



IFLA

JOURNAL

Official Journal of the International Federation of Library Associations and Institutions

Volume 31 (2005) No. 1, pp. 1–122. ISSN 0340-0352 SAGE Publications

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IFLA Journal

Official Journal of the International Federation of Library Associations and Institutions
ISSN 0340-0352 [print] 1745-2651 [online]

Published 4 times a year in March, June, October and December

Editor: Stephen Parker, c/o IFPRI-ISNAR Program, ILRI, PO Box 5689, Addis Ababa, Ethiopia. Tel. +251 1 463 215;
Fax: +251 1 461 252/464 645. E-mail: zest@bart.nl

Editorial Committee

Ramón Abad Hiraldo (*Chair*),

Biblioteca Universitaria de Zaragoza, Spain. E-mail: rabad@unizar.es

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Yoshitaka Kawasaki,

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E-mail: czs04500@nifty.ne.jp

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Levin Library Curry College, Milton, MA, USA. E-mail: dmiller@post03.curry.edu

Víctor Federico Torres,

Biblioteca Regional del Caribe y de Estudios, Universidad de Puerto Rico, USA. E-mail: vtorres@upracd.upr.clu.edu

Maria Witt,

14, rue Théophraste Renaudot, 75015 Paris, France, E-mail: witt_m04@yahoo.com

Nancy Gwinn (*Chair, Publications Committee, ex officio*),

Smithsonian Institution Libraries, Chevy Chase, MD, USA. E-mail: gwinnN@si.edu

Stephen Parker (United Kingdom) (*Editor, ex officio*)

Publisher

SAGE Publications, London, Thousands Oaks and New Dehli.

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Annual subscription (4 issues, 2005) Free to IFLA members. Non-members: full rate (includes electronic version) £158/\$269. Prices include postage. Full rate subscriptions include the right for members of the subscribing institution to access the electronic content of the journal at no extra charge from SAGE. The content can be accessed online through a number of electronic journal intermediaries, who may charge for access. Free email alerts of contents listings are also available. For full details visit the SAGE website: www.sagepublications.com

Student discounts, single issue rates and advertising details are available from SAGE Publications, 1 Oliver's Yard, 55 City Road, London EC1Y 1SP, UK. Tel: +44 (0) 20 7324 8500; fax +44 (0) 20 7324 8600; email: subscriptions@sagepub.co.uk; website: www.sagepublications.com. In North America from SAGE Publications, 2455 Teller Road, Thousand Oaks, CA 91359, USA.

The *IFLA Journal* is abstracted/indexed in Multicultural Education Abstracts and PAIS International.

Typeset by Type Study, Scarborough, North Yorkshire

Printed in Great Britain on acid-free paper by The Cromwell Press Ltd, Trowbridge, Wiltshire

EDITORIAL

Fresh from Buenos Aires

Stephen Parker

Almost 4,000 participants from 121 countries attended the World Library and Information Congress, the 70th IFLA General Conference in Buenos Aires, Argentina, in August 2004. From among the nearly 200 papers and presentations at the Congress, Division and Section Committees recommended 50 for consideration by the *IFLA Journal* Editorial Committee for possible publication in the journal. After carefully reviewing all 50 papers, the Editorial Committee selected 19 for publication during 2005. This issue contains the first of these papers; others will be published in forthcoming issues.

The ten Buenos Aires Conference papers in this issue reflect something of the wide range of topics and issues with which IFLA is concerned, and the wide geographical spread of its membership. The papers deal with such diverse topics as education and training of information professionals, the provision of e-learning services to the general public, the work of parliamentary libraries, professional liability for the quality of research, digital literacy, information dissemination by non-governmental organizations, copyright problems affecting the print-disabled, emigration records, online professional journals and the preservation of manuscript collections, and their authors come from the United Kingdom, Sweden, Canada, Argentina, Fiji, New Zealand, South Africa, the United States and Germany.

The first paper, by Linda Ashcroft and Chris Watts, deals with 'ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria', and describes a research project carried out at Liverpool John Moores University in the UK into the provision of electronic information in Nigeria. The project identified a significant skills gap amongst information professionals in terms of their ability to make effective use of information and communication technologies, and concluded that the problem might be alleviated through collaboration and the strategic management of resources.

In the second paper, Lynne Brindley, Chief Executive of the British Library, provides an overview

of the Library's approach to e-learning and describes how its online learning resources are used by different groups of learners. The paper touches on some of the challenges of delivering a widely accessible learning programme and poses questions which the new possibilities offered by e-learning pose for national libraries.

The third paper, by Margareta Brundin, describes the activities of a new office created by the Parliament of Sweden (the Riksdag) with the aim of increasing knowledge of and interest in the Riksdag and its work among the general public – especially young people. The open-door policy and regional activities of the Riksdag Library, and its training programmes for librarians from all over Sweden, help to satisfy the need of the public for accurate and easily accessible information on the work and decisions of the Riksdag and so contribute to building democracy.

A completely different topic is dealt with in the next paper, by Ann Curry, in which she examines cases of fraud and deception in research, the reasons why some researchers transgress the accepted rules in this way and the ineffectiveness of publishers and reviewers as gatekeepers. While librarians and LIS researchers seem unlikely to conduct or publish unreliable research, problems can arise when librarians distribute unreliable research in their collections. Nevertheless, withdrawing all unreliable research from library collections may not be desirable, as it may contain grains of truth that could result in future, reliable research.

In the next paper, Emilia Ferreiro looks critically at the notion of 'digital literacy'. She contends that literacy is not a static notion because literacy requirements change across time and places. While the introduction of ICTs has led to radical changes in the ways of producing and disseminating texts, it has not changed the conceptual nature of the literacy process. The paper explores the relationship between the elementary school and the new technologies, and concludes that it is too risky to depend only on computers to improve literacy. Librarians can help make more effective use of ICTs in educational contexts, as they have already adopted these technologies while teachers are still reluctant to use them.



The next paper, by Elizabeth Reade-Fong and Gary E. Gorman, looks at the way in which NGOs in Asia and Oceania use information and ICTs for sustainable capacity building. The authors suggest that communication strategies that take into account the social nature of access, recognize the interaction between face-to-face and online communications, and combine Internet use with a broad range of other new and old media provide the best opportunities for sustainable development initiatives through the use of ICTs. They address this issue through a series of questions relating to the barriers to ICT adoption, the most appropriate mix of ICT-based and print-based information, the reactions of different cultures to information accessed remotely rather than face-to-face, the extent to which NGOs collaborate in sharing development-related information, and the facilitators and barriers to more effective collaboration.

The next paper, by J.W. Roos, is concerned with the access barriers to print which copyright protection creates for people with print disabilities. The analysis of this problem should not be confined to Braille and audio materials, but to other means of disseminating information to the print-disabled through the use of new technologies. While several countries have attempted to solve the problems of access posed by copyright protection through legislation, these attempts have not always given rise to perfect solutions.

The next paper, by George R. Ryskamp, notes that, while European emigration records provide extensive information about individual emigrants, often including their places of origin, no survey of all such records exists and there is not even a complete list of records types and locations for any single European country. The paper describes the work of the Immigrant Ancestors Project at Brigham Young University in the USA and identifies the various record types generated by emigrants in the process of emigration, giving examples from several countries where each type of record may be found.

The paper by Alastair G. Smith examines the use of citation counts and web links to evaluate online LIS journals, and compares the Web Impact Factors of a sample of online LIS journal websites with their conventional citation counts. Links to online journals are often considered to be equivalent to citations, but there are significant differences. The paper provides indications of how effective the online medium is for communicating LIS research and offers

guidance for LIS authors and journal editors to help them make effective use of online journals.

The final Buenos Aires Congress paper in this issue, by Jutta Weber, notes that manuscripts and their creators are subject to the conditions of history, and shows how the history of the Alexander von Humboldt Collection in Berlin is a history of the migration of manuscripts, the separation of parts of the collection, and their reunification. This leads to some more general observations on the safety of the original locations of manuscripts and their safe preservation in other locations. The author suggests that there are good reasons to build an alliance of institutions willing to cooperate with respect to these questions.

This issue also contains a report by Michael Knoche, describing the fire which destroyed the historic building and a large part of the book collection of the Herzogin Anna Amalia Library in Weimar, in Germany in September 2004 and the challenge of restoration work which must be faced.

The Tango Conference?

In her report on the Buenos Aires Congress (*IFLA Journal* Vol. 30, no. 4, 2004) Ia McIlwaine, Chair of the Professional Committee, described it as 'The Tango Conference'. *This was the tango . . . ?*



Goodbye and Hello!

Exactly one year ago, in *IFLA Journal* Vol. 30, no. 1, 2004, the Editorial, by IFLA Secretary General Ross Shimmon, was entitled 'Farewell and Good Luck'. Ross was announcing his impending retirement after some five years at the helm of IFLA and welcoming his successor, R. Ramachandran. In this issue, we regrettfully say goodbye to Mr Ramachandran, and hello to his successor, Peter Lor, who takes up his appointment on 1 February 2005. See the News Section ('From the Secretariat', p. 97) for more details.

Tsunami News

The News Section opens with a heading which we are sure has never appeared in *IFLA Journal* before, and hope will never have to appear again – 'Tsunami News'. Among the devastation

wrought in many countries by the recent tsunami in the Indian Ocean, many libraries of many kind, many books and other materials – and, we fear, many librarians and library workers – have undoubtedly disappeared, along with schools, clinics, homes and many other buildings – and, worst of all, many thousands of people.

We draw the attention of our readers to the President's appeal, on page 94, for all IFLA members to help their colleagues in the affected countries in any way possible. One of the worst affected countries, Sri Lanka, has already begun to organize its reconstruction efforts and is appealing for help, both in these pages and via the IFLA-L listserv. Our colleagues in other countries hit by the tsunami will doubtless also be taking similar actions in the near future, and we join the President in urging all IFLA members to help in any way they can.

ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria

Linda Ashcroft and Chris Watts

Linda Ashcroft is Reader of Information Management at the School of Business Information, Liverpool John Moores University, 98 Mount Pleasant, Liverpool L3 5UZ, UK. She manages various funded research projects and has developed special expertise in the research area of electronic resources. She is involved in a wide range of professional activities. She has been Chair of BAILER (British Association for Information and Library Education and Research), has chaired the Continuing Professional Education Round Table of IFLA and serves on the committee of the IFLA Library and Information Science Journals Section. E-mail: L.S.Ashcroft@livjm.ac.uk.

Chris Watts is a researcher in the School of Business Information at Liverpool John Moores University. His research interests include electronic health care information resources, with an emphasis on developing environments; social inclusion/exclusion; research governance; and censorship and public Internet access. E-mail: C.Watts@livjm.ac.uk.

Information Communication Technology (ICT) skills in the Information Age

In recent years, work for the information profession has become characterized by fast-paced change and new skills requirements. This transformation has been brought about by the constant emergence of relevant new technologies. Information professionals are increasingly required to adapt their skills and practice in order to gain an awareness of technological advances. As a result, the profession itself exists in a state of flux alongside these emerging technologies, with traditional roles being increasingly subsumed by new skills and working environments, and, therefore, job descriptions (Ashcroft, 2004).

Thus, information professionals are now expected to be aware of and capable of using and demonstrating emerging ICTs (Nwakanma, 2003). There is a need for additional training to augment the traditional skills knowledge base with a competency in ICT use. Information professionals must be flexible, and adapt traditional skills to incorporate the requirements of technological advances (Biddiscombe, 2001; Sharp, 2001). Given the current situation, wherein ICTs are being continuously updated or introduced and traditional formats are being replaced or supplemented by digital formats (such as e-journals and e-books), it seems likely that there will continue to be a need for regular training for information professionals.

There is also an increased focus on communication skills, with more players involved in the electronic information environment. Information professionals are being called upon to work closely with ICT users and providers (including IT staff) and to work in collaboration with others in the profession (Wittwer, 2001). Some groups of users lack the necessary IT skills to obtain quality information (Stubblings and McNab, 2001) and information professionals will therefore be called upon to act as both educators and intermediaries (Sharp, 2001). Given these circumstances, information professionals are required to have increased teaching and communication skills.

Thus, it is vital for those in management positions to recognize the imperative of continuing professional development (CPD) and ensure that staff are proactive in maintaining up-to-date levels of expertise.

The significance of CPD in this climate has been acknowledged by both the United Kingdom's Chartered Institute of Library and Information Professionals (CILIP) and the United States' American Library Association (ALA).



CILIP (2004a) advocates pro-active CPD in order to remain in touch with issues relevant to the information profession, and to allow individuals to take advantage of opportunities that arise. CILIP (2004b) has produced a Framework for Continuing Professional Development designed to assist in the building of a personal portfolio, assessing competence and recording CPD activities and needs. CILIP also offers a number of facilities to support CPD, including workshops (in, for example, ICT and Internet Skills, and Professional and Technical Skills), conferences, a Chartership scheme, and advice on professional practice.

Education and Continuous Learning is one of five key action areas for the ALA, with lifelong learning seen as being integral to providing high quality information services (ALA, 2004a). In response to this, the ALA holds conferences and events that support CPD (ALA, 2004b). On three occasions, ALA has held a Congress for Professional Education that identified (among others) appropriate issues concerning CPD for information professionals, including core competencies.

ICT Skills and Reference Services

The use of ICT skills spills over into all aspects of library work, and the explosion of electronic information delivery has resulted in the need for electronic user support. Over the past few years a number of electronic reference services have developed in response to this need. OCLC's QuestionPoint electronic reference system (<http://www.questionpoint.org/>) arose out of two projects which had been under development. The Collaborative Digital Reference Service (CDRS) (<http://www.loc.gov/rr/digiref/>) became a functional service in 2002, having been instigated by the Library of Congress. It aimed to test "the potential for developing collaborative and innovative responses" by using available technologies as a starting point (<http://loc.gov/rr/digiref/history.htm>). National, public and academic libraries participated in the testing using the Remedy call management system (<http://remedy.com/>) to provide the basis of the system. Questions were routed between institutions by an automatic algorithm, which used such criteria as subject and time of day to match the question with a suitable institution. A second project investigated the development of services at a regional level. Thus OCLC and the Library of Congress were able to

support and promote a product that included a local toolkit for real-time web-based communication, a local interface for managing and answering enquiries and a network for global participation. The system includes a knowledge base with which user enquiries are initially compared. If no answer is found, the question is then routed to an appropriate institution (based on areas of competence, opening hours and similar data). When the question is answered it is added to the base and sent back to the user. Collaboration is at the heart of the system, and the QuestionPoint model requires that libraries use it within local groups or join the global consortium if taking it on an individual basis.

Davis and Scholfield (2004) discuss the development of the digital reference services at the University of Technology Sydney (UTS) and its planned expansion as a part of a global network of digital reference partners. They consider the UTS digital reference partnership with the University of Strathclyde, UK, in the light of possible expansion of the consortium. With each institution's research and teaching profiles being similar, the pilot stage of the collaboration was for the partner libraries to answer enquiries from the other institution during hours when their traditional library services were closed. Davis and Scholfield found that despite the need to service the enquiries of a geographically remote institution, the global real-time consortium approach offers benefits to members, the most obvious benefit being a reduction in costs. They conclude from their experience that an expanded global reference consortium offers the best path forward, both in terms of value for money and service enhancement.

Twenty-four hour global reference services are now increasing in a variety of library services. The UK's Somerset library service has linked with reference librarians in Richland County public library service in South Carolina, USA and with Brisbane City Council library service in Queensland, Australia. This connection, known as Answers Now (<http://www.richland.lib.sc.us/answersnow.htm>) allows all three libraries to become global resources in an innovative way. Another scheme called Global Librarian (<http://www.globallibrarian.info/about.php>) involves Southampton City Library in the UK, linking with Vaughan Public Libraries in Ontario, Canada. Links are being added to British Columbia, Melbourne and Surrey. Each library will be responsible for eight-hour increments, and users access it through the

libraries' own websites (24 hour reference, 2002).

Whilst good communication skills have traditionally been at the heart of reference service, these developments indicate the importance of expansion of communication beyond the user focus into wider areas of collaboration. The examples also indicate the increasing importance of ICT skills.

Furthermore, expanded communication skills are also of importance in relation to free digital reference services (DRS). Lochore (2004) reports on an experiment to assess the performance of freely available DRS, with three free DRS selected for the experiment:

1. AllExperts (www.allexperts.com) claims to be the oldest and largest free question and answer service on the Internet and is, in effect, a consortium of individual researchers.
2. Ask a Librarian (www.ask-a-librarian.org.uk) is a question and answer service provided by a consortium of UK public libraries.
3. The University of California, Los Angeles e-mail reference service (www.library.ucla.edu/contact/e-mail.html) is based within an individual academic library.

The findings of this experiment demonstrated that DRS generally deliver accurate information, although the time to do so varies both between services and within a service. Additional information provided with responses is often useful. Lochore concludes that collaboration is likely to continue so as to limit expenses incurred by individual institutions. Lochore also emphasizes the librarian's user training role, pointing out that

instructing users on how to find information independently has always been one of the hallmarks of academic library services, and this should be given priority, in a digital environment. (Lochore, 2004, p. 28)

The Impact of the Digital Divide on Skills Development

There has been a great deal of discussion about the impact of digital information resources, particularly around what has been termed the digital divide, or the split between those that have access to digital information resources and those who do not. In general, the digital divide applies internationally. However, Norris (2001)

discusses three types of digital divide: social (within countries), global (between countries) and democratic (those unable to use ICTs to take part in public life). The (social) digital divide has an impact upon information professionals in developed environments, with many libraries lacking resources and technical support, and staff needing continuously to acquire appropriate training in order to deliver up-to-date services and troubleshoot equipment (Bill and Melinda Gates Foundation, 2004).

Regarding the global digital divide, Lim (1999) suggests that too much emphasis has been placed upon the development of ICT infrastructure in developing countries, and not enough consideration has been given to human resource development. However, in order to understand how ICTs impact upon skills development in developing countries, it is necessary to recognize the situation that currently exists regarding the ICT infrastructure. For example, in Africa, one in 100 people have access to a PC; the few Internet Service Providers are comparatively expensive; power supplies may be unreliable (even non-existent) and telecommunications are sparse, with the 90 percent of the population living in rural areas having only 50 percent of the telephone lines (Jensen, 2002; Magara, 2002).

Steinmueller (2001) suggests that many ICT users are self-taught, and are capable of developing an understanding of ICTs through the experience of utilizing them. If this is the case, then countries unable to provide extensive access to ICTs are inevitably marginalized, as they are less likely to produce capable self-taught persons. However, Steinmueller's suggestion does indicate a more optimistic scenario for those developing environments progressively providing access to ICTs, as it suggests that staff may be able to gain at least some degree of expertise through self-learning.

A Nigerian Research Project

A research project based at Liverpool John Moores University (LJMU) investigated the provision of electronic information resources in Nigerian libraries. Focusing on Nigeria as an example of a developing country, the project examined existing electronic information resources and identified barriers obstructing the effective provision of electronic information. The project commenced with a comprehensive

search of secondary data sources to ascertain current thinking in the area and also to identify existing resources available online that address the provision of electronic information in developing countries. Following this, fieldwork was carried out in Nigeria by Dr Samuel Jimba, the Webmaster at the Office of the Governor, whose local knowledge and contacts were crucial to the success of the project. The fieldwork consisted of a questionnaire survey of information professionals in national and academic libraries that are leaders in the provision of electronic information resources and then follow-up interviews with a sample of initial respondents. The questionnaire responses established the nature of digital information within information resources, information providers, awareness and uptake of national and international initiatives, digital resource users, expenditure, collaboration, and barriers to provision of electronic resources. Interviews examined these issues in more depth, as well as looking into strategic approaches, promotion and staff and user training and education.

Results from the project showed that hardly any respondents had formed or joined a consortium for purchasing. A major anticipated benefit of being part of a consortium is rationalization and cost saving. The consortium culture and strategy for libraries in developed countries is evident, and a consortium can comprise both large and small institutions and both public and academic libraries. For example OhioLink – the Ohio Library and Information Network in the US (<http://www.ohiolink.edu/>) – is a consortium of college and university libraries in Ohio, as well as the State Library. It serves 600,000 users over 85 sites. In the UK, the M25 Consortium of Academic Libraries (<http://www.m25lib.ac.uk/>) has over 50 member institutions and 150 member libraries amongst London-based, higher education (and related) libraries within and around the M25 orbital motorway region. The consortium also has a group, the CPD25 (<http://www.cpd25.ac.uk/index.html>), which delivers training to all staff in academic libraries in the London area.

Of those Nigerian university libraries surveyed, only 38.5 percent were using NUNet, which is a project to connect all the Nigerian universities on a wide area network and to the Internet. NUNet already provides dial-up e-mail services to 27 universities and inter-university centres across the country. Take-up of NUNet is likely to improve as the programme continues to develop.

The collaborative approach is identified as important for digital reference services. The development of NUNet could encourage collaboration between university libraries in Nigeria, which could eventually work towards collaborative digital reference services. Good communication skills are vital in any collaborative or consortium situation in order to ensure that the arrangements work for all involved.

However, the research findings demonstrated other issues that impinge on such developments. Most responding libraries (university and national) ranked a lack of strategic approach nationally as either significant or highly significant, and all national libraries stated that a lack of strategic approach within the organization was significant. In this context it is relevant that policy-making staff formed a small group of users of e-resources for university libraries and policy-making staff were not using e-resources in all the national libraries surveyed (46.2 percent in total). Thus it seems that the development of communication skills could also be used to effect with policy makers.

Furthermore, most of the responding libraries voiced concern about a lack of ICT skills. This lack permeates all levels. Comments included:

“those at policy level do not have computer literacy”

[policy making staff have a] “serious lack of awareness of computer capabilities and computer skills are low”

“unfortunately this institution does not offer official training – staff are however encouraged to undertake training on their own”

“in this institution staff are encouraged to train themselves”.

Other areas included the shortage of technology literate staff in libraries, the lack of skilled human resources to install and manage technology and networks and poor funding to attract such staff or to develop such skills in existing staff. Responses to questions about the measures required to support future use of e-resources demonstrated an overwhelming need for training/education/skills. Frequently occurring comments stressed the need for “increased ICT literacy”, “training and retraining of staff”, etc.

In line with Steinmueller's (2001) suggestion that many ICT users are self taught, it would seem that, whilst free trials of e-resources (available from various suppliers) could facilitate self-teaching, so too could the free digital reference services. Experimentation and competence in using such free services could inform strategic proposals for future development of services and could also inform user awareness and user education.

In Nigeria, user education in universities has been summarized as uncoordinated, purely introductory and non-examinable. This scenario is replicated in most universities and other education institutions across Africa. Consequently "the meager information resources that one finds in libraries are grossly under-utilized" (Mutula, 2004). A study at the University of Zambia to determine usage of the campus intranet and the Internet among academic staff revealed that those who were not using the facility cited, among other reasons, lack of guidance on how to use the intranet and lack of technical know-how (Chifwepa, 2003). The research found that implications for users were also recognized, as skills to raise the awareness of users were identified as an important impact factor, and in terms such as "technical know-how of staff to stimulate the interest of users". This demonstrates the need for development of communication skills in terms of raising awareness and user education. These skills need to be expanded towards collaborative ventures and communicating with management and policy makers.

However, a major problem needs consideration. The research project found that when questioning barriers to the provision of e-resources, all responding libraries cited accessibility problems as either significant or highly significant in terms of bandwidth and power. There is no easy solution to this problem, but a recent report commissioned by the International Network for the Availability of Scientific Publications (INASP, 2003) has sought to address this difficulty. One solution might be to press for less costly access through pressure on governments to open telecommunications markets, partnerships across academic institutions to negotiate best connectivity arrangements, and promoting take-up of Open Source opportunities. Yet the report also suggests a further approach, whereby bandwidth is carefully managed, protected and shared, both by users and by staff with appropriate technical expertise and understanding of user

and institutional needs. It goes on to outline the benefits of enhanced training for users and measures to control undesirable usage. Librarians are encouraged to use training to encourage appropriate behaviour. This approach shifts the emphasis away from managing costs to managing the consumption of the service itself, so as to maximize its current benefit to users. Furthermore, the INASP report looks at the questions librarians need to ask of ICT and management in order to ensure their goals are met.

There are also opportunities to support training and skills needs outside developing environments. In Australia, a programme at the University of Queensland Library is designed to meet the skills needs of information professionals in developing countries. Jordan (2003) suggests that barriers to adequate ICT skills training in developing countries arise from both lack of IT literacy and the fact that many local library schools fail to integrate ICTs into their curricula. Goulding (2000) asserts that teaching departments have a responsibility to support the development of appropriate skills to deliver modern information services by incorporating new skills requirements into syllabi. One solution is to encourage information professionals from developing countries to spend time learning in libraries in developed countries:

They can engage in update courses, undertake targeted work experience placements, 'shadow' library staff who are practitioners of the skills they need to acquire, participate in management strategy meetings, observe and teach information skills for users – in short, observe, learn about, and practice any or all of the skills they need to acquire, in the environment of a fully functioning library/information resource centre. (Jordan, 2003)

The University of Queensland runs such a programme, calling it the Cybrary (www.cybrary.uq.edu.au), with courses and activities customized to meet specific user needs. For example, client libraries may send staff for placement experience for up to three months, during which time they acquire designated, tangible skills. Training consists of a set of generic modules as well as hands-on practical experience. 'Train the trainer' courses assist participants to increase their confidence so they can pass on skills they have learned to colleagues. Jordan stresses the importance of allowing adequate time for participants to learn and practice new skills, and follow-up training

(perhaps by e-mail). It is also imperative that participants can communicate their own needs and goals and are able quickly to implement aspects of their training on their return home.

