditions, developing more programmes to share information and resources and listening carefully as they develop partners and programmes. In the interests of free flow of information it is necessary to develop a collaborative rather than a competitive culture, refining different kinds of consortia to ensure a greater diversity of capabilities.

66. To provide better access to information, libraries need to be open to non-institutional users and work each day with the community, meeting information needs and bridging generations. They need to train users and continue to support such training, pro-

moting information literacy and working on information literacy projects.

67. Institutions should promote research, particularly on IT risk management, and devise entry level programmes for students on the ethical principles of the profession with regard to equitable access.

68. Libraries are tools of development, and the profession has to be reinforced on a national basis in Third World countries.

69. Institutions and associations need to create action agendas to cover these activities and constantly to evaluate their own services.

5.4   Core Value B: Actions: IFLA Level

70. In addition to the Advocacy actions outlined above, Group B identified numerous other actions to be taken, and conditions to be met, by IFLA. Only those directly relevant to Core Value B are discussed here; those relating to IFLA in general are discussed under Core Value D below.

71. In the interests of better communication, IFLA should express itself in as concrete terms as possible on the issues reflected in Core Value B; on the other hand, it should remain aware of the need for corresponding action: "not just words to make things happen".

72. While some participants felt that the IFLA Internet Manifesto should be pursued, others warned IFLA " Not to be so obsessed with Internet!"

73. The need for planning was noted: IFLA should strategically plan 'free access to information' policy for the various continents and create an action agenda. It should promote libraries in Latin American countries and generally look into the communication/IT infrastructure in developing countries, because this has become the most prominent way to provide free access to information.

74. With regard to literacy, IFLA was asked to push for actions against illiteracy, develop an effective policy and programme to address literacy concerns and, in particular, to focus on developing guidelines for literacy. IFLA should also be involved in training users and creating ways to attract students, and should help prepare National Informatics Policy legislation.

75. The need for education and training in support of the Core Value was stressed. It was proposed that IFLA should develop a specific curriculum for free access to information for implementation at library schools in all continents. IFLA should take the lead and act proactively to frame curriculum guidelines

in this field, along with representatives of national associations. It should also join hands with national organizations and organize regional training programmes, workshops or distance learning programmes on free access to information. The marketing of services should also be taught at library school.

76. On the question of rights, it was suggested that IFLA should aim to strike a balance between publishers and librarians, while at the same time protecting libraries against the shifting policies of publishers. It was pointed out that rights holders have obligations, and that IFLA should act to give content to the notion of equitability. IFLA should work with UNESCO, WIPO and other international organizations to ensure that ownership does not impede access for disadvantaged people. However, IFLA was also warned to

be careful not to confuse issues by sleeping with the enemies.

5.5   Core Value B: Obstacles: General Comments

77. Few general obstacles were identified by Core Value Group B. One of the main obstacles was seen to be property rights – limits have to include the equilibrium between property rights and responsibilities.

78. Political factors were also mentioned; the Group asked whether politicians shared our belief in the Core Value, or even used libraries, and noted that adherence to the Core Value could be dangerous politically, because of the chances of censorship.

79. Another obstacle related to the use of information. As the Group pointed out, "Even if you have information – needs to be useful information to people"; and this gave rise to the problem of how to encourage use at all levels. To achieve universal and equitable access it would be necessary to develop 'consumer led' services. Related to this was the problem of low levels of literacy; and attention was drawn to the feedback loop between literacy and the use of the library.

80. Issues related to 'lost' or difficult to obtain information – the information management problem – were also raised.

81. The problem of less developed countries competing for scarce resources was also noted, while even in developed countries, public sector funded services are under pressure.

5.6   Core Value B: Obstacles: Individual Level

82. Apart from the obstacles related to Advocacy, mentioned above, only two obstacles were identified by

Core Value Group B at the individual level. Both of these were concerned with developing countries, where, it was said, people don't get enough time and leave to participate in professional meetings (since their library is one-man show), and where, because in most developing countries most people are employed by government, individual government policy has to be revamped.

5.7 Core Value B: Obstacles: Institutional Level

83. At the institutional level, also, only two minor obstacles, both concerned with library membership rules, were identified. The first concerned who is allowed to register to become a library member; equitable access could only be provided after that had been done. The second referred to the need for would-be members to have a fixed address to be allowed to borrow library materials.

5.8 Core Value B: Obstacles: IFLA Level

84. No obstacles were identified by this Group at the IFLA level.

6. Core Value C

85. *The conviction that delivery of high quality library and information services helps guarantee that access.*

6.1 Core Value C: General Comments

86. Some participants in this Group felt that "The core value is correct but it is not implemented". They agreed that the way to guarantee and strengthen access is to provide high quality services; high quality services make people want access, and if you have high quality service you naturally get access. The question was, how to promote high quality services? What do users expect of libraries and their services?

87. Other groups of participants disagreed; one felt that high quality library service is irrelevant without basic literacy; another felt that

> the use of the term 'quality' service is not appropriate usage – we should rather talk about 'relevant' services to all communities and that the services should take cognisance of the diversity, i.e. deliver services that are of quality and relevant.

88. The importance of ensuring world equity among the nations and libraries and types of libraries within their countries was also noted, and one group pointed out that there was a need to face up to the question, "Where to put money – libraries, laboratories, or ...?"

6.2 Core Value C: Actions: Individual Level

89. Apart from the Advocacy actions outlined above, several of the actions proposed for individuals in connection with Core Value C were concerned with self improvement.

90. Librarians should ask themselves what they can personally do to improve high quality services in order to guarantee access. They need to learn what is involved with delivering quality library and information services and share that knowledge. Adherence to a professional approach was important. Librarians need to improve their professional skills (including listening skills) and to develop new competencies, with more exposure to IT use to enhance information searching skills.

91. Individuals should also make efforts to ensure the education and training of both new and long standing professionals in professional activities, including technological ones, to ensure high quality commitment and ability. It was important to teach other librarians about the Core Values; the librarian should be seen as a teacher, engaged in training and being open to the integration of new technologies.

92. In order to deliver high quality service at reasonable cost, librarians must consult users on what high quality is, giving special attention to improving services to the disabled. Individuals need to learn what is involved with delivering quality library and information services and share their knowledge, experiences and practices, and expertise.

93. All librarians have a responsibility to identify and recognize diversity within their communities and to deliver services that are relevant to those communities. Teamwork, especially in rural areas, is essential to effectuate the delivery of services, but we should not impose our own interests and values.

6.3 Core Value C: Actions: Institutional Level

94. Apart from the Advocacy actions referred to above, institutions and associations should take steps to ensure that all staff know and believe in this Core Value. This involves training and educating library staff. Continuing professional development and training within institutions need to be facilitated, evaluated and coordinated by national library associations; there is a need to ensure that library associations (throughout the IFLA membership) are aware of their role and responsibility in this regard.

95. Library schools, for their part, need to be willing to change their curricula and methodologies. There is a need to find practical work experience environments for students and develop opportunities for students to work in these environments effectively.

Universities should develop mentorship programmes to support students.

96. With regard to users, it was emphasized that library associations must represent users' needs for indigenous knowledge, carry out user needs surveys and develop strategies to embrace the disabled.

97. On the question of user education, one group noted that

> There was a concern that access in the value code needs to be teased out because there are 2 levels of action required to 'guarantee access': Libraries can provide open and free access to information, i.e. information facilities and contents are available but to maximize that availability we need to ensure that users have access to information literacy skills, i.e. user education has to be a major thrust within institutions and associations to ensure not only access to facilities but that information can be optimized and used.

98. Several actions in the area of library operations were proposed. One group asked how well-equipped libraries can support those which are under-equipped, and suggested that one way would be through carefully selected donations of library materials. Other actions proposed included making services more sophisticated through technical improvements; adding value to collections and promoting services; and repackaging the information for different clienteles. The library should work with literacy agencies to encourage story telling and easy to read newsletters for the young, while library associations should promote the establishment in various countries of information, documentation or resource centres in community centres and non-formal agencies. These should use posters, radio and newspapers for their clientele and provide literacy classes for the young who can then further discuss their experiences with their parents.

99. Only one reference was made to funding; it was proposed that universities should recognize the importance of the library by providing proper funding.

100. The importance of adopting and adhering to international standards and guidelines was emphasized, and it was considered that library associations in countries need to facilitate the implementation of standards by playing an active role in ensuring that they are adhered to.

101. The Group also emphasized the importance of both national and international cooperation and collaboration with other libraries and librarians, including establishing associations.

6.4 Core Value C: Actions: IFLA Level

102. In addition to the Advocacy actions outlined above, Group C identified numerous other actions to be taken, and conditions to be met, by IFLA. Only those directly relevant to Core Value C are discussed here; those relating to IFLA in general are discussed under Core Value D below.

103. IFLA needs to enhance skills and competencies in relation to professional service principles and the technical tools that support them. It should organize workshops to promote the good ideas and expertise of IFLA, and generally undertake training more vigorously, especially using distance learning.

104. IFLA should provide encouragement and support to library associations and backing for local endeavours, and identify best practices. IFLA could help with attempts to have embargoes lifted.

105. Another group in Core Value Group C commented that the guidelines and standards for delivery of quality and relevant services that are published by IFLA need to be managed aggressively by IFLA in cooperation with national associations. When guidelines are available IFLA needs to work with national library associations to ensure high levels of awareness, distribution, implementation and evaluation, and to ensure that national associations give systematic and structured feedback to IFLA.

106. Another group pointed to a need for IFLA to help countries in the various regions to develop effective methods and have good policies. In particular, IFLA should help nations with destroyed libraries by examining the extent of damage and making recommendations.

6.5 Core Value C: Obstacles: General

107. Few general obstacles were noted in connection with Core Value C. The question of the image of the profession was again raised, with attention being drawn to the low profile of librarians and libraries. Libraries are underfunded and understaffed, and there is a lack of funding for service training. An unstable political environment was also an obstacle in many countries, and telecommunications infrastructures may be in need of improvement to be effective.

6.6 Core Value C: Obstacles: Individual Level

108. At the individual level, the low profile of librarians was an obstacle, as also was the traditional orientation of many librarians, who were confused by the different service models involving print or electronic media and the need to balance the use of technology with an individual approach. An inability to accept

change and lack of skills – especially leadership skills – emphasized the need for training. Unstable political and economic environments often resulted in inadequate funding.

6.7   Core Value C: Obstacles: Institutional Level

109.   The need for better leadership was also noted at this level. Changing organizations and modernizing services called for good management of change and this in turn required good leadership. However, there were problems with the management of change; it was often difficult to change the attitudes of higher administrators in institutions to get them to accept IFLA's ideas. Obstruction from trade unions, when attempting to achieve a proper balance between technology and the individual and personal approach, could also be a problem. There was often a lack of agreement on service levels, as well as a lack of funding.

110.   It was also noted that "languages could be a challenge". In library schools, recognition of this problem could call for curriculum change.

6.8   Core Value C: Obstacles: IFLA Level

111.   Apart from the obstacles to Advocacy actions outlined above, the other obstacles to IFLA action identified by Core Value Group C were of a general nature and are therefore discussed under Core Value D below.

7.   Core Value D

112.   The commitment to enable all Members of the Federation to engage in, and benefit from, its activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

7.1   Core Value D: General Comments

113.   Core Value Group D recommended that IFLA should consider revising the Core Value to include 'economic status' and age. 'Geographic location' should also include economic status, e.g. inflation and exchange rates, etc. which are a major hindrance for many countries. Maybe an enabling structure needs to be put in place. The statement should include individuals as a layer.

114.   The group commented that

> development state or economic status are important; we have to help in bringing the have nots closer to the haves, e.g. conservation and preservation activities are located mainly in the developed world, while the Third World needs them more.

115.   The group also raised the following questions:
*   What is IFLA doing for me?
*   What are the benefits of membership beyond newsletters?
*   How can the IFLA Governing Board coordinate better with Sections?

7.2   Core Value D: Actions: Individual Level

116.   Very few actions for individuals were identified by this Group: they should read the *IFLA Journal*, interact with IFLA business and translate some papers and other materials if they have the necessary language skills. Individuals should also encourage local associations to help translate materials.

7.3   Core Value D: Actions: Institutional Level

117.   Associations and institutions should ensure that they reflect Core Value D in their practices and processes e.g. in recruitment, programmes, publications, etc. and generally implement and follow-up on IFLA activities. The national library association of each country should play a role.

118.   Associations and institutions should become involved in the production of materials for the disabled, e.g. in Braille. Funding and expertise may be sought within the country from the associations. They should also translate works based on the country's needs.

119.   One group noted that

> HIV/AIDS is killing people, so where are libraries going to be? Librarians and libraries should be centres of information on AIDS and encourage/influence policies.

7.4   Core Value D: Actions: IFLA Level

120.   As noted in the Introduction, since Core Value D relates specifically to IFLA's commitments to its membership, any general points raised in the discussion of the other three Core Values have been brought together here.

7.4.1 IFLA Structure and Functioning

121.   Group C considered that

> The complexity of IFLA's structure needs to be simplified for IFLA to be more effective, and members need better knowledge of how to join the complex IFLA structure components.

122.   Group D was concerned with how to make IFLA groups, divisions and offices work better together. They noted that IFLA provides a platform for all to network with others from other countries, and sug-

gested that efforts should be made to get people elected from developing countries and support their attendance, as well as ensuring that there was only one representative from each country per section, etc.

7.4.2 IFLA and its Membership

123. Group B felt IFLA needs to be open minded, to become more proactive, not reactive, and to be more participative in decision making. Group C also felt that IFLA needs to become more democratic and more participative, to ensure wide participation by members. Group B suggested that, in particular, IFLA should democratize its programme to Third World countries by involving more people from developing countries. There was a particular need for the involvement of more people from Latin America, but this again raised the language problem. Group C proposed that IFLA should publicize the fact that members are welcome to attend Section meetings; the Sections of IFLA need to have more freedom. They also called for reduced membership rates for individuals to encourage them to join IFLA.

7.4.3 Communication

124. Group D considered that communication networks should be used by IFLA, to give greater encouragement to local activities by its various groups, and by regional committees, to communicate with library associations. IFLA should also establish direct contact with national associations; this person to be a communication link. To make IFLA groups, divisions and offices work better together, Group D felt that people need to know all the IFLA sections better.