Conclusions

The research identified many free electronic resources made available through international initiatives. For example, INASP has library support programmes including policy development, experience sharing and a travelling workshop for university librarians (providing training on using e-resources). Yet 77 percent of respondents were not using these resources and only one respondent was using INASP to support services. It was suggested that this was because of lack of awareness:

“until recently most institutions and libraries were not aware of these services”

“initially management was not interested, probably due to lack of knowledge”.

However, development of initiatives such as NUNet should help raise awareness about free resources. Greater take-up of free resources would allow for experimentation and self-teaching of ICT skills, which, together with expanded communication and collaborative skills, may be cascaded to users.

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Original paper no. 028 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 127, Reference Work. English original and French and Spanish translations available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

The British Library and E-Learning

Lynne Brindley



Lynne Brindley has been the Chief Executive of The British Library since 2000. Since her appointment, Lynne has led a major strategic repositioning and modernisation programme to ensure that the BL continues to provide relevant services to users in the 21st century, and that the library is recognized for its contribution to research, innovation and culture. Lynne came to the BL from the University of Leeds where she was Pro-Vice-Chancellor and University Librarian. She previously held positions as Librarian and Director of Information Services at the London School of Economics, Principal Consultant at KPMG, and Pro-Vice-Chancellor and Director of Information Services at Aston University. She may be contacted at: The British Library, 96 Euston Road, London NW1 2DB, UK. Tel. +44 (0)20 7412 7262. E-mail: Chief-Executive@bl.uk.

Introduction

The British Library is a major international research library, a national cultural institution, an essential resource for science, technology and innovation, and a key component of the UK library system.

Figure 1 gives an overview of our five key audience groups (researchers; business; libraries; education; public) and a summary of the services we offer each group. As you can see, we are responsible for providing services across a wide spectrum of needs.

As a knowledge institution, the support of learning through our collections and services is a core element of our role, and everyone who uses the Library's collections and services is in some sense a learner, whether:

- the researcher in a pharmaceutical company who orders a journal article from our collection to learn about a new scientific development
- the businessman who comes to look at market research reports on our electronic databases to help him write his business plan
- the schoolchild who visits our public exhibition galleries and is inspired by the historic documents on display.

Advances in technology are helping us to improve access and service provision to all our audience groups – electronic article delivery; virtual exhibitions online; improved online catalogues and searching facilities, etc. In some sense, all of these could be said to be examples of 'e-learning'.

OUR AUDIENCES AND THE SERVICES WE OFFER THEM				
RESEARCHERS	BUSINESS	UK LIBRARY NETWORK	YOUNG LEARNERS	GENERAL PUBLIC
 Anyone who wants to do research – for personal, work-related or academic purposes.	 Everyone whose work is powered by information, e.g. R&D companies, small businesses, entrepreneurs	 Everyone in the UK library and information network	 Learners from primary and secondary schools	 Everyone!
We provide in-depth access to one of the greatest research collections in the world • UK & International research material • world-class expertise of our staff • integrated catalogue offering web access to details of 12 million titles • nearly 400,000 reading room visits each year • the fastest and most comprehensive document supply service in the world	We connect businesses with the information they need to succeed, supporting creativity, innovation and economic competitiveness • Business and Intellectual Property Centre • customised research services, • world's largest collection of patents • electronic access to 100 million research articles	We provide leadership and support across the UK library sector • online training course for public librarians • bibliographic standards and services • touring exhibitions and online resources • contributions to projects that enable better access to regional materials • document supply services that UK citizens can use through their local library	We help learners to develop their research skills through source-based, investigative learning. • 2,000 online pages of primary source material in support of the National Curriculum • workshops, activity programmes and summer schools • teachers' notes and creative guides to exhibitions	We provide access to the world's knowledge, through our collections and through our national and international networks • free exhibitions in our galleries at St Pancras • touring exhibitions with our regional partners • a wealth of online content • frequent public performances, talks and screenings • publications, including books, CDs of music, wildlife, spoken word, and CD-Roms of our treasures.

Figure 1. Our audiences and the services we offer them.



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ISSN: 0340-0352. DOI: 10.1177/0340035205052639

I would like to focus on e-learning in relation to our educational programme. This programme is designed to support the young learner (secondary level upwards) and the independent adult learner.

What Do We Mean When We Talk About E-Learning?

The Internet and electronic resources are opening up new kinds of learning opportunities and new models of learning. There are many different forms, ranging from 'formal' e-learning closely tied in to school curriculum or university courses, to more informal learning such as lifelong learners or hobbyists using the Internet to explore topics of interest.

What Does E-Learning Offer Us That Isn't Possible With Traditional Textbook-only Learning?

Individualized learning – technology can enable a more personalized learning experience to help support independent learning – for example, students can elect when to take a test on materials they have been studying to progress at their own pace, or gather resources related to their own interests to build up a personal collection of learning materials. The BL's *Collect Britain* (which I will describe in more detail later) encourages users to collect and build their own set of favourite resources from the images and texts on the site.

Group learning – online learning can incorporate discussion forums or spaces for groups to share their learning experiences. At the BL, our learning site features spaces for groups to share their research projects in progress, perhaps exploring new avenues in response to questions from other learners visiting the site. We also have an online teachers forum, which includes teaching resources, information about using the library and online discussions. Such group areas can help learners in developing communication and team skills.

Virtual learning environments – online learning can include virtual learning environments, such as e-conferences or access to experts.

Learner support – e-learning can also incorporate advice, guidance, planning. For example, in the UK, the *People's Network* is planning a National Enquiry Service. At the BL we would need to avoid replicating other kinds of learner

support, but we might want to help learners to negotiate and make meaning from the information available on our own learning pages.

Flexible study – in practical terms, e-learning enables provision which is oriented to the learner, online/offline, distance/campus, continuous/interrupted.

Tools for teachers – online learning can also bring customizable resources closer to teachers and lecturers. For example, the BL's *21st Century Citizen* website provides downloadable task sheets and resources for use in the classroom.

What is our Overall Approach to Learning at the British Library?

Our mission is to:

- Be a centre of excellence in source-based and investigative learning, driving curriculum innovation and supporting creative teaching.
- Inspire students to progress in order to make full and creative use of the British Library's research resources.
- Help transform the e-learning landscape by providing digital images, texts and sounds supported by innovative pedagogy.
- Be a great place for a group visit, with engaging displays and with sessions led by professional cultural educators challenging learners to think big and think differently about 'the world's knowledge' that is contained in our collections.

Our expertise at the BL in providing support for research informs our e-learning strategy. Our high-level aim is to be a centre for excellence in research and source-based learning. We feel that this is where we can bring our particular knowledge and resources to bear and provide something different and valuable to learners.

The unique and richly diverse materials in our collections are something that learners cannot access elsewhere. We are building our online learning programmes around this unique content (for example historic documents or sound recordings). Building on the diversity of materials in our collections, a common thread running through our e-learning activities is to inspire thinking about diversity and cultural exchange.

We are using primary sources as the starting point for debate, for individual interpretation and for further research.

To draw our e-learning programmes back to our core identity of a research library, our main focus is on developing research skills through individual research. A focus on self-directed learning is a good fit with the key nature of research, and information literacy, relevant to the BL as a research library. Generic skills that enable learners to think critically, deal with complexity, identify problems, interpret images, texts and sounds, and acknowledge differences of interpretation, surround the engagement with primary resources associated with research libraries. By focusing on these core skills, our learning materials will be relevant to both young and adult learners.

We have a rich collection of e-resources for students, teachers and lifelong learners, which includes an archive of 1000 pages of curriculum resources – texts, images, sound and maps – to support the exploration of curriculum topics such as English and History.

Last year we launched a new online learning resource – *21st Century Citizen* – to support the Citizenship curriculum (www.bl.uk/learning). The activities encourage an enquiry-based approach to learning and are based on themes such as: British origins and movement; Language and identity; Democracy and documents; Families; Utopia; Crime and community.

Students are asked to consider a range of historical evidence, linked to topical editorials. For example, in exploring language and identity, students can study source extracts such as pamphlets, adverts and recordings of dialects, to explore the role of language in citizenship as well as their own attitudes to the ways others write and speak.

Our learning site is also interactive. To support their debates students are also able to take part in online polls and surveys. Students and teachers are encouraged to share their work and ideas through the ‘Showcase’ and ‘Ask a question’ areas.

Another important web-based resource for learners is ‘*Collect Britain*’ (www.collectbritain.co.uk).

This is the Library’s biggest digitization project to date, made possible with GBP 3.25 million funding from the New Opportunities Fund. When the site is complete in autumn 2004 it will contain over 100,000 images and 350 hours of

sound recordings, including photographs, manuscripts, paintings, Victorian ephemera, sound recordings, maps and newspapers, building a rich picture of the UK’s regional history. For example, a recent addition to the site has been recordings of dialects from northern England, made in the 1950s and today, charting the changes in the regional dialect. These can be enjoyed by academics researching language change or by the casual browser.

Visitors to the site can use the search facility to look for resources relating to a particular place or topic (and results can then be sorted by title, date, genre or collection). Visitors can also explore the resources which have been specially selected and grouped thematically, including:

Special collections – including 19th century landscape engravings, London street maps, or rare early wax cylinder recordings of song, music and speech from five continents

Themed tours – on subjects including ‘Lost Gardens’ and ‘the East End of London’. For example, maps, drawings and eye-witness accounts chart the growth of the East End, from the villages and green fields where 17th century diarist Samuel Pepys took country walks, to the expansion of the docks and the social deprivations of 19th-century industrialization. The digital images are accompanied by commentary setting them in context and you can take part in online quizzes to test your knowledge at the end of each tour.

Virtual exhibitions – or you can take a tour around one of our virtual exhibitions, such as the ‘Literary Landscapes’ exhibition. Contemporary views and maps are used to bring to life the topographical backgrounds to works by six favourite classic authors, including Chaucer and Wordsworth.

To give you a flavour of the kinds of resources we will be developing in future, we are about to begin a project to digitize further materials for learners.

With funding of GBP 3 million from the Joint Information Systems Committee we are able to proceed with two major digitization projects. The funding will enable us to make available in digital format parts of our newspaper and sound collection.

This will be a valuable contribution to our web-based resources, and the items will be of interest across the learning spectrum, from Higher

Education through to Further Education, students and lifelong learners.

We plan to digitize some 1.8 million pages of 19th century newspapers. This will neatly complement our digitization of newspapers from our Burney collection of 17th–19th century newspapers.

The funding will allow us to digitize nearly 4000 hours of music and spoken word from the UK and overseas. Examples of content to be made available include: performances of Beethoven string quartets, offering the opportunity of research into the evolution of performance practice; interviews with UK jazz players and promoters and visual art interviews from the 1990s.

The final choice of content will be made in consultation with the academic community – we have two panels who will advise on the final selection.

Whilst we can reach a wider audience via our online learning programmes, we recognize the importance of real-world, experiential learning and I would like briefly to mention this here. We offer onsite education programmes at the Library, and are also working in partnership to develop educational resources for use in classrooms.

To take one example, I'd like to tell you about some of the learning activities and resources we developed around the *Lindisfarne Gospels*. The *Gospels* is one of Britain's greatest artistic masterpieces. Written between 715 and 720, the manuscript was executed in the Monastery of Lindisfarne, on Holy Island, off the coast of modern-day Northumberland in North-East England. It is famous for the superb quality and amazingly intricate design of its decorated pages.

Last year we staged a major exhibition on the *Gospels* at the BL. Students were able to visit the exhibition and to take part in our onsite workshops on 'Reading Patterns'. The workshop develops children's visual literacy skills by proposing the idea of pattern as code in different historical and cultural contexts. Children work with an artist to find visual patterns in a range of world sources including illustrations in *Gospels* and Qur'ans, photographs, maps, stamps and music. The workshop was an excellent partner to the exhibition, but is a core part of our

ongoing education programme, as it focuses on generic research and interpretation skills.

We also ran two summer schools on 'reading patterns' for students from a local school. Each week-long course involved 20 students, aged between 8 and 10 years. The summer schools were part of a larger 'summer university' in the local area which aimed to give students an intensive learning experience using 'accelerated learning' – a mixture of physical, musical and visual ways of learning as well as words.

We have also developed 'resource boxes' for schools (ages 5–18), working in partnership with the North East Museums Libraries and Archives Council. The resource boxes contain a variety of materials inspired by the *Lindisfarne Gospels*. These include lesson plans, classroom ideas, images, games and even a CD with sounds of wildlife from Holy Island. They have been created and assembled by a North East education consultant, who worked closely with libraries, museums and schools in the region.

The boxes are being distributed to museums and school library services across the North East. Any school can borrow them from their local resource centre. The project is one of a range of regional programmes whereby we incorporate BL expertise with local knowledge to make resources more accessible and relevant to users in the regions.

To coincide with the exhibition we also produced a wonderful facsimile copy of the *Gospels* which is currently touring around public libraries in the North East. Because it is a facsimile copy, people can actually handle the pages, and it is proving an extremely popular exhibit.

We also have a virtual version of the exhibition online (which you can still visit), with images and commentary. Some of the most beautifully illustrated pages can be seen on our website and pages can be turned in a realistic way with the mouse (using 'turning the pages' technology).

To provide an inclusive learning programme we need to ensure that we provide learning resources and experiences which are accessible to a wide range of informal learning groups (see Figure 2).

To date, our educational programmes have been developed with formal, discrete groupings of

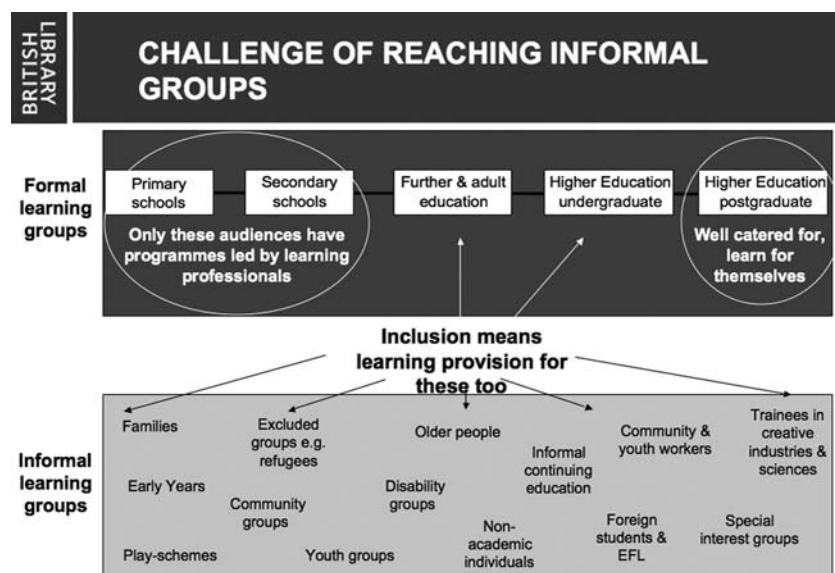


Figure 2. Challenge of reaching informal groups.

learners in mind – such as primary or secondary school children (some of the key groups on the learning spectrum are shown at the top of the diagram). Currently, we provide professionally led programmes for schools and our resources are used by the Higher Education community (typically postgraduate researchers and academics) to underpin their research.

We want to be able to provide education programmes that are relevant to a broad spectrum of learners. Inclusivity is high on the agenda of government and other funding bodies, so it is also important that we can demonstrate we are meeting their objectives if we are to succeed in raising funding for new programmes.

In practical terms this means that we may need extra resources to develop and run programmes for these different groups. We also need to think about how we shape our programmes and materials in order to appeal to these other learning communities.

Something that we think will help us to address the question of accessibility is the new framework which was launched by the Museums, Libraries and Archives Council in March this year.

Inspiring Learning for All is a vision for accessible learning in museums, archives and libraries. It is founded on four broad and overlapping principles, which together describe the characteristics of an accessible and inclusive museum, archive or library. These are shown in Figure 3.

The framework is designed to stimulate practitioners working in museums, archives and libraries to focus on and improve the way that learning is supported by helping them to:

- evaluate what the organization does against a set of best practice processes
- support learning more effectively both on and off site
- evaluate the outcomes in terms of the learning and awareness of users
- demonstrate their commitment to supporting and enabling learning as a lever to funding and recognition

Inspiring Learning for All adopts a broad definition of learning: 'learning' is not used only in sense of formal curriculum, but in the sense of everyone accessing information, cultural resources or entertainment in order to develop as individuals. *Inspiring Learning for All* recognizes that people learn in different ways and require a variety of stimuli to engage them in the learning process. It stresses that museums, libraries and archives need to: remove barriers to access; cater for individual learning styles (not just ages); create exciting environments; use innovative methods; value learning experts; consult with users and reach out to new users.

We are currently assessing how best we can apply the framework across the Library. It is an approach that libraries and museums can apply to all aspects of their work – whether e-learning or onsite exhibitions.

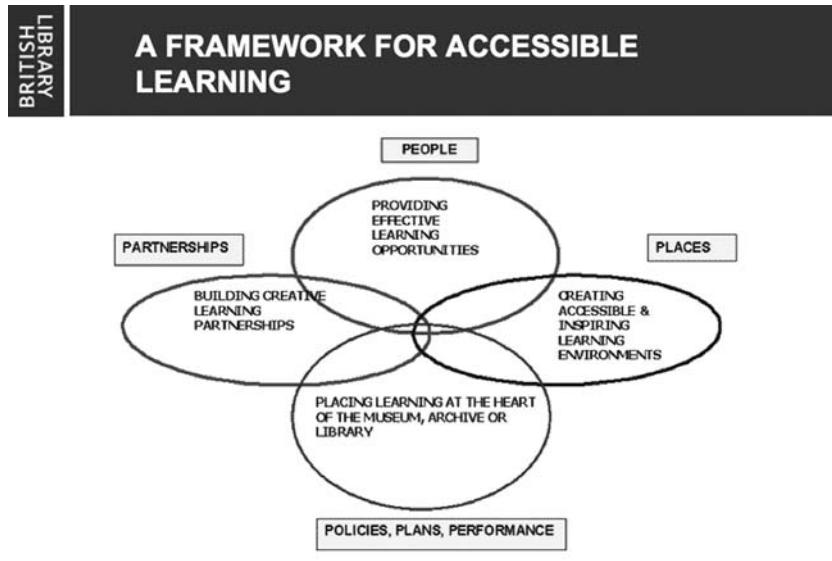


Figure 3. A framework for accessible learning.

I hope that this has given you a flavour of some of the activities and programmes that we are developing at the British Library. All of the online resources that I've mentioned can be found at our website – www.bl.uk (learning resources are at www.bl.uk/learning).

To finish, I'd like to leave you with some questions which the new e-learning possibilities raise for all of us.

How does e-learning change the educational role of national libraries?

- For the BL, e-learning provides us with new opportunities to engage with wider audiences.
- We can make the resources we have stretch further – it is viable for us to reach students, lifelong learners and the general public via digital channels, in a way that is not possible through a single physical location. We can repurpose work; e.g. the digitization of a medieval manuscript – initially for scholarly research – can also benefit students who can use the source material online to study changing language, or meaning through images.
- Therefore there is a greater responsibility on us to take advantage of these new possibilities to open up the national collection and, through appropriate selection or interpretation, make it accessible to a wide range of people (not just a national audience either, but internationally).

Should national libraries interpret their heritage collections as museums do?

- We believe that it is important to provide some kind of interpretation and guidance alongside our resources – for example, we arrange materials in themes and topics and also suggest choices of tasks and learning goals. However, we do not want the learning experience to be passive. We want to help the learner become an active interrogator.

Should libraries deliver learning programmes directly or let others package the library's resources?

- We believe it is important that we interpret BL sources in an inspiring way, in order to show other people what is available and what is possible. However, we are also keen to work in partnership with others to develop educational resources from our content.
- By developing our own programmes, we can shape something distinctive which draws upon our unique strengths.
- We believe that it is important we develop our own skills in the interpretation of sources, so that libraries will be used to the full in future.

Original paper no. 102 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 75, National Libraries. English original and French and Spanish translations available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

Democracy Building Activities in the Swedish Riksdag: the role of a parliamentary library

Margareta Brundin



Margareta Brundin is Senior Librarian and Deputy Head of the Office for Information and Knowledge Management, Parliament of Sweden. She has been a member of several groups concerned with special libraries, terminology and standards in Sweden and a member of the IFLA Section on Library and Research Services for Parliaments, 1999–2003 and its Chair 2001–2003. Contact address: Swedish Parliament, SE-100 12 Stockholm, Sweden. Tel. +46 8 7864151. Fax: +46 8 786 5871. E-mail: margareta.brundin@riksdagen.se.

Many forms of Government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of Government except all those other forms that have been tried from time to time.

Winston Churchill, Speech, House of Commons, November 11, 1947.

Democracy – a Mutual Responsibility

A comprehensive and well-developed system of information about society is a fundamental requirement in a democracy. It is a precondition for an active dialogue between citizens and their elected representatives. As the principal representative of the people, the Parliament has a special responsibility for promoting information about society in general and for providing impartial information without party political bias about Parliament and its work. Knowledge of Parliament and our society is a fundamental prerequisite for citizens in exercising influence. Good knowledge of how Parliament and society work is the basis for commitment and responsibility. The citizen's trust in the democratic institutions is vital for a democracy to function.

The information activities of the Parliament of Sweden, the Riksdag, take their starting-point in the fundamental rights relating to freedom of expression and public access to information stipulated in the Swedish Constitution. These laws constitute an obligation for the Riksdag to provide information and a right for the public (media, organizations, the education system, agencies, businesses etc.) to obtain information about the role, the work and the decisions of the Riksdag. The Riksdag Administration must therefore be accessible, transparent and service-minded. The media and other distributors of information are to be actively supported in their task of informing the public.

Declining Participation in General Elections

In the western democracies young people tend to take democracy for granted. Democracy has, after many years of struggle, given people a relatively good standard of life. The media – the fourth branch of government – are today the principal source for information about society and the work of the Parliament. But politicians many times are looked upon with criticism and distrust, both by the media and by the electorate.

Swedes have been regarded as firm keepers of democracy. We haven't had a war since 1809. The general right to vote for all citizens alike was obtained in 1921. But in the last general elections in Sweden (2002) voter participation declined to 80 percent



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ISSN: 0340-0352. DOI: 10.1177/0340035205052641

– the lowest figure since 1958. Voter participation has been declining gradually since 1979. The number of young persons voting for the first time has decreased even more. The lower the level of education these young persons have the less interest they show to go to the polls. And the elections for the Parliament of the European Union (EU) in May this year gave a severe shock to Swedish politicians – only 37.8 percent of eligible Swedes voted, less than the 41.6 percent who voted the last time. Sweden has been a member of the European Union since 1995, but still this fact is not really accepted by many citizens. But is the best course of action for the citizen really to ignore politics and elections?

What can be done to change these trends? What can Parliament do? And are these problems really something for the Parliamentary Library and the rest of the administration to tackle? Personally, I think so. Parliament has an important supporting role to play in the education of citizens and the training of distributors of information like journalists, teachers and librarians.

In what follows I will describe the activities of the Library and the other departments of the Riksdag in this field. I will also mention what some other Parliaments do to enhance communication with the public.

Information and Communication Activities of the Riksdag

The Swedish Riksdag is a single chamber with 349 members from seven political parties. It has sixteen committees plus a special committee for EU issues. Around 550 non-political staff work for the Parliament. The party secretariats employ around 400 persons, mostly political secretaries.

One year ago, in 2003, the Library and other departments of the Riksdag working with information and knowledge were reorganized and taken out from under the parliamentary Administrative Office. They now form a new office directly under the Riksdag's General Secretary: the Office for Information and Knowledge Management. This gives the Library and the other related departments a more prominent part to play towards external groups of special interest to the Riksdag. One of the goals of the Riksdag is to be as open as possible towards the media and the public, and this is also one of the main objectives for the new office:

- to contribute actively to increasing the public's – and especially young people's – knowledge of and interest in the Riksdag and its work
- to satisfy the need among different segments of the public for accurate and easily accessible information about the work and decisions of the Riksdag.

The organization of democracy-enabling activities varies from one country's parliament to another's. In many parliaments the Library organizes nearly all public relations contacts with the surrounding world – one good example is the Parliamentary Library of Canada, another is the House of Commons Library in the UK. In Sweden this is not the case. Many of the democracy-building activities of the Riksdag are organized by the Information Department. Indeed, the first public relations activities of our parliament were started in the 1960s by the Secretariat of the Chamber, and an information department was set up only in the early 1980s.

The Information Department today is responsible for

- a telephone service for the general public, media, organizations, companies, public authorities and educational establishments
- press contacts and service to the media
- advertisements in the press
- courses and training for teachers, journalists, information officers, etc.
- school visits, primarily from upper secondary school and adult education classes
- guided tours for the public
- study visits from organizations, public authorities, etc.
- work experience programmes for school pupils
- exhibitions, fairs, open days, Youth Parliament etc.
- production of information materials for external and internal users, including teaching materials, fact sheets, books, brochures, a staff journal etc.
- electronic publication of the Riksdag's documents, databases and other information about the Riksdag.

Press and Information Services

The Press and Information Office answers over 25,000 telephone enquiries per year from the public, media, authorities, organizations and companies. The section's information officers respond to questions about current business in

the Riksdag, the scheduling of debates, results of votes in the Chamber and the implications of decisions. Other questions may for example concern the Riksdag's working procedures, the formation of Government, referendums, elections and distribution of seats. The telephone service is open on weekdays. Most questions are answered over the telephone but an increasing number are answered by e-mail.

The section is responsible for issuing press releases, dealing mainly with current business, committee reports, forthcoming activities in the Chamber and the engagements of the Speaker.

A brief summary of the decisions taken in the Chamber is compiled and sent at regular intervals via fax or e-mail, primarily to the media.

Every Friday the Press and Information Office compiles the Riksdag business agenda with information about forthcoming business in the Chamber, new Government bills, public committee hearings, etc. The Riksdag business agenda is distributed internally and externally to Government offices, public authorities, the media, etc.