125. Group B recommended that, in becoming more proactive, IFLA should develop policies on publishing information among LIS professionals – for example, information about the 'World Summit on Information Society (WSIS)' at Geneva in 2003. Group D also felt that IFLA should communicate proactively to members via the listserv and other modes of communication.

126. Noting that IFLA already has listservs, some participants in Group D asked how IFLA could become more interactive with all its members via the IFLA website. It proposed the creation of a Virtual IFLA, making greater use of focused web-based discussion lists and websites linked to IFLANET. However, there was a need to make the IFLA website better known to all libraries and more relevant to libraries in developing countries many of whom are not yet digitized, automated, computerized – how can attention be drawn to this?

127. Group D also suggested that IFLA's delegates in home countries should convene year-long discussions to include persons who would possibly not be able to attend meetings, while Group B proposed that a pre-conference session on trends and services, prioritization, etc. should be organized in connection with the annual conference.

7.4.4 Translation

128. According to Group B, IFLA needs to be more responsive to members' needs, particularly with regard to the use of languages. Members of Group D also felt that IFLA needed to make a greater commitment to translation. There is a need for more translations of IFLA documents into at least the five IFLA languages. It is important also to include as many languages, including non-IFLA languages, in the electronic dissemination of IFLA information on the web. IFLA should encourage translation into local or regional languages by individuals and associations or institutions. IFLA itself should take steps to find people who can translate, including having IFLA Sections try to do so.

7.4.5 Cooperation

129. The importance of cooperation was emphasized by Group B. They felt that

> IFLA needs to build effective partnerships; create more partnerships – deeper and richer; define and encourage partnerships; establish more partnerships for different reasons; and share good practice and practical solutions.

130. Group D also felt that IFLA should increase its interaction with other organizations in the global arena and learn about funding sources or partners from other countries through the IFLA network.

7.4.6 Promotion

131. Related to some extent to Advocacy, the need for IFLA to be more self promoting was raised by Group B. IFLA should publicize its objective and how one can contribute towards it. As a practical step, IFLA should take out advertisements in prestigious journals. The question was asked: "Does *The Economist* know about this meeting?"

132. Group C also felt that the promotion and marketing of IFLA could be improved:

> IFLA it is not known in other countries and should market itself particularly where there are world gatherings such as the World Sustainable Development Summit in South Africa.

7.4.7 Education, Training and Research

133. Group C strongly recommended that IFLA should give priority to education and training, which

should be a major theme of its programmes. The group pointed out that, to develop recommendations, IFLA must be informed. It therefore needed to provide research to provide information. Group D identified a need for an analysis of 'the face of IFLA' through statistics on membership in the various Sections, etc. and a survey of each Division, while Group C expressed support for an IFLA survey among university students.

7.4.8 Funding

134. As regards funding, some participants in Group C called for IFLA to provide money and grants to countries or institutions, particularly to promote connectivity and encourage the use of the Internet.

7.4.9 IFLA Youth Forum

135. Group D emphasized the need for IFLA to try to bring in young professionals and get their views. They commented:

> Young librarians evidently do not want to be librarians and IFLA might be a good encouragement. [Another comment: Sceptical. How do we turn it into an action. These are words that are often used by many organizations. IFLA needs definite workable models, modalities, etc.]

136. The group therefore proposed the establishment within IFLA of a Young Librarians' Forum, which would function at the local level and be reflected in the IFLA General Conferences.

7.4.10 Standards

137. On the question of standards, Group D noted that IFLA works through guidelines and best practices, not funding, and that IFLA guidelines and standards are key sources for members.

7.4.11 Others

138. Some participants in Group D felt that a little support from IFLA would go a long way in encouraging more production of materials for the disabled, e.g. in Braille.

7.4.12 The Future

139. Group D's final proposal for action by IFLA was

> To strive to create objectives for change for the next election.

7.5 Core Value D: Obstacles: General

140. Only one general obstacle was identified by Core Value Group D: that of prioritizing the actions proposed above.

7.6 Core Value D: Obstacles: Individual Level

141. Similarly, the Group identified only one obstacle at the individual level: that of inertia.

7.7 Core Value D: Obstacles: Institutional Level

142. No obstacles were identified at this level.

7.8 Core Value D: Obstacles: IFLA Level

143. Groups C and D both identified obstacles at the IFLA level.

7.8.1 IFLA Structure and Functioning

144. It was felt by Group C that IFLA's structure is too rigid and complex. Group D also noted that there are problems of organization, infrastructural development and communication, and asked:

> Does the addition of discussion groups and sections make it impossible for everyone to know what is going on?

145. The Group considered that

> There is a lack of human resources, expertise and time, and a need for consensus and prioritisation

146. and had observed 'a loss of focus' in IFLA. They also asked how the Governing Board can coordinate better with the Sections, reiterating that:

> Dictating from above without discussion with Sections and Divisions (the backbone of IFLA) will only alienate members.

147. There is a need to diversify membership and representatives on the various IFLA Sections and Divisions.

7.8.2 IFLA and its Membership

148. Group C noted that various restrictions make it difficult for members to participate in IFLA activities, while Group D commented that IFLA Headquarters and the Governing Board are too 'top down'; there is not enough member involvement, and this alienates members.

7.8.3 Communication

149. With regard to IFLANET, Group D commented that the IFLA website is third generation, and needs to become more innovative and interactive. On the IFLA Conference, the Group felt that there was:

- not enough place on IFLA conference programmes for discussion

- not enough time for discussion in workshops and at conference programmes
- not enough time for sections to work at the conference.

7.8.4 Translation

150. Language was identified as a major problem by Group D, which commented that "A lot of things are in English, there is a lack of translation. Many papers are not translated and items published in other languages do not get disseminated".

7.8.5 Cooperation

151. The need to encourage wider participation from, and partnerships with, related professions who are our 'customers' was identified by Group C.

7.8.6 Promotion

152. Group C felt that IFLA lacks a sufficiently high profile in the global arena and is not recognized outside the library world. It needs to develop a better image to assure the funding that supports services.

7.8.7 Funding

153. Problems of sustainability and funding, particularly funding support for representatives from less developed countries, were identified by Group D, which commented that: "ALP disappearing – this is a problem".

The Next Steps

Kay Raseroka

The brainstorming process re-affirmed the Federation's commitment to the Core Values. It has yielded a rich lode of ideas and issues which need to be considered, clarified and addressed by individual professionals, by member institutions and by the Federation as an organization, in order to become empowered advocates who are driven by moral and ethically grounded choices, plans and concrete activities.

The outcome of this consultative process is now made available to members of the Federation through the IFLA listserv, IFLA-L, and through the *IFLA Journal* for the widest access by all. Copies of the report in print format are also available on request from IFLA Headquarters.

Comments on this report, and suggestions for priority actions to be undertaken by IFLA from 2003 to 2005, are now invited.

Association, Institutional and Corporate Members of IFLA are urged to circulate the report as widely as possible among their own members or employees.

All comments and suggestions should be submitted in writing (preferably by e-mail) to:

Brainstorming, IFLA Headquarters, POB 95312, 2509 CH The Hague, Netherlands. Fax: +31 (70) 3834827. E-mail: ifla@ifla.org.

Comments and suggestions relating to specific parts of this report should be clearly marked with the number of the section, sub-section or paragraph to which they refer. General comments and suggestions should also be clearly marked as such. This will facilitate the collation of the responses and the subsequent preparation of a supplementary report.

All comments and suggestions will be considered and as far as possible infused into IFLA operations as officers determine the professional actions and roles of Sections in the context of the broad, consultation-based paradigm shift yielded by the brainstorming process. The discussion and prioritization of actions needs to take place electronically among interested parties and officers and be submitted to the Professional Committee for consideration and presentation to the President-Elect's Planning Group. They will subsequently be considered by the Governing Board in March 2003. The outcome will provide the basis for and contribute to the strategic direction, action plans and programme for the period of the next Presidency, 2003–2005.

There is a relatively short time between December 2002 and March 2003 for us to accomplish the prioritization. With electronic communication and sustained interest, however, the goal is achievable. It will focus all our minds and provide an opportunity for newly elected officers to influence the programme of activities in the period 2003–2005, in line with the priorities determined by the broad membership of the Federation.

I ask IFLA Officers and the membership to strive to establish, as a bedrock for the period 2003–2005, collaborative programmes of activities across Sections and Divisions, as far as possible. This approach will be in keeping with the vision that informed the IFLA restructuring process, which is being advanced incrementally and strategically through the definition of actions that implement IFLA Core Values.

Kay Raseroka
President-Elect

> *N.B. The final deadline for the receipt of comments and suggestions at IFLA Headquarters was originally set at 31 January 2003. However, comments and suggestions from IFLA Journal readers are still welcome, and should be addressed as indicated above.*

This report is also available on IFLANET: http:// www.ifla.org/IV/ifla68/papers/brainstorming02.htm

Creating a Green Light for IFLA

Introduction

At the IFLA Governing Board meeting in Glasgow in August, Board member Marian Koren, called for a review of the operation of the Board under the new structure adopted by Council in 2000, which came into effect in August 2001 at the end of its first year. This was agreed and Marian was asked to prepare a discussion paper for consideration at the following meeting.

This she did under the title 'Creating a Green Light for IFLA'. Please read the paper, which has a very broad scope, in effect calling for an overall strategic plan for IFLA for the next few years. It takes into account the recent advances IFLA had made in striving to become a more open, transparent and truly global federation, and provides some ideas how this may be taken forward. The Board held a discussion on the issues raised in the paper. At the end of the debate, the Board agreed to post the paper on IFLANET and IFLA-L and to call for contributions to a broader debate.

Comments are invited by 1 March 2003. They should be sent to IFLA HQ at ifla@ifla.org.

The Board also set up a Green Light Working Group which will meet to consider the responses and to make firm recommendations for an overall strategic plan for IFLA to the Board, which meets next on 14 March 2003.

The membership of the group is:

Marian Koren (Netherlands)
Kay Raseroka (President-Elect, Botswana)
Winston Tabb (Chair, Professional Committee, USA)
Claudia Lux (Germany)
Ana María Peruchena (Agentina)

Sjoerd Koopman and Ross Shimmon will act as the secretariat.

The 'Green Light for IFLA' is complementary to the report on the Brainstorming Session hosted by Kay Raseroka, IFLA President-Elect, held during the IFLA conference in Glasgow. This report, 'Bridging the Digital Divide' is available at http://www.ifla.org/IV/ifla68/papers/brainstorming02.htm.

We look forward to receiving your views and discussing them in the Green Light Working Group and Governing Board meetings. We look forward even more to driving IFLA forward to ensure that it is positioned to represent the world wide library and information profession as we gallop towards the information society.

Ross Shimmon, Secretary General
December 2002

Consultation Document

by Marian Koren, Member of the Governing Board, IFLA. 20 December 2002.

As promised at the GB-meeting in Glasgow, I herewith send a paper with thoughts on a 'Red Thread for IFLA'. Background to this paper are my experiences during my first year in the IFLA Professional Committee and Governing Board, former participation in IFLA-conferences and a number of concerns expressed by section members and others who wish IFLA well.

Attempting to get a hold on IFLA-structures, procedures as an officer were combined with an attempt to understand what IFLA is aiming at. Aims and objectives, professional priorities and conference themes – how did they relate to the strategic plans of the increasing number of sections?

During the last five years, I saw a large number of the same people, the same topics and also the same speakers, all gradually growing older every year, like me, but did really something happen? What were the urgent issues which really needed to be discussed at top international level, and which legitimized the enormous efforts of organising a world conference annually?

In short, I was confused and felt the need for a 'red thread' which would give focus to (my) activities in IFLA. Others have expressed orally and in their library journals that IFLA lacks focus, is too complex and difficult to enter. At the same time, members are willing to give their best energy, once they would know it would be more effective.

Green Light

One may say that in fact a number of things are stagnating, action is urgently needed. The political and technological developments don't wait for us. But people might need a Green Peace of the Information World ... So this is an attempt to create a Green Light for IFLA which will dynamise its potential and give it full speed ahead for its important mission.

It should be noted that this can only be seen as a beginning. This paper is incomplete. A number of issues need to be elaborated, especially a more in depth work on relating the core values with some basic principles already formulated in IFLA Statements as a foundation for the strategic priorities.

We can draw on the work done during the President-Elect's brainstorm sessions in Glasgow and the final report from the Social Responsibilities Discussion Group.

I sincerely hope that this paper will contribute to the 'greening' of IFLA and becoming more inclusive, more representative of the membership of all national library associations and more tolerant of diversity.

Summary

1. Give *priority to focus and strategy* of IFLA as a federation of associations.

2. Define the *main strategic issues*, e.g.:

   - spread of library service throughout the world, especially the developing world: access to information for all: partners UNESCO and UNICEF; relations to the Education-world, World Bank/ regional funds.
   - balance of rights: library and information users in the public domain; partners/alliances: reading associations, authors, publishers.
   - role of libraries in supporting main human development issues: literacy, life long learning, bridging the digital divide, sustainable development. Partners: UN-bodies, education world, environmental organisations.

3. Work out *a larger 3-year plan* including Goals and Objectives; Activities; Resources and Expected Outcomes. Also including: which priorities, which partnerships and which strategic alliances for which issues. Include monitoring and evaluation.

4. *Include in the plan:*

   - strategic issues, for which extensive mapping of priority issues, IFLA's stand and possible partners and alliances is necessary;
   - management issues, regarding the relations and roles of IFLA's Main Office, President (-elect) and GB, and Finances, Human resources, (IT) Equipment;
   - professional issues, and how they are dealt with in a decentralized way by sections/divisions, including a more simple and flexible structure.

5. Make an *immediate start*, as this is necessary in order to address main strategic events in the coming year(s), and to respond to the needs of IFLA's members. (cfr. President-Elect's brainstorming discussions). Involve the help and resources of some experienced library association persons.

6. Focus on the *functions and roles* of IFLA, and adjust the form/structure of IFLA accordingly, in that order.

The following can be considered as background and building bricks for such a plan.

Basic notions

- IFLA aims at developing and promoting library and information services worldwide and defends the inter-

ests of its members: library associations and professionals.
- IFLA's core values (universal and equitable access to information for human well-being and development) are related to general values formulated in international human rights and related documents.
- In order to achieve it aims, IFLA has formulated professional priorities.
- In its activities, IFLA must distinguish between strategic work and professional development. Advocacy and lobby to make libraries and information issues visible in society and the international community are top priorities.
- The IFLA organization is mainly based on professional development and needs restructuring in order to address strategic issues, making the best use of its members' knowledge and networks.
- Core Activities, Divisions and Sections should be supportive and contribute to both strategic issues and quality professional development.