Press releases, the summary of decisions and the Riksdag business agenda are all available in Swedish on the Riksdag website.

Twice a year a two-day course about the work of the Riksdag is held for journalists. Courses are also arranged for journalism students and public sector information officers.

A telephone service with a voice answer-back function provides extensive information about activities in the Riksdag. Among other things, it is possible to listen directly to debates in the Chamber, to public committee hearings or to press conferences. Recorded messages also give up-to-date information about current business in the Chamber, etc. Via a fax-on-demand service it is possible to order agendas and lists of speakers for the current week, the Riksdag business agenda, summaries of decisions, press releases, etc. Service to the media is available on a separate number – journalists can simply phone in free of charge and listen to the debate in progress in the Chamber. Various television channels use the parliamentary recordings of the plenary proceedings free of charge.

Some 30 journalists representing the major newspaper, radio, television and news companies have offices in the Riksdag. The journal-

ists receive services aimed at facilitating their work in the Riksdag.

School and Visiting Services

The goal for which the Riksdag's School and Visiting Services strive is to give visitors, especially young people, knowledge of how to influence decisions before they are taken in the Swedish Parliament. They are also informed about the democratic process and about the work and conditions of being an MP.

Activities of one kind or another are organized by the booking office for around 100,000 visitors a year. These activities cover educational programmes and include guided tours.

School groups

In the school unit former teachers work as school information officers. They work with students from the age of 16, but also with adult students. The visiting class receives lessons about the Constitution, the historical background of the Swedish Parliament, the law-making process, etc. in a specially equipped classroom. Sometimes they look at a video and after that they visit the chamber from the public gallery and listen to a debate; often they also get a chance to speak to a Member for about half an hour. The whole visit takes about 1.5 hours. The Riksdag usually receives 20 classes a week.

For younger students (14–15 years old), special programmes of about 40 minutes are arranged. They get basic information about the work of the Parliament and they visit the public gallery. There are six to eight classes of younger students per week.

Special groups

For other groups, guided tours through the different parts of Parliament are arranged. Fifteen part-time guides are employed to take care of these tours. Some days of the week are reserved for assistance to MPs' privately booked visitors.

General public

During the parliamentary session guided tours for the general public are arranged on Saturdays and Sundays both in Swedish and in English. There are also special 'art-in-the-Riksdag' tours on Mondays. During the summer, guided tours for Stockholm tourists are arranged every

weekday in Swedish, English, German and French.

Educational material

Different kinds of educational materials, such as books, fact sheets, brochures, overhead transparencies, videos and CD-ROMs, are published, especially for upper secondary schools. The aim is to provide schoolteachers with educational resources to increase pupils' interest in politics and democracy. Law-making is often a complex process and requires pedagogically designed educational materials to be properly understood.

Training

Courses about the organization and work of Parliament are arranged for teachers and university students. About 1,200 persons participate every year. The courses for teachers are very popular and there are always lots of applications to participate. The courses are inexpensive for the participants because the Parliament considers teachers a primary target group and subsidizes these courses. A course can last one day, three days or even four days. Half-day courses are often arranged for students at university level. The course program consists mainly of lectures, talks and discussions with MPs and listening to debates in the chamber.

Exhibitions

Generally one or two big educational exhibitions are created every year.

Student trainees

Each year about 60 upper secondary school pupils can accompany MPs in their work for a week or two. In cooperation with the MP and with regard to the trainee's age and interests, the Information Department arranges study programs, to take place when the MPs are occupied with their work in the standing committees. The sessions in the committees are not open to the public and the trainees are consequently not allowed to be present. The Library takes part in these programs by arranging historic political walks in the Old Town of Stockholm. The young trainees really appreciate the opportunity of being in the centre of politics.

Youth Parliament

Many Parliaments arrange Youth Parliaments. On the 19th of March this year, 349 young high

school students from all parts of Sweden met in the Riksdag for the fourth Swedish Youth Parliament. These delegates were gathered to practise as members of Parliament for one day. They had been preparing themselves for this day together with their teachers and fellow students for half a year beforehand. After the Speaker had welcomed them to the Riksdag, they gathered in parliamentary committees to discuss the different subjects on the agenda. Under the guidance of one MP and one officer from each committee they discussed the motions sent in to the Youth Parliament from schools all over Sweden. A debate and voting in the Chamber followed. Then they had an opportunity to ask questions to Members of the Government. An opportunity to meet with Members of Parliament concluded the day.

Educational Centre

An interactive educational centre will open in the Riksdag next year. The idea has been borrowed from the Danish Parliament, the Folketing, where the program is called 'Politician for a Day'. The Centre in the Folketing is situated in the basement of the Parliament, and is a high technology mini-parliament with chamber, committee rooms, library, MPs offices, etc. Here pupils from grades 8 and 9 can take part in an advanced role-play reflecting the political life of an MP.

Publications and Electronic Information

The Publications and Electronic Information Section is responsible for the Riksdag website, the public databases (Rixlex), the Riksdag's Intranet, graphic design, electronic information and production of the *Citizens' Guide*.

The Riksdag website (www.riksdagen.se) contains information about the work of the Riksdag, current business, members, the Riksdag and the EU, etc. Much of this information is also available in English. A subscription service is available for members of the public wishing to receive press releases, the Riksdag business agenda and a summary of decisions taken by the Riksdag. When the Riksdag is in session, the website has an average of 180,000 visitors per month.

The Riksdag's public databases (Rixlex) are available via the website. Rixlex contains full-text databases dating back as far as the late 1980s. It also contains a directory of all the members of the Riksdag.

All printed and electronic information material is given a special graphic design. The Section often functions as an internal consultant for other departments when they wish to produce information material. Material for external target groups includes a presentation brochure about the Riksdag in several languages, fact sheets and a directory of the members of the Riksdag. A brochure entitled *Schools and the Riksdag* presents teaching materials for different school levels. Much, but not all, of the Riksdag's information material is free of charge. Information material and parliamentary documents, i.e. Government bills, private members' motions, committee reports, records, etc. can be purchased from the Riksdag's Information Centre in Stockholm or ordered via the website.

The *Citizens' Guide* is an easily comprehensible guide to the rights and obligations, laws and regulations that apply in Swedish society. It also provides practical information on topics such as how to start a business, how to apply for a building permit, what rules apply in the case of industrial injury etc. It is continuously updated. The *Citizens' Guide* is available in Swedish on the Internet: www.samhallsguiden.riksdagen.se.

The EU Information Centre of the Riksdag

The task of the EU Information Centre is to keep the general public informed about the European Union and Sweden as a member state. The activities are focused on answering questions about the EU from the general public. Responsibilities also consist in producing and distributing information material. The information concerns both basic facts and issues of current importance. The information provided by the EU Information Centre must be non-partisan and politically impartial, in accordance with requirements laid down in the parliamentary guidelines for all information activities.

The public can contact the EU Information Centre in several ways. The most common way is via the Riksdag website or by telephone. The telephone service is open weekdays for 5 hours every day. Information material can also be ordered via a 24-hour answering machine service. The call is free of charge when phoning within Sweden. The number of questions received by fax and e-mail is growing every year. Questions can also be forwarded by post.

The material produced by the EU Information Centre is in most cases available in both printed

and electronic form. The ambition is to make it possible to access all needed information on the website. Some of the material is also available in English. The Centre publishes fact sheets, brochures and other types of publications.

Från Riksdag & Departement

Från Riksdag & Departement is a special journal containing news about the business of the Riksdag and the Government and is published every week when Parliament is sitting. It is intended to keep central and local government employees, the private sector, organizations and the public abreast of what is going on in the Riksdag, the Government offices and the EU. It covers topics of current interest, inquiries and Government bills. It also describes the progress of various proposals in the Riksdag, parliamentary debates and decisions, and how affairs relating to the EU are being dealt with. Experienced journalists write the articles. *Från Riksdag & Departement* has around 20,000 subscribers, and is also issued in audio format as a talking newspaper.

The Research Service

The Research Service of the Riksdag has no special activities directed towards the public. Of course they do a lot of research work for MPs that these can use in their contacts with their constituencies, but the research reports and InfoPMs are not available to the public.

People with Special Needs

For many years the Riksdag has tried to improve the general public's access to the work of the Parliament. A couple of years ago a discussion started as how to help persons with special needs, i.e. persons with physical handicaps like blindness or deafness, but also people with dyslexia and other learning problems, to understand and follow the work of the Parliament. Also, Sweden has an immigrant population of around 10 percent, many of whom have difficulties understanding the Swedish language. What could be done for these groups? For many years some of the Riksdag material has been published on cassettes, but what more would be needed to reach these groups?

Discussions started with the Ombudsman for disabled people, with immigrant and handicapped persons' organizations. These were given the opportunity to go through the website and

the printed material of the Riksdag, to criticize and give advice. This led the Riksdag to change the formats and versions of the information both on its website and in its print publications.

As a result, all staff of the Riksdag working with information have been educated in intercultural communication and how to present material for persons with special needs. Easy-to-read versions of the brochures about Parliament and its work were published and special areas for easy-to-read information and information in sign language were added to the website. A special audio function that lets the user listen to the information on the website was created. Text was added to the videocassettes of the Riksdag and some of the guided tours were led by interpreters of sign language. All televised broadcasts of debates in the chamber include interpretation in sign language, and there have been requests for subtitled debates in the future. Furthermore, a project to publish all information brochures of the Parliament in some of the immigrant languages has started this year (2004).

Information Centre

The Information Centre of the Riksdag was created in 1995 and used to be located close to the main entrance of the Riksdag. As of August 2004 the Information Centre has been reopened in a new form and in a new place – the entrance hall of the Library. This will make it possible for the Information Centre and the Library to work very closely together and easier for the public to follow the work of the Riksdag. We hope both to spark a greater interest in the activities of the Riksdag and to create a new meeting point for the public and members of the Riksdag. The Information Centre has up till now received approximately 45,000 visits per year. The Library has more than 100,000 visitors per year, so the cooperation will probably be fruitful.

The new Information Centre will sell parliamentary documents, official government reports and souvenirs. The public can follow the debates in the Chamber on a wide-screen television and multimedia work stations are available for accessing the Riksdag website and for searching the Riksdag's collection of public databases, Rixlex, or viewing presentations about the Riksdag and its history.

Once a week when the Riksdag is in session an informal meeting is to be held in the reading corner of the Information Centre, giving

members of the public the opportunity to meet and discuss with politicians. The reading corner also has current information about the party groups in the Riksdag. Program activities and exhibitions concerning the work of the Riksdag are also arranged at the Information Centre.

And, finally, what does the Library of the Riksdag do to build democracy? In my opinion the most important democracy-enabling activity of the Library is its open door policy towards the public.

A Riksdag Library open to the public

The function of the Riksdag Library when it was founded in 1851 was initially to serve only members of the Riksdag and their staff, together with the committees and agencies of the Riksdag. At the end of the 19th century, representatives of the governmental bodies were granted permission to use the services. Over the years, close contacts developed with the libraries of the ministries, all situated in the near neighbourhood. As the collections of the library to some extent lacked a counterpart in other Swedish libraries, the Riksdag decided that scholars should be allowed access to the library. In 1918, when the library became one of the agencies of the Riksdag, it was formally declared open to researchers and advanced students. This has always been interpreted in a broad sense and in reality it meant that the library was open to the public. The Riksdag Library participates in close cooperation with university libraries, special libraries of various kinds and the public libraries of Sweden. The Riksdag Library is furthermore a depository library for documents of many international organizations and has agreed to keep this material available to the public. Thus the library is a parliamentary library, but it also has obligations towards other groups and the general public. In 1983 direct access for the public from the street into the library was opened.

The Riksdag Library is, of course, first of all responsible for the provision of information and knowledge to members of the Riksdag and to their staff, by acquiring and making available factual and briefing material. But it also has as one of its aims to help to create openness and access to the work of the Swedish Parliament, and to promote greater knowledge of and interest in the Riksdag and its work. The Library is responsible for informing the general public about the official materials it holds and for keeping them accessible to the public.

Many parliamentary libraries say that they are open to the public, but very few are open to all members of the public without any previous application or notification. Being paid for by tax money, parliamentary libraries should, in my mind, be open to those who are paying for them. And nowhere are librarians with a deeper knowledge about parliamentary affairs and politics to be found! Five hours every weekday the public may use the Riksdag library. To the Riksdag it is, of course, open all day.

The Finnish Eduskunta Library, the Library of the Italian Camara dei Deputati and the National Assembly Library of South Korea are other parliamentary libraries that I know work with the same model. The Finnish Eduskunta Library is an excellent example: it is open from 0900–1800 Mondays and Fridays and the rest of the week from 0900–2000. It is even open to the public 0900–1500 on Saturdays! I think this is a model for the rest of our parliamentary libraries to follow!

In March this year (2004) I had the great pleasure to visit the Italian Parliament and its wonderful library. The Library is completely open to the public, with direct access, and offers truly beautiful surroundings for students and other members of the public to study the parliamentary documents and other subjects of the collections. The Italian Parliament opened its library to the general public in December 1988. They have developed and gradually extended the following services to the general public:

- guidance to legislative research and to Italian, foreign and EU documents
- assistance in bibliographic research, catalogue consultation and using the databases and the CD-ROM service of the Library
- Internet access and assistance in searching networked electronic resources
- training sessions on legislative and juridical research, with special reference to the parliamentary documentation available on Internet
- photocopying and reproduction services

And an extensive assistance is available in the reading rooms from the entire staff working rotating shifts.

Library user analysis

Who are the visitors to a parliamentary library from the public and how often and why do they visit? Only two months ago, in Spring 2004, the

Riksdag Library did a survey among the people visiting it from outside.

Mainly the visitors are young people: 48 percent are students between 20 and 30 years of age, 27 percent are between 30 and 40. A total of 71 percent come to the Library on account of their university studies. 18 percent come to solve problems related to their work (lawyers and employees of the courts in the neighbourhood) and 12 percent use the Library for research purposes. About one-third – 33 percent – of the external visitors come to the Library every month and as many as 27 percent come once a week or more. The remaining 40 percent visit the Riksdag Library once or twice a year.

What information do they seek?

As many as 43 percent seek information about older parliamentary documents and decisions, while 28 percent are looking for information about current parliamentary issues. Some 39 percent of the public visitors are looking for general information about society: on environmental matters, about the European Union, about Swedish social issues, about international politics and laws; or just want to read the periodicals. Only a very few are interested in facts about how Parliament works. As few as 6 percent come to borrow a certain book. Mostly the students are looking for course books, law books, case law, historical material and research reports. Some of the outside visitors simply use the Riksdag Library as their working place when in Stockholm.

Website and information

The Library has invested much more effort in the Intranet than in the extranet, its public website. I am quite proud of the Riksdag Library's Intranet and all the digital information our members and staff can find there, but that lies outside the scope of this presentation. There is a special smaller Intranet for visitors from the public to use in the library. They can search and order from the library catalogue, of course, but they also have access to some of the major law databases of Sweden.

The Riksdag Library's public Internet site will be renewed at the end of this year. There is a big project going on to update all the websites of the Riksdag, and the Library web is part of this work. Already today the public can search and order material, so that it is waiting for them

when they arrive, and they can also extend their loans. The website gives all of Sweden access to the Library, and that is quite democratic.

Indexing

Librarians index all official documents of the Riksdag. The Library publishes one of the public's most important gates to the Riksdag documents – the printed index. At the moment a project for automatic indexing of the documents with the help of the search system Autonomy is in its final stages.

Training of librarians

Libraries and librarians in Sweden are a very important target group for parliamentary information delivery. The staff of the Riksdag Library consists of only 40 persons, and very few of the citizens of Sweden have the opportunity to use the Library personally. We have to use other libraries and librarians as retail dealers of information about the Riksdag. That is why we twice a year arrange training courses for librarians from all over Sweden. The duration of the course is three days. The Riksdag pays for the stay: two nights at a hotel in Stockholm. We also arrange a dinner for the participants and members of Parliament in the Riksdag restaurant. But the main objective is that when the librarians leave Stockholm, they shall know everything that is worth knowing about the Parliament, the building, the history, the documents, the proceedings. Librarians from all types of libraries (public, university, special) can apply for the course, but librarians working with the social sciences and with parliamentary documents have the best chance to get selected. The Riksdag Library training course is looked upon as one of the best educational opportunities for librarians in Sweden, and it helped us get the 'Library of the Year' award in 2002.

Regional information services

In January 2004 the Riksdag Library in Stockholm started regional Riksdag Information Centres in three other major cities of Sweden: Malmö, Gothenburg and Sundsvall. The Riksdag Library picked up this idea from the Finnish parliamentary library, which did something similar as a project with several Finnish provinces some years ago, but we have tried to polish and refine the concept.

For several years the opening of regional Riksdag Information Centres in other parts of

the country had been suggested in private members' bills. This led us to investigate how to realize the idea at a low cost to the Riksdag. Every city of Sweden has a very good public library. As a librarian I thought that using these public libraries would be the best solution. We selected three major cities, one in the very south, one in the west and one in the north, for this regional Riksdag Information Centre project, which will run for two years. If all turns out well, some new cities will be selected, and the project will be transformed into a current activity of the Riksdag.

The public library selected as host has to offer a good space where the Riksdag can set up a regional centre. The Riksdag pays for the equipment, hardware, furniture, etc. and the public library puts staff at the centre's disposal. This staff – two librarians from each library – is invited to the Riksdag for two or three days twice a year. They get a thorough education in how the Riksdag works and they meet with MPs from the constituency. They also learn all about the publications of the Riksdag and they get to practise both in the Riksdag Library and at the Information Department. They meet a special contact person at the Riksdag, whom they can call on for help whenever they need it. The Riksdag pays for their stay in Stockholm during the training sessions. The public library is in charge of the local marketing of the centre. During weekends Members of Parliament from the region are invited to use the centre as their meeting point with their constituency.

On 9 February 2004 the three regional Riksdag information centres were inaugurated. Many other public libraries from different parts of Sweden are waiting for their chance to be part of this project.

Conclusion

These are some of the ideas practised in the Swedish Parliament and I am eager to hear about the experiences of other parliaments and their libraries in activities that enable democracy.

And remember that this work of democracy-building which we do is no small matter. A wise man observed, "You can never have a revolution in order to establish a democracy. You must have a democracy in order to have a revolution." (G.K. Chesterton, *Tremendous Trifles*, 1955.)

When we work to build democracy through our parliamentary libraries, we are working to help citizens change their world.

Original paper no. 166 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22-27 August 2004, in session 73, Library and Research Services for Parliaments. English original and Spanish translation available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

Unreliable Research: are librarians liable?

Ann Curry



Dr. Ann Curry is an Associate Professor and Chair of Doctoral Studies in the School of Library, Archival and Information Studies at the University of British Columbia. Her research and teaching areas include censorship and access to information, public libraries, history of libraries and librarianship, library architecture and planning, collection management and research methods. She has worked in school, special, college and public libraries in Malaysia, Canada, and Australia. She publishes extensively in professional journals and her book *The Limits of Tolerance: Censorship and Intellectual Freedom in Public Libraries* (1997) continues to provide guidance for those engaged in censorship-related research. She may be contacted at School of Library, Archival and Information Studies, University of British Columbia, #301 – 6190 Agronomy Road, Vancouver, British Columbia, Canada V6T 1Z3. Tel. +1 604-822-4250. Fax: +1 604-822-6006. E-mail: ann.curry@ubc.ca.

This paper is concerned with unreliable research, which might also be called fraudulent, false, spurious, unethical, or many other names that indicate that the research is defective. It addresses two types of research: that done by librarians about aspects of their work, and that done by others, which we as librarians disseminate in our libraries.

Background

Ptolemy

The phenomenon of unreliable research is certainly not new. The highly respected Greek scientist Claudius Ptolemy who lived in the second century B.C. is now suspected of conducting unreliable research. When astronomers of the 1800s re-examined his data that would predict the positions of the planets, they found that many of the calculations were very wrong – and that Ptolemy had lifted his data from an earlier astronomer. Ptolemy is also accused not only of the ancient crime of plagiarism, but the more modern crime of ‘creating’ results to fit a theory of planetary movement that he was championing.

Galileo

Galileo in the 1600s also conducted research that was highly suspect, despite the fact that he is known as the father of empiricism – basing theories on empirical evidence. Modern scientists have proved that the results he obtained from dropping stones off the Leaning Tower of Pisa to investigate gravity could not have been obtained, not surprising, considering Galileo’s fondness for conducting ‘thought experiments’, in which the brilliant man liked to *imagine* an outcome rather than actually performing the experiment. When he was asked about the outcome of an experiment that he had previously reported, and whether he had conducted the experiment himself, Galileo replied “No, and I do not need to, as without any experience I can affirm that it is so, because it cannot be otherwise” (Broad 1982, 27).

Newton

Even Isaac Newton was not above ‘tweaking’ his data to fit his theories. Historian Richard Westfall says that Newton “‘adjusted’ his calculations on the velocity of sound and on the precession of the equinoxes, and altered the correlation of the variable in his theory of gravitation so that it would agree precisely with his theory.” According to Westfall, in his experiments Newton “manipulated the fudge factor with unparalleled skill” (Westfall 1973, 751).

Babbage’s categories

Being ‘creative’ with scientific results was so common in the 1800s that Charles Babbage, the inventor of the calculating



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ISSN: 0340-0352. DOI: 10.1177/0340035205052640

machine that evolved into our modern computers, wrote a book in 1830 about this careless, some would call, criminal, type of creativity. He catalogued different types of fraudulent research into three areas, which remain relevant almost two hundred years later:

Trimming – clipping off little bits here and there from those observations which differ most in excess from the mean, and sticking them on to those which are too small.

Cooking – an art of various forms, the object of which is to give ordinary observations the appearance and character of those of the highest degree of accuracy. One of its numerous processes is to make multitudes of observations, and out of these to select only those which agree, or nearly agree. We call this now ‘selective reporting’.

Forging – “The forger is one who, wishing to acquire a reputation for science, records observations which he has never made.” This creation of results out of thin air Babbage considered the most heinous scientific fraud (Babbage 1969).

Why Do Researchers ‘Cheat’ and What are the Consequences?

Greater reputation

In his third category, that of forging, Babbage touches on one reason *why* researchers cheat – to obtain a greater reputation. Charles Darwin himself acknowledged that this was the main reason why he was less than fully honest about his research. Darwin based his theory of evolution on the work of several zoologists who had speculated for decades about the phenomenon of natural selection, but he was loth to acknowledge his intellectual debt, some would say his plagiarized ideas, to others, even when pressed to do so. He said, “I wish I could set less value on the bauble fame, either present or posthumous, than I do . . .” (Merton 1973, 306).

Career advancement

Allied with fame and glory – possession of the shiny bauble – is the need for career advancement. Published research is the currency of the careerist, who needs to acquire a richness of publications to climb up the ladder within the research institution, the university, or within the academic library. According to William Broad, “The scientific paper at one time was a vehicle

for the transmission of scientific truth and for speculation on the workings of nature, but today its importance has been diminished as it more and more has become a tool of the careerist” (Broad 1982, 56).

The curricula vitae of many researchers today include 30 or 40 pages of listed publications, as those researchers strive for promotions and increasing numbers of grants, both of which are dependent on publication record. The pressure to publish is enormous; perhaps there is too little time to actually ‘do’ the experiment. Who will know if, like Galileo, one just does a quick ‘thought’ experiment, rather than actually taking the time to test all the compounds, or ask all the questions of every person in the sample population of library customers, or analyze all those records of Internet searches?

Getting caught

The propensity for dishonesty amongst researchers appears to be influenced by three factors: the rewards, which in some fields are very high; the perceived chance of being caught; and the personal ethics of the researchers. The chance of being caught is surprisingly low. The literature is replete with stories of researchers who carried on for years, publishing falsified data in numerous journals. Two ‘over the top’ medical cases in the 1980s are that of John Roland Darsee from the Harvard Medical School, who falsified heart research findings for years in over 100 medical articles (Kochan and Budd 1992), and Elias Alsabti, who practiced as a cancer specialist (with forged credentials) at numerous leading United States teaching hospitals for almost 5 years, and published almost 50 papers, most of which were partial or complete plagiarisms of papers published by others (Kohn 1986, 147). Darsee’s research assistants were very fearful of turning him in, as he was a superstar at Harvard; even when they did raise doubts about the reliability of their supervisor’s results with new heart drugs, they were not believed. Much of the heart research at Harvard during Darsee’s tenure had to be scrapped, as it was based on his work. Darsee was caught only when a persistent official from the grants department of the US National Institutes of Health insisted that Darsee’s numerical calculations regarding drug-testing results were incorrect, and an investigation began. Alsabti was fingered several times by authors who were horrified to see their work ‘republished’ by someone else, but when cornered with the evidence of his stolen

results or copied prose, Alsabti just resigned quickly and moved on to another hospital in another state. The teaching hospitals and research institutions that Alsabti disappeared from certainly did not want their credibility damaged, so very little publicity about his duplicity was ever released.

Responsibility of the publishers?

In both the Darsee and Alsabti cases, neither the editors of the refereed journals, nor the reviewers of the articles, caught the crimes. The *British Medical Journal* claims that with the great number of medical journals published world-wide – nearly 8,000 – “it is well nigh onto impossible to check whether a paper has been published before” (Broad 1982, 56). And analysis of citation rates shows that the articles in many small research journals of all disciplines, including library science, are rarely cited. Which perhaps means that they are rarely read? So if the publishers are shirking the responsibility for catching fraudulent research, what about the reviewers?

Responsibility of the reviewers?