Strategic work

IFLA needs to influence the development of civil society, especially the international community to promote library services and defend library interests. Needed are:

- Clear formulation of aim and outcome;
- Timely, pertinent interventions, including campaigns;
- Support by research: international surveys; influence on OECD-surveys etc.
- Development of strategic positions;
- Partnership, coalitions, allies etc.
- Corporate activities and corporate strategies: support of IFLA-members, especially involvement of the national library associations.
- Clear role definition of sections relating to other international organisations.

(See annex for an example)

How? Steps to be taken:

The Governing Board must anticipate, plan and steer the external, strategic and political activities of IFLA, with the necessary courage, intelligence and flair.

FAIFE and CLM are closely related to strategic issues and should give input and advice on the core of IFLA's intervention, provide research, prepare strategic positions and support partnerships in their fields. Part of their expertise should be present at IFLA's Main Office.

Similar input from sections etc. is required for the interventions, which should be related to the overall priorities and the major concerns running through all sections and divisions.

Professional development

IFLA aims at promoting standards for quality services. Needed are:

- Clear vision on purpose of exchange and development of professional services, especially those aspects which need an international setting.
- Practical and effective work by sections and divisions, guided by vision and instruction.
- IFLA needs to gather top expertise of the library and information field on its congress.
- Top experts from related and other fields of (also strategic) interest should be invited.

How? Steps to be taken:

The Governing Board (especially the Professional Committee) must work on a coherence between professional priorities and formulated targets and encourage sections and divisions to work effectively.

Joint activities of units should be encouraged through larger sessions. Themes for sessions should be related to priorities and strategic anticipation of trends etc. Outcomes should be made explicit and defined.

The Professional Committee analyses and prepares an overview of priorities, necessary development and desired outcomes of professional activities. Sections will be invited to realize one or more of these outcomes.

Relation of aims, professional priorities, strategic plans, congress theme and sessions

Analysis

IFLA's aims are broad and form an ultimate yardstick for its activities. The professional priorities are broad formulations to guide professional activities. But the plans and activities of Sections refer to the professional priorities mostly in words, less in a thorough analysis of what needs to be done in its specific field.

What are the urgent issues, also related to some very basic social, economic and cultural questions in the world?

Step 1:

Would be to make this analysis for each field.

General and specific aspects

Sections have different aspects in common; they can be classified according to:

Characteristic	Section numbers (see Table 1)
Type of library	1-2-3-4-5-6-7-11-28-30-38
Specific library user groups	9-10-31-31-32-33-42
Management-related aspects	20-21-33-23-24-25-26-27-34-40-41-43
Technical/Professional-related aspects	13-14-15-16-17-18-19-29-35-36-37-39-45

Most of them are interested in the same new trends and adapt them to their specific aspects: IT, user education, marketing, knowledge management, staff development etc. Or general notions as: life long learning, performance measurement, e-learning etc.

Step 2:

Make cross-sectional programming possible, attractive and necessary.

Have a check on the openness of programme planning and quality of the papers.

Encourage to look beyond horizons, and have invited speakers from outside the profession.

Organization

IFLA is first of all an organization. Meetings and conferences are means to achieve one or more of the aims. IFLA is NOT a conference. Not necessarily an annual one. It may find other means to achieve it aims with less costs and efforts and more effect for all members.

But creating strategic visibility and offering a suitable platform for professional exchange and development might be enhanced and achieved by means of a world congress. On some conditions.

A congress theme should reflect an attractive, new aspect of professionalism, attractive for professionals combined with a strategic notion. It thus offers ample possibilities to attract media-coverage, political attention, and to create strategic events and meetings.

An open forum or session with UNESCO, the Readers Association, the World Health Organisation or UNICEF thus becomes an interesting and strategic meeting, with participation of IFLA's best experts and representative officials, where issues are discussed which really are the concern of all present.

Step 3:

Let it be clear, that the choice of the congress theme is a strategic matter, and need to be the responsibility of the Governing Board which elaborates the theme, based on analysis from the Professional Committee and input from local organizers. Timely announcement is necessary.

Strategic theme

The congress theme has strategic aspects which should be covered in some main sessions, which can be co-organized by sections concerned. They should have clear instructions and be knowledgeable about IFLA's management policies. The idea that all sections have their 'own' session is not compatible with a stronger focus on corporate professional action. All sections need each

other to realise good outcomes. An attractive congress is never long: 3 days will do.

Step 4:

Make the World Information and Library Congress an event not to be missed, through a timely and strategic planning of the theme, elaborated by a number of sections. Shorten the Congress to 3 days.

Concentration

Step 5:

Reconsider the efforts put into the World Congress. Could it be every other year?

The year in between needs to be used for preparing strategic actions.

And could also be used for regional meetings, so money which is saved can flow into regional activities (especially for Division VIII).

Note: the whole transformation of Round Tables into Sections seems not to be thought through in its practical consequences and timely order. Now all new sections are encouraged to structure themselves, by recruiting members, a provisional standing committee etc. But the conference planning does not allow for such a larger number of sections with separate meetings etc.

Ergo: measures have to be taken to limit the time allotted to each section (not very encouraging); or to reduce the number of sections (not very encouraging for the new ones; difficult for older ones).

Steps to be taken:

- Are we ready for making distinctions, based on strategic and professional priorities?
- Are we ready to reduce administrative/business time to 1 session per section, preferably during the congress?
- Set up a plan to use the input of professionals to address the broader issues adequately, without impediment of structures.

Management issues: On the structure of the association and the organization of the congress

The main focus of IFLA as an association should be on being the international voice for library and information matters in the world.

The activities of IFLA's Main Office should be:

- Gather quality research and knowledge on strategic issues;

- Create a set of strategic statements and plans;
- Create a network of strategic partnerships;
- Organize advocacy rather than mere representation;
- Organize publicity;
- Create corporate promotion of library services.
- Create a sphere of a federation of associations by involving the national association-members in:
  - Advocacy on the national level;
  - Quality professional development;
  - Development and execution of IFLA strategy;
  - Take part in IFLA representation and advocacy when international meetings take place in their country.

Steps to be taken:

- Make sure that enough experience of running an (international) professional association is present on a continuing basis.
- Make a staff development plan for the coming years, to get a variety of necessary expertise for strategic issues on board.
- For the short term: Support staff at IFLA Main Office with software for planning meetings and sessions;
- On the longer term: Reduce the work of the Main Office in the practical organization of the Congress.

Legitimate advocacy

If IFLA regards access to information for all as a basic human value for which it wants to stand, IFLA must have all countries included in the federation, no matter how scarce library services may be in that country. If IFLA wants to speak legitimately on behalf of the library world, it should include all national library associations and work towards the largest possible representation. The group of national library associations should become a special body within IFLA's structure.

It also means that IFLA has a good knowledge of the library scene in every country. In reverse, IFLA supports library development in every country according to its international guidelines and standards. It also makes use of the national library associations for advocacy, to spread IFLA statements and strategic activities.

Steps to be taken:

- Create a formal body of the national library associations.
- Involve national library associations in the advocacy and lobby.
- Identify a group of lobbyists and speakers.
- Consider the role of IFLA's regional offices in this light.

Benefits of membership

If "everything" is on IFLAnet, what is the benefit of IFLA-membership?

Sections do not want to compete to recruit new members.

For institutions some benefit in membership is in the influence and decision making process, gaining experience and being part of an international network of expertise.

For individuals, professional exchange is interesting but IFLA is mostly too expensive, especially for the young. On top of that, congress prices are high, both for participation and accommodation for a long period. Who can afford to be away from work for such a long time?

IFLA Journal should bring news, which can hardly be found or covered by national library journals: international surveys, IFLA's partners; trends in the international community and best practices world wide. Themes issues or regional focus might raise more involvement of specific sections.

IFLA Journal should reflect the common cause which unites librarians.

Step to be taken:

- Make benefits of membership clear to various types of members.
- Involve national library associations in a combined recruitment of members.

Generations of librarians

As a number of libraries, and their library associations is suffering from a 'greying' population, so does IFLA. IFLA recognizes the value of long-term experience and continuity in its activities. But also: IFLA must become attractive for younger librarians, as international orientation and experience will become increasingly important for quality librarianship and improved strategies of libraries and their associations.

Recommended steps to be taken as measures of positive discrimination:

- At least one younger speaker in every session;
- Young IFLA buddies for young newcomers;
- On IFLANET: overview of grants and other possibilities for young professionals;
- A strategic theme session organized by Young Librarians;
- A Partner/Friends of IFLA club, for all senior IFLA professionals and friends, who are willing to share their humour, wisdom, personal networks and fundraising capacities for the sake of IFLA.

Other related issues already raised in various reports mentioned before, will nicely add value to the proposed process of transformation from inward looking to outward acting. Based on some core principles.

It can be seen as a model with concentric circles. At the centre are IFLA core values and programs (eg FAIFE, CLM), then the expertise of the organization (members), then activities and on the outside the organizational structure.

More work needs to be done, but let's get started!

Example for lobby campaign

Annex 1

Recommendations by Winnie Vitzansky

IFLA lobby campaign for the Importance of Libraries in the Information Society

The library world – through the leadership and guidance of IFLA – in preparation for the upcoming World Summit on the Information Society (December 2003 Geneva) as a major strategic initiative organizes a worldwide lobby campaign through the national library associations.

Why?

If the library world wants to influence decision making, it is necessary to have our goals included in the draft document, prepared for World Summits by politicians and civil servants during the preparatory meetings.

As library representatives we have little effect, but by influencing the decision makers – well in advance – we can further the position of the libraries.

Access to information is mentioned in the "Draft Plan of Implementation of the World Summit on Sustainable Development" (X. Institutional Framework for Sustainable Development), and this may provide a starting point for the libraries message/campaign for the WSIS.

The global campaign should be part of IFLA's preparatory process for WSIS in Geneva.

A global campaign involving many more resources than IFLA can mobilize on its own is necessary to have an impact on the global policy making.

How?

Campaigns may be handled in many efficient ways.

The following outlines one approach, based on the following basic assumptions:

- *For a worldwide campaign to be successful it needs to be a strategic initiative, handled at the strategic level of IFLA;*
- *A clear understanding of what we want to achieve and how it relates to the framework of the World*

	IFLA Sections	Type	Specific user group	Manage-ment	Technical Professional
1.	National Libraries	X			
2.	University Libraries and other General Research Libraries	X			
3.	Library and Research Services for Parliaments	X			
4.	Government Libraries	X			
5.	Social Science Libraries	X			
6.	Geography and Maps Libraries	X			
7.	Science and Technology Libraries	X			
8.	Public Libraries	X			
9.	Libraries Serving Disadvantaged Persons		X		
10.	Libraries for Children and Young Adults		X		
11.	School Libraries and Resource Centers	X			
12.	Bibliography				X
13.	Cataloguing				X
14.	Acquisition and Collection Development				X
15.	Document Delivery and Interlending				X
16.	Serial Publications				X
17.	Government Information and Official Publications				X
18.	Rare Books and Manuscripts				X
19.	Preservation and Conservation				X
20.	Library Buildings and Equipment			X	
21.	Information Technology			X	
22.	Statistics			X	
23.	Education and Training			X	
24.	Library Theory and Research			X	
25.	Africa			X	
26.	Asia and Oceania			X	
27.	Latin America and the Caribbean			X	
28.	Health and Biosciences Libraries	X			
29.	Classification and Indexing				X
30.	Art Libraries	X			
31.	Libraries for the Blind		X		
32.	Library Services to Multicultural Populations		X		
33.	Reading		X		
34.	Management and Marketing			X	
35.	Audiovisual and Multimedia				X
36.	Reference Work				X
37.	Genealogy and Local History				X
38.	Mobile Libraries	X			
39.	Newspapers				X
40.	Management of Library Associations			X	
41.	Women's Issues			X	
42.	Information Literacy		X		
43.	Continuing Professional Development and Workplace Learning			X	
44.	Library History				X
45.	Library and Information Science Journals				X

Table 1: Classification of IFLA Sections

Summit on the Information Society must be developed;

- *The resources of The National Library Associations must be utilized;*
- *Timing is crucial as we only have a little more than one year for the work.*

This leads me to the following suggested steps in a campaign:

1. A clear policy document forming the basis of the worldwide campaign should be drafted by IFLA Secretariat with reference to the proposed themes for the

World Summit on the Information Society, www.itu.int/wsis.

    a. Please, see also the Report on WSIS from Susanne Seidelin, IFLA/FAIFE for Governing Board, August 2002.

    b. This policy document should be discussed and decided upon at the upcoming Governing Board Meeting (December 2002).

2. A timetable for the campaign, based on the UN preparatory process, should be developed by IFLA Secretariat and discussed and decided upon at the first possible Governing Board meeting.

    a. (The first global prep.com meeting has taken place already. The next one takes place in Geneva, March/April 2003. But also a number of regional and local meetings are planned).

3. An IFLA delegation for the WSIS in Geneva should be appointed (2–3 persons). To secure the "political weight", the President of IFLA as well as the Secretary General should be represented in the delegation.

4. The approved policy document, timetable and guidelines for campaigning should be send to all national library associations, urging them to organize national campaigns:

5. Contacting their national representatives and politicians, responsible for the preparations for WSIS.

6. Participating in regional and national preparatory meetings.

7. Raise national debates on the issues of the WSIS.

8. Progress reports on the national lobby campaigns by the national library associations should be send to IFLA Secretariat and made available at the IFLA website.

9. IFLA Secretariat prepares an information package for the use of the national library associations for press contact during the event of the WSIS, December 2003.

IFLA/IPA Steering Group: reports of the Co-Chairs of the IFLA/IPA Steering Group at the Panel Discussion held on August 23, 2002 during the Annual IFLA Conference in Glasgow

Ingrid Parent (IFLA Co-Chair)

Our intent today is to provide you with some information on the work being done by this joint group whose objective is to work together in certain areas of interest that are common to both libraries and publishers. The IFLA/IPA Steering Group was formed in 2000 with much good will and enthusiasm but also with some hesitation. As you know, libraries and publishers depend on each other in many ways, but there are also conflicting philosophies and points of view.