It appears that the reviewing system works, but not that well, mainly because reviewers are not suspicious enough. Researchers who review the work of other researchers have faith in their colleagues. Suspicion is considered slightly unseemly and perhaps a trait of someone unfaithful to the subject or not part of the discipline team. After all it is a ‘peer review’ process, and ‘peer’ is defined as a person of the same rank, ability, or qualities as another, an equal. Scientists generally believe that the only people who falsify, fabricate, or plagiarize research findings are unbalanced and irrational, traits that the scientist would definitely have noticed in a colleague at the last conference they attended. Reviewers need to search more widely for plagiarized results – an activity that most claim they do not have time for and hope that someone else (who?) will do, and to be more skeptical. As Broad says:

Scientists are not different from other people. In donning the white coat at the laboratory door, they do not step aside from the passions, ambitions, and failings that animate those in other walks of life. (Broad 1982, 19)

Severity of the penalty?

The cheating researcher weighs the chances of getting caught, and also the severity of the

penalty. How ‘widespread’ will the news of his or her notoriety be? Research on this topic indicates that the news remains quite localized unless the case becomes a ‘cause celeb’. Journals are loth to publish letters from authors who are furious that their work has been plagiarized in that journal, and almost as reluctant to publish articles or letters that challenge the veracity of data or conclusions. Such ‘admissions’ that they and their reviewers have stumbled mean only that the journal’s reputation is damaged and subscribers are lost. Only if honor and ethics prevail over economics will a retraction be published. The exception to retraction avoidance occurs with medical journals, where the fear of a lawsuit resulting from patient harm appears to prevail. But even then, a retraction printed in the same journal may never reach the eyes of the person who accessed the first, unreliable article, and therefore the unreliable or misrepresented data live on, cited over and over.

As shown by both the Darsee and Alsabti cases, unethical researchers are also unlikely to be publicly vilified by their institution, their employer. It appears that most medical institutions just want the dishonored researcher to slink quietly away, and most universities shun publicity about the debacle. I would imagine that a university library would do the same if it were determined that one of their librarians conducted or published fraudulent research, and dismissal would depend on how the conduct affected the ability of the librarian to do his or her job.

Replication

The research and publishing arenas also have faith that unreliable research will be caught through replication, but this is largely a false hope. In all disciplines, including library research, there is no glory in repeating research, in going where someone else has gone before. The rewards of large research grants and publication in well-respected journals go to original work, not to steady, careful repeating of a project that confirms the results of work already done. Replication is hampered, as well, by the difficulty of obtaining the original data – they are often lost, misplaced, or inadvertently destroyed when the first researcher moves on to other projects. Replication research also carries with it the implication of challenge to the original researcher, a sense of cynicism about the original results or conclusions. The cause of unveiling

unreliable research would be much better served if replication research were viewed as a compliment to the original research whose results were considered so important that the project was worth repeating and checking. But this is usually not the case.

Electronic publishing and fraud

According to Marcel LaFollette writing in the *Journal of the American Society for Information Science* (2000, 1337), the consequences of publishing unreliable research have increased considerably with the development of electronic publishing, but our ability to retrieve or retract information has decreased. I quote:

At one time, a scientific publisher could safely assume that a journal's readers came from the same narrow professional community as its editors. Journals were not marketed outside that circle, and rarely sold on newsstands. Isolated in the science [or library science (*my addition*)] sections of libraries and hidden behind bland covers, they presented a stodgy and uninviting face to non-specialists. Web-based publication – and the jazzy new graphics developed for interactive presentation of scientific data – have attracted all sorts of new readers to scientific journals. People who have never seen an actual printed copy of the *Journal of the American Medical Association* have now accessed its Web pages. Even those who do not read the technical articles on a journal's Website may read the general summaries, news, and commentaries; others have easier access to journal information through a host of new Web intermediaries that summarize medical and scientific news and provide links to the journals themselves. The *speed* with which information moves in cyberspace has alerted specialists to the need for accuracy and reliability for the sake of their colleagues and their professional reputation. The *spread* of information now makes accuracy and reliability essential for all of society.

Are Librarians Likely (or Liable) to Conduct Fraudulent Research?

No, they are not – according to the only article that could be found on this topic, the transcript of a brainstorming session held in 1996 by the editorial staff of the journal *Library and*

Information Science Research (LISR) (Fraud and Misconduct . . . , 1996, 199). The primary reason for our honesty would be that the stakes are too low. The multi-million dollar research grants, high salaries, ultra-prestigious positions, and press recognition that are awarded to medical or other science researchers who publish many articles per year are largely absent from the library and information field. According to these editors, we're honest because the 'bauble' spotlight that Charles Darwin coveted is not a reward that would be ours.

It would be folly, however, to assume that librarians and LIS researchers will be forever research saints, so speculation about when we might be liable to conduct unreliable research is prudent. The pressures of careerism, publish or perish, have become much more intense in LIS schools in the past 20 years, and this same pressure is now affecting academic librarians who have faculty status within their universities and for whom advancement depends on published research. But are we likely to be more vigilant about reviewing material for journals now that the pressure to publish has intensified? I think increased scrutiny of our peers will be difficult because the LIS community worldwide is quite small, leading us to think that putting the work of our peers under intense examination is an insult and a waste of time. It is likely that we will follow the lead of other researchers in assuming the absolute honesty of our peers, and presume that only an 'unbalanced' researcher would cheat. This was the case in Canada regarding a fraudulent article in a 1990 issue of the *Canadian Journal of Physics*: Canada's small research physics community could not believe that one of their 'own' had been dishonest (Montagnes, 1993).

Although no specific fraudulent LIS research could be identified, the *LISR* editors believed that some unreliable research in Babbage's first category – fudging – was likely slipping through the editorial and reviewing process. They felt that librarians were just as vulnerable as other researchers to slightly altering data to make results 'cleaner' and conclusions more compelling. Fudging might also result from the tendency of inexperienced researchers to manipulate results in inappropriate ways in order to obtain the results they want to see. Statistical magic can seem to be a very logical process if one really wants to obtain certain answers from a survey of customers or an analysis of online journal use. This fudging of

figures is not forgivable, but at least it is due to ineptitude and not malice. Another source of unreliable research done by librarians could be an investigation that breaks or bends ethical guidelines. For example, research concerned with the rapidly evolving area of Internet research – how people search the Web, how they communicate through e-mail, what communication patterns exist on electronic discussion forums (listservs) – involves numerous ethical issues related to privacy. Questions arise such as: What identification markers can we use when we describe the messages and search strategies we are researching? Must we use pseudonyms for everyone? Is it an invasion of privacy to quote a message from a listserv, even when no personal names are used? Will research with no identifying characteristics of the message author nor the message itself be of limited use and unable to be replicated? Typical of a research project that encountered ethical roadblocks was the doctoral research of Eino Sierpe, whose thesis is entitled ‘Gender and its relationship to perception in computer-mediated communication’ (Sierpe 2003). Dr. Sierpe navigated the ethical shoals very well, but his research results were muted by privacy concerns. When he described the messages posted on a listserv, he (of course) did not identify the poster, but he also could not say what the messages were! The ethical issues surrounding this area of research and a report on the topic by the Association of Internet Researchers are described by Jeffrey Young in the *Chronicle of Higher Education* (2001).

An ethical misstep can indeed result in data collection that is tainted and unreliable: the offense may be due to lack of ability and not a deliberate oversight, but we are still liable for censure because of the transgression. Unfortunately, not all LIS schools have required research methods courses. And even some of the required courses concentrate almost solely on teaching librarians to be perceptive consumers of research rather than skilled researchers themselves. As well, exploration of good ethical practice sometimes receives short shrift in research courses, sidelined by the many hours required to explore various methodologies. So if we are to decrease our liability to do unreliable research, a greater emphasis on ethical research practices should appear in our courses, and we must make certain that our discussion of information ethics as it relates to practice, also relates to research.

Are We Liable for Unreliable Research in Our Libraries?

I could find no cases in which librarians had been found guilty or liable for distributing unreliable research in their libraries. But the question of culpability is inextricably entwined with intellectual freedom questions, of course. Do libraries, particularly university libraries, have a responsibility to *Maintain* unreliable research on their shelves, so that there is a record of this research, and so that it can be studied? How can we, or should we, mark materials to indicate that they are unreliable?

Librarians can receive little guidance on this issue from the literature – few relevant articles could be located. One by Sidney Berger, ‘Forgeries and their detection in the rare book world’, discusses the financial and reputation damage that forged books can cause to universities and to dealers, and reveals the tricks of those who create and sell expensive spurious documents (Berger 1992). Steven Sowards, in ‘Historical fabrications in library collections’, discusses what he calls “problematic historical writings”, which include books purported to be diaries that are actually pure fiction, and books based on questionable or refuted World War II evidence that are often characterized as Holocaust revisionist materials. After weighing the options, Sowards recommends against labeling or stamping all such problematic material:

... to begin such labeling is a doubtful undertaking; once begun, it requires us to conclusively weigh the worth of every book in the collection, lest we imply approval of those left without warnings. This is not only a gigantic task, but a controversial one; it asks librarians to come to unequivocal judgments where subject specialists and expert scholars have often been unable to do so. (Sowards 1988, 85)

The issue of ‘problematic historical writing’ has erupted just recently with the book *Arming America: The Origins of the National Gun Culture*, in which facts are disputed. This book has been pulled from the shelves of many American libraries, making it the fourth most challenged book in the US for 2003, according to the American Library Association (Homan 2003).

Carol Hughes (1998) conducted a survey on the policies and procedures followed by medical

libraries when they discover that research in their collections is fraudulent. Fifty-nine percent of libraries had no policies for calling the attention of the library user to retracted information in publications. Those libraries that did, either stamped the article – e.g. “all or a portion of this article has been retracted – contact reference desk for assistance” or tipped in a message about the retraction. With almost all medical journal literature now disseminated electronically, the US National Library of Medicine’s *MEDLINE* publication of errata and retraction notices, which are linked to the original online article, makes it much easier for readers to become aware of unreliable research (United States. National Library of Medicine, n.d.). This service also eliminates the need for medical librarians to continue with their previous method of finding retractions – searching through individual journals for retraction notices.

Fraudulent research mounted on websites has become a new nightmare for librarians as self-service Internet access in our libraries continues to grow and as we increasingly direct customers to websites when answering reference questions. An article in *Searcher* magazine titled ‘Better read that again: web hoaxes and misinformation’ (Piper 2000) details different categories of hoaxes on the Internet – including counterfeit sites, parody and spoof sites, malicious sites and false product sites – but offers no solutions to librarians about how to deal with this misinformation, other than becoming more astute and cynical searchers.

One other area of unreliable research needs to be touched upon, that of libraries containing material that is alleged to be slanderous or libelous. Are we liable for continuing to carry that material after we have been alerted to the alleged libel, even though the material has not been proven in court to be libelous? A recent and ongoing case in Canada (*Warman v. British Columbia Library Association*, 2004) indicates that repeating an alleged libel in your library books or in audio form may indeed be actionable, although no evidence could be found of a successful libel case against a library in recent years.

Conclusions

The question of unreliable research must be viewed in the context of our strange 21st century age in which we *expect* a kind of fraud and

unreliability in everyday life. It is a time of overwhelming amounts of unsubstantiated and erroneous data on the Web that mixes with manipulated political information presented as truth on the television. It is an age of computer images of people and places that look like photographs but that are completely imaginary and digital, an age in which an actual photograph can be changed with free software to show something completely fabricated, an age in which popular ‘reality’ shows like *Survivor* claim to be real, but are later proven to be completely staged. It appears to me that the concept of ‘unreliable’ may now be slightly hazy for society in general, and perhaps for librarians and LIS researchers as well. But if we remember the research misdemeanors of Ptolemy, Galileo and Newton, perhaps we can take heart when we acknowledge that this area is a difficult one, with no easy answers.

So, are we liable for unreliable research? For errors either malicious or inept in the research projects that we conduct, yes. But we are liable no more than researchers in other disciplines, and that means that our ‘sentence’ will be light, if we are discovered at all! We will likely be sentenced to censure by our peers, but this censure will not likely be widely known.

For the research of others? Not likely, particularly if we make every effort to provide retraction information for the material that has been withdrawn by the publisher. With regard to material not retracted but still unreliable, solid collection management policies and practices that address selection should protect us. The jury is still out, however, regarding alleged libelous or defamatory material, as we may be liable for ‘repeating’ the defamatory words. Although libel laws vary in each country, and sometimes in each state or province, the law regarding libel generally says that as soon as a secondary distributor (bookstore, newspaper) discovers that material is alleged to be libelous, the material must be pulled from distribution. The best we can do is be aware of the laws in our jurisdiction and practice ‘due diligence’.

For librarians, however, a larger question lurks behind this exploration of unreliable research when we examine it in the context of intellectual freedom philosophies as expressed by Article 19 (n.d.) and FAIFE (Libraries 2004). Should we really make all unreliable research disappear? If we do remove it from our libraries, how can anyone know what the fraudulent research said?

Many times, research from the past that was alleged to be untrue, either because it was claimed to be slanderous or fabricated, fudged or fraudulent, turned out to have a grain of truth within it, a grain that grew through further research into solid results. John Stuart Mill in *On Liberty* stated four reasons in support of freedom of expression, the second of which said:

Though the silenced opinion be an error, it may, and very commonly does, contain a portion of truth, and since the general prevailing opinion on any subject is rarely or never the whole truth, it is only by the collision of adverse opinions that the remainder of the truth has any chance of being supplied. (Mill 1985, 116)

So let us try to do reliable research ourselves, so that we are not liable for censure, and let us provide for our customers the reliable research that they seek, but let us not destroy without question the unreliable research – it's liable to provide a very interesting story, and perhaps, just perhaps, a grain of truth.

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Expanded version of original paper no 187 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 139, Library Theory and Research. English original and French and Spanish translations available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>

Librarians and Basic Education Teachers in the Context of 'Digital Literacy'

Emilia Ferreiro



Emilia Ferreiro was born in Argentina. She obtained her PhD at the University of Geneva under the advisorship of Jean Piaget. Since 1979 she has resided in Mexico, where she is full professor at the Center for Advanced Studies of the National Polytechnic Institute. Dra Ferreiro is internationally known by her contributions to early literacy research. She may be contacted at: ferreiro@cinvestav.mx.

I will present some thoughts on the role of libraries in the so-called 'digital literacy' context. I will try, from the start, to question this name – 'digital literacy' – by trying to reveal what is hidden behind a name everybody seems to accept without further questioning. I will deal with the role of libraries in school performance, specifically focusing on basic tuition and poorly developed countries, which help to enlarge the so-called 'digital gap'.

I will always wonder, regarding the most popular slogans, what are we talking about?

Before I start, it would be convenient to justify the approach chosen. Of all the professions involved with the production, circulation, cataloguing and distribution of written messages, probably the library community is the one which has better reacted to technological changes. On the other hand, the school as an institution shows all kinds of fears and reticence, and abruptly shifts from locking up the few computers available, to claiming for more machines, as magical agents for the promotion of new learning.

I shall speak of education as a social institution, formally organized. Of course, I am aware that school is far from being the only educational environment, but in these times there are phenomena which have magnified the 'school effect': on the one hand, the entrance age has become progressively lower – in highly developed countries, practically all children attend school by the age of three. On the other hand, the so-called mandatory basic education has been extended to the age of 15, absorbing part of what before was called 'secondary school' or 'second grade school'. Also, the growing importance of diplomas is such that it justifies the recent and controversial declaration by the OECD [Organization for Economic Cooperation and Development], saying that education has become 'a service which is an object of commerce'.

For obvious reasons, I am not going to talk about higher education. At that level, intensive use of new technologies is evident, whether at online courses level, or in the renewal of libraries, research networks working jointly in several countries, transmittal of specialized techniques by means of virtual reality, and a long list of etceteras.

I will focus my presentation in the existing tension between libraries and librarians linked to the less sophisticated users on the one hand, and mandatory school and teachers on the other. Both institutions and professions are summoned to help achieve the 'digital literacy'.

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ISSN: 0340-0352. DOI: 10.1177/0340035205052642

Personal computers (PCs) are already 20 years old (I am speaking of PCs, not of computers). The idea of a ‘personal computer’ seemed unusual at the beginning. Twenty years later, we speak very naturally about the computer at home, at my office, my notebook. That is to say, we think it is natural for a person to have three different computers, for uses that partially coincide.

Ten years ago, a computer could be inherited. Nowadays, youngsters in the family ask for powerful processors and high speed. The adults’ computers are no longer inheritable. Recycling of computers – for obvious market economy reasons – is underdeveloped and, to my knowledge, limited to a few non-governmental organizations (NGOs) supporting the wrongly called ‘Third World’, and to some computing projects in a few countries.

We already have, at basic education level, ‘computerized children’, as before we used to have ‘television children’. By this I mean: children who were born and grew up knowing this technology was present in society. For some, that technology existed and was visible at their homes (though not necessarily available to them). For others (the great majority) it was one of the many technologies that are objects of desire, but out of reach. In both cases, and this is what I am concerned with, they were born with this technology already installed in society. It is not the same to see a certain technology coming to life, as being born with it already there. All those present here, at least most of us, and in spite of the obvious age differences, belong to the generation that watched this technology ‘coming to life’. Ours is the surprise, the amazement, the not knowing if ‘that’ would be an object of curiosity or necessity; later, there was the compulsory learning, and now, the realization that we have established a new technological dependency relationship.

None of this for the computerized children and youths of the new generation. To this new generation, the verb ‘to communicate’ means making a phone call (preferably, on a cell phone), or chatting. The verb ‘to communicate’ no longer spontaneously conveys the idea of writing on paper. Let’s bear this in mind.

* * *

We are witnessing a revolution in the practices related to the production, use and publicizing of

the written text. This is undeniable. The said revolution was prepared by writing by means of a keyboard, an invention that has been available since 1874, when the Remington company (a weapons manufacturer), offered in the market the first typing machines.

Writing by means of a keyboard is over a century old. But the keyboard becomes a privileged writing tool when it is associated with a computer. This is very interesting, because it shows that, sometimes, there is a considerable time gap between the availability of a certain technology and its social impact.

How long did it take for some of the recent communication techniques to become popular?

In its 1999 report, the United Nations Development Programme (UNDP) gives the following information:

- The radio took 38 years to finally have 50 million users.
- TV took 13 years to reach the same number of users.
- The Internet reached that figure in only 4 years.

(Computers, the Internet’s fundamental support, took 16 years to reach 50 million users.)

Of course, information and communication technologies (ICTs) are much more than a keyboard. But they incorporate the keyboard, and this is not always emphasized. I think it is important, because over the last few years, writing by means of a keyboard has shifted from being a job to being part of the ‘writer’s skills’. In the past, the keyboard defined a specific learning instance called ‘typewriting’. Today, no private institute – not even the lowest quality ones – promotes ‘typewriting’. The school does not tackle this – because it never considered the keyboard as a writing element.

Of course, the computer revolution is much more than writing by means of a keyboard. The main issue is that everything changes at the same time: *the text production method, the ways of disseminating the texts, and the material of the supporting objects of written signs*.

* * *

Current production methods involve a concentration of tasks on one single person, which before were divided into several specialized jobs.

At one point in history, in classical antiquity and for a great part of the Middle Ages, the work of author and scribe were dissociated. The author of the text was not the author of the signs; the author of the signs carried out a manual job. For the text to circulate, the copyists had to take part in the process. If the text needed any particular graphics, a new character would also intervene: the illuminator.

As technology improved and advanced (technology for the preparation of surfaces and for the instruments to make the signs – i.e. writing – on those surfaces), the author of the texts and the author of the signs became one single person.

But for the circulation of the texts, many different types of professionals, with very different skills, had to take part in the process. As centuries went by, all those publishing professionals were grouped under the name of a publishing house. Now, for the first time, the time is ripe for the disappearance of all those characters. (I am not saying they will actually disappear, but that there is a possibility of their disappearing that concerns them.)

Nowadays, for the first time, an author can be his own editor/publisher: first, because he can give his text a graphic format at will (including the addition of sounds and moving images); secondly, because he can distribute his text through the Internet. (It is more difficult to ensure that he will get any financial income through this distribution, but that is another problem, related to copyright, of which I will not speak.)

From the monastic organization of copyists to the mercantile organization of publishing after the press was created, there was a qualitative leap. Another qualitative leap is taking place now, and it should not be disregarded. The text production and distribution methods change completely in each of these periods.

The ideas of ‘work unity’ and ‘author identity’ are also changing. Both are closely related to a material support that helps to make such notions tangible. Even though the title page has included the author’s name since the 17th century, the juridical status of author would only be acknowledged by the late 18th century. As strong as such idea of author may seem to us, it has only been strongly established for two centuries. The idea of author ‘is not a medieval idea’.¹

In terms of social practices related to the written text, what is new and what is a return to past times? On screen, the texts scroll vertically. This vertical shifting text is, in a certain way, a return to the scroll (prior to the codex). There is nothing similar to the gesture of ‘leafing through’ in the new technologies, a gesture caused by the joined pages of the codex. The text’s instability can be conceived as a return to medieval practices, as well as authorship’s frailty. Before the press, there was no necessary unity of subject matter in the codices. On the contrary, the codices were usually anthologies, a group of texts brought together for different reasons, without a necessary topic unity. The loss of subject matter unity in electronic formats would not be then an attack on books, but a return to the codex prior to the press. Historically considered, then, the ICTs acquire a new dimension.²

Is the relation between images and text completely new? Yes, because it is possible to add an image to a text, as easily as never before. Yes, because it is possible to tackle a text as an image, and digitize both. However, we should not exaggerate. Since medieval times, and very strongly since the Enlightenment, images go with texts and sometimes replace them. (After all, during the conquest of America, Catholic doctrine was often transmitted by means of images, as shown by the Catechism in pictograms by Friar Pedro de Gante, inspired in the pre-Hispanic Mexico codices.³)

Are we witnessing then an improvement, disappearance, or a rupture of linearity? Once again, what are we talking about? Searching for information in a book, a dictionary, an encyclopedia, a phone directory, or whatever, was never linear. It was always a process of going to and fro, gathering information bits ‘in leaps and bounds’ and, with that fragmented information, making decisions. But the moment the required information has been found, and if that information appears in the shape of continuous written text, as brief as it might be, reading is linear. The Internet circulates texts without transforming them into non-texts.

Are there resources available that might allow the addition into writing of elements that were absent from alphabetical writing? Sure. But this is not totally new either. Commercial advertising has explored many of these resources very long ago.

The newest thing is, maybe, the possibility of fragmentation, with everything this entails. Video

experimented with the fragmentation and superimposition of images with great success. The remote control gave users, particularly youths, the possibility of changing channels or tracks rapidly and continuously, with a minimum exploration of visual image or sound stimuli. Computer resources allow us to fragment and superimpose images and texts at will. Maybe, without our knowing it, we are witnesses to new text aesthetics, where the traditional analysis in terms of coherence and cohesion no longer make sense. I cannot assure this. But I am convinced that some peripheral technologies – such as the remote control – have had a stronger impact on new generations than was expected at first.

We must remember that, together with the juridical acknowledgement of the ‘author’, the idea of a closed, finished, published work was also established. The author’s copyright could only be attributed to a work with those characteristics. Are we going back to the instability of the medieval text? Cerquiglini, in his challenging work *‘Eloge de la variante’*, discusses the effects brought about by the modern publishing of medieval texts, especially regarding word segmentation, punctuation and the search for ONE original, of which the rest would only be copies with different levels of fidelity or falsity. The essential thing in medieval texts would be variation, precisely because of the lack of the idea of an author.⁴

* * *

We are in a field where things are first said in English, and are then translated, with good luck, or none at all, into other languages. However, words name what the users, always changing, make with them. An Internet search will rapidly inform us that the term ‘literacy’ often appears associated with expressions related to ICTs:

information literacy; computer literacy; digital literacy; media literacy; web literacy.

(Fairly interchangeable terms, even though some differentiation systematizations have been tried, which are not yet being used).

But we also find:

technology literacy; environmental literacy; financial literacy; baseball literacy.

For example, the expression ‘baseball literacy’ does not refer to someone who reads a lot about

baseball, but to someone having a certain degree of proficiency in the practical skills related to that sport.

What meanings are we trying to convey when, in English, we speak about ‘computer, digital, or multi-media literacy’? In the library field⁵ there is less difficulty in using these expressions, because it is assumed that they are related to information search, and the methods of searching for information have drastically changed. Information is no longer looked for in book indexes, in encyclopedias or dictionaries – still less in card indexes which have been or are being destroyed. Information is searched for in digital databases, and we have to learn to use ‘keywords’ and basic logical operators in order to guide the search. In the library field, it is a matter for debate to define which are the skills required for a computer search, but it is much simpler than when we apparently want to talk about the same issue in the educational field.

In education, it is not only a matter of searching for information, but also of doing something with it, transforming information into knowledge. In principle, a librarian is not concerned with what the user will do with the information obtained. He doesn’t even care if the information the user got, and which seems to satisfy him, is that which is really required for the problem he is trying to solve.

For the educator, instead, the information search process is but a stage between two crucial moments: making a question that will result in the search, and ending up by building new knowledge (new at least from the learner’s point of view).⁶

* * *

In the educational context, what can we understand by ‘computer, digital, or multimedia literacy’?

We know that, at the level of basic education, there are difficulties, opposition, in any case little use, including in the most advanced countries. On October 2003 in France, the Ministry of Education was concerned because only 20 percent of the teachers used multimedia tools in class.⁷ In 2001, Larry Cuban published a book with Harvard University Press, which right away became a text for debate. The book is called ‘Oversold, underused’, and its subtitle is ‘Reforming schools through technology, 1980–2000’. The

author's thesis is that in the USA, computers do not have a significant role in the teaching practices of teachers.