The Steering Group consists of Claudia Lux from Germany, Sandy Norman from the UK, myself from Canada and Ross Shimmon from the IFLA side and, Lex Lefebvre, Ted Nardin, Herman Spruijt and Benoît Müller from the IPA side.

We developed a mission statement:

> Recognizing that publishers and libraries share the common objective of the transmission of information from the author to the end-user, the mission of this Group is to improve library/publisher relations throughout the world through cooperative initiatives and ongoing dialogue and communication for the mutual benefit of the two communities. As technological developments are changing the way both communities operate, it is important to identify and promote areas of synergy and discuss ways to address divergences.

We hold about three meetings a year during our annual conferences and at other occasions, as appropriate.

We discuss areas of common interest, raising topics and priorities. When certain issues are identified, at least from the IFLA side, we refer them to our specialized committees and experts.

In the past 18 months the IFLA members have relied heavily on the input provided by our CLM committee through the chair Marianne Scott, on our Publisher Relations Advisory Committee now chaired by Ann Okerson, and through other Core Activities like FAIFE and PAC. We also consult with IFLA sections such as the National Libraries Section and the Acquisition and Collection Development Section, with the CDNL Group and with other individual libraries and experts.

Together, we prepare and present the IFLA position on various issues such as copyright, archiving of digital material, freedom of expression, and certain economic issues such as taxation on books.

I think we all recognize that the Steering Group presents an opportunity to exchange views and ideas in a positive atmosphere and attain some results, but we fully realize that there are, as Mr. Spruijt once said, some real and imagined controversies in our relationship. It is a challenge but we are moving forward.

We have had several accomplishments in the past two years:

- First, the Joint Press Release on August 23, 2001 during the IFLA Conference in Boston announcing the purpose and mission of our steering group. It was an accomplishment in itself getting us together. This was

followed on October 12, 2001 by a Joint Statement on common principles on copyright in the electronic environment. This particular topic was and is a difficult one, with strong positions on both sides. We took one small step forward; hopefully more can be done in this area.

- Another joint statement has just been issued on the archiving and preserving of digital information. It raises awareness about the urgent need to address the archiving of the world's digital published heritage.
- In the past few months, we have held joint meetings with WIPO and UNESCO officials to present our points of view and share with them the needs of libraries in the educational, cultural and intellectual property areas as well as identifying where libraries could offer their expertise to advance the agendas of these international organizations.
- We have sent mutual letters of support to various governments to emphasize our belief in freedom of expression and the right of every individual to express his or her views.
- We are also of the same views regarding the negative effect that taxation on books has on literacy and we are making similar appeals to various governments.
- IFLA has now been invited to join IPA in collaboration with UNESCO to nominate future World Book Capitals.
- IFLA and IPA are also jointly by promoting the UNESCO Florence Agreement on the importance of educational, scientific and cultural materials.

By working together, we can increase our lobbying and advocacy efforts to various information communities and to governments in order to achieve our objectives related to the creation and use of information resources in a fair and equitable way.

Herman P. Spruijt (IPA Co-Chair)

I am very pleased that we have been invited to address the library community to give you the publisher's perspective on the joint steering group. As you have learned from Ingrid Parent the history and first accomplishments, I will now dwell on how the publisher's delegation looks at the issues hitherto dealt with.

IPA is representing the publishing industry world wide as an umbrella organization, like IFLA. IPA represents 78 national, regional and specialized publishers' associations in 65 countries. STM is represented in the steering group as a world wide specialized publishers organization, representing publishing houses from around the world, which are active in the field of scientific, technical and medical publishing.

The Library as a Trusted Environment

The idea behind establishing the joint working group goes back to 1998 when the Executive Committee of IPA met in Paris with the President of IFLA, Madame Christine

Deschamps and some of her colleagues. These were turbulent times since both publishers and librarians experienced in their day to day life the first introductions of online products and we were both trying to find out whether or not our relations could be the same as they were in the past. Subjects like licensing, copyright and its exceptions in a digital world, divided our constituencies. In addition 'the pricing issue', statements like 'digital is different' and the notion of 'users rights' separated our camps.

We agreed that it would be better to investigate how to cooperate and try to work efficiently together at the level of our two organizations as partners in the information chain. Further we felt we should sincerely focus on what we have in common and not on were we differ. This means more inclusive communication to our respective groups and especially supporting each other when lobbying. By considering each other's views before we publicize positions, we might both win and avoid confusion at the level of NGOs, international organisztions and (supranational) governments.

The basis of this approach from the side of the publishers is the notion that we see libraries as trusted environments, with which we enjoy long standing business relations.

Maybe it is important to mention here that although the major international publishing houses are dominating the press, there are hundred of thousands of small and medium sized publishers in the world whose culture and values on e.g. literacy are very close to those of 'the average librarian'!

Subjects Covered

Let me focus the rest of this report on a series of topics which we have covered or are working on to explain and clarify the – in our opinion – fruitful start of our discussions.

The generic issues are:

Literacy

Recently UNESCO launched an initiative 'The decade of literacy' where we intend to cooperate closely together, especially in the developing world, but also in the western world. Reader Development is already a topic in IFLA and very much in the interest of publishers. How to broaden the horizon of children by (re) introducing reading in the family and school environment.

Copyright

1. Stimulate authors' creativity, protect intellectual property of authors in each and every country, secure that there are financial incentives for them to produce a broad spectrum of original works, are the basis for the publishing industry.

2. In our joint statement on common principles on copyright in an e-environment we tried to find a common basis for further dialog.

3. Copyright awareness is a subject everybody agrees that it is important. However we realize that is very difficult to pinpoint what is and how to support this notion. A recent IPA initiative suggested to focus on three notions: existence and importance of copyright and the consequences of infringement.

4. Further we support a WIPO initiative 'Moi Createur' and UNESCO initiatives in this important area.

5. Last but not least: it goes without saying that many libraries are and should be active in this field ...

Freedom to Publish

IPA and IFLA promoted separately the right to freedom of expression over the years in the print environment and more recently in an electronic environment. Recent cases on controlling access through libraries and filtering publishers' content by communities and governments show that this might be an area where it is important to constantly stimulate awareness. We feel that more intense cooperation of our respective committees and Secretariats can be very helpful.

Archiving (of e-publications)

Publishers realise that it is important to save the cultural heritage for future generations. We have worked together on a joint statement, which has been published during this IFLA conference.

More specialist or technical subjects are:

Visually Impaired

Both IFLA and IPA support voluntary arrangements for personal use between rights holders and representatives of users where no effective versions of works for the visually impaired are commercially available.

VAT

Print publications are subject to VAT-reduction. For e-publications, including distant learning packages and educational materials however, as well as electronic newspapers and e-books, the standard rates apply. Information in general and especially for education and research underpins the economic, cultural and social well being of people. No or low taxation on these products is the goal.

Digital Rights Management (DRM)

Publishers are in the business of making information available at the broadest possible scale. DRM is in our view a facilitating instrument and not a tool for blocking access. Standard setting for description and identification as well as the creation of persistent identifiers and their interoperability is where we are actively involved in. It is our opinion that close cooperation with the library community is needed: the area of digital management of rights is becoming an urgent priority to manage easy, effective and authorized access to published works to avoid locking-up information. In our opinion DRM is a tool to enable new business models and not restrict them. We share the concerns of librarians and academics about 'imposed standards' or compulsory levies (e.g. the Hollings Bill in the USA) and support industry self-regulation.

For a Steering Group, which is only two years active, we think we have made some progress and we sincerely hope that IPA and IFLA will be able to cooperate through their Secretariats and initiatives like this steering group fruitfully together in the years to come.

IFLA 2002: Evaluation by a Second-Timer

Anjali Gulati

The 68th IFLA (International Federation of Library Associations and Institutions) General Conference and Council, Glasgow, Scotland, United Kingdom, was attended by more than 4,700 delegates from 122 countries. Among thirteen participants registered from India, I was selected as the CILIP (Chartered Institute of Library and Information Professionals) fellow to attend this conference. This was my second opportunity to attend an IFLA conference. I was greatly overwhelmed and exposed to the world at my first IFLA conference and after coming back I was getting plenty of ideas but was unable to channel them in a proper direction. The interaction with experienced fellow professionals (both national and international) helped me in channelling my professional efforts. As a result I have started contributing my viewpoints to various newsletters like IFLA, COMLA (Commonwealth Library Association) etc. These activities helped me to seek a fellowship for the second time. This time I could understand IFLA, its structure and activities more comprehensively. I have become more focused now and know the right approach to be a competent information professional, and will help in paving the professional paths of the younger fellow professionals.

My Experiences

When I look back, at my first IFLA I was so excited like a child to be out of my country for the first time, meeting new people and exchanging business cards, etc. But this time, I found myself to be more organized, methodical and well-prepared before going to Glasgow for IFLA. To make the most of the conference, with the help of

IFLANET, I made my timetable of each day's IFLA programme thoroughly and well in advance.

The 68th IFLA Council and General Conference on 'Libraries for Life: Democracy, Diversity, Delivery' offered an enormous opportunity to me and my country for academic growth and development. The conference and sessions were enforced by a bigger range of presentations, delivered by knowledgeable and interesting speakers from around the region and the world, which were very informative and beneficial for my professional development. In terms of speakers invited to the meeting, they were really top level, ranging from the senior levels of the library profession in both private and government institutions and academia.

After attending the Standing Committee meetings of the Asia and Oceania Section, I understood the structure of the Section and of Division VIII [Division of Regional Activities] to a greater extent, which I couldn't understand last year. I closely interacted, shared my views and took the expert advice of the members of the Standing Committee (Asia & Oceania) and Division VIII. In these meetings I put forth my idea of conducting a workshop on the *Public Library Guidelines* at my Department in the University of Jammu, India. The chair of the section Ms. Rashidah Begum encouraged me to submit a proposal.

Before going to IFLA, I saw the WSIS (World Summit on the Information Society) site and read its brochure, but couldn't understand how I could be a part of this summit. After attending the UNESCO Open Forum in Glasgow I could understand the structure of WSIS, its theme and sub-themes. This apprised me of UNESCO's role in the WSIS preparatory process, which includes studies on ICTs (information and communication technologies) and education, cultural diversity and multilingualism, libraries and archives in the information society, media in the information society, gender issues and access for disabled persons to ICTs. Now I am deeply interested to contribute to the WSIS in a significant way, and my Head of Department has also agreed to register for the Summit. Since I came back I am in constant touch with Sjoerd Koopman, Coordinator of Professional Activities at IFLA Headquarters and with Abdelaziz Abid at UNESCO. This is helping me to learn more about the WSIS and perhaps will help me to participate in the Summit in Geneva in December 2003.

Another aspect which is worth mentioning here is that IFLA is not only a conference where we have different sessions, it is a huge platform to share our ideas, opportunities, options and alternatives formally and informally. This is how I came to know about the Global Knowledge Partnership (GKP) South-Asian Regional Network Meeting held during 14–17 Sept. 2002 in Dhaka, Bangladesh. It was Mr. Reza Salim who apprised me about this event and how to participate in it. Hence I came to know that the GKP is also a platform to participate in WSIS. Thus IFLA, followed by the GKP meeting, has really broadened my horizon and ideas, which is helping to strategize my future plans for WSIS.

Another important feature of the IFLA Conference is its daily update *IFLA Express* to keep delegates attentive about the daily scheduled sessions, meetings, etc.

Another very dynamic, informative and innovative session was the brainstorming session held by Kay Raseroka, IFLA President-Elect. This session gave me a new arena towards knowing the 'Domain of Digital Divide'. In this session, twelve tables, each with ten chairs, were arranged. Each table had a moderator/facilitator and a recorder. There were four core values discussed, among which our table was given the core value, "The belief that people, communities and organizations, need universal and equitable access to information, ideas and works of imagination for their social educational cultural, democratic and economic well-being".

I was given an opportunity to act as a facilitator for the group and Mr. Javier Alvarez acted as rapporteur. I was given documentation about the 'Purpose of Brainstorming Session' and 'Outline Procedure and Timetable'. Acting as a facilitator was altogether a new experience, which gave me an orientation on how to manage and coordinate a group of people. I initiated discussion based on the headings and sub-heading listed in 'Outline Procedure' and according to the set time schedule. The group consisted of stalwarts like Susanne Seidelin, Director IFLA/FAIFE; Jacinta Were, Chair, IFLA Africa Section; Elizabeth Watson, COMLA's President, Manmohan Beins, etc. After vibrant discussions for nearly one hour the following resolutions were evolved:

- Some initiatives should be taken up by IFLA in coordination with Regional National Associations to take up copyright issues, intellectual property issues, etc.
- At the individual level, people should break the 'Competition Barrier' and build a 'Collaborative Attitude' and start sharing information; only then will information flow unfiltered.
- Some key actions are required to publicize FAIFE activities.
- There is an urgent need to incorporate a curriculum for 'Freedom of Information' in LIS schools.

Our group rapporteur presented these outcomes at the end of the session.

I never knew that IFLA is so comprehensive and exhaustive association. I realized it only after attending the session on 'Meeting with IFLA National Association Members'. Last year I was literally confused about how IFLA makes policies for Membership, Core Activities Funding and Draft International and Regional Values. This year, after attending the aforesaid meeting I can confidently say that IFLA is by me, of me and to me. Here I can openly discuss my views and ideas. Pro-

fessionals are always there to value you and help you to give your ideas a definite shape.

The exhibition offered a range of products from reputed firms. I was very much impressed by the product demonstration of elibrary Inc, Wiley and EBSCO. After attending these demonstrations and being an educator I have started thinking about the ways and means by which we can bring the industry leaders to library schools on visiting assignments, thus forming an 'Industry-Institution Relationship'. This will give a practical outlook on LIS subjects and consequently will not only help the budding LIS professionals in enhancing their productivity and efficiency in the information industry, but will also contribute to the development of the entire nation in a sig-nificant manner. Being an Asian country, this will help other third world countries in particular and the entire world in general.

Lastly, I would like to thank CILIP, especially Rosy Corrigan and Jill Martin, who made it possible to realize my dream. I also wish to thank the Dean, Academic Affairs of my University and Prof. I.V. Malhan, Head of Department, Library Science who had given me the permission to participate in the conference.

Ms. Anjali Gulati
Lecturer, Department of Library Science, University of Jammu, Jammu, Jammu & Kashmir, India. E-mail: anjali_g26@rediffmail.com.Ingrid Parent (IFLA Co-Chair)

What is WLIC?

It is the new name of the IFLA Conference!

The biggest annual international gathering of librarians, the IFLA Conference, is to be known in future as the "**World Library and Information Congress"**.

IFLA's Governing Board decided on the new title last year. It was due to come into effect with the 2004 event to be held in Buenos Aires, Argentina. However, it has now been decided to adopt it this year- for the meeting due to take place in Berlin, Germany, 1–9 August 2003.

The new title is designed to ensure that the event has a greater impact outside the profession and in the city in which it takes place.

"Although IFLA is very well known within the profession, the people in the street and the media have no idea who we are", said Ross Shimmon, IFLA's Secretary General. "*But everyone will understand what is going on when they see a banner proclaiming the World Library and Information Congress"*, he explained.

For more information and translations, contact IFLA Headquarters, ifla@ifla.org

IFLA Policies and Programmes

IFLA Statement on Indigenous Traditional Knowledge

IFLA (The International Federation of Library Associations and Institutions) declares that human beings have a fundamental right to access to expressions of knowledge, creative thought and intellectual activity, and to express their views publicly.

IFLA acknowledges the intrinsic value and importance of indigenous traditional knowledge and local community knowledge, and the need to consider it holistically in spite of contested conceptual definitions and uses.

IFLA furthermore notes the need

- To recognize the significance, relevance and value of integrating both indigenous traditional knowledge and local community knowledge in providing solutions to some of the most difficult modern issues and encourages its use in project planning and implementation.
- To protect indigenous traditional knowledge and local traditional knowledge for the benefit of indigenous peoples as well as for the benefit of the rest of the world. It is vulnerable both because it is exploitable and has been exploited, and because of the loss of Elders and the significant decline in emphasis on transmission of this knowledge to younger generations in the face of pressures for modernization.

- To implement effective mechanisms for technology transfer, capacity building, and protection against exploitation in accordance with the Convention on Biological Diversity, the ILO Convention 169 and other conventions relating to sustainable development and the interests of indigenous peoples.

IFLA recognizes that the character of indigenous traditional knowledge does not lend itself to print, electronic or audiovisual means of recording but, in order to ensure its continuing preservation, access and elaboration recommends that libraries and archives:

1. Implement programs to collect, preserve and disseminate indigenous and local traditional knowledge resources.
2. Make available and promote information resources which support research and learning about indigenous and local traditional knowledge, its importance and use in modern society.
3. Publicize the value, contribution, and importance of indigenous and local traditional knowledge to both non-indigenous and indigenous peoples.
4. Involve Elders and communities in the production of resources and teaching children to understand and appreciate the traditional knowledge background and sense identity that is associated with indigenous knowledge systems.

5. Urge governments to ensure the exemption from value added taxes of books and other recording media on indigenous and local traditional knowledge.
6. Encourage the recognition of principles of intellectual property to ensure the proper protection and use of indigenous traditional knowledge and products derived from it.

Based on a resolution of the 15th Standing Conference for Eastern, Central and Southern African Library Associations (SCECSAL) 2002.

Approved by the Governing Board of IFLA, December 2002, The Hague, Netherlands.

From the Governing Board

Governing Board Meeting, December 2002

The Governing Board held its fourth meeting in The Hague on 14 December 2002 under the chairmanship of the President, Christine Deschamps. Some of the main points discussed, and the main decisions taken, are summarized below. The summary does not necessarily follow the order of the official minutes of the meeting, which will be available on IFLANET after approval by the next meeting of the Governing Board in March 2003.

OCLC Trust

The President reported that, as she had completed her term of office on the Advisory Board of OCLC [a Gold Corporate Partner of IFLA – *Ed.*], she had the opportunity of recommending a recipient for a donation from the OCLC Trust. She had nominated IFLA/ALP, which had been accepted. This was noted with satisfaction.

Future of the IFLA Conference

Winston Tabb, Chair of the Professional Committee reported on the meeting of the committee held on 12–13 December 2002. Discussions on the future of the IFLA Conference had surrounded two main issues: (a) duration and structure, and (b) quality. The Committee was recommending that, as from 2004, the conference would begin on Sunday and finish on Thursday. It would therefore be a shorter and more compact event. It was also recommending that IFLA, through the Professional Committee and the Governing Board, should take greater responsibility for the content of the conference, again with effect from 2004. The Board would decide the plenary session topics and speakers; this reflected the views emerging from the President-Elect's brainstorming session at Glasgow. One such slot would be reserved for the host country. The Committee and the Board would also have more input into the content of the programme and the conference theme. The Committee was also recommending that each professional entity would be al-located only one slot in the programme per year, whether it was planning it on its own or in collaboration with other entities. He said that it was intended by these means to ensure an evolution for the conference rather than revolution. The content of the opening ceremony would remain the responsibility of the host organization, in consultation with the Board. The objectives of these recommendations were approved by the Governing Board, which will consider detailed proposals at its next meeting.

A Green Light for IFLA

At its previous meeting, the Board had agreed to reconsider its method of working after one year of operation under the new Statutes. Board Member Marian Koren introduced a paper 'A Green Light for IFLA' [reproduced in full on pp. 78–84 in this issue – *Ed.*] which she had prepared to assist the discussion. In discussing the paper, Board members noted that some of its proposals could be adopted for the Berlin conference; however, they did not want to reopen the issue of biennial conferences. The annual conference was successful in terms of attracting large numbers of participants. A great deal of time and effort is spent on the conference, but the challenge is to get things done between conferences. New sections were considered to be a sign of life. IFLA should build on recent successes, including the adoption of core values, the professional priorities and structural changes, and ensure that its voice is heard on the world stage. There was a need for more staff at HQ, but the resources are not available at present.

The Board decided to set up a Working Group of Marian Koren, Winston Tabb, Kay Raseroka and Claudia Lux to take forward the ideas in the paper and arising from the discussion. It would work by email and meet in March 2003. The next step would be a discussion in the Professional Committee in March with Kay Raseroka on her Presidential programme.

The Board recorded a vote of thanks to Marian Koren for facilitating the debate.

President-Elect's Planning Committee

Kay Raseroka reported on her current thinking about her Presidential programme. She said that the need for advocacy would be a key theme. There would also be a need to focus on the UN World Summit on the Information Society. She believed that libraries should perform an important role in sustaining literacy; a role which many had not yet recognized, especially in the world of formal education. The challenge would be to tackle the issue in all its diversity, with libraries at the heart. She was also very conscious of the growing impact of HIV/Aids on human impact in her own continent. The question to which she would constantly return would be 'How do we empower youth to make informed decisions?'

From the Secretariat

Regional Managers and Core Activities Directors meet Headquarters Staff

A meeting of IFLA Regional Managers, Directors of the Core Activities and IFLA Headquarters staff was held at IFLA Headquarters on 16 and 17 October 2002. Each of the Regional Managers introduced their offices, their work and their regions. Each of the Core Activity offices or programmes was introduced by its Director. Staff members introduced various aspects of their work, including membership, the annual conference, the publications programme, *IFLA Journal* and IFLANET. The Secretary General, Ross Shimmon, outlined the current situation of IFLA finances in general and of the Core Activities in particular. Aspects of internal and external communication were discussed.

The Governing Board had asked to be informed about the role and position of the Regional Offices and Managers. It was agreed that IFLA Headquarters would draft a job description and a form of agreement between IFLA and the host institutions of the Regional Offices, and send this to the Regional Managers for comment. A template for use by Regional Offices in preparing their budget proposals was discussed and agreed upon.

Berlin Conference

The IFLA 2003 Berlin Organizing Committee is very pleased to announce the first issue of *IFLA Express* for the IFLA 2003 Conference in Berlin, Germany. The English and German versions can be downloaded as PDF-files from the conference web site at: http://www.ifla.org/IV/ifla69/express-e.htm (English); http://www.ifla.org/IV/ifla69/express-g.htm (German).

This first issue contains (among others) the following information:

- programme in brief
- visa and letter of invitation
- new conference fee structure
- international trade exhibition
- information on Berlin and Germany
- important deadlines.

The second issue of the *IFLA Express* will be published in May/June 2003, and another five issues will appear each morning during the conference. Members of IFLA will receive the printed version by regular mail.

Christoph Albers (Conference Coordinator), on behalf of IFLA 2003 Berlin.

More information: IFLA 2003 Berlin Sekretariat, c/o Staatsbibliothek zu Berlin, Potsdamer Str. 33, D-10785 Berlin, Germany. Tel: +49-30-265588-74. -52 Fax: +49-30-265588-75. E-mail: ifla2003secr@sbb.spk-berlin.de. Websites: http://www.ifla.org *and* http://www.ifla-deutschland.de.

Marketing of Library Associations Workshop

The IFLA Sections of Management and Marketing and of Management of Library Associations are programming a joint workshop to be held during the IFLA Conference Berlin 2003. We invite you to take an active part in that workshop by presenting your communications.

The subject of the workshop will be 'How to market our library associations, especially among young professionals'. We would be glad to listen to many librarians from all over the world and to hear about their different experiences in membership recruitment, as well as about new ideas to put in practice in order to increase their fellowship.

Our aims are:

- to share our experiences in recruiting and maintaining new members for our associations, especially among young people
- to review the problems in the membership of our associations, and to share the solutions put in place in the different countries
- to make new ideas raise in order to increase the participation of young people in library associations.

Communications are to be brief (15–20 minutes) and concrete, presenting the situation in your library association and/or describing the way you are managing it. Communications should be proposed to us (address below) until 31 March 2003.

The proposals should include:

- name of author/s and address (including e-mail if appropriate)
- title of the communication
- a brief abstract (150 words).

Later, a written text should be submitted to IFLA before 31 May 2003 to be put on the web. Communications should be presented orally (Powerpoint or slides would be appropriate), and would be followed by a dialogue and work by groups.

Please send your proposals to:

Àngels Massísimo, Facultat de Biblioteconomia i Documentació, c/

Regional Managers, Core Activity Directors and IFLA Headquarters staff at the meeting in October 2002. Left to right: *Front: Magda Bouwens (HQ), Pensri Guaysuwan (Asia), Karin Passchier (HQ), Corinne Koch (PAC), Birgitta Sandell (ALP), Marie-France Plassard (UBCIM), Sjoerd Koopman (HQ), Marie-Thérèse Varlamoff (PAC), Stephen Parker (HQ), Susanne Seidelin (FAIFE), Sophie Felföldi (HQ), Henri Sène (Africa), Ross Shimmon (HQ). Rear: Kelly Moore (HQ), Josche Neven (HQ), Elizabet Ramos de Carvalho (LAC).*

Melcior de Palau 140, 08014 Barcelona, Catalonia, Spain. Tel. +34 (93) 4035784. Fax: +34 (93) 4035772. E-mail: massisi@fbd.ub.es

or to:

Christina Stenberg, Generalsekreterare, Svensk Biblioteksforening, Box 3127, 103 62 Stockholm, Sweden. Tel. +46 (8)-545 132 30. Fax: +46 (8)-545 132 31. E-mail: chs@biblioteksforeningen.org.

Electronic Journals and Workflow Workshop

The Serial Publications and Reference Work Sections will be sponsoring a workshop at the IFLA Conference in Berlin on the effects of electronic journals on workflow and organization within libraries. We envision having a panel of 5–6 individuals who can speak to specific aspects of workflow and library organization with regard to acquisitions, cataloging, reference and public services.

Because this is a workshop rather than a programme, we want to encourage interaction between the panelists and the audience. As a result, the workshop will be organized thusly: Instead of formal presentations, we will ask the panelists to respond briefly to a series of specific questions. These questions will center on how e-journals have affected workflow and library organization within their institutions. We will then open up the same question to the audience once the panelists have responded to it. Of course these questions will be developed prior to the workshop so the panelists can develop their responses in advance.

If you are interested in participating in this workshop, please contact:

Marjorie E. Bloss, Chair, IFLA Serial Publications Standing Committee, 2827 West Gregory Street, Chicago, Illinois 60625, USA. Tel. +1-773-878-4008. E-mail: Marjorie_Bloss@msn.com.

Please provide your name, position, institution, institutional address, phone number and e-mail address, as well as a brief description of your e-journal activities. We are eager to hear from people working in Reference, ILL and Public Services as well as in Technical Services.

Membership

New Members

From 1 November to 31 January, we were joined by 20 new members. We are especially pleased to have our first member from Oman. We welcome all of you to the IFLA community. IFLA had 1720 members as of 31 January 2003.

National Associations

Colegio de Bibliotecarios de Chile AG, Chile
Uzbekistan Library Association, Uzbekistan

Zimbabwe Library Association (ZimLA), Zimbabwe.

Institutions

Botswana Training Authority, Botswana
Institute of Information Studies & Librarianship, Charles University, Czech Republic
National University of Lesotho Academic Library, Lesotho
Technikon North-West, South Africa
Book Aid International, United Kingdom
Clemson University, Scarborough-Phillips Library, United States

St. Edward's University, United States
Biblioteca Nacional de Venezuela, Venezuela.

Personal Affiliates

Ms Maria José Faria Ramos, Angola
Ms Sandra Campbell, Ms Rachel Melis, Canada
Ms Kathryn Mathe, Hungary
Ms Sarah Prescott, Oman
Ms Gail de los Santos Anderson, United States
Ms Ellen Petraits, United States
Wallace Koehler, United States
Ms Jana Varlejs, United States.

From the Core Programmes

Closure of the UAP/OIL Core Activity and Office

The IFLA Universal Availability of Publications Core Activity and Office for International Lending, which has been hosted by the British Library at Boston Spa, United Kingdom, since the late 1970s, will close with effect from 31 March 2003. The remaining UAP staff, Sara Gould and Katharine Rennie will transfer to other duties within the British Library from that date.

UAP has achieved a great deal over the past 25 years. Universal Availability of Publications has been an ideal and an objective as well as a programme. It has given practical support to those engaged in international interlending by collecting and publicizing information about the practice of international interlending, conducting and encouraging research in the area and by providing a range of specialized services.