The detailed information we are starting to have about developed countries contrasts with the huge propaganda by international agencies about the immediate educational benefits that could result from using new technologies, and the equally huge investments made by governments. (All ministers of education in Latin America agree: the Internet in all schools is a priority. These ministers declare equipment purchase goals on solemn occasions such as, for example, at the beginning of the school year.⁸)

* * *

Maybe it would be useful to look into the relation between technological innovations and the school, as an institution, in order to better place the debate on the effect of ICTs on basic education.

School has its own technologies, inherited by tradition, which it maintains as if they were patriotic symbols: the blackboard, where chalk is used to write on; and the school notebook technology, heir to the small individual slates.

School adopted (along with innovations in its own organization), technologies foreign to it: the metal quill, successfully replacing the bird quill, which has to be sharpened constantly. I suspect that the pen's success, which drastically reduced the age of being able to write in ink, was related to its similarity to the previous instrument. For some reason both are known as 'quill', though the second one no longer even resembles a bird's feather. The inkwell remained. The gesture of going with the quill to the page with extreme care so as to avoid a blot that would spoil everything, was still there. The change was, actually, the proscription of a weapon within the school: the instrument called penknife. And on prohibiting weapons within school, there is full agreement in advance.

But that same institution reacted negatively to the appearance of the following technological advance: the ball-point pen, a writing instrument that carried the ink within itself, which prevented the risky gesture of going from the inkwell to the paper, which actually made the holes on desks for inkwells redundant. To all these advantages, the school institution reacted with a categorical NO, and for reasons which

today sound ridiculous: the new instrument (the ball-point pen) would 'ruin' the students' handwriting. Of course, by then we were in the transition between calligraphy as a school objective, and the legible italicized handwriting that finally prevailed.

Schools often wage battles that have been lost beforehand, but they face them in order to maintain 'their own technologies', and this has to be taken into account. They also fought against pocket calculators, and for the same reason: they would 'ruin' the students' calculation skills. Sadly, and to their regret, they had to accept them. And they learnt to use them cleverly when it was discovered that calculation mechanics could be delegated to that instrument, but that the student was always in charge of the intelligent approximate calculation, as he was the only one capable of assessing if the result was possible or absurd, through an error in pressing the keys. The reintroduction of estimated calculation as an intelligent activity, and the delegation of exact calculation as a mechanical activity, is still today characteristic of good schools in some places of the world, and in no way a distinctive sign of the adoption of a new technology on the school's part.

Another one of the writing technologies I have mentioned – the so-called 'typing machines' (mechanical or electrical) – were never accepted by the school as an institution. Surveys among Latin American teachers have always resulted in the same answer: 'they are too noisy', reason enough to keep them away from schools. Actually, typing machines entered the school bureaucracy, but not the classrooms. Although typing machines are undoubtedly very powerful writing tools, they were kept away from the teaching field (even though they were used in the school bureaucracy). The increasing need to fill forms in typewriting was not reason enough for the school to tackle this technology, which was never allowed to actually enter the elemental or basic teaching field, in spite of its countless advantages.

In brief, the relationship between the development of socially used technologies and the school as an institution, is a very complex issue. In general, technologies related to the act of writing had an impact (not always positive, as in the case of the ball-point pen and the typing machine). But school is highly conservative, reticent about incorporating new technologies that imply a drastic change from prior practices.

PC technologies and the Internet give access to an uncertain and out of control space: screen and keyboard can be used to see, read, write, listen, play . . . Too many simultaneous changes for an institution as conservative as school.

I mentioned before that ‘of all the professions involved with the production, circulation, cataloguing and distribution of written messages, probably the library community is the one which has better reacted to technological changes’. This can be said of big libraries, but is it by any chance true about small libraries and school libraries? How is the library system at its primary level doing, where the users are less sophisticated, but more promising in terms of the future?

* * *

The situation is highly conflicting because, as I have mentioned, there are huge social expectations about education being the key to solve all sorts of things which, obviously, no educational system by itself can solve, as long as social inequalities exist, while poverty in the wrongly called ‘developing South’ increases, while unemployment or underemployment is one of the most realistic expectations in spite of any collection of diplomas, while the list of the chosen by *Forbes* informs us that only one family (or one person) has an income higher than the GDP of several of the small countries in the planet, while international experts live to issue reports and ‘domestic evaluations’ which will have little or no impact on the phenomena they deal with: poverty reduction, education quality, equity, transparency, efficiency and effectiveness of educational systems.

Poor countries, the ‘poorly developed ones’, tied to the reproduction mechanisms of foreign debt, go on indebting themselves to ‘give a computer to every school’, without the least proper educational debate about what that implies. It is not the same to ‘give desks and toilet bowls to every school’, as to give a computer to every school. Computers need permanent technical support; they require continuous software updating, they require a telephone line or wiring that will guarantee the Internet connection. To give a computer to every school without thinking of the essential infrastructure is to put in something useless which will become obsolete a few months after being installed.

Oddly enough, we don’t hear as often or as strongly a similar demand regarding school,

community or municipal libraries. ‘The Internet in all libraries’, starting with those in school, would be a very reasonable demand. . . .

Few teachers are ready to allow books (in the plural, i.e. a classroom library) to enter the classroom; still fewer are those who will allow a computer in the classroom (a distracting element, like books). It is already a cliché . . . to say that the teacher feels left aside by an attractive technology that generates – we already know – playful attitudes, and not necessarily learning attitudes. On the contrary, librarians don’t feel that conflict: the computer is an instrument to request and search for information, which replaces card files. Less occupied space, and more functions. Ideal for a librarian.

* * *

It is fashionable now to build ‘scenarios’. Let us see, then, several short-term ‘possible scenarios’.

Scenario 1 (thought up by Microsoft) – All children will attend school with their notebook computer (many of them donated by the Bill Gates Foundation). They will load all the bibliography of every subject into their notebooks, thus putting an end to the hideous photocopies, a technology which ruined the taste for books, which gave all pages the same physical aspect, and which fragmented texts, long before the Internet did. Also, it attacked the authors’ identity, which disappeared in the photocopies of photocopies circulating in poorly developed countries.

Teachers will be tutors, advisors, consultants . . . They will do plenty of things, except give lessons. The true ‘teachers’ will be absent or, to put it more accurately, virtually present. The librarian will probably have a virtual presence too. The ‘face to face’ and ‘body to body’ situations, that have played a very important role in educational contacts of the past, tend to disappear. Thus we shall also avoid the potentially dangerous body contacts among members of the educational community. The only classroom learning courses will be introductory leveling courses, to ensure all students have similar computer knowledge. (Though it would be reasonable to expect that kindergarten and the first school years will be classroom learning courses, at least until it is discovered how to teach reading and writing without the presence of a human being. . . .)

Scenario 2 (conservative) – Some children will have their ICT spaces away from school. School

will take for granted that ‘out-of-school’ knowledge (as it assumes all students know how to handle a TV set, record a program, etc.). After all, school never explicitly taught how to use a cellphone, and any child has learnt it at home or with his friends. Neither did it teach how to use a TV remote control. At most, school just says, ‘Today at 6 pm watch a program on channel 11, on polar bears; tomorrow we shall comment about it in class.’ School does not teach ‘the language of images’. Likewise, it can ask students to search for information on a given subject on the Internet, recommending a couple of sites, and implicitly assuming that the rapid spread of this technology exempts school from teaching a purely technological know-how. What about the digital gap? School did not create it; it is just one more of the many social evils affecting its own performance, but it is not within its capacity to modify these social problems. How can we expect that the majority of teachers, badly paid and worse trained, can teach children to surf the over 50 million websites identified in April 2004? Librarians would just give access to information sites previously identified, with general satisfaction from teachers, families . . . and even users not very skilled in computers.

Scenario 3 (dangerously idealistic) – The ICTs are such a huge revolution that they radically change the reading and writing processes and especially mark the disappearance of ‘alphabetical linearity’. Knowledge will no longer be transmitted through written language, but through complex relationships between images (preferably moving ones), graphs, information capsules (in audio or in writing). The most important thing is to learn to interpret messages conveyed through all these media at once, but also to produce messages using state of the art technology. School takes as its fundamental goal this new ‘digital multimedia literacy’, and relegates traditional teaching content to the background, since the speed of changes in knowledge to be incorporated ‘for life’ makes any curriculum rapidly obsolete. Also, speed in changes in technologies themselves requires devoting considerable time to the permanent recycling of the users (including experts). Teachers will be replaced by computer technicians with training in communication since, as some of their promoters say, “multimedia literacy (. . .) teaches to read and write with text, sound and images, in non linear interactive documents”.⁹ Something similar can be applied, in this scenario, to librarians, more concerned with computer knowledge than with the knowledge that can be accessed by means of computers.

When we read the ‘Information Literacy Standards’¹⁰ which are being promoted in the USA – from Pre-K to Grade 12 – it is evident that they are not thinking about schools such as the ones in Latin America, where students attend classes only 4 hours a day: all the school time would be devoted to learning those communication techniques, with no time available for the curricula (and assuming there were only 20 students per class, instead of the 30 or 40 there are today; assuming there were many machines available, free access to the Internet, technical support, machines and program updates, and all the rest).

* * *

This scenario 3 often comes together with a progressive and well-thought discourse; sometimes, simply with the implacable futurism of visionaries. But whatever the kind of discourse, the truth is that it matches well the ideology of the ‘knowledge society’, promoted by the World Bank and associated agencies. And here we must stop to think a little.

New economics is described as *knowledge economics*. In fact, James Wolfensohn, President of the World Bank (WB), proposed back in 1996 (and repeated in 1999), that the WB be redefined as a ‘knowledge bank’. The expression *knowledge management* regularly appears in recent documents produced by that agency and others, such as the OECD. What ‘knowledge’ are they referring to? To a practical, immediately applicable, rapidly becoming obsolete (they are convinced that this knowledge will have an average 3-year life cycle), merchandise like any other, with a market value. Of course, everybody says knowledge should not be mistaken for information but, in their discourse, all terms get mixed up and, oddly enough, *learning* is sometimes totally dissociated from *knowledge*.

Institutions traditionally associated with *knowledge* (i.e. universities), are left aside unless they adjust to this model, which of course is happening in many places. In principle, this new knowledge will be available in other places, and already is in the computer highways.

Where shall we get the knowledge required for this new economic dynamics? The key expression is *learning communities*. This expression is extremely ambiguous and maybe deliberately ambiguous. A learning community can have local existence (a company, a family, a rural community, whatever), or can have virtual

existence (groups connected by the Internet). Also, a school could be described as a learning community. But school ceases to be the learning place par excellence, and that is what matters.

Let us not fool ourselves: it is not scientific knowledge, that which aims at intelligibility, which creates comprehensive systems (which we call *theories*), which demands demonstrations, contrast and discussion, which gives proof of the validity of its statements and constantly asks questions according to 'intelligibility gaps'. That knowledge is not included in this new knowledge. We are not discussing whether scientific knowledge is supplementary, opposite, or whatever, with regard to other knowledge (popular knowledge, technological knowledge, etc.). The serious thing here is word monopoly. New economists have taken the word *knowledge* as theirs. This knowledge is conceived as encapsulated and liable to be so; disposable, liable to become obsolete. Therefore, learning to throw away information is, to some ideologists, as important as learning to 'load information'; human individuals are not fitted with a 'delete' key, and so they talk about the need for training in *forgetting abilities*.

In this discussion, there is a great absentee: the notion itself of learning that is being used. What is the maximum speed at which learning can occur? What can be learnt through the screens? Learning is a process, and a process that takes its time. It is probable that the traditional age to start a given kind of learning should be revised. But most surely, there is learning that demands 'face to face and body to body', as well as there is fundamental learning that requires effective contact with the objects. Both psychology and psycho-pedagogy have a big task ahead in the near future: to discover which are the learnings that *cannot* be carried out by means of a screen.

ICTs have appeared surrounded by an ideology-prone discourse, of which we shall have to strip them in order to value them for themselves.

* * *

The digital gap does indeed exist. But it is not the only existing gap. It is outrageous that there are more Internet connections in Manhattan than in the whole of Africa, but not more outrageous than other inequalities which we have lived with since decades ago. In particular, the digital gap overlaps with the literacy gap we already knew, that eternal debt that has been hanging over us

for long. We are in the decade of literacy according to UNESCO, whose current Director General has had the peculiar idea of appointing Mrs. Bush as 'special ambassador' of the said decade, no doubt to celebrate the re-entrance of USA to UNESCO after about 20 years of absence.

But at the famous 1990 meeting at Jomtien, Thailand, when the World Bank signed with UNESCO the declaration giving absolute priority to basic education, the goals for the last ten years of the 20th century had already been set: education for all and, of course, literacy for all.

And long before, in 1979, the ministers of education and those in charge of economic planning in Latin America and the Caribbean were summoned by UNESCO itself to Mexico City, where they committed themselves to achieve, before the year 2000, school for all children, a general basic education of eight to ten years, and the elimination of illiteracy. It was the beginning of what was known as the Major Project of Education in Latin America and the Caribbean. Of course, similar meetings were held in other regions.

And thus we go, from declaration to declaration, from celebration to celebration, while strong sums of money are used for 'external' assessments and certifications, which guarantee the homogenization of politics, much more than the renowned 'transparency'.

Thus we go from a previous unfulfilled commitment to the next one, without acknowledging the history of our own failures, while Europe and the North of the American continent are being invaded by undesired immigrants, while the AIDS and new 'preventive wars' orphans clamor for justice, wide-eyed, while the number grows of those surviving (and living badly) with less than a daily dollar, while the increase in wealth concentration among a few families and among a few companies is as outrageous as the number of children being born with a life expectation of under five years.¹¹

How can we bring universal literacy into this unequal world? What are we talking about? Is digital literacy the answer?

* * *

As a researcher, I have been struggling for the past 25 years to extend the concept of 'literacy', with an approach that is at once evolutionary,

social and historical. I can say and maintain, with empirical evidence, that to introduce literacy is not to go across the ‘code barrier’. It is not, first, because no serious linguistic analysis leads to the conclusion that writings historically developed are codes (in the sense that some artificial language are indeed, such as the Morse code or the binary code). Secondly, because what is essential in the literacy process is a conceptual re-conversion: language, learnt as a communication instrument, should become an object independent from the elocution act, an object about which we can think, which can be analyzed. Thirdly, because historically, writing is not a reflection of spoken communication, but a representation system at various levels, which leaves aside – i.e. does not represent – fundamental distinctions of oral communication (emphasis, intonation, repetitions, intentional pauses, rectifications), and introduces characteristics foreign to spoken communication (e.g. words that ‘sound’ the same are written differently if there is a change of reference or syntactic significance). Fourthly, because between ‘the language that is written’ and spoken communication there are evident differences at every level (pragmatic, lexical, syntactic and phonological). And I stop here, because I could go on with the list.¹²

The difficulties in shifting from spoken to written communication are still there, with or without ICTs. What the ICTs help us to do, unaware, is:

- To render obsolete the idea of promoting literacy with only one text (but for decades, there have been many of us who insist on the advantage of a diversity of texts from the beginning and, in that sense, libraries and librarians are an essential aid).
- To render obsolete the pedagogical obsession with spelling (we must learn to use spell correctors with intelligence, the same as pocket calculators).
- To render obsolete the idea of a unique source of information: the teacher or the textbook (but for decades, good libraries and good librarians have been working towards this goal).

In brief, there are multiple convergence points between what is claimed as ‘novelties introduced by ICTs’ (in educational terms), and what progressive tendencies in literacy (to give them a name) have been demanding for decades. In this sense, welcome the ICTs!

* * *

To make my position clear, let me summarize it as follows:

I cannot speak about literacy in the void, but within a specific space-time. When computers were but just appearing, and being sure of the power of the keyboard in developing technologies, I started a campaign for the recovery of old mechanical typing machines in order to give them to rural schools in Mexico. Now I am struggling for access to books and ICTs in all those schools and in every school.¹³

I have promoted the creation of a website for all Spanish-speaking children,¹⁴ and I have produced – with a team of young technicians – a multimedia CD in order to better make my own scientific production known.¹⁵

But I don’t speak about digital education or digital literacy, because I think it is not proper to speak of them. I speak about literacy by itself. The one corresponding to our space and time.

We need critical readers, who doubt the truth of what they see in print on paper, or displayed on screen, text or image; readers who seek to understand other languages (how much easier it is now with the Internet!) without underestimating or magnifying the hegemonic English language.

Readers who will have a global vision of social and political problems (how much easier it is now with the Internet!) without sticking to narrow localisms.

Intelligent, alert, critical readers and producers of written language. What we have always searched for. Difficult task, and now, the Internet helps, no doubt. Books and libraries too.

As opposed to the conservative school institution, libraries and librarians can play an avant-garde role, quite different from the supplementary role some attribute to them. Librarians must have a major space within the planning and execution of school tasks. It is not just a matter of encouraging children to go to the library. It is about including library research as an integral part of educational projects, where the person responsible for the library has his or her own voice: informing the teachers about the resources available, about the intelligent use of new technologies, helping – having a ‘quieter’ relationship with them – incorporate a technique to help learning.

In view of the fears and uncertainties on the teachers' part, school library services have a role of vital importance to fulfill. They are not asking for 'training courses', as teachers do as a 'protective shield' against unavoidable changes. Librarians have been trained out of need, as any other profession.

Librarians have not stopped at the semantic root of the word defining them. It is clear that their original job is to catalogue and make books and printed documents available. But they have been able to add recorded and video-recorded documents without much 'professional trauma'. They have also been able to incorporate all sorts of digital sources of access to information. They have already done so, while basic education teachers are still afraid, precisely because they are being summoned to bring about 'digital literacy', without necessarily understanding what we are talking about – and for a good reason, because the discourse is extremely ambiguous – while curricula changes are being imposed on them, in which they have had no participation.

We need children and youths who can express themselves in writing in a convincing manner (how much easier it is now with the Internet!) who not simply communicate because 'one has to be in permanent communication', but because they have something to communicate; the content of the message should be at least as important as the format. We need particularly creative new generations. They will be in charge, no more, no less, of inventing a new world order, where life will be worth living. It is the teachers' duty, but also that of librarians and all professions involved in transmitting and spreading knowledge. Professions that believe that it still makes sense to transmit human knowledge, whatever its origin. Professions that believe in humanity as a pluralistic entity. Without hegemonic domination. Let us struggle for this to be so.

Notes and references

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2. See Ferreiro, E. (2001) *Pasado y presente de los verbos 'Leer' y 'Escribir'*. Buenos Aires and Mexico: Fondo de Cultura Económica. (English translation: *Past and present of the verbs to read and to write*. Toronto: Groundwood Press, 2003).

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4. According to this vision, the seven conserved complete manuscripts of the *Chanson de Roland* are so many other versions or realizations of the epic poem. "It is difficult to accept the idea that there is more than one *Chanson de Roland*, all of them authentic", rightly says Cerquiglini. (*Eloge de la variante*. Paris: Ed. du Seuil, 1989, p. 63).
5. See website of the American Library Association and links.
6. The building of knowledge is not limited to 'making sense' of fragments of information. Trying to make sense of information is typical of human cognition. But, to put it in Piaget's theory terms, the pure assimilation without accommodation is not enough. This is evident in the case of historical knowledge, where attempts to link dispersed pieces of vaguely related information result in the greatest absurdities.
7. Dossier 'L'édition scolaire numérique', supplement de *La lettre de l'éducation* N° 426, October 6 2003, *Le Monde* newspaper.
8. At the beginning of the school year, September 2003, the Secretary of Education of Mexico announced the government plan to buy 815,000 computers. Also at the beginning of the school year, March 2004, the Minister of Education of Argentina announced a plan to purchase 50,000 computers in the next 3 years. The difference in figures is related to the size of the school population, not to their intentions. See both countries' websites.
9. The quotation is from p. 65 of A. Gutierrez Martin's book, *Alfabetización digital* (Barcelona: Gedisa, 2003). Of course, there is an overabundance of texts devoted to this subject, and it is not my intention to make a critical bibliographical revision.
10. <http://cnets.iste.org/currstands/cstands-il.html>.
11. UNICEF annual report, submitted in Berlin on May 7 2004: "Chronic extreme poverty kills a million and a half children before they reach 5 years of age, in the 10 most needy countries in the world". In Afghanistan, for example, 25% of children do not reach 5 years of age.
12. See Ferreiro, E. (Comp.) *Relaciones de (in)dependencia entre oralidad y escritura*. Barcelona: Gedisa, 2002.
13. To struggle for access to the ICTs also means to start the debate: how many computers in each school? In what type of webs? Fitted with what kind of software? And so on.
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Revised translation of original paper no. 178 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 140, Plenary Session III. Spanish original available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

NGOs, ICTs and Information Dissemination in Asia and Oceania

**Elizabeth Reade-Fong and
Gary E. Gorman**



About the authors: page 51

It can be no accident that there is today no wealthy developed country that is information-poor, and no information-rich country that is poor and underdeveloped.

Dr Mahathir Mohammed

Introduction

Non-governmental organizations (NGOs) working in developing countries are engaged in information dissemination at two levels. One is purely informational, the sharing of information within the organization in order for the organization to function. The other is more directly developmental: the use of information for sustainable capacity-building initiatives in a range of fields, including education, health, housing and agriculture. Focusing on the situation in Asia and Oceania, this paper looks at the way in which NGOs utilize information, and to some extent information and communication technologies (ICTs), for sustainable capacity building.

The Questions Asked

It is hypothesized that communication strategies that take into account the social nature of access, recognize the interaction between face-to-face and online communications, and combine Internet use with a broad range of other new and old media provide the best opportunities for sustainable development initiatives through the use of ICT.

To address this hypothesis, we ask a series of questions in the paper: How have NGOs' roles changed in the creation, validation and dissemination of information? What are the barriers to ICT adoption, and how might its potential be realized? What is an appropriate mix of ICT-based information dissemination and traditional print-based information? How do different cultures react when information is accessed remotely rather than face-to-face?

We also ask some potentially embarrassing questions, based primarily on our experience of the development scene in our region. Specifically, how well do NGOs collaborate with one another in sharing development-related information? What are some of the facilitators and barriers to more effective collaboration?

'NGO' Defined

For purposes of this paper we define 'nongovernmental organization' or NGO as the third sector of development activity, that is, non-state, non-business, not-for-profit organizations with a



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ISSN: 0340-0352. DOI: 10.1177/03400352052643

global or regional outreach. According to some commentators, these NGOs have themselves developed at a phenomenal rate, especially in the final decades of the 20th century. This may be a kind of global revolution for NGOs; whether this is the case is a matter of interpretation, but certainly the NGO has become incredibly influential and significant in development activities worldwide. Indeed, anyone who spends time in some of the most needful countries in our region, Cambodia as an example, may be forgiven for thinking that NGOs have taken over the world – every vehicle, most office premises and even a number of hotels bear the logo of an NGO, ranging from the genuine heavyweights to some of the very small organizations engaged in a single project of short duration.

NGOs in Asia-Oceania

These NGOs have evolved in the Asia-Oceania region against a rich backdrop of varied ethnic, economic, political systems (democracy, monarchy, communism, military rule) and indigenous values and philosophical traditions (Buddhism, Hinduism, Confucianism, Islam and Christianity). NGOs were initially established in response to emergency relief provision and welfare services. Over time, this changed, and

many [NGOs] subsequently moved into increasingly multi-sectoral, development-oriented programmes aimed at promoting the self-reliance [sustainable development] of their disadvantaged target groups.
(ESCAP 1994, 1)

The establishment of telecommunication infrastructures that formed the basis of ICT development in Asia and Oceania was the result of the work of colonial powers and their efforts toward the advancement and perpetuation of their interests. This was later reinforced by national development and the brand of economic development labelled 'globalization' that is advocated in the 21st century.

From wireless and radio or radio telephone, to the message services of Morse code, cable and telex, to video and TV and satellite communications, the Internet and CD-ROM technology, mobile telephony, with the advent of the ICT revolution, national governments, multilateral agencies, regional development agencies, private corporations as well as non-governmental

organizations have collaborated to assist the development of countries in the region. Among the notable outcomes of these initiatives are the rapid development of the telecommunications industry and the emergence of new ICT and multimedia industries.

In Asia and Oceania, where country populations range from significantly overpopulated (India, Indonesia) to small isolated island states with low per capita incomes (Tonga, Tokelau) and with urban populations growing through rural-urban migration, information acquisition and dissemination is, or at least should be, a principal tool of sustainable development for NGOs. In the process of achieving sustainable development utilizing ICTs, NGOs have had to critically examine (1) issues of access (2) the forms of ICT that are relevant and sustainable vis-à-vis local resources and (3) the availability of information and technology skills to sustain any system implemented.

NGOs with a Focus on Women as an Example

The women's movement, amongst others associated with human rights, social justice, reproductive health and gender issues, has been a dynamic force in the ICT awareness raising arena by NGOs, through the employment of a dynamic mix of ICT strategies based on technical assistance and advice, supporting community access, sharing best practices, advocating information standards and low-cost technologies and supporting local innovations.

The number of websites established by women's NGOs and national machinery for the advancement of women has increased rapidly in recent years. Through new information technology, women's organizations are now able to network with one another beyond national boundaries and share information and resources with less expense. Local groups have become part of regional and international group networks, and have strategized networks, thus strengthening their capacity for sustainable institution building.

For example, of the 83 NGOs which registered in 1999 for a regional high-level intergovernmental meeting to review regional implementation of the Beijing Platform for Action in the Asian and Pacific region, 68 had their own e-mail address, which was used for communication with ESCAP, the

meeting organizer. Considering that in 1995, at the time of the Fourth World Conference on Women, e-mail communication among the majority of women NGOs in the Asian and Pacific region was virtually non-existent, that number is significant. At the time, of the entire United Nations system, only the United Nations Development Programme (UNDP) maintained a server with web and gopher sites. The Beijing Conference was the first UN world conference to actively use online information dissemination. (Horie 2003, 1)

On the other hand, while new information technology has given women the opportunity to share information and interact on a scale that was hard to imagine at the time of the Beijing Conference, in terms of political, economic and social participation women's worldwide presence in this new information technology remains low. Women in developing countries, among other minority groups, are especially challenged in terms of effectively accessing the information highway to reach alternative sources of information.

The Asian Women's Resource Center (AWORC), the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) and Isis International Manila are conducting research which seeks to assess the situation of women's organized groups in Asia, the Central Asian Republics, and the Pacific; their level of ICT use, how ICT is used in their work, and what their training and networking needs are, towards furthering women's empowerment through the use of ICT. For countries in the Central Asian Republics and the Pacific sub-regions, which are less developed than other subregions in terms of Internet accessibility for women's organizations, indepth subregional studies have been conducted to make a situation analysis on Internet use and access among women's groups. Women's organizations in this research are defined as non-profit and non-government women's groups at grassroots and national levels which work on any aspect of women in development.

In 2001, the Secretariat of the Pacific Community Pacific Women's Bureau, in collaboration with AWORC, conducted the Pacific section of the baseline survey which revealed that within the national women's machinery in each of the 22 Pacific Island member countries and territories of the Pacific Community, the use

of ICT as an advocacy tool by Pacific women in both government and civil society is limited. (Cass and Williams 2002)

Elizabeth Cass, a member of the survey team reported that

the survey also highlighted a need, outlined by the respondent countries, to provide ICT training in order to improve the use of ICT so that advocacy and networking on gender inequality could be achieved with multi-layered spin-off benefits such as the creation of online networking and proactive use by Pacific women of electronic/online media. The publication assessed the use of ICTs by women's groups in Asia & 8 Pacific Island countries (Federated States of Micronesia, New Caledonia, Papua New Guinea, Samoa, Solomon Islands, Tonga, Vanuatu & Fiji). The survey found that very few Pacific women's organizations used the Internet as a networking tool and highlighted the need to improve the capacity of women in the Pacific to make full use of ICT to support their policy & advocacy work. High cost of access, and skills & training were factors that prevented women's groups from using ICTs. Three phases: research, train the trainers and two week online advocacy workshop for Pacific women who meet the selection criteria: i.e. are in information roles, which can best benefit from ICT technology and share online advocacy through information and innovative use of ICT and content. (Cass, e-mail communication, 2004)

The NGO DAWN (Development Alternatives for Women in a New Era), whose base was in the Pacific from 1998-2002, is composed of women in academia from Africa, Asia, the Pacific and the Caribbean. DAWN analyses economic development policies and their implications for women. It has a strong information power base that includes research as a normal part of its activity. DAWN has four themes: the Political Economy of Globalization; Sexual and Reproductive Health and Rights; Political Restructuring and Social Transformation; and Sustainable Livelihoods and Environmental Justice. Its target audience is government and the international arena, and its role is to determine and recommend alternatives for the development of women. The DAWN website is well developed and its links with other online advocacy units through DAWN's association and strategic partnerships with specific development networks and organizations that work on similar

issues as DAWN are important to the achievement of the network's goals. These working partnerships, through ICT links, provide a wider outreach for DAWN, and the opportunity of focused impacts. Through such partnerships, DAWN seeks to engender influential development organizations.

The Ecumenical Centre for Advocacy and Research in Fiji (ECREA) and the Pacific Concerns Research Centre obtained funds for an automated integrated library system (Alice for Windows) for their resource centres. This is an excellent example of collaboration between NGOs in terms of funding and personnel expertise. The resource centre is accessible through the website at <http://www.ecrea.org.fj>.

Internet Access and ICTs in the Region

The World Summit on the Information Society (WSIS) in 2003 was an opportunity for government and NGOs, institutions and private and business sector organizations to take stock of ICT development goals. This exercise confirmed the degree to which certain barriers to ICT exist, and the extent to which NGOs are caught behind these barriers.

It must be remembered that in developing countries of Asia and the Pacific Internet access has become available only recently. In the Pacific, for example, the Internet arrived as a viable communications technology in Fiji in 1995, and in Tuvalu in 2000. At present approximately 25 percent of Pacific islanders have regular access to ICTs, primarily through their workplaces, a few secondary and tertiary educational institutions and a few public centres and Internet cafes. (PIFS 2003a, 3)

The proportion of Internet subscribers ranges from very high (on average 1:5) in Australia, Hong Kong, Japan New Zealand, Niue (where access is free) and Singapore, to very low (1:1000) in countries such as the Solomon Islands. (PIFS 2003a, 3) Users in only three Pacific countries (Papua New Guinea, Samoa and Tonga) have a choice of ISPs, while users in other Asia-Pacific countries are served by monopoly ISPs. And then there is the matter of control, with Viet Nam as a good example – there the government has recently introduced even stricter controls over what may be accessed on the Internet, and the general public have been enlisted as observers of Internet use. Internet café

owners are now required to report any 'suspicious' use of the Internet by their customers (as reported in *Viet Nam News* in June 2004). One could list several other countries where Internet use is heavily proscribed, and where alleged misuse can lead to serious consequences. Whilst NGOs may feel safely outside this net, they may be rather surprised about how much is known of their Internet traffic, and how various government authorities regard them as a result.

ICT development is largely an urban phenomenon. Nearly all Internet users are located in capital cities and a handful of secondary urban areas. In rural Viet Nam, for example the more remote villages often have no electricity, or a very sporadic power supply, and about 40 percent of the population is without a telephone. In terms of affordability, Pacific islanders as an example typically face connectivity charges that are among the highest in the world. Subscription and usage charges for dialup access to the Internet range from USD 3.00 to USD 175.00 per month, with an average of USD 50.00. (PIFS 2003a, 4) On an annual basis this amounts to one quarter to one half of the average annual per capita GDP in many countries and is clearly unaffordable by the majority of people. This scenario differs from region to region.

The price of full-time Internet access via a 64 kbps leased line varies much more widely than does that of dialup access, from USD 700 to USD 5000 per month. (PIFS 2003a, 4). These prices are, on average, five times higher and range to as much as 20 times higher, than in Asia-Pacific Economic Cooperation (APEC) developed countries. (PIFS 2003a, 4) Where aid is involved in access, many developing countries have problems with continuation of the project. Projects often lock countries into technology and equipment brands that may hinder development.

Institutional use of the Internet in the Pacific falls behind the Association of Southeast Asian Nations (ASEAN) countries but is more in line with the South Asian Association for Regional Cooperation (SAARC) countries and is slowly catching up with the rest of the world. Nevertheless, it is not uncommon for government departments to lack access to basic e-mail, and to continue to rely exclusively on fax and phone services. As a rule, telecommunication links are poor (e.g. inadequate bandwidth). Whilst the links may exist, the quality and speed vary throughout the region, and it is these variations that prevent access to and the exchange of information.

All of this is exacerbated by an often negative government view of ICT developments, and efforts to hinder these developments. This might include, depending on the country, the deliberate application of outdated regulatory frameworks, or the failure to introduce appropriate legislation guiding ICT developments.

Furthermore, there is a lack of trained personnel with knowledge of ICTs for the organization and dissemination of information. This also is more applicable to some developing countries in the Asia-Oceania region than others. Viet Nam now has a very energetic and well-trained cadre of computer and ICT professionals, whereas for the Pacific the lack of trained personnel and the migration of such personnel are significant problems – this is equally true of many countries in Southeast and South Asia, such as Cambodia, Laos, Myanmar and Sri Lanka.

Zwimpfer (1999), commenting on trained personnel, stated that there was a notable change in this arena in the presence of information officers and the like who are responsible for information acquisition, validation and dissemination. Those NGOs fortunate to have donor agency funding are the ones who have been able to include such a position in their structure. This means qualified personnel in information provision, which has enhanced the capacity of many NGOs to meet their information and advocacy needs. Awareness of the activities of NGOs has increased a hundred-fold in developing countries in the last 10 years.

What we have, then, is a set of pretty effective barriers to more widespread ICT use by NGOs in the region, as well as by government departments and the general population. To summarise, these are:

- urban focus of ICT development
- high cost of access
- limited bandwidth
- unreliable/limited electricity supplies
- lack of trained personnel
- national priorities in other areas of basic need
- government suspicion of the Internet, and
- repressive controls

Information Dissemination by NGOs

No one with any experience of NGOs in the Asia Pacific region will doubt that, for the most part, they do an excellent job of disseminating high

quality information to their constituents. This can be observed in every field in which NGOs are engaged, from agricultural development to housing, clean water, health care, education and family planning. They recognize the value of information in formats accessible by their constituents and work very hard to provide this information in the form of pamphlets, videos, radio broadcasts, training sessions – whatever is effective in their specific circumstances. In many countries this is the only information available to people, especially in rural and remote areas, and in general it is well received because it has been geared to the literacy and comprehension levels of the local population.

On the other hand, NGOs have an abysmal record when it comes to inter-agency information sharing and dissemination. In most instances with which we are familiar the NGOs working in the same field and same countries never share information beyond the most superficial level. This applies to the largest agencies and the smallest single-issue NGOs. In Viet Nam, as an example, there are several agencies involved in development programmes for children. In some of the largest agencies there is an intensely competitive spirit, which mitigates against any sharing of information. This strikes us as unreasonable and a waste of resources; since these are not commercial enterprises, they should not regard their information as restricted or commercially sensitive, but rather should be sharing in order to strengthen what they do through the better quality information that results from cooperation. The smaller organizations often do not share information because, in their view, they lack personnel and cannot afford the time involved in collaboration. The returns of sharing, of course, may include more efficient delivery of services, and therefore a saving in both time and money.

What the NGOs must do is reassess their view of information sharing and come to an understanding that by collaborating with one another there can be significant gains in service delivery without loss of autonomy. This is a key priority for them. And one good source of information to help achieve this priority is Fahamu (<http://www.fahamu.org.uk/index.html>), an NGO dedicated to strengthening the work of not-for-profit and other non-governmental organizations through the use of information and communications technologies. Fahamu produces and publishes CD-ROM-based learning materials especially for this sector, designs and manages websites, runs training courses (including online

courses), and provides support for Internet-related work.

The Information Mix in NGOs

What the current picture demonstrates in the Asia-Pacific region is a wide diversity in the use and application of ICT initiatives for sustainable development. Whilst for some, access and use of ICT is integral to achieving their development goals and objectives, there are those NGOs for which this is a purely hypothetical issue. In the middle are those who have access and use ICT and are much in need of training, financial assistance, changes in national and regional telecommunications policies, etc. Regardless of the category into which an NGO falls, due consideration and thought needs to be given to this issue and reflected in plans for ICT development of the countries of the Asia-Pacific Region through a set of guidelines.

In discussions on the development of availability of and access to ICTs for NGO information dissemination in the Asia-Oceania region, an appropriate mix of ICT and traditional modes of information dissemination must be undertaken in order to fit both the local situation and the information dissemination needs of the NGOs. Based on what we know of NGOs and on our experience in the region, the following are some possible scenarios.

High level capability

In this scenario NGOs are linked to international networks and donor agencies. There is regular funding with qualified full-time (paid/volunteer) and/or part-time personnel with specialist skills (e.g. research skills and management knowledge of NGOs). ICTs (e-mail and limited Internet) are an accepted part of daily work for database management of office resources and an organized information resource collection of print and multi-media. Examples in this category are UN-associated NGOs, DAWN and ECREA. Goal: 50 percent print-based, 50 percent ICT-based.

Medium level capability

This category applies to many national and local urban-based NGOs that rely on a combination of local and overseas funding. They might use PCs for office management, and have a working collection of print and multimedia materials.

There would be a minimum of one full-time, multi-skilled staff member plus a combination of part-time and voluntary workers with ICT and information experience. Goal: 70 percent print-based, 30 percent ICT-based.

Low level capability

Here we are looking at totally rural-based informal NGOs operating with voluntary personnel. They may or may not have access to any ICT, and if so this is likely to be shared – e.g. phone and fax. There is a very limited (files and a few pamphlet boxes of handouts or brochures) collection of print and multimedia works, if any. Goal: 80–100 percent print-based, 20 percent ICT-based.

The degree of combination of ICT and print resources will affect the attitude of information seekers and users. The reaction of people to the different forms of information disseminated by NGOs will, amongst other issues, be strongly influenced by cultural factors in their preference for face-to-face or remote access communication. For the larger sectors of populations in Asia and Oceania ICTs are both daunting and exciting. In some cultural settings the face-to-face can often be more comforting, but this is dependent on the subject of the issue and the context in which the information is being accessed or shared. In certain instances, the face-to-face can be culturally uncomfortable, and remote access is the preferred way of dealing with a sensitive or difficult issue at hand. On the other hand, for cultures where the face-to-face may lead to stigma of a sort – e.g. a man seeking counselling for violent tendencies – the remote access format of advice (using audiotape, film and e-mail) may be more appreciated. An NGO focussing on domestic violence issues is likely to use a combination of the two – remote access to disseminate information generally, combined with face-to-face counselling for greatest effect.

Conclusion

Non-governmental organizations are vital components in the development process. Their ability to communicate with those whom they serve, and with national governments and local, regional and international organizations, is heavily dependent on their capacity to inform all stakeholders of issues related to their objectives and purpose. ICTs are a means to facilitate this. However, in acknowledging the different levels

of development of ICT capability of NGOs, the best opportunities for sustainable development initiatives rest with a combination of ICT- and print-based initiatives. The presence of qualified information providers in NGOs is no longer a luxury but an essential part of their personnel needs. For many NGOs this is a reality, for some a dream that could come true and for many not even something that they can dream about. Our responsibility is to try and bring all NGOs on to a level playing field.

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About the Authors

Elizabeth Reade Fong is Deputy University Librarian (Customer Services) at the University of the South Pacific (USP), where she is responsible for customer services, human resource development and the implementation of the Library's strategic plan. She is Coordinator for the Pacific Population Information Network, Chair of the Network for Women in Higher Education in the Pacific (NetWHEP), a member of the USP Gender Advisory Committee and a Pacific member of the IFLA Asia and Oceania Section. Contact address: The Library, University of the South Pacific, GPO Suva, Fiji. Tel. +679 3212363 or 3313900 x2363. Direct line: +679 3270177. Fax: (679) 3300830. E-mail: Fong_e@usp.ac.fj. Website: <http://www.library.usp.ac.fj>.

Gary E. Gorman is Professor of Library and Information Management at Victoria University of Wellington. His main interest is in developing countries, and he has long experience in South and Southeast Asia, most recently as manager of a New Zealand government-funded project in Viet Nam, Information Networks for the Future. He is also engaged in a number of LIS educational development activities in Viet Nam, Thailand, Laos and Cambodia. He is Chair of the IFLA Asia and Oceania Section and a member of the IFLA Action for Development through Libraries (ALP) Advisory Board. Contact address: School of Information Management, Victoria University of Wellington, PO Box 600, Wellington 6015, New Zealand. Tel. +64 (4) 463 5782. Fax: +64 (4) 463 5184. E-mail: gary.gorman@vuw.ac.nz. Website: <http://www.vuw.ac.nz/~gormang/>

Original paper no. 186 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 47. Social Science Libraries with Division VIII – Regional Activities. English original available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach

J.W. Roos



J. W. Roos is an Advocate of the High Court of South Africa and Director of the South African Library for the Blind. He qualified as a lawyer in 1983 and started his professional career as an academic, specialising in commercial, labour and property law. He then practised as a human rights lawyer, focusing on social welfare law and cases dealing with land restitution and tenure protection of previously dispossessed South African communities. He is currently a member of the IFLA Standing Committee of the Libraries for the Blind Section. A blind person himself, he does not view this career change as fundamentally different from his prior pursuits in the area of human rights. As librarian to the South African blind community his focus has merely shifted to addressing information needs. He may be contacted at: South African Library for the Blind, PO Box 115, Grahamstown 6140, South Africa. Tel: +27 46 6227226. Fax: +27 46 6224645. E-mail: johan.roos@blindlib.org.za.

Introduction¹

Most contemporary public discussions concerning copyright protection are not concerned with the legitimacy of copyright as a form of protection of intellectual property. They centre around protection measures, whether legal or physical, and the degree of copyright protection that such measures should or should not afford. The public debate is fascinating. It provides very important perspectives on the society we live in now. The advent of the information age has given rise to new opportunities for the exploitation of the labour of others and to new challenges of control over, and the exploitation of, property. As Robert S. Boynton² has observed:

Once a dry and seemingly mechanical area of the American legal system, intellectual property law can now be found at the center of major disputes in the arts, sciences and . . . politics.

The reason for these developments is not difficult to understand. As Boynton³ points out:

Not long ago, the Internet's ability to provide instant, inexpensive and perfect copies of text, sound and images was heralded with the phrase 'information wants to be free.' Yet the implications of this freedom have frightened some creators – particularly those in the recording, publishing and movie industries – who argue that the greater ease of copying and distribution increases the need for more stringent intellectual property laws. The movie and music industries have succeeded in lobbying lawmakers to allow them to tighten their grips on their creations by lengthening copyright terms. The law has also extended the scope of copyright protection, creating what critics have called a 'paracopyright,' which prohibits not only duplicating protected material but in some cases even gaining access to it in the first place. . . . In less than a decade, the much-ballyhooed liberating potential of the Internet seems to have given way to something of an intellectual land grab, presided over by legislators and lawyers for the media industries.

Boynton's article goes on to explore the development of a school of thought – sometimes referred to as the free culture movement (also the title of a forthcoming book by Lawrence Lessig) – which, although it is not a coherent theoretical movement, is using its joint intellectual powers to set itself against this land grab. Very significantly, it is using the tools of moral philosophy and historic analysis to develop culture- and research-oriented

arguments in favour of the need to erode existing property claims of copyright holders. We need, so the argument goes, to reassert a modern day notion of the knowledge commons. Christopher May⁴ summarizes the argument thus:

At the centre of the protection of intellectual property rights (IPRs) is a long history of political bargains struck between private rights to reward and the social benefit of information/knowledge diffusion. The historical dynamic of politics in this policy area has been to expand the rights of owners while circumscribing the public realm of information and knowledge. In recent decades the public domain has become merely a residual, all that is left when all other rights (as constructed by IPRs) have been exercised. The advent of digital rights management (DRM) technologies has disturbed a reasonably legitimate politico-legal settlement over 'fair use,' challenging the existing balance between the rights of 'creators' and the interests of users. The breakdown of the norms underpinning IPRs has prompted renewed debate regarding their legitimacy. Although it is technological change that has enhanced not only the ability to copy but also the potential to control the distribution of content, . . . this argument will not be won or lost in the realm of technology. Rather, new technologies return the question of the control of knowledge and information (content) to the realm of politics.⁵

(Swahili proverb: 'Ndovu wawili wakipanga, ziumiazoni nyasi': 'When two elephants fight, it is the grass that suffers')

These intensely political aspects of copyright-related discussions and their moral-philosophical overtones are of great importance to people with print and perceptual disabilities. Notwithstanding the legitimate interests of copyright holders, copyright protection constitutes an access barrier for them. They cannot access print materials in their original format.

In the ordinary course, not all copying is prohibited in all cases. It is nowadays commonly accepted that the so-called fair use or fair dealing principle permits copying which is consistent with the normal exploitation of a particular document. But it is striking that no library for the blind or publishing unit that supports it has ever asserted that the production of a book

in an alternative format is permissible in terms of that principle, even if such production permits the normal exploitation of a book which is otherwise inaccessible to the print-disabled people who need access to it via a library. Free access to library books is as ancient an idea as libraries themselves.⁶

But this idea does not extend to access by the print-disabled community at large. Libraries for the blind and their book production agents have therefore been dependent on the cooperation of publishers and authors to provide their permission for the production of accessible literature without the payment of royalty.

Although the need to obtain this type of cooperation does not routinely hamper the provision of an effective library service in accessible formats, the needless trouble it causes is considerable and, in some cases, almost insurmountable.

- First, a significant time delay means that people with print-disabilities – if they gain access to a book at all – must wait even longer than it takes for the conversion process to be completed.
- Second, the routine administrative burden that this type of copyright management entails adds to the overall conversion cost.
- Third, this administrative process becomes even more complex as soon as the original copyright holder transfers those rights pursuant to a merger or take-over or if, in the case of smaller commercial concerns, they are wound up and the rights are not disposed of in a manner which makes it possible to trace the current holder. This is not an infrequent occurrence in developing countries.
- Fourth, of particular concern in most countries is the fact that student literature cannot be converted by libraries for the blind or their agents at a rate which does justice to the needs of the intended end-users thereof. To impose the additional administrative burden and delay factor on producers of student materials is, therefore, unacceptable if the state has the legislative means at its disposal to prevent them. This consideration becomes particularly pressing when the state opts for an inclusive education model which permits children with disabilities to attend so-called mainstream schools which, in the ordinary course, find it difficult enough to convert printed materials for use by blind children.
- Fifth, the production of magazines for the use of people with print-disabilities is impossible

- where, as is often the case, those magazines carry syndicated materials over which the magazine publisher may not have further rights of disposition.
- Sixth, the administrative burden is further complicated by the fact that permissions to reproduce in alternative formats are almost never standard. They may, for example, be limited as to the number of permissible copies, the format in which the reproduction may be done, be renewable from time to time and so on. What makes those potential differences so hazardous is that, from time to time, the permissions granted must again and again be consulted and analysed to do work which is necessary. Whether the book needs to be restored by replacing torn or missing pages; whether a particular educational institution wishes to buy a copy for a student; or a parent wishes to buy a book for a child, the permission obtained requires examination. Of particular relevance in this regard is the development of the DAISY standard⁷ for digitally recorded books for people with print disabilities. Especially audio books will, as the result of the international adoption of this standard, eventually be regenerated from analogue to digital format. In each case, the copyright regime applicable to that particular audio book would require careful consideration and, if necessary, it must be revisited.

Deaf persons, similarly, have never been confident that they could rely on the support of the legal system if they claimed that it would be fair dealing or fair use if an interpreter were to translate a literary work or a play or a television broadcast for the benefit of deaf persons. On the other hand, though, it is hard to imagine a publisher asserting the contrary in a court of law. But no person with a perceptual disability, nor an institution serving the interests of such persons, really benefits from this twilight zone between strict legalism and public morality. Libraries for the blind depend for their survival on the perception that they respect the copyright of others absolutely. They depend on public funding. They employ professionals. If they are perceived to be anything other than scrupulous in their dealing with the rights of others, they may lose the ability to attract the finances, the skills and the international respect without which they cannot serve their constituencies.

An accommodation that would balance access needs with protection needs is therefore of great potential importance to people with print and

perceptual disabilities. But it remains to be seen whether copyright holders will become so distracted by the larger debate that the accommodation remains an ideal, or whether they will use the opportunities presented by the need for such an accommodation to advance the proposition that for the publishing industry, the debate focuses on legitimate protection concerns and not on protectionism that tramples genuine aspirations for short-term goals. To be sure, there is much potential for distraction. Each technological advance which opens up opportunities for the erosion of access barriers seems to carry with it a potential threat. This is why, from the perspective of those who seek to eliminate access barriers, Christopher May's thesis that "new technologies return the question of the control of knowledge and information (content) to the realm of politics" is right. Without political intervention, the access barriers with which this paper is concerned cannot be removed completely. But from the perspective of the owners of content, a measure of cooperation may yield beneficial returns on the investment, namely the elimination of political mistakes, increased access to control and, dare one postulate it, the moral high ground.⁸

In any event, the means to digitize print already exists. For practical reasons, it makes sense to work with libraries for the blind, who are committed enough to providing quality reader services, to obviate the need for the unlawful sharing of digital documents subject to copyright protection.

Print-Disabilities

People with print-disabilities are those who, due to blindness, partial sight, dyslexia or physical impairments, cannot access visually represented information in the ordinary course. They require the conversion of such information into an alternative format which renders it accessible via their remaining senses, either through touch, hearing or increased visibility. Formats which are currently accessible are Braille, audio, larger print or digital text in some formats, but we should not try to list them more accurately, since we may blindfold ourselves before a proper examination of the problem.

The foregoing formulation has been made with some caution. Technology changes so rapidly that the accuracy of today's definition may become the basis for tomorrow's misunderstanding

because of changed circumstances. For example, restricting the problem to print access only, ignores the point that a computer screen is not made of paper, but the access problem may be equally real if the technology in use at any given time renders access impossible at that stage. During 2003 technology that enables access to cellular telephones became readily available to blind people for the first time, although by then many of them had been using computer technology on other platforms since the early to mid-1980s with a considerable measure of success. What seems impossible today may, therefore, become perfectly possible due to an unforeseen technological development. It is therefore a potential mistake to circumscribe with the benefit of contemporary understanding, those means by which tomorrow's generation of blind people may be able to read. This point is not academic. Care should always be taken not to assume that contemporary practical solutions are all that is needed. Future developments may create new possibilities. The ideal attitude is a positive attitude. As has been observed with reference to the accessibility of the Internet:⁹

Many people assume that web accessibility is an issue only for blind people, but Higher Education Statistics Agency data show that the largest group of students declaring themselves as disabled are those with dyslexia. So there is a danger of assuming that accessibility is associated with a single disability, when all are equally important and all access needs must be addressed.

For present purposes, therefore, it bears emphasis that the problem faced by people with a print disability is one of barriers to access, plain and simple. Access issues may differ in space in time, but 'access' and 'barriers' remain the analytical constants and overcoming barriers remains the problem to which an appropriate solution remains necessary.

Access barriers are not experienced by people with print-disabilities only. In the Canadian Copyright Act this has been recognized by particular provisions that provide for the removal of access barriers posed by copyright protection to people with perceptual, rather than print-disabilities.¹⁰

The use of the term 'perceptual disability' works well within the conceptual framework of the Canadian Copyright Act. But it would be a mistake to use it more generally as synonymous

with a print-disability. Print-disability has to do with access to visual information; not with access to audio materials through, say, Sign. The media are different; the applicable technology is different; the issues may therefore well be different.