IFLA would like to acknowledge the contribution of all who have been concerned in this valuable contribution to the ideal of achieving the widest possible availability of published material. In this connection we should especially like to mention Maurice Line and Graham Cornish, both former directors of UAP. We would also like to express our thanks to the host institution, the British Library for generously maintaining UAP and OIL over many years, during times when funding for international activities has been scarce.

Although the UAP/OIL office is closing, we are very pleased to announce that it has been possible to continue some of the successful UAP initiatives.

Responsibility for the Interlending & (always written with an ampersand) Document Supply International Conference series has transferred to the IFLA Document Delivery and Interlending Section. The next conference will be held in Canberra, Australia from 28–31 October 2003. More details can be found at: www.nla.au/ilds.

The IFLA Governing Board has decided that the very popular International Interlending Voucher Scheme will continue. It will transfer to IFLA HQ in The Hague. An announcement will be made in the near future later about procedures for ordering and redeeming vouchers from IFLA HQ when the arrangements have been finalized. In the meantime, please continue to send redeemed vouchers, orders for new vouchers and all enquiries about the Voucher Scheme to the usual address: ifla@bl.uk. Until then redeemed vouchers and order for new vouchers may continue to be sent to the British Library and enquiries to usual e-mail address: ifla@bl.uk.

The sale of the IFLA International Loan/Photocopy Request Forms will continue to be handled by the British Library in the short term.

Ross Shimmon
Secretary General
February 2003

Closure of UBCIM Core Activity and Office

The IFLA Universal Bibliographic Control and International MARC Core Activity (UBCIM) which has been hosted by Die Deutsche Bibliothek since 1990, will close as per 1 March 2003. The Programme Director Marie-France Plassard will retire on that same date.

The UBCIM Programme has achieved a great deal over the past 30 years. It has been responsible for the creation of the ISBDs as well as UNIMARC, and for maintaining a full publishing and seminar programme. Many people have contributed to its success during this time, but especially the host libraries, initially the British Library, and in the more recent past Die Deutsche Bibliothek.

IFLA would like to acknowledge the contribution of all who have been concerned in this very valuable contribution to the process of international bibliographic standardization. We would also like to express our thanks to the host institutions, and especially to Die Deutsche Bibliothek for maintaining UBCIM in a period when funding is difficult for all international activities.

We are also very pleased to announce that the National Library of Portugal (NLP) has offered to act as the new host for the continuation and further development of the UNIMARC format. The NLP will also take over the publication of the journal *International Cataloguing and Bibliographic Control*.

The books from the *UBCIM Publications New Series*, including recent ISBDs, will continue to be available from K.G. Saur Verlag at http://www.ifla.org/V/saur.htm; other UBCIM book publications will be available from IFLA/HQ http://www.ifla.org/VI/3/nd1/publist.htm.

Requests for permission to translate UBCIM publications should be directed to IFLA Headquarters.

Ross Shimmon
Secretary General
29 January 2003

Law Libraries Discussion Group

The IFLA Law Libraries Discussion Group met for the first time at the Glasgow Conference and the theme of their session was 'Citizens' Rights to Free Access to Basic Legal Materials'. A selection of the papers from the session will appear in the Winter 2002 issue of *Legal Information Management* – the journal of the British & Irish Association of Law Librarians (BIALL) that will spotlight the work of IFLA.

The Glasgow session was chaired by Valerie Stevenson of BIALL. Rosemary Everett described the work of her team at the Scottish Parliament. At the heart of the Parliament is a team providing an excellent cutting edge website. A core part of the Parliament's work in encouraging public involvement. Jules Winterton read a paper from a Scottish consultant, John Sibbald. Mr Sibbald argued for a portal approach to Scottish law rather than the database approach that the Legal Information Institutes such as BAILLI have set up. The Legal Information Institutes are charities and questions were raised about their long-

term financing. He also expressed the view that the work of these institutes may encourage government departments to be less enthusiastic about their own legal information databases, citing the example of the long awaited Statute Law database in the United Kingdom. Joe Ury of BAILLI gave an update on their work.

The Law Discussion Group is meeting again in Berlin and the topic of access could be carried over in the light of Kay Raseroka, President-Elect of IFLA, taking 'Bridging the Digital Divide' as the theme for her term of office.

David Byrne
Head of Information
BT Group Legal

From IFLA Newsletters

Most of the Sections and Round Tables, all the Core Programmes and one or two of the Divisions within IFLA publish newsletters; one or two publish journals. Most of the newsletters are concerned mainly with their own activities, and contain lists of Standing Committee members, reports on their own meetings and those of related bodies, plans for future activities, and so on. Many also include new items already issued by the IFLA Secretariat or by other Sections. Some, however, occasionally publish articles of wider interest, as do the journals. The aim of this section is to draw the attention of readers of the *IFLA Journal* to articles of this kind, which have been published in recent issues of some of these publications. News items, reports on meetings, etc. are not included.

Many IFLA newsletters appear on IFLANET in full text; for some, only the contents appear on IFLANET (http://www.ifla.org). Contact addresses for the editors and other officers of the Divisions, Sections, Round Tables and Core Programmes are also available on IFLANET and were published in *IFLA Journal* Vol. 27 no. 5/6 and Vol. 28, no. 1.

Universal Bibliographic Control and International MARC Core Activity (UBCIM)

International Cataloguing and Bibliographic Control (ICBC) Journal. Quarterly. ISSN: 1011-8829. Vol. 31, no. 4, October/December 2002.

What Makes A Good Bibliography Even Better? Current Situation and Future Projects. Workshop held during the IFLA Conference, Boston, 23 August 2001.
Introduction. John D. Byrum Jr. and Fernanda M. Campos.
National Bibliographies and the International Conference on National Bibliographic Services Recommendations:
Introduction. Anne M. Hasund Langballe and Barbara L. Bell.
Europe; North, Central and South America; and Oceania. Anne M. Hasund Langballe.
Africa, Middle East, and Asia. Barbara L. Bell.
Perspective on Names in the South African National Bibliography: Past, Present and Future. Tienie de Klerk.

Transforming the Swaziland National Bibliography (SNB): Visions of Currency, Access, Coverage and Quality. Paiki Muswazi.
Cooperation + Web Access = Timeliness. Eva Tedenmyr.

Core Activity on Preservation and Conservation

International Preservation News: a Newsletter of the IFLA Core Activity on Preservation and Conservation. ISSN: 0890-4960. 3 p.a. No. 28, December 2002.

Floods in the Czech Republic and their Impact on Libraries. PhDr. Jiří Polisĕnský.
Disaster Response Operations. Jean-Pierre Roze.
Siniestros: plan de emergencia para el salvamento de colecciones. Jean-Pierre Roze.
Sharing Preservation and Conservation in French-speaking Switzerland. Danielle Mincio.
Sixteen Years of pH Surveys on Newly-acquired Materials. Takao Murayama.

Grants and Awards

Harry Campbell Conference Attendance Grant Year 2003

IFLA ALP is pleased to announce the availability of the Harry Campbell Conference Attendance Grant, to support a delegate from a developing country which has not had IFLA Conference participants in the last few years, to attend the 69th IFLA Conference in Berlin, Germany, 1–9 August 2003. The grant will cover the ticket. The cost of registration fee, accommodation and meals will be met by the delegate.

Criteria for allocation

Candidates must be a national of one of the following countries; Belize, Bhutan, Cameroon, Cape Verde, Djibouti, Eritrea, Gabon, Guyana, Liberia, Madagascar, Mauritania, São Tomé, Sierra Leone, Solomon Is-

lands, Somalia, Swaziland, Tonga or Yemen.

General quality of application

Professional background and experience: level of education, positions held and professional experience in general. Type of library experience is also considered in order to get balance between all sectors of library and information work.

Committed letter of application and a well presented CV

Priority will be given to younger professionals with a minimum of 5 years of experience in the field of libraries. If your institution can afford to sponsor you on the basis of this cost-sharing package, please apply by filling in the application form, available on IFLANET at http://www.ifla.org/III/grants/hccgrant.htm. Only those delegates who are able to contribute their part of the cost should apply.

Applications, including professional curriculum vitae and information on present occupation should be submitted as soon as possible and should be received by the ALP Focal Point not later than 15 March, 2003.

IFLA ALP, c/o Uppsala University Library, Box 510, SE-751 20 Uppsala, Sweden. Fax: +46 (18) 471 3994. E-mail: ifla.alp@ub.uu.se.

Bursaries for IALL in Cape Town

The International Association of Law Libraries will be holding its 22nd annual course in Cape Town from 21 to 25 September and would like to make a concerted effort to bring African delegates to what promises to be a very stimulating and worthwhile conference. The people most likely to benefit from this conference are librarians and information specialists attached to law schools. Two professional development bursaries are awarded each year to assist with the travel costs. The preliminary pro-

gramme can be viewed at: http://www.iall.org/iall2003/.

Further information: Ms Olwyn Garratt, Information Officer, Fairbridge Arderne & Lawton, PO Box 536, Cape Town 8000, South Africa. Tel: +27 (21) 405-7318. Fax: +27 (21) 419-5135. E-mail: info@fairbridges.co.za. Cellphone: +27 072-343-9704. Website: http://www. fairbridges.co.za.

Noma Literacy Prize for Elephant Delivery Project

In July 2002 a jury appointed by the Director-General of UNESCO decided to award the Noma Literacy Prize to the Non-formal Education Elephant Delivery Project in Thailand for

1. making a considerable effort and demonstrating strong commitment 'to reach the unreachable' ethnic minority populations in a remote area inaccessible by road using elephants to transport volunteer barefoot teachers and materials
2. designing literacy programmes to encourage local tribal communities using local resources to impart relevant knowledge
3. developing literacy materials in eight tribal languages and linking non-formal education to child development activities.

The following brief description of the elephant delivery service was presented in a poster session by Aree Cheunwattana at the Glasgow conference; an edited version is published in *Information Development*, Vol. 19, no. 1 (March 2003) as 'Mobile and Outreach Library Services in Thailand':

This project was initiated in 2001 by the Department of Non-Formal Education. It aims to make information and education services accessible to forty-six villages in remote hill areas in Chiang Mai, a Northern province of Thailand.
Elephants are used to carry information and educational ma-

Elephant delivery in Thailand.

terials to the villages. The materials include book boxes, a satellite dish, cassette, video and CD players, writing boards, and electricity generators. Local carriers are hired to unload the crates carried by the elephants.

New International Literary Award in Memory of Astrid Lindgren

An important literary award in memory of the Swedish children's author Astrid Lindgren (1907–2002) has been established by the Swedish Government. The prize money of SEK 5 million (approx. USD 553,000) is to promote literature for children and young people. Intended as an annual prize, it will be awarded for the first time in June 2003.

Astrid Lindgren, creator of the much loved characters Pippi Longstocking, Emil, The Brothers Lionheart and Karlson on the Roof, has had and continues to have enormous influence on literature for children and young people in Sweden as well as in many parts of the world.

An Award for Children's Literature and Children's Rights

The aim of the prize is to enhance world-wide interest in literature for

children and young people. Astrid Lindgren was very committed to children's rights and always spoke out on their behalf. It is therefore important that this prize should promote children's rights at a global level, in keeping with Astrid Lindgren's humanistic beliefs.

An Award for Authors, Illustrators and Projects to Promote Reading

The Astrid Lindgren Memorial Award for Literature will be awarded to authors "who in their writing have produced literature for children and young people of absolutely the highest artistic quality and in the humanistic spirit associated with Astrid Lindgren". Individuals or others who promote reading among children and young people as well as illustrators may also be rewarded. It is proposed that the award may be granted

to one or more recipients, but may not be awarded posthumously.

A Swedish Jury to Select the Prize Winners

A jury consisting of twelve Swedish researchers, authors, illustrators, librarians and literary critics has been appointed to nominate and select winners. One member of the jury represents Astrid Lindgren's family. This year, due to lack of time, the jury itself will nominate the prize winners. In the future, however, a number of organizations around the world will be invited to submit nominations. Every year in March, the jury will announce the winner in Vimmerby, Astrid Lindgren's home town, which is situated in the county of Småland in southern Sweden. The prize will be awarded in June at a ceremony in Stockholm.

The Swedish National Council for Cultural Affairs, which is responsible for the award management, has established a special office to provide support for the jury, financial administration and information concerning the prize.

It is our hope that the prize will give literature for children and young people the recognition it deserves, says Kristina Rennerstedt, Director-General at the Swedish National Council for Cultural Affairs.

For additional information: Anna Cokorilo, Project Manager, Swedish National Council for Cultural Affairs. Tel. +46 (8) 519 264 00/08. Fax: +46 (8) 519 264 99. E-mail: literatureaward@kur.se. Website: www.kulturradet. se under the heading "Litteraturpris till Astrid Lindgrens minne".

IFLA Publications

IFLA Publications Series

Cost Management for University Libraries: with attached CD-ROM. Klaus Ceynowa and André Coners, in collaboration with Roswitha Poll, Peter te Boekhorst, Britta Pouwels and Burkard Rosenberger. Translated from the German by Patrick Nicholson. München, Saur, 2003. 177p. (IFLA Publications 104) ISBN 3-598-21834-6. ISSN 0344-6891 (IFLA Publications). With CD-ROM.

This book documents the results of a project which aimed at the development of a cost and results accounting adapted to the general fiscal framework for key service institutions at universities. A software tool, LIBRARYMANAGER, was developed during the project and is provided on the enclosed CD-ROM.

Contents:

1. Basic Principles of Cost Accounting for University Libraries
2. Cost Type Accounting
3. Cost Center Accounting
4. Activity based costing

5. Cost Management
6. Software Support for the Cost Management: LIBRARY MANAGER
7. Final Observations: Before You Start.

Published by: K.G. Saur Verlag GmbH, Ortlerstrasse 8, 81373 Munich, Germany. Tel: +49 89 76902 0. Fax: +49 89 76902 150/250. E-mail: info@saur.de.

Translations

A number of IFLA documents have recently been translated into other languages:

- the *IFLA/UNESCO School Library Manifesto* into Icelandic *(Stefnuyfirlýsing UNESCO/IFLA um skólasöfn)*, Khmer and Latvian *(IFLA/UNESCO Skolu Biblioteku Manifests)*
- the *IFLA Internet Manifesto* into Icelandic *(Stefnuyfirlýsing IFLA um Netið)* and Romanian *(Manifestul Internet IFLA)*
- the *Glasgow Declaration on Li-

braries, Information Services and Intellectual Freedom* into Icelandic *(Glasgow yfirlýsing IFLA um bókasöfn, upplýsingaþjónustu og vitsmunalegt frelsi)* and Romanian *(Declaratia de la Glasgow privind Bibliotecile, Serviciile de Informare si Libertatea Intelectuala)*
- the *UNESCO/IFLA Public Library Manifesto* has been translated into Khmer.