This paper is concerned with access barriers chiefly to print posed by copyright protection, by successes as well as unfortunate by-products of previous attempts to deal with those barriers, by technological developments that affect copyright protection, and it tries to isolate lessons learnt so far.

In a number of countries the problems outlined above have received legislative attention in the form of attempts to remove these access barriers that have been recognized as such by governments who take seriously the needs of disabled persons. Those attempts are impressive insofar as they reflect a public commitment to deal with the problem, but they have not always given rise to perfect solutions. They affect the intended beneficiaries, the institutions who must provide for their interests and publishers in different ways. One gets the impression that much more work needs to be done in order to come up with a dispensation that, even if it will not satisfy everyone, is not manifestly made of the stuff of compromises that satisfy fewer, rather than more people.

A brief consideration of some of those measures illustrates the trends, both favourable and negative. It may provide some indication as to what developing countries should consider when implementing similar types of solutions. But it may also provide some factual basis for the belief that an international arrangement is needed to standardize these matters. Without it, pressing issues are resolved nationally, while others are created at the international level, to the detriment of readers.

Overview of Statutory Exceptions

The United States Congress adopted a law,¹¹ generally known as the Chafee Amendment,¹² which provides in effect for a blanket licence to certain entities to reproduce certain previously published literary works for the benefit of people with print-disabilities. Since the coming into operation of this measure, it is not an infringement of copyright if certain entities either reproduce or distribute copies or phonorecords of

previously published non-dramatic literary works, provided that those activities comply with certain requirements.¹³

In Canada non-profit organizations acting for the benefit of persons with perceptual disabilities and even persons at the request of persons with perceptual disabilities, may (in terms of the already mentioned legislative amendment), make copies or sound recordings of literary, musical or artistic or dramatic works, other than cinematographic works. The legislature provided that doing so is not an infringement of copyright. What is more, such non-profit organizations or individuals may translate, adapt or reproduce in Sign language a literary or dramatic work, other than a cinematographic work at the request of or for the benefit of persons with perceptual disabilities or they may perform in public a literary or dramatic work, other than a cinematographic work, in Sign language, either live or in a format specially designed for persons with perceptual disabilities.

In Australia the Copyright Act of 1968¹⁴ was amended to permit institutions assisting people with print disabilities to make sound recordings, Braille versions, large-print versions, photographic and electronic versions of copyright protected works under certain conditions, without infringing copyright.¹⁵ Those institutions are afforded a statutory licence, subject to certain qualifications,¹⁶ if they register with a collecting society approved by the attorney general of Australia to administer such statutory licence.

A directive of the European Union¹⁷ ('the EU Directive'), provides¹⁸ that member states of the European Union may in their legislation provide for exceptions or limitations to copyright for "uses, for the benefit of people with a disability, which are directly related to the disability and of a non-commercial nature, to the extent required by the specific disability". Those exceptions may also relate to distribution, to the extent necessary.¹⁹ It is not compulsory for member states to enact such exceptions or limitations.

Pursuant to this Directive, the United Kingdom has enacted a law,²⁰ which amends the Copyright, Designs and Patents Act,²¹ "to permit, without infringement of copyright, the transfer of copyright works to formats accessible to visually impaired persons".

The Copyright, Designs and Patents Act now permits anyone to make a single copy of a

protected work for a visually impaired person who has the master copy in his or her lawful possession or use,²² save for certain exceptions.²³ It also permits approved organizations to make multiple copies for use by visually impaired persons,²⁴ subject to exceptions.²⁵

Authorized Entities

Typically, only some entities may reproduce and distribute such works. They may be referred to as authorized entities. In all of the jurisdictions considered here, those entities are either of a non-profit character, or the fee that may be charged for work done may not include a profit margin.

In Canada, as has already been pointed out, authorized entities are either non-profit organizations acting for the benefit of people with perceptual disabilities, or individuals.²⁶ The Canadian statute does not expressly prohibit individuals from doing this kind of work for others for profit. But in the UK, "[i]f a person makes an accessible copy on behalf of a visually impaired person . . . and charges for it, the sum charged must not exceed the cost of making and supplying the copy".²⁷

In the UK, an approved institution authorized to make multiple copies is either an educational institution or a body which is not conducted for profit.²⁸

Under Australian law the sale or supply of otherwise licensed copies for profit, constitutes unauthorized use of such copies.²⁹

In the US, an authorized entity is a non-profit organization or governmental agency that has a primary mission to provide specialized services relating to training, education or adaptive reading or information access needs of blind persons or other persons with disabilities.³⁰ This conceivably covers a large number of non-profit organizations serving people with print-disabilities in a variety of ways. But the Chafee Amendment does not seem to authorize such reproductions by educational institutions like schools or universities which, although they educate people with print-disabilities, do not have the education of such persons as their primary mission. Indeed, the law seems to postulate that unless the institution concerned serves such people primarily – presumably if they are in the majority and if the institution's

activities are so structured as to meet those people's needs in some demonstrable way – the law will not benefit it. This thinking runs counter to the idea of social inclusivity and it postulates that the needs of people with print-disabilities must be served separately. A public library would therefore not be permitted by that law to reproduce a book, even if it had the technology to do so, for use by a blind person.

In the US the problems arising out of the 'primary mission' requirement have been ameliorated by laws in different states which mandate the provision of study materials by publishers to educational institutions in digital formats. It is beyond the scope of this paper to examine those laws in detail. But it is worth noting that those laws are by no means uniform with regard to the educational level of institutions to which they refer; and they tend to refer to so-called textbooks only. So students participating in courses in popular culture may be less well provided for (if their books are not generally regarded as textbooks); a university student in one state may not benefit from the law while a school learner in the same state may. The anomalies arising out of fragmentary exceptions are obviously undesirable.

The Canadian law, as has already been noted, appears to take the broader, more realistic view of the type of problem that is to be addressed. Typically, specialized institutions cannot realistically meet each and every accessibility need. Typically, countless individuals are prominent in the social support infrastructure of a (perceptually) disabled person, from paid educational or therapeutic professionals with Braille skills, sign language skills and the like, to a volunteer who can read and operate a sound recorder. Persons with perceptual disabilities are able to turn for assistance with their access needs, even to an individual who is prepared to facilitate their access. So even if, at the institutional level, the Canadian exception has not been cast widely, the law of Canada admirably identifies not only the types of disability that may pose access barriers in the library-related world, but most of the types of solutions commonly required and implemented so as to enable access.

Neither in the United States nor in Canada does the law expressly permit the people affected thereby to use technology to eliminate their own access barriers. In particular, no blind person is expressly permitted by law to scan the printed images in his or her own books and to convert

them, with the aid of optical character recognition software, to computer readable text, ready for output in either Braille or synthetic voice. Nor is a partially sighted person expressly permitted to photocopy his or her own books so as to enlarge their typefaces.³¹

The so-called one-for-one exception that was introduced into the law of the UK³² is therefore worth noting. As has been pointed out, if a visually impaired person has lawful possession or use of a book or part of a book, it is not an infringement of copyright for an accessible copy to be made for use by that person if the master copy would be otherwise inaccessible. This law does not identify the agency permitted to make the accessible copy under these circumstances and it would therefore be lawful for a blind person to do so himself or herself.

Private enterprise is not totally excluded by way of those exceptions, but private entities may work either for libraries for the blind or for individuals on a not-for-profit basis. It is not entirely clear why this should be so. The making of a profit for work done does not seem to bear any relation to any of the exceptions under consideration here. The one-for-one exception makes it possible for one person to make an accessible copy for another, but such a person cannot make a career out of producing, for example, Braille for professionals who need it to do their work. They must presumably either make their copies themselves, or turn to non-profit institutions to do it for them, where they may not be able to claim preferential treatment on the basis that they are prepared to pay, because they need to make money in their turn. Likewise, one needs to think carefully about how the means are procured to educate children with print-disabilities in an inclusive education environment. While education authorities are usually non-profit public agencies, parents who take an active interest in providing their children with reading materials are also just required to join the queue, or to learn how to make accessible copies themselves. Their possibly being prepared to pay for quicker access to books for their children does not seem to count for much in any jurisdiction examined here.

If the idea is that people who work on a not-for-profit basis are less likely to abuse the exception for their financial advantage, it ought to be considered that people who stand to lose personally from their abuse are as likely as others to take care not to do so.

In any event the phrase used by the UK exception “the cost of making and supplying the copy”³³ is readily capable of being interpreted to mean that A’s cost, if A does it for profit, ought to include a profit margin, because A’s production time may be a costing factor, although this phrase was probably not intended to convey that meaning.

Restrictions regarding Format

In the US, the reproduction must be done in a so-called specialized format. Specialized formats are “Braille, audio or digital text which is exclusively for use by blind or other persons with disabilities”.³⁴ The reference to digital text is to be welcomed because, as has been pointed out earlier, technological developments have added to the range of accessible media available to people with print-disabilities. The phrase “which is exclusively for use by blind or other persons with disabilities” is puzzling, particularly in relation to digital text. One wonders whether the “exclusive use” requirement refers to the intended use of the materials or whether it suggests that the medium itself must, objectively speaking, lend itself to such exclusive use only. The latter interpretation would be downright nonsensical, given the extent to which digital text can nowadays be accessed by way of not only refreshable Braille displays, but synthetic voice also.

In Australia reproductions are limited to sound recordings made by or on behalf of institutions assisting persons with disabilities, or Braille, large print or photographic versions.³⁵ Digital text does not appear to be covered by this provision.

The Copyright (Visually Impaired Persons) Act of the UK makes a reference to an “accessible copy” only. Accessibility is therefore always a question of fact; not of law.³⁶

The Canadian Copyright Act refers to ‘a format specially designed’ for persons with perceptual disabilities.³⁷

The DAISY standard to which reference has already been made, is not a ‘format’, but rather a standard, incorporating different commercial or proprietary formats,³⁸ together with a degree of encryption capability. Since Canada is one of the leading players with regard to the implementation of this standard, the reference in the

Canadian statute to “format specially designed” appears to be unfortunate.

In some countries audio library services for people with print-disabilities are provided in both analogue and digital formats that are not commercially accessible and which can be accessed by way of adaptive equipment only. The South African Library for the Blind is one such institution. So, too, are certain institutions in North America and the United Kingdom. The experience in South Africa has been that the specialized equipment required to access such materials had proved expensive, in the end first difficult and then impossible to source and that, in the final analysis, served as a significant barrier to print access for the poorest of the poor with print-disabilities. Since the equipment that enabled the reproductions was of necessity also highly specialized and therefore expensive, the scale of reproduction was limited even further.

From a developing world perspective, restricting reproductions to specialized formats seems an indefensible practice. In a number of countries audio books were for years distributed in analogue format on commercially accessible cassettes, without serious repercussions for the publishing industry. Specialized formats require specialized equipment to access those formats. The higher the level of specialization, the more expensive the equipment required for access. The UK formulation, relying on the idea of the accessibility of the reproduction, is therefore to be preferred.

Large numbers of persons are identifiable as having print-disabilities on the grounds that they cannot read a particular size typeface. Some of those persons are able to deal with the problem by acquiring expensive magnifying equipment, but in less severe cases an enlarged photocopy may suffice. The Chafee Amendment does not permit the making of such reproductions; the Australian statute does; it expressly refers to large print, while the UK law probably does, because it works with the concept of accessibility without defining it. Such reproductions are expressly prohibited under Canadian law.³⁹

The UK concept of accessibility of the reproduction is again preferable. The adoption of Extensible Markup Language for computer-based book production purposes will, in all likelihood, render the production of different formats, whether Braille, synthetic speech or enlarged typefaces, potentially available on demand.

Beneficiaries of Statutory Exceptions

In the US the beneficiaries are restricted. They are persons who are blind or have other disabilities. This seems an inoffensive requirement, until one examines the background legislative context. Those persons are identified and rendered eligible to receive books and other publications produced in specialized formats under United States law. In other words, only those persons who may benefit from United States special programmes to provide books accessible to persons with print-disabilities, may benefit from this statutory limitation on exclusive copyright.⁴⁰ Partially sighted persons are not included in these programmes.

With the benefit of hindsight, and in the light of subsequent legislative developments in especially the UK and Australia (to which reference has already been made), it is unwise to restrict the beneficiaries of statutory exceptions of this kind unduly.

Exclusions from the Scope of Statutory Exceptions

Exceptions of this type are often characterized by qualifications or exclusions. The Chafee Amendment applies to previously published non-dramatic literary works only.⁴¹ The National Library Service for the Blind and Physically Handicapped of the Library of Congress (NLS) interprets this to mean that the published scripts of plays are therefore not included as reproducible under this particular provision.⁴² This seems a qualification which is difficult to understand and it has not been echoed in any of the other legal systems considered here. The Chafee Amendment refers to previously published non-dramatic literary works only; it therefore by necessary implication also disqualifies sheet music. The Library of Congress appears to regard sheet music as also excluded.⁴³

The Canadian Copyright Act⁴⁴ expressly includes music, as does the UK Copyright, Designs and Patents Act.⁴⁵

Because the Australian Copyright Act includes music in the category of “works”, together with literary, dramatic and artistic works, sheet music does not appear to be excluded by Australian law.⁴⁶

Excluded under the Copyright, Designs and Patents Act are instances where musical works are to be copied, but where doing so would involve a performance thereof, or of part thereof. Also excluded are instances where the master copy is a database, or a part of a database, and where copying would infringe copyright in the database.⁴⁷

It is unfortunate that certain types of materials are excluded from some exceptions and not from others. A more unified approach is obviously desirable.

Commercially Available Accessible Versions

In Australia, if a sound recording, Braille version, large print version, photographic or electronic version of a work has been separately published, the provisions permitting reproduction of print materials do not apply unless the person who wishes to make that version (or caused that version to be made) is satisfied, after reasonable investigation, that no new copy of the version of the work can be obtained within a reasonable time at an ordinary commercial price.⁴⁸

That particular provision is peculiar to the Australian statute where, with reference to the principle of ‘fair dealing’, it is used repeatedly throughout the Act (commencing with section 40).

But it is by no means unique. In the UK Copyright, Designs and Patents Act it is also laid down that this type of exception permitting the reproduction of a work to make it accessible is not applicable “if, or to the extent that, copies of the copyright work are commercially available, by or with the authority of the copyright owner, in a form that is accessible to the same or substantially the same degree”.⁴⁹ The same principle is also applied in Canada if “the work or sound recording is commercially available in a format specially designed to meet the needs of any person” whom the exception is meant to benefit.⁵⁰

These provisions appear fair from the perspective of an apparently flourishing audio book industry: if books are available in audio format, why permit their reproduction for people with print disabilities without more? The publishers of such materials have an interest in having them purchased, rather than reproduced yet again.

But the Canadian formulation of the principle by no means guarantees this outcome. The emphasis on format, rather than accessibility, suggests a far more restrictive interpretation of what may not be produced under statutory licence. A commercially available audio book, whether on CD or on audio cassette, is not, after all, published in a specially designed format which is calculated to render it accessible to people with print-disabilities. Canadians reproducing materials for people with such disabilities may therefore not have to be too circumspect regarding compliance with this provision in each case where it is decided that a particular book ought to become part of a special collection.

With its emphasis on accessibility, the UK provision also appears to miss the point, but here it is the potential reader, not the publisher who stands to lose. What renders a book accessible? If, for example, a book is to be published in Braille but it is available in an accessible audio format, does its commercial availability oblige the potential Braille producer to apply for permission from the copyright holder? Or does the intended format make a difference to the test that is to be applied? That seems a fanciful suggestion, because in the statutory provision itself, the accessibility factor is not expressed in terms that suggest it to be relative to the intended format. Still, a commonsense approach to the UK provisions probably justifies the conclusion that, whether or not this has been made clear in the provisions laying down the exception, the position was meant to be similar to that in Australia.

The Australian provisions are clearly related to the medium of publication in issue in each case.

The only instance when an audio book would not be accessible to a blind person is when that person also happens to be deaf; but that renders the book inaccessible to that person only; not inaccessible to library users in general. Does it make a difference if the book was initially requested by a deaf-blind reader? And must it then, for the sake of consistency, be produced under the one-for-one exception, rather than under the provision dealing with multiple copies? And if it has been produced under the one-for-one exception, is an application for permission required if it is intended, subsequently, to produce multiple copies of the same book?

The UK provisions attempt to relate the commercial availability requirement to the circumstances

under which the document is being reproduced. When it is to be produced in terms of the multiple copies provision, the document may not be produced without permission if, in addition to it being commercially available, it is “in a form that is accessible to the same or substantially the same degree”.⁵¹ If it is to be reproduced in terms of the one-for-one exception, it would qualify for the exception only if it is not commercially available “in a form that is accessible to that person”.⁵² The deaf-blind person would therefore not be prejudiced if the reproduction is required in Braille, but in terms of the one-for-one exception only. But what is meant by “the same or substantially the same degree”, is by no means settled. To complicate matters further, the “substantially the same degree” provision in the multiple copies section is followed by an exact replication of the “accessible to that person” provision.⁵³ The purpose it serves there, is not at all clear.

Regrettably, the answers to the foregoing questions appear to suggest that the UK commercial availability requirement, just like the Canadian one, creates more problems than it solves.

It would seem that the Australian provisions, because they are directly related to the question whether it is a sound recording, Braille version, large print version, photographic or electronic version that is to be produced, best achieves the purpose of the qualification the legislature sought to impose on the statutory exception.

Notice Provisions

Most statutory exceptions are characterized by the fact that, if a publication is produced or a reproduction is made in accordance therewith, the resulting document must bear a notice recognizing the original copyright in the materials concerned, as well as a notice that it has been produced in terms of the applicable exception.⁵⁴

It would seem that the notices contemplated must at least be in the format in which the document has been made available, but the legislation is by no means clear in this regard. A printed notice in some form or other is probably also desirable. Not much turns on those notice provisions, so they are not considered here in any detail. Two observations are however important in this context.

It is important to note here that individuals who wish to benefit from the one-for-one exception

in the UK ought to comply with the notice provision associated with the UK statutory exception.⁵⁵ It seems prudent to require such compliance, even if it adds some burden to the individual concerned, because it may be important to identify legal copies in certain cases.

The contents of those notices are important for another reason. When a work is produced in an alternative format, the question ought to arise whether the result is a mere reproduction of an existing publication or whether it is an edition in its own right. The answer to this question has important implications for whether, in jurisdictions where publications must be deposited centrally, the alternative format publication needs to be deposited in terms of the law prevailing in the country concerned. It also raises the question whether obvious mistakes may be corrected or, to put it differently, whether they need to be perpetuated; or whether regional differences that require different spelling may be respected when the reproduction is made of materials not published in the country where they are reproduced in alternative formats. If the accessible format publication is a reproduction only, mistakes ought logically to be perpetuated; if it is a publication in its own right, the position may be different. In each country the answer is one of law, not of fact.

The legislation considered in this paper appears, throughout, to be based on the legal premise that the accessible alternative format documents permitted to be made for the benefit of people with print disabilities are copies only; not separate publications.

Enforcement Provisions

As is the case regarding notices, not much turns on enforcement provisions in the case of a breach of statutory exceptions. This is not because they are not important, but because they are best framed in terms of the existing legal framework of the country to which they apply.

Copies or Alternative Publications?

If the accessible version is a copy and not an alternative publication, how true to the original should it be? The medium chosen as appropriate alternative format often necessitates changes to layout. Braille is not a graphic medium. It simply is not as versatile as print when it comes to the

production of aesthetic effects by means of paragraph styles, fonts, graphic symbols, borders and so on. It is at this stage still difficult and costly to accompany text with graphic representations. In addition, Braille is a bulky medium.

The UK Copyright, Patents and Designs Act makes provision for the fact that the accessible copy does not infringe the typographic arrangement of the original,⁵⁶ but it does not appear to have expressly taken cognisance of the fact that pictures, photographs and the like may be omitted from the accessible copy; nor of the practice of adding, in appropriate cases, descriptive captions to pictures. It is true that accessible copies may be made of “a literary, dramatic, musical or artistic work”,⁵⁷ but it is doubtful whether this permits insertions of text into a literary work to make photographs, for example, accessible as “artistic works” within “literary works”).

Intermediate (Source) Files Generated by Alternative Format Production Processes

The digital environment in which books are produced in alternative formats is not a static one. Reference has already been made to the possibilities that arise out of the use of Extensible Markup Language, which permit among others, the production of a book in more than one format from one digital source. In the developed world, some libraries for the blind are already making use of streaming audio technology and others are considering doing so. In any event, Braille has for some years now been produced from digital source files by a variety of institutions serving people with print-disabilities. Those files, once created, are extremely useful for the purposes of maintaining the integrity of collections. Books may be restored using them; schools may reuse them year on year. In some cases they may even serve as the collection itself: Materials can simply be archived and hardcopies can be produced on demand only, while the electronic files may be delivered instantly to readers via the web.

In short, what ever the use to which they are put, properly archiving source files and sound recordings has become an indispensable standard operating procedure in most leading libraries for the blind and production houses that support those libraries.

Only in the UK does the statutory exception deal directly with this important issue. It permits approved bodies to hold intermediate copies which are necessarily created during the production of accessible copies. Such intermediate copies may be held only for the purpose of making further accessible copies and only for as long as the approved institution remains entitled to do so.⁵⁸ This provision does not apply to individual accessible copies;⁵⁹ individuals therefore do not benefit from it.

The so-called one-for-one exception deserved closer consideration. Individuals are permitted to make accessible copies for themselves or have such copies made for them, but if the process gave rise to an intermediate copy, its retention is not permitted. The omission of this provision (in some form or other) from the one-for-one exception creates potentially serious compliance problems for people with print-disabilities who typically use more than one access medium, depending on what their circumstances require. A potential source file which enables the production of a Braille print-out may be accessed directly from a computer by way of screen reader software that provides synthetic speech output. In terms of the one-for-one exception, that type of access is legally acceptable. But it seems that once hardcopy Braille has been generated from the source file, its retention becomes impermissible, even if the hardcopy had been created for the purpose of single use only. The result is that, for example, blind parents cannot read poetry to their children in their own voices from Braille printouts if they prefer to archive their literature primarily in electronic format, because according to the one-for-one exception, it is either Braille or bust for them. It seems more realistic to take account of how people live their lives and then to enact control measures on that basis.

Record-Keeping

The already mentioned notice provisions serve, apart from the purpose of acknowledging the author's copyright, as a mechanism to guard against unauthorized copying. So, too, do the records of those institutions that do the copying or for whom it is done. The Australian licensing system makes provision for central records to be kept of such copying. Modern libraries keep records, both of their holdings and of production. An additional record keeping system is therefore probably not a sine qua non for the

effective operation of an exception system, save where it forms an essential component of the manner in which the system itself operates, as in Australia.

Reproduction of Extracts

Reference works pose the problem that, typically, students do not require access to them in their entirety. It is therefore in their interests that the reproduction of extracts from such works should be eligible for protection under statutory exceptions.

The Chafee Amendment contains no provision that seems to permit this, though the position under state laws may be different.⁶⁰

The Canadian Copyright Act also does not appear to make provision for this type of situation.

In Australia, making an accessible copy of part of a work for the benefit of a person with a print-disability or a person with an intellectual disability, is permissible.⁶¹

The UK Copyright, Designs and Patents Act makes express provision for the making of an accessible copy of a "master copy", which may also be part of a copy.⁶²

Territorial Jurisdiction

It is important to stress that the beneficiaries of these statutory exceptions are people who read differently, not their libraries or those institutions that produce alternative format materials. Regrettably, however, production houses and libraries who had instigated the reforms that culminated in the legal provisions under discussion paid little, if any, attention to the consequences of those reforms for the interlending system.

At face value, the statutory exceptions under discussion here constitute drastic inroads on the rights of authors. They need not be consulted if their works are reproduced for the benefit of readers of alternative format materials in terms of those laws. The Berne Convention⁶³ vests the exclusive right to authorize the reproduction of literary and artistic works in their authors,⁶⁴ but it also sanctions statutory exceptions of the kind under consideration here:⁶⁵

It shall be a matter for legislation in the countries of the Union to permit the reproduction of such works in certain special cases, provided that such reproduction does not conflict with a normal exploitation of the work and does not unreasonably prejudice the legitimate interests of the author.

Members of the Berne union who enact such statutory exceptions therefore do not violate their international law obligations by imposing a form of quasi-expropriation on literary works of foreign authors who publish in the countries where such exceptions apply. It would appear to be reasonable to permit reproductions of existing publications in alternative formats, as long as the process is controlled. No doubt libraries for the blind and their production houses play a crucially important part in the operation of such control measures.

But does it follow that a book which is lawfully produced in one country in accordance with an exception that prevails there, may be regarded as having been published lawfully in another country which is also a member of the Berne Union? Do the enabling provisions in the Berne Convention that permit the curtailment of authors' rights apply internationally, so as to protect books that travel across borders for interlending purposes?

The parties to this treaty are states. It is therefore the state, not the individual, that derives the right to curtail, by legislation, the rights of authors within the area of its sovereignty; not the individual or his or her library. In other words, the Berne Convention is facultative in its operation, permitting members of the Berne Union to make certain laws, but it does not confer its benefits without more on the individuals who reside or the institutions who are domiciled within a given member state's area of sovereignty.

The exceptions therefore appear to apply within the territories of the states that enacted them and therefore not internationally.

And so what is to be done then, to restore to people who read differently, the full benefits of a properly functioning interlending system?

The solution is not particularly complex. Each country that has already enacted an exception could, it is submitted, extend the protection

contained in its currently prevailing exception, also to alternative format materials or accessible copies produced in terms of laws permitting such production beyond the jurisdiction of the country concerned, which are distributed on a non-profit basis in such country.