UNIMARC Concise Bibliographic Format

The IFLA Core Activity for Universal Bibliographic Control and International MARC(UBCIM) and the Permanent UNIMARC Committee are pleased to announce that the *UNIMARC Concise Bibliographic Format* posted on the IFLANET at www.ifla.org/VI/3/p19961/concise2. pdf has been updated to reflect the changes and additions of Update 4 to the *UNIMARC Manual-Bibliographic Format*. The *UNIMARC Concise Bibliographic Format* represents the state of the format as of 1 March 2002..

From IFLA Corporate Partners

Blackwell Synergy expanded

Blackwell Publishing is delighted to announce the addition of more than 250 of the world's leading social science and humanities journals to its state-of-the-art online research tool, Blackwell Synergy (www.blackwell-synergy. com). Many of these titles are published on behalf of scholarly and professional societies and include the top international peer-reviewed journals in economics, business, geography, politics, psychology, philosophy, and sociology, among others.

For many journals, the articles are now in full-text HTML format, as well as PDF. Many include CrossRef linking to cited articles, JSTOR links to back volumes, and reference links to the ISI database. In addition, several journals will also have Online Early papers, where peer-reviewed articles are posted online before the print issue is published.

Blackwell Synergy is already established in 1600 academic and corporate libraries worldwide providing access to Blackwell's 400 science and medicine journals. By including the social science and humanities journals in this service, librarians can set-up a single platform for all their Blackwell journals in the special Library Administrator area of the site. Here they can download daily updated usage statistics, administer their own IP addresses, and download an SFX-compatible file for setting up links in their online library catalogues.

Blackwell Publishing will be contacting library customers with information about how to set up access to these social science and humanities journals on Blackwell Synergy. Customers who have any queries should contact onlinehelp@oxon. blackwellpublishing. com directly.

For more information, contact: Emily Gillingham, Blackwell Publishing. E-mail: Emily.Gillingham@oxon. blackwellpublishing.com. Tel. +44 1865 776868.

Blackwell Publishing is part of Swets Blackwell, a Gold Corporate Partner of IFLA.

Other IFLA News

Campaign for the World's Libraries

The Library Association from Moldova, the Nepal Library Association, the Nigerian Library Association, the Association for the Promotion and Development of Public Reading of the Metropolitan Area of Lisbon (Portugal) and the National Library of Serbia have signed on to @your library, The Campaign for the World's Libraries.

With these five additions to the world campaign, the total number of international participants currently stands at eighteen. Other participants include: Armenia, Australia, Azerbaijan, Bulgaria, Canada (which is represented with four provincial associations), Georgia, Iceland, Italy, Japan, Korea, Kazakhstan, Mexico and Turkey. Artwork of the @your library logo for Moldova has been added to the @your library website at www.ala.org/@yourlibrary under Download Logos. Translations for Nepal, Nigeria, Portugal and Serbia are in production.

For more information: www.ifla.org/ @yourlibrary/index. htm.

From other Organizations

Antwerp Nominated World Book Capital 2004

The selection committee for the World Book Capital 2004 met on 17 January 2003 under the chairmanship of the President of the International Publishers' Association (IPA) to examine applications for nomination as the World Book Capital 2004, in accordance with Resolution 3.18 of the 28 of the General Conference of UNESCO. The Committee members were: Pere Vicens, (IPA); Françoise Dubruille, International Booksellers' Federation (IBF); Ross Shimmon, (IFLA); Milagros del Corral (UNESCO).

The selection committee examined the candidatures of Santo Domingo (Dominican Republic), Barcelona (Spain) and Antwerp (Belgium). After deliberation, the committee unanimously decided to nominate Antwerp as World Book Capital 2004 because of the excellence of the programme submitted, including a number of aspects of book promotion, like book sales, books and reading, literature, services, crafts, books for youth, books and cultural diversity and books and cultural minorities. The committee believes that the application by Antwerp constitutes a model, because of the comprehensive nature and of the rich documentation provided.

Project Bold Horizons

The Congress of Southeast Asian Librarians (CONSAL), which is hosted by the National Library Board of Singapore, is working together with Global Library Services Network (GLSN) to implement on a trial basis, a new initiative in the region in support of digital inclusion. The initiative is expected to narrow the digital divide prevalent in many remote communities.

Digital inclusion aims to assist remote communities which:

- are located very far away from major population centres; or
- do not have access to proper Internet connection; or
- have a lack of understanding on how to find "knowledge" on the Internet; or
- are linguistically excluded due to a lack of materials in their native language.

Global Library Services Network (GLSN) is a managed infrastructure provider (MIP) supporting a sustainable and scalable framework for the development and deployment of digital libraries to remote communities.

GLSN is currently being implemented on a trial basis through the national libraries in ASEAN (Association of Southeast Asian Nations) and at some of their regional centres. It is also used in Africa through the Association for Health Information and Libraries (AHILA).

The Project will be carried out in four phases:

1: The deployment of the GLSN CLIENT to remote communities so they can understand the process and the rich nature of the system that supports a range of assets from html, PDF, Powerpoint, Excel, audio, video and integrated websites.
2: Access to 'Easy Library' where communities will be able to build and deploy their own small test libraries.
3: Use of the E-Mentor facility in support of knowledge assimilation.

4: Deployment of libraries through WorldSpace Datacasting to select communities.

Further information: (CONSAL) Paul Johnson (Regional Project Manager). E-mail: Johnson_Paul@nlb.gov.sg. (Global Library Services Network) Cameron Esslemont (Director). E-mail: cameron@glsn.com.

ALA-International Poster Session – Deadline Extended

The International Relations Round Table (IRRT) invites you to present a poster session at the ALA/CLA Annual Conference in Toronto, Canada June 19–25, 2003.

What is a Poster Session?

This is a forum for librarians from around the world to highlight their libraries and to share their successful ideas with colleagues by presenting a research study, a practical problem-solving effort or an innovative library program.

How to Submit a Proposal for a Poster Session

The receipt deadline for proposals is 14 February, 2003. Priority will be given to those poster session abstracts that are submitted before 14 February. *Proposals received after this date may be considered if there is still available space for participation.*

Proposals can be submitted via email, fax, or hard copy. Proposals and presentation of poster sessions must be in English.

Proposals should include:

1. title of poster session
2. author's or authors' name(s)
3. employer or affiliated institution
4. contact information for author, including phone number, fax number, email, and mailing address (if there is more than one author, choose one person to be the contact)
5. abstract of no more than 150 words

6. a one or two word subject description.

Submit proposals to: International Relations Office, American Library Association, 50 E. Huron Street, Chicago, IL 60611, USA. Tel. +1 (312) 280-3201. Fax: +1 (312) 280-4392. Email: intl@ala.org.

Freedom of Information in India

The Indian Parliament has approved the historic Freedom of Information Bill 2002, which envisages access to government information and files to every citizen in an effort to promote greater transparency, openness and accountability in administration.

For more details visit: http://www. hindustantimes.com/news/printedition /171202/detNAT13.shtml *or* http:// www.thehindu.com/stories/2002121 705220102.htm.

J.K. Vijayakumar

Primer Portal en Español de Bibliotecas en la Florida

Southeast Florida Library Information Network (SEFLIN) anuncia la Gran Inauguración de MiServiciode Biblioteca.org, un nuevo portal en la Web que expande las conexiones entre las personas de habla hispana y las bibliotecas del Sudeste de la Florida. Por primera vez, se podrá acceder a través de un servicio de 'búsqueda única' en español, a veinticinco bibliotecas y sistemas bibliotecarios con más de 12 millones de volúmenes y materiales en el Sudeste de Florida.

MiServiciodeBiblioteca.org cuenta además con una Guía a Bibliotecas del Sudeste de Florida en español. Esta Guía incluye un directorio en formato de búsqueda de más de 300 bibliotecas, información sobre cada una de ellas y mapas con la ubicación respectiva de cada biblioteca. MiServiciodeBiblioteca.org provee además recursos para facilitar al personal bibliotecario la asistencia a usuarios de habla hispana.

SEFLIN es una cooperativa de entidades bibliotecarias cuyos miembros representan a más de 300 bibliotecas y sistemas públicos, académicos y escolares en los condados de Broward, Martin, Miami-Dade y Palm Beach. SEFLIN es líder en la planificación e implementación cooperativa de tecnología y servicios bibliotecarios que enlazan a bibliotecas y a las comunidades a las cuales prestan servicio.

Las bibliotecas afiliadas a SEFLIN que participan en MiServiciode Biblioteca.org son: Barry University, Boynton Beach City Library, Broward Community College, Broward County Library, Carlos Albizu University, Florida Atlantic University, Florida International University, Florida Memorial College, Florida Metropolitan University, Johnson & Wales University – Miami, Keiser College, Lynn University, Martin County Library System, Miami-Dade Community College, Miami-Dade Public Library System, Northwood University, Nova Southeastern University, Palm Beach Atlantic University, Palm Beach Community College, Palm Beach County Library System, School District of Palm Beach County, St. Thomas University, The Art Institute of Fort Lauderdale, Trinity International University, y West Palm Beach Public Library.

MiServiciodeBiblioteca.org ha sido financiado en parte según las disposiciones del Library Service and Technology Act, por el U.S. Institute of Museum and Library Services, administrado por la State Library of Florida.

Para más información, comunicarse con: Tom Sloan o Charles Mayberry, SEFLIN, 100 South Andrews Avenue, Fort Lauderdale, Florida 33301, USA. Tel. +1 (954) 357-7345.

National Library of the Czech Republic

Libraries, museums, and archives of the Czech Republic suffered from floods that struck a large part of the country in August 2002, and Prague in particular. There was a great need of vacuum sublimation chambers for freeze drying and condensation and heat drying equipment. The National Library of the Czech Republic appealed to libraries and other memory institutions abroad to help to remedy the damages caused by the floods, the extent of which had not been recorded in the history of the country.

The following message has now been received from the National Library of the Czech Republic:

Dear colleagues,

Let me express my great thanks for your help provided not only to the National Library of the Czech Republic, but also to many other Czech institutions struck by floods. Many individuals, libraries and even institutions that are not professionally related to libraries showed their solidarity and helped in reaction to the calamitous events in the Czech Republic.

The National Library of the Czech Republic, which suffered losses in the amount of CZK 22 million – mainly on its technical equipment, tries to heal its wounds without interrupting its standard work. Besides others, a new technical department was established, which has a time-long task – to unfreeze and dry hundreds of thousands of damaged documents kept in deep-freezing plants at the moment. Liquidation of material as well as morale damages will take for a long time yet.

However, we work with a good feeling that we were not left alone in the disaster.

Yours sincerely,

Vojtech Balík
Director
National Library of the Czech Republic
E-mail: vojtech.balik@nkp.cz
Prague, 10th January 2003.

Other Publications

Library and Information Science Bibliographies

International Bibliography of Bibliographies in Library and Information Science and Related Fields. Henryk Sawoniak. Edited by Maria Witt. Foreword by Michael Gorman. Munich, K.G. Saur Verlag. Volume 1: 1945–1978. 2003. 3 part volumes, together LXX, 996 pages. Hardbound. EUR 410.00. ISBN 3-598-11144-4. (Already available: Volume 2: 1979–1990. 1999. 3 part volumes, together LXXXIII, 1,208 pages.

Hardbound. EUR 410.00. ISBN 3-598-11145-2).

The first volume of the *International Bibliography of Bibliographies in Library and Information Science and Related Fields* records some 10,000 bibliographies focusing on library and information science and published between 1945 and 1978. It also covers publications from related fields such as archives, publishing, the book trade, copyright law, book art, and the history of script, books, paper and letterpress print.

Each entry commences with bibliographical details: author or editor, title, publisher, series title, year of publication, number of pages; in the case of essays the respective title of the book or journal complete with page number. These are followed by explanatory notes, an English version of the original title if applicable, references to parallel and other editions, a brief synopsis of the contents as well as references to reviews including those written outside the period covered by the bibliography. Four indexes (by author, title, subject and place) pro-

vide quick access to this multi-layered and extensive reference work, thus facilitating easy and targeted searches.

Published by: K.G. Saur Verlag GmbH, Ortlerstrasse 8, 81373 Munich, Germany. Tel: +49 89 76902 0. Fax: +49 89 76902 150/250. E-mail: info@saur.de.

Standards for Library Systems

The National Information Standards Organization (NISO) announces the publication of *The RFP Writer's Guide to Standards for Library Systems*, a manual intended to aid library system Request for Proposal (RFP) writers and evaluators in understanding the relevant standards and determining a software product's compliance with standards.

The widespread use of Integrated Library Systems (ILS), global communications via the Internet, and growing numbers of digital library initiatives have made the need for compliance with standards more critical than ever. Implementing information products and systems that support standards can ensure that libraries will be able to:

- integrate electronic content products from multiple vendors
- resource share on a wider geographic scale, even globally
- participate in more cooperative programs with other organizations, including ones outside the library community
- speed up the 'time to market' of library materials, i.e. the time to acquire, catalog, process, and circulate an item
- provide remote access to library services
- reduce the need for user training
- operate successfully with their parent organization's computing infrastructure
- migrate cost effectively to newer systems; and
- more easily adopt new technologies.

The *RFP Writer's Guide to Standards for Library Systems* identifies critical standards in the areas of Bibliographic Formats, Record Structure, Character Sets, Exchange Media, Serials Identifiers, Binding, Circulation Protocols, Barcodes, Interlibrary Loan (ILL), Electronic Documents, Electronic Data Interchange (EDI), Information Retrieval, Metadata, and Web Access. For each standard, the applicability to libraries is described, sample RFP language is provided, and compliance assessment issues are discussed.

Copies of the guide are available in print from NISO Press or for free download from NISO's website (http://www.niso.org/standards/ resources/RFP_Writers_Guide.pdf).

Further information: National Information Standards Organization (NISO), 4733 Bethesda Avenue, Suite 300, Bethesda, MD 20814-5248, USA. Tel: +1 (301) 654-2512 Fax: +1 (301) 654-1721. E-mail: nisohq@niso.org www.niso. org

Personal News

Barbara Clubb receives Queen's Golden Jubilee Medal

Ottawa City Librarian Barbara Clubb was honoured recently with a Queen Elizabeth II Golden Jubilee Medal. The commemorative medal was given to Canadians "who have made a significant contribution to their fellow citizens, their community or to Canada". This is the second time Ms. Clubb has been recognized with a royal medal. In 1978, she was awarded the Queen Elizabeth II Silver Jubilee Medal. She has also won many other accolades including the Outstanding Public Library Service Award from the Canadian Association of Public Libraries. In 2001, she was named Librarian of the Year by the Ontario Library Association. As head of the Ottawa Public Library, Ms. Clubb oversees the fourth largest library system in Canada and the largest bilingual (English/French) public library in North America. The 33-branch system serves the City of Ottawa's population of 800,000 with a staff of 440 full time equivalent employees and a collection of over two million items. Ms. Clubb has been instrumental in the successful amalgamation of eleven former library systems into one cohesive unit. She is a passionate advocate for public libraries, literacy and life-long learning.

Preben Kirkegaard

We regret to announce the death on 3 December 2002, at the age of 90, of Preben Kirkegaard, President of IFLA from 1974–1979. An obituary will be published in a forthcoming issue.

Ramesh Jayaram

It is with deep regret and sadness that the Library and Information Association of South Africa (LIASA) wishes to inform you that Ramesh Jayaram passed away in Durban on Tuesday 28 January 2003. His funeral was held in Durban on Wednesday 29 January. The LIASA President, Mr Robert Moropa, requested Mr Haffy Haffajee of the Executive Committee to represent LIASA and its members at the funeral. Mr Jayaram was also closely associated with the South African Library Leadership Project as a Governing Committee member – the SALLP was represented by Ms Ujala Satgoor and Ms Karin Kitching. A Memorial Service has been arranged by the E-thekweni Metro Libraries for Friday 31 January at 08:30. The LIASA President will be attending the Memorial service.

Mr Jayaram was a well known and respected librarian in South Africa. He was the Director of e-Thekweni Municipal Libraries and was actively involved in LIASA activities and

programmes. He was a Representative Council member and Chairperson of the Public and Community Library Interest Group (PACLIG). He was a member of the SALLP Governing Committee and Project Director of the Carnegie Corporation Public three year Library Grant awarded in 2001 for A Library Literacy Programme. Mr Jayaram has been instrumental in lobbying government about conditions in the public and community library sector and was recently a member of the LIASA President's delegation which made a presentation to the Minister of Arts, Culture, Science and Technology at its MINMEC meeting.

On behalf of the LIASA President and the members, we extend our deepest condolences to his wife, Veena Jayaram and his family at this sad and untimely loss of a respected colleague and friend. Mr Jayaram will be sadly missed by all those who knew and worked with him.

Gwenda Thomas
Executive Director
LIASA National Office
Pretoria
South Africa

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INTERNATIONAL CALENDAR

2003

May 29–June 2, 2003. Athens, Georgia, USA.
ACH/ALLC 2003: Web X: A Decade of the World Wide Web. Organizers: Association for Computers and the Humanities (ACH) and Association for Literary and Linguistic Computing (ALLC).
Further information from: Lorna M. Hughes, Assistant Director for Humanities Computing, Information Technology Services, New York University, 251 Mercer Street, New York, NY 10012-1185, USA. E-mail: Lorna.Hughes@NYU.EDU. Phone: +1 (212) 998 3070. Fax: +1 (212) 995 4120. Conference website: http://www.english.uga.edu/webx/

May 30–June 2, 2003. Paud, Pune, India.
Empowering women through information and knowledge: from oral traditions to ICT. [international conference]
Further information: Conference Secretary, Dr Bharati Sen, SHPT School of Library Science, SNDT Women's University, 1, Nathibai Thackersey Road, MUMBAI – 400 020. INDIA. Tel. +91-22 2208 5439. E-mail: conference@gendwaar.gen.in.

June 2–5, 2003. Turkey.
International Association of Technological University Libraries (IATUL). 24th Conference.
For more information: IATUL 2002 Conference: http://www.lib.metu.edu. tr/iatul03/.

June 7–15, 2003. Sudak, Crimea, Ukraine.
Tenth Anniversary International Conference 'Crimea 2003'. *Theme:* Library and Information Availability in the Modern World: Digital Resources of Science, Culture and Education.
Further information: "Crimea 2003" Organizing Committee, 12 Kuznetsky most, 107996, Moscow, Russia. Tel: +7(095) 924-9458, +7(095) 923-9998. Fax: +7(095) 921-9862, +7(095) 925- 9750. E-mail: CRIMEA2003@gpntb.ru. Conference web sites: http://www.gpntb.ru/win/inter-events/crimea2003 (online registration is available); http://www.iliac.org/ crimea2003.

9 al 12 de junio de 2003. La Habana, Cuba.
Las Bibliotecas del Tercer Mundo.
Para más información diríjase a: Paula Bravo, Organizadora del Congreso, Palacio de las Convenciones, Habana. Cuba. Apto. Postal 16046. Tel: (537) 287541/226011-19. e-mail: eva@palco. gep.cma.net.

June 19–25, 2003. Toronto, Canada.
American Library Association/Canadian Library Association Annual Conference.

More information: ALA International Relations Office: Fax + 1-312-280-4392. E-mail: intl@ala.org. Conference website: http://www.ala.org/work/ international/ anninfo.html.

June 24–27, 2003. Pori, Finland.
Informing Science and IT Education Conference.
More information: Conference web site: http://is2003.org or http://InSITE.nu.

June 25–28, 2003. Guimarães, Portugal.
ELPUB 2003: ICCC/IFIP 7th International Conference on Electronic Publishing. *Theme:* From Information to Knowledge.
For additional information, please contact the Programme Committee: programmelpub@unb.br.

June 26–29, 2003. Ottawa, Canada.
The Fun of Reading: International Forum on Canadian Children's Literature. Organized by the National Library of Canada.
Further information: International Forum on Canadian Children's Literature, National Library of Canada, 395 Wellington St., room 196, Ottawa, Ontario K1A 0N4, Canada. E-mail: forum@nlc-bnc.ca. Conference website: http://www.nlc-bnc.ca/forum.

July 7–11, 2003. Durban, South Africa.
32nd International Association of School Librarianship (IASL) Conference. *Theme:* School Libraries: Breaking Down Barriers.
For more information: www.iasl-slo.org/conference 2003-call.html.

July 14–18, 2003. Pori, Finland.
Conference on E-Training Practices for Professional Organizations.
Further information from: Pori School of Technology and Economics, Pohjoisranta 11, PO Box 300, FIN-28101 Pori, Finland. Tel. +358-2-627 2700. Fax: +358-2-627 2727. E-mail: multisil@pori.tut.fi. Website: http://www.pori.tut.fi/etrain/.

August 1–8, 2003. Berlin, Germany.
World Library and Information Congress: 69th IFLA General Conference and Council. *Theme:* 'Access Point Library: Media – Information – Culture.'
For more information: Ms Barbara Schleihagen, Secretary General, or Mr Christoph Albers, Conference Coordinator, IFLA 2003 Berlin Secretariat, c/o Berlin State Library – Prussian Cultural Heritage, Potsdamer Str. 33, D-10785 Berlin, Germany. Tel: +49-30-26 55 88-52, and -74. Fax: +49-30-26 55 88- 53, and -75. E-mail: ifla2003secr@sbb.spk-berlin.de. URL: http://www.ifla. org/IV/ifla69/.

September 8–9, 2003. Espoo, Finland.
Toward a User-Centered Approach to Digital Librar-ies: the 2003 Conference on Users in the Electronic Information Environments.
For additional information: Conference Coordinator. E-mail: sinikka.koskiala@hut.fi. Website: http://www. lib.helsinki.fi/finelib/digilib/.

September 22–26, 2003. Rustenburg, North West Prov-ince, South Africa.
LIASA Sixth Annual Conference. *Theme:* Tsoga o itirele: Libraries as agents of change.
Further information: Ms Naomi Haasbroek. Tel. 021 843 1259. Fax: 021 843 3525. Cell: 082 895 9931. E-mail: naomi@tlabs.ac.za.

October 20–23, 2003. Long Beach, California, USA.
American Society for Information Science and Tech-nology. Annual Conference. *Theme:* Humanizing In-formation Technology: From Ideas to Bits and Back.
More information: Richard Hill, Executive Director, American Society for Information Science and Tech-nology, 1320 Fenwick Lane, Suite 510, Silver Spring, MD 20910, USA. Fax: +1 (301) 495-0900. Voice: +1 (301) 495-0900. E-mail: rhill@asis.org. Website: http://www.asis.org/Conferences/AM03/am03cfp.html.

October 23–26, 2003. Memphis, Tennessee, USA.
EEI21 – Memphis – 2003. The Ethics of Electronic Information in the 21st Century.
More information: Tom Mendina, Chairman, EEI21 – MEMPHIS. E-mail: tmendina@memphis.edu. Web-site: http://www.memphis.edu/ethics21.

October 28–31, 2003. Canberra, Australia.
8th Interlending & Document Supply International Conference.
Further information from: Tom Ruthven, Director, In-terlending Services, National Library of Australia, Canberra ACT 2600, Australia. E-mail: truthven@nla. gov.au.

November 2–8, 2003. New Orleans, LA, USA.
ACM CIKM 2003. Twelfth International Confer-ence on Information and Knowledge Management (CIKM).
Further information: Padmini Srinivasan, University of Iowa. Tel. +1 (319) 335-5707. (U. of Iowa); +1 (301) 435-3262 (National Library of Medicine); Fax: +1 (301) 480-3035.

December 10–12, 2003. Geneva, Switzerland.
World Summit on the Information Society. Phase 1. (Phase 2: Tunis, Tunisia, 2005).
Further information from: News Section Mr. A. Levin, Chief a.i., Coordination, External Relations and Com-munication Units, International Telecommunication Union (ITU), Place des Nations, CH-1211 Geneva 20, Switzerland. Tel. +41 (22) 730 6113. Fax: +41 (22) 730 5881. E-mail: levin@itu.int. Website: www.itu.int/ wsis/.

2004

August 20–27, 2004. Buenos Aires, Argentina.
World Library and Information Congress: 70th IFLA General Conference and Council. *Theme:* Libraries: Tools for Education and Development.
For more information: Buenos Aires 2004, Argentine Organizing Committee, Asociación de Bibliotecarios, Graduados de la República Argentina. Tucumán 1424, 8° piso Of. D, C1050AAB, Buenos Aires, Argentina. Phone/Fax: +54(11) 4371-5269 or 4373-0571. E-mail: ifla2004@abgra.org.ar.

August 23 to 27, 2004. Vienna, Austria.
ICA Congress. *Theme:* Archives, Memory, and Knowl-edge in Central Europe.
More information: Evelyn Wareham, Programme Of-ficer International Council on Archives (ICA), 60 rue des Francs Bourgeois, F-75003 Paris, France. Tel. +33 (0)1 40 27 61 37. Fax: +33 (0)1 42 72 20 65. E-mail: wareham@ica.org. Website: www.ica.org.

2005

August 20–26, 2005. Oslo, Norway.
World Library and Information Congress: 71st IFLA General Conference and Council.
For more information: IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Secretary General, Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway. Tel: +47 23243430. Fax: +47 22672368. E-mail: IFLA2005@norskbibliotekforening.no.

2006

August 22–28, 2006. Seoul, Korea.
World Library and Information Congress: 72nd IFLA General Conference and Council.
For more information: IFLA Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314-0884. Fax: + 31 70 383- 4827.

2007

World Library and Information Congress: 73rd IFLA Council and General Conference, Durban, South Africa, 2007.
Further information from: International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ ifla.org. Website: http://ifla.inist.fr/index.htm.

Notes for Contributors

Aims and Scope

The IFLA Journal aims to promote and support the aims and core values of IFLA as the global voice of the library and information profession by providing authoritative coverage and analysis of (a) the activities of IFLA and its various constituent bodies and members, and those of other bodies with similar aims and interests and (b) completed, ongoing and proposed policies, plans and programmes related to the development of library and information services around the world.

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Contributions to the journal may include: original articles and features; news and information about current and forthcoming activities and events in the field of library and information services; reviews or announcements of new publications, products or services; information about education and training opportunities, fellowships, honours and awards; personal news; obituaries; letters to the Editor.

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Articles and features are subject to review by the Editorial Committee. Articles and features are normally published only in English. Authors whose first language is not English should not be inhibited from submitting contributions in English because of this; the correction of minor grammatical and linguistic errors in English is considered to be an integral part of the editorial process.

There is no rigid stipulation regarding the length of articles and features, but they should normally not be less than 2000 words in length. Contributions of more than 15,000 words may be published in two or more parts in successive issues.

Article and features should be accompanied by an English-language abstract of not more than 100 words, a brief statement of the professional qualifications and experience of the author(s), including current official designation and full address and contact details, and a recent photograph (not a passport photo) of each of the authors suitable for publication.

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Contributors are encouraged to submit photographs and other illustrations to accompany their contributions. Statistical data should, if possible, be presented in the form of charts or diagrams, rather than tables.

Bibliographical references

References should follow the full form stipulated in ISO 690-1975, Documentation – bibliographical references – essential and supplementary elements, using either the numeric or the Harvard method of citation in the text. Lists of references should appear at the end of a contribution, not as footnotes.

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All contributions should, whenever possible, be submitted in standard electronic formats, either as e-mail attachments or on 3.5 inch diskettes. The preferred format for textual matter is MS Word. Contributors who are unable to submit their work in electronic format should supply textual matter in clearly typewritten manuscript. Photographs may be in colour or black and white. They should be submitted either in electronic format (300 dpi equivalent) format or in hard copy as positive prints or transparencies. Other illustrations should be suitable for publication without further treatment.

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Authors of articles, features and reviews will receive one complimentary copy of the issue in which their work appears.

Submission

All contributions (except advertisements), in whatever format, should be addressed to: Stephen Parker, Editor, IFLA Journal, Prinses Irenelaan 2, 2252 GJ Voorschoten, Netherlands. Tel. +31 (71) 561-9880. Fax: +31 (71) 561-5081. E-mail: zest@bart.nl.