The World Intellectual Property Organization (WIPO) is in the process of compiling a draft copyright law for countries in need of international assistance with the formulation of such laws. In it, that formulation is suggested in the following terms:

... it shall be permitted without the authorization of the author or other owner of copyright to reproduce a published work for visually impaired persons in an alternative manner or form which enables their perception of the work, and to distribute the copies exclusively to those persons, provided that the work is not reasonably available in an identical or largely equivalent form enabling its perception by the visually impaired; and the reproduction and distribution are made on a non-profit basis.

The distribution is also permitted in case the copies have been made abroad and the conditions mentioned above have been fulfilled.

It should be noted that this provision is in draft form only and therefore subject to review. It would seem less complex to provide that the distribution of any work which has been lawfully produced in its country of origin will be lawful in the country in which the exception containing this enabling provision, applies, provided such distribution is undertaken by a library or like institution, to its registered members. Such a formulation would avoid any debate concerning the efficacy of controls designed to protect the publishers of commercially available audio books. If not, the WIPO draft provision amounts to saying that a book held by a library in one country cannot be lent to a library in another country if that book is commercially available in the country of the lender. That, with respect, is nonsense.

The draft provision ought also to contain a further clause regarding *prima facie* proof of lawful publication which, it is suggested, should be provided by the notice prescribed in the country in which the work was reproduced.

Cooperation Between Beneficiaries and Copyright Holders – Publishers’ Files

As has been pointed out earlier, it is not mandatory for members of the EU to provide for statutory exceptions of the type discussed here. Importantly, however, the EU Directive provides that, in cases where such exceptions are indeed enacted, members are obliged to enact further measures.⁶⁶

Member states shall take appropriate measures to ensure that rightholders make available to the beneficiary of an exception or limitation provided for in national law in accordance with Article . . . 5(3)(b) . . . the means of benefiting from that exception or limitation, to the extent necessary to benefit from that exception or limitation and where that beneficiary has legal access to the protected work or subject-matter concerned.

This means that where statutory exceptions exist, member states should also ensure that those rightholders that can enable access to the means to benefit from such exceptions, must do so to the extent necessary. This provision does not bind member states where rightholders have taken voluntary measures, including agreements with those parties concerned, to achieve the same object.

This provision does not seem to require that the pre-existing voluntary measures must comply with any particular standard. The standard set is a high one: rightholders must cooperate with beneficiaries to the extent necessary to enable them to benefit from the exception or limitation concerned. The question therefore arises whether licensing arrangements that do not meet that standard, exonerate member states from having to enact the provisions contemplated.

The Parliament of the UK, when it enacted the Copyright (Visually Impaired Persons) Act of 2002, adopted a prudent measure in this regard. The statutory exception that regulates the making of multiple copies,⁶⁷ does not apply to the making of accessible copies if a licensing scheme operated by a licensing body is in force under which licenses may be granted by the licensing body, which permit the making and supply of accessible copies.⁶⁸ But then the scheme is not permitted to be unreasonably restrictive.⁶⁹ The scheme is unreasonably restrictive if it limits the statutory exception,⁷⁰ unless

“there are reasonable grounds for preventing or restricting the making of accessible copies of the work”.⁷¹

Those provisions are impressive. They permit licensing schemes to operate, notwithstanding the statutory exception, but they make it plain that licensing schemes may not be used to subvert the exception.

The UK statute probably falls short of the EU Directive, inasmuch as rightholders are not required by it to cooperate with the beneficiaries of the exception.

What sort of cooperation is it that the EU Directive requires? Reference has already been made to the fact that Braille may be generated by way of a computer-assisted process and to the fact that screen reader software can enable blind persons to access digital files. Access to publishers’ or printers’ files would therefore facilitate the production of accessible copies, whether in Braille or in audio formats, immensely. Publishers are often loath to part with those. The fear seems to be either that they will be put to unlawful use by libraries for the blind or, more likely, that those institutions do not have digital asset management regimes in place that would serve as guarantees against their unlawful use by unauthorized persons. That apprehension is all the more acute in cases concerning digital media, in respect of which perfect copies may be made if mechanisms to guard against unauthorized copying are not utilized.

To that end, the UK Copyright, Designs and Patents Act provides:⁷²

If the master copy is in copy-protected electronic form, any accessible copy made of it under this section must, so far as it is reasonably practicable to do so, incorporate the same, or equally effective, copy protection (unless the copyright owner agrees otherwise).

The Act contains no provision obliging the copyright owner to cooperate with regard to the disabling of the copy protection in question, but since the copyright owner is entitled to have similar copy protection incorporated into the accessible copy, the Act appears to imply such an obligation.⁷³

But can member states go so far as to oblige copyright owners to part with their digital files

in order to facilitate the speedy production of accessible copies in alternative formats for the benefit of people who read differently? Strictly speaking, if the production process is not actually dependent on access to those files, the answer is probably in the negative. But publishers would do well to start paying attention to this problem and to cooperate with libraries for the blind in order to make digital files available to them.⁷⁴ If under the EU Directive they can be obliged to cooperate in respect of access to electronic media in copy protected form, it would be to their advantage to cooperate further and to reach agreements with such libraries regarding what would satisfy publishers' requirements for acceptable digital asset management standards. This need is an all the more pressing one, because of what has been said with regard to intermediate copies or digital copies, the making of which is authorized by most of the exceptions analysed here.

Libraries Serving People with Print-Disabilities and Digital Rights Management

Increased cooperation between libraries for the blind and publishers is also in the interests of readers. Libraries for the blind themselves tend to be fearful of the freedom and the responsibilities conferred on them by those exceptions. And where the accessible media are digital media, they tend to be extra cautious, for the same reasons as publishers. There is therefore a very real risk that interlibrary loan operating procedures and increasing cooperation between libraries for the blind may not provide readers with the potentially increased access to books that recent technological advances make all the more possible.

The DAISY Consortium⁷⁵ was established to promote an internationally recognized standard for digital books that is to enhance access for all people with print-disabilities.⁷⁶ Unless a measure of international consensus can be achieved fairly soon with regard to the acceptable management of the digital assets this development was supposed to have produced at the international level, this Consortium will become transformed into a club of developers and audio recording technicians which exists for its own sake only; the impetus for the developing world to join the technological revolution it represents will have dissipated and large investments of time and

energy will have been wasted, primarily because digital talking books will not be exchanged freely by way of interlibrary loan and the world will have been shrunk by the very media that could have enlarged it.

None of this is necessary. Libraries for the blind should, for their part, promote sound digital asset management practices by agreeing standards among themselves. If they don't do so, individual libraries may resort to digital rights management practices that may be detrimental to increased cooperation between them. One such library that is likely to become a major player in the digital talking books arena has already introduced a copy protection mechanism which is questionable in terms of legislation regulating anti-competitive practices.

Talking Book programs in the United States have historically used some kind of technology that is not commonly available to the general public, such as recording cassettes at half the speed of commercial recordings so that they cannot be copied and played on commercial machines by nondisabled readers. In addition, until 1996, organizations like NLS [National Library Service of the Library of Congress for the Blind and Print-Handicapped] and RFB&D [Recordings for the Blind and Dyslexic] first had to obtain explicit permission from the copyright holders to produce any titles as Talking Books. Beginning in 1996, a new amendment to U.S. copyright law (known as the Chafee Amendment) gave these agencies blanket permission to make any title available, as long as it was produced in a format that is not generally available to the public.

Since DAISY titles are essentially HTML and MP3 files, RFB&D uses something it calls intellectual property protection (IPP) to make sure that only RFB&D subscribers read the organization's books. If you insert an RFB&D DAISY book CD into an approved player, you are asked to enter your personal identification number (PIN) to verify that you are an RFB&D subscriber. Once you enter your PIN on the player's keypad, you can listen to any book from RFB&D until you turn the player off. When you power the player on again, you must enter your PIN again. Players that have not been approved by RFB&D will not play RFB&D books.

While the process of authorizing a player involves installing a software key in the player's permanent memory, it can no longer be accomplished by users because RFB&D has stopped sending out keys on CD. Instead, subscribers must now either buy their players directly from RFB&D or ship their players to RFB&D to have authorizations installed. In addition, RFB&D now requires subscribers to sign copyright agreements (available at <http://www.rfbd.org/copyright%20indiv.htm>).

Why is RFB&D doing all this? There is rampant fear among publishers that people will start to post books online illegally, just as they have done with music on Napster and elsewhere. These issues are now also covered under a U.S. law known as the Digital Millennium Copyright Act of 1998, which is the result of an international treaty under the World Intellectual Property Organization. Of course, it is not legal or appropriate for people to redistribute RFB&D or other titles. However, we hope that the benefits to users of DAISY technology will not be overshadowed by anticopying concerns, even if the process seems to be excessive or burdensome on consumers.⁷⁷

The Need for International Cooperation

An international effort to standardize statutory exceptions to copyright protection will be an important step towards affirming international trust in what libraries for the blind and those serving disadvantaged communities do. It will also contribute much towards a framework that can assist those countries that have not as yet enacted such exceptions in their own jurisdictions, but who might want to do so. Once a degree of international cooperation has been established, the legitimacy of what many are trying to achieve ought also to become evident to the publishing industry. If that stage can be reached, it will no doubt pave the way for increased access to the means that should both speed up the production of accessible format books and increase the amount of books to which people with print-disabilities may have access.

The alternative is file sharing for a good cause.⁷⁸ To the reader, the results will be second rate; to the publishers, the results may be disastrous,

because combating it is unlikely to be a popular cause.

In April 2004 the General Assembly of the International Council on English Braille, meeting in Toronto, adopted the following resolution:

This General Assembly affirms the principle of unrestricted international interlending of reading materials in alternative formats among recognized blindness agencies. Therefore the Executive Committee of ICEB should work through the Braille Authority of North America and with other relevant non-governmental organizations and governmental agencies to give non-citizens of the United States access to Braille and other accessible format materials produced in the United States through the development of appropriate international protocols and legislative change if necessary.

This resolution is unfortunate. It unjustifiably targets the US, while other libraries for the blind, probably unbeknown to their members, labour under constraints no different from those that inhibit interlending practices in the US itself. But it highlights two key points: the first is that it is essential that misunderstandings are eradicated before they become totally entrenched; the second is that this ought to happen at the international level so that all who read differently, may benefit.

Notes and references

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2. Robert S. Boynton. The tyranny of copyright? *New York Times*, January 25, 2004.
3. *op. cit.*
4. Christopher May, Digital rights management and the breakdown of social norms. *First Monday*, volume 8, number 11 (November 2003). http://firstmonday.org/issues/issue8_11/may/index.html.
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6. IFLA. *The Glasgow Declaration on Libraries, Information Services and Intellectual Freedom*. August 2002. <http://www.ifla.org/faife/policy/iflastat/gldeclar-e.html>. (Feb 23, 2004)
7. <http://www.daisy.org>.
8. See in this regard Richard Poynder. The inevitable and the optimal. *Information Today*, Vol. 21, No. 4, April 2004. <http://www.infotoday.com/it/apr04/poynder.shtml>.

9. Neil Witt and David Sloan. Access as the norm, not as an add-on. *Times Higher Education Supplement*, Friday, April 30, 2004.
10. Copyright Act. (R.S., 1985, c. C-42, s. 32; R.S., 1985, c. 10 (4th Supp.), s. 7; 1997, c. 24, s. 19).
11. Public Law 104 of 1997.
12. After the senator that introduced the measure.
13. The Chafee amendment to chapter 1 of title 17, United States Code, adds section 121 thereto.
14. Act no. 63 of 1968.
15. Sections 135ZN, 135ZP, 135ZQ.
16. Subsections (3) and (4) of section 135ZP.
17. Directive 2001/29/EC, of the European Parliament and of the Council of 22 May 2001 on the harmonization of certain aspects of copyright and related rights in the information society.
18. In article 5(3)(b).
19. Article 5(4) and 5(5).
20. Copyright (Visually Impaired Persons) Act of 2002.
21. 1988 (c. 48).
22. Section 31A(1).
23. Section 31A(2) and (3).
24. Section 31B(1).
25. Section 31B(2) and (3).
26. Copyright Act, section 32(1).
27. Copyright, Designs and Patents Act, section 31A(5).
28. Copyright, Designs and Patents Act, section 31B(12).
29. Copyright Act, section 135ZZH(1) and (2), read with Section 135ZP(1) and (2).
30. USC Title 17 section 121(a).
31. Large print is expressly excluded from the Canadian exception; Copyright Act, section 32(2). See also the remarks below, concerning the definition of "specialised formats" in US law.
32. See text to note 22 above.
33. See text to note 27 above.
34. USC Title 17 section 121(c)(3)
35. Copyright Act, 1968, section 10(3)(h).
36. Copyright, Designs and Patents Act, section 31F(2) and (3).
37. Section 32(1)(a).
38. http://www.daisy.org/about_us/default.asp.
39. Copyright Act, section 32(2).
40. Section 121(c)(2).
41. Section 121(a).
42. <http://www.loc.gov/nls/reference/factsheets/copyright.html>.
43. *Ibid.*
44. Section 32(1)(a).
45. Section 31A(1)(a) and 31B(1)(a).
46. http://www.copyright.com.au/institutions_assisting_print.htm.
47. Copyright, Designs and Patents Act, section 31A(2) and 31B(2).
48. Copyright Act, 1968, section 135ZP.
49. Section 31B(3) and 31A(3).
50. Copyright Act, section 32(3).
51. Section 31B(3).
52. Section 31A(3).
53. section 31B(4).
54. USC title 17 section 121(b)(1)(b) and (c) in the US;
- Copyright, Designs and Patents Act section 31A(4) and section 31B(5) in the UK; Copyright Act, section 135ZQ(4) in Australia.
55. Copyright, Designs and Patents Act, section 31A(4).
56. Section 31A(1) and 31B(1).
57. Copyright, Designs and Patents Act, section 31A(1)(a) and 31B(1)(a).
58. Section 31C of the Copyright, Designs and Patents Act.
59. Made under section 31A.
60. See the remarks concerning the US dispensation in section 4 above.
61. Copyright Act, section 112(a)(ii) and (b)(ii) regarding intellectual disabilities; section 135ZQ(1) regarding print-disabilities.
62. Section 31A(1) and section 31B(a).
63. Berne Convention for the Protection of Literary and Artistic Works of September 9, 1886, completed at Paris on May 4, 1896, revised at Berlin on November 13, 1908, completed at Berne on March 20, 1914, and revised at Rome on June 2, 1928, at Brussels on June 26, 1948, at Stockholm on July 14, 1967, and at Paris on July 24, 1971 and amended on October 2, 1979.
64. Article 9(1).
65. Article 9(2).
66. Article 6(4).
67. Section 31B of the Copyright, Designs and Patents Act.
68. Section 35D(1)(a).
69. Section 35D(1)(b) A.
70. Section 31D(2).
71. Section 31D(3)(b).
72. In section 35B(8).
73. For an excellent discussion of this problem, see George Kerscher and Jim Fruchterman. *The soundproof book: exploration of rights conflict and access to commercial ebooks for people with disabilities*. http://www.daisy.org/publications/docs/soundproof/sound_proof_book.html.
74. See George Kerscher. *DAISY for all: publishers' collaboration enabling print access*. http://www.daisy.org/publications/docs/pub_print_access/ITD-2003.htm.
75. <http://www.daisy.org/>.
76. http://www.daisy.org/about_us/default.asp.
77. Jay Leventhal and Janina Sajka. A rosy future for DAISY books. *Access World*, Volume 5 Number 1, January 2004. <http://www.afb.org/afbpress/pub.asp?DocID=aw050103>.
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European Emigration Records, 1820–1925

George R. Ryskamp

George R. Ryskamp, JD, AG, Associate Professor of History, Brigham Young University, is the author of *Finding Your Hispanic Roots* (Baltimore: GPC, 1997) and other books and articles, as well as a frequent speaker at national and international genealogical and library conferences. His onsite research during the last 30 years in local, provincial and national archives in Spain, Portugal, Italy and France, as well as in a half dozen Latin American countries, has in the last three years been expanded to include immigration records as Director of the Immigrant Ancestors Project. He is currently the Director of the Center for Family History and Genealogy at BYU and Vice Chair of the International Commission for Accreditation of Professional Genealogists. He may be contacted at: 2105 JFSB, Brigham Young University, Provo, Utah 84602, USA; ryskamp@byu.edu

In one of the greatest migrations the world has seen, approximately 55 million Europeans emigrated between 1821 and 1924. The vast majority went to the Americas – 33 million to the United States, 5.4 million to Argentina, 4.5 million to Canada, 3.8 million to Brazil and the rest in smaller, but significant numbers to countries from Chile to Mexico – melding with indigenous and previous immigrants to enrich and forever change the recipient countries and their cultures. While Ireland, Germany, Italy and England top the list in terms of numbers departing, every country in Europe contributed to the flow. These statistics and associated studies are only a black and white sketch of the rich tapestry of individual emigrant experiences that make up this great migration.

For the social historians and genealogists the stories of individual emigrants are more important than the statistics. They tell individual stories like that of Manuel Roso. In 1839 Spanish immigrant Pedro Roso was becoming commercially successful as a baker in Puerto Rico, his adopted homeland. Earning money in Puerto Rico was so much easier than in the village of Puerto de Santa Maria in southern Spain that he sent a letter to his father requesting that his younger brother, Manuel, join him in Puerto Rico. On 17 August 1839, Manuel Roso was issued a passport by the municipal authorities to travel the short distance to Cádiz. There he applied for and was granted another passport that allowed him to continue his journey to meet his older brother, Pedro, in Puerto Rico. The passport that allowed him to make the first section of his journey is now found in the Provincial Historical Archives of Cádiz.

In addition to that original passport, his file contains other documents that tell even more about Manuel Roso and his brother Pedro. In a letter of permission to the civil authority in the Puerto de Santa Maria written by the Rosos' father, also named Pedro Roso, the elder Roso identifies himself as a baker who resides in the Puerto de Santa Maria. He states that he regrets having to part with his younger son, but explains that it is in the boy's best interest and asks that the passport be issued to allow his son to join his older brother. The passport file also includes a copy of the baptismal record of Manuel Roso, giving his exact birth date and place as well as his parents and their marriage place. Manuel was 17 years old when he left his home in Puerto de Santa Maria and traveled to Puerto Rico.

Stories like that of Manuel Roso's can be found throughout Europe during the nineteenth century. Under a wide variety of circumstances, rich, poor, convict, free, single, married, seeking economic opportunity or fleeing political or religious oppression, emigrants left homes and often families to go to the New World. The records exist to tell those emigration stories, not only collectively, but also individually. This paper will look at the types of record that exist to document the individual emigrant's story and

how and where to find them. Of interest are those that name specific persons and give details about their unique experiences.

Especially valuable for the genealogists are those that give the particular place of origin of the emigrant, as that allows for the tracing of ancestral lines in the country of origin.

Arrival Records

The best-known records for telling the emigration story are the passenger lists prepared at the time of the arrival of the ship in the destination country. Perhaps most famous are those of Ellis Island, but many others exist, not only for other ports and times in the United States, but for other countries and ports, such as those at the Hotel de Inmigrantes in Buenos Aires. The best of these offer extensive detail about each immigrant, including the key place of birth. Many are accessible in published accounts and Internet sites.

For those tracing the story of an individual immigrant, even the best passenger lists tell only part of the story, and most do not even do that. Over half of those in the United States do not give key details such as place of birth, and few give story details such as reasons for emigrating. In Latin America, even where arrival records are preserved, the information given is even less. For example, in passenger lists for the years 1891–1930 for the port of Buenos Aires, Argentina, during only 4 years was the place of birth for the immigrant given. For all of these reasons the records of emigration, generally found in Europe, need to be consulted to give a more complete understanding of the emigration process and its individual stories.

Departure Records

As part of the Immigrant Ancestors Project, sponsored by the Center for Family History and Genealogy at Brigham Young University, Provo, Utah, work has been done to identify records produced in Europe that document the emigration experience and provide the place of birth of the emigrant. Records have been located in municipal, provincial, state and national government archives, as well as in university and private archives in Germany, Spain, Italy, France, Portugal and the United Kingdom. This research has revealed a mosaic of laws, regula-

tions and practical applications that produced a wide variety of records documenting the emigration experience of individual emigrants as they worked through requirements imposed on them before they could emigrate.

Passenger lists

Just as passengers were recorded in most ports as they disembarked, so they were often listed as they sailed from the ports of Europe. In all five of the largest mass emigration ports lists were maintained: Hamburg, Bremen, Liverpool, Le Havre and Naples. Sadly only those of Hamburg have survived the ravages of war and bureaucratic archival cleansing. The Hamburg records have been microfilmed and indexed.

Existing passenger lists have been found for smaller ports, such as Lisbon and Porto, Portugal; Llanes, Spain; and Bordeaux and La Rochelle, France; and even, for scattered years before mass migration, in Naples. The information in these records varies from only the name, age and port of destination to more detailed descriptions of passengers including their places of birth. At this time, practically none of these have been indexed and many have only been recently identified and have not been the subject of academic study. Finding others that may exist will require visits to municipal and provincial archives in port cities in each European country.

Other port of departure records

Often, one of the greatest challenges that confront genealogists is to locate the birthplaces of immigrant ancestors. Of the 55 million Europeans who emigrated between 1820 and 1920 only about 14 percent can be found in passenger lists, arrival or departure, that tell their birthplace. Practically none of the 17 million who went to Latin America appear on such records. The best place to go to find the unknown birthplaces of immigrants is the emigration records in the home country.

Passenger lists were only one form, albeit the most common, to control passenger departures. Other types of records found at the port of departure included:

Passports. Often prepared on printed forms or in register books, these show that the emigrant received a passport, often identifying the specific ship of departure. The forms include the emigrant's name, destination, profession,

<p>Nº 151.</p> <p>SEÑAS JENERALES.</p> <table border="0"> <tr><td>Edad</td><td>11 años</td></tr> <tr><td>Estatura</td><td>baja</td></tr> <tr><td>Pelo</td><td>castaño</td></tr> <tr><td>Ojos</td><td>claros</td></tr> <tr><td>Nariz</td><td>regular</td></tr> <tr><td>Barba</td><td>"</td></tr> <tr><td>Cara</td><td>redonda</td></tr> <tr><td>Color</td><td>blanco</td></tr> </table> <p>SEÑAS PARTICULARES.</p> <p>{</p>	Edad	11 años	Estatura	baja	Pelo	castaño	Ojos	claros	Nariz	regular	Barba	"	Cara	redonda	Color	blanco	<p><u>Agosto 28.</u></p> <p>Se expidió pasaporte á D. Gerbasio Ramon Díaz, vecino de Limpias — para pasar á la Habana en el bergantín de Limpias: presentó 'dilig.'</p>
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<p>Nº 152.</p> <p>SEÑAS JENERALES.</p> <table border="0"> <tr><td>Edad</td><td>18 años</td></tr> <tr><td>Estatura</td><td>baja</td></tr> <tr><td>Pelo</td><td>castaño</td></tr> <tr><td>Ojos</td><td>claros</td></tr> <tr><td>Nariz</td><td>regular</td></tr> <tr><td>Barba</td><td>"</td></tr> <tr><td>Cara</td><td>redonda</td></tr> <tr><td>Color</td><td>blanco</td></tr> </table> <p>SEÑAS PARTICULARES.</p> <p>{</p>	Edad	18 años	Estatura	baja	Pelo	castaño	Ojos	claros	Nariz	regular	Barba	"	Cara	redonda	Color	blanco	<p><u>Agosto 28.</u></p> <p>Se expidió pasaporte á D. Alfonso Manuel de Vernales, vecino de Limpias — para pasar á la Habana en el bergantín Bergante de Limpias: presentó 'dilig.'</p>
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Edad	40 años																
Estatura	alta																
Pelo	castaño																
Ojos	pardos																
Nariz	regular																
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Edad	18 años																
Estatura	baja																
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Figure 1. Page from a Passport Register. Santander, Cantabria, Spain.

birthplace, age and physical description. These collections often precede or are merged into the passports issued by provincial authorities, as described below. Passport books found in Genoa, Italy are of this type.

Passengers in transit. In many cases ships stopped to pick up passengers at intermediate ports before sailing for the Americas. Ships' captains may have been required to file a list

of such passengers, as was the case in Porto, Portugal and Naples, Italy by the mid-1880s.

Health records. In some ports the only requirement or one significant requirement was a health check performed by a port physician or by one provided by the shipping company. These checks may have resulted in a single page certificate of good health, that is, free from diseases such as tuberculosis or

glaucoma, the same as were checked by United States port authorities before admitting immigrants.

Passenger contracts. A unique record so far located only in Spain was the contract between the ship's captain or owners and the passengers. Beginning in 1853 a royal order stipulated that each of these contracts had to lay out exactly the quality of transportation to be provided, including exact quantity and quality for food and water rations, as well as the destination of the ship and what the payment terms were for each passenger. These had to be written before a notary and approved by the *subgobernador*. Unfortunately they did not have to be placed in the notary's register, although many were. The company was required to keep a copy, as was the local provincial government and a copy was sent with the ship to be filed upon arrival. While scattered examples are found in notarial registers in port cities, in most cases the companies kept these in their own archives. The Transatlantic Company, by far the largest providing passenger service, kept its contracts filed in its central archive in Madrid. Much of that archive, including all of the contracts, was 'lost' during a transfer of company headquarters in the 1970s.

Approval to emigrate before departure

Governments, for paternalistic reasons and/or for control of population movement, enacted procedures to regulate emigration. Requirements to emigrate that existed in most, if not all, countries at some time included:

1. that the emigrant have completed military responsibilities
2. that he or she was not wanted for criminal offences or trying to flee any authority
3. that he or she was not trying to abandon his family, and
4. that he or she, if under age, had permission from father or other family authority.

The gathering of this documentation was handled by the port authorities, the local provincial governments or by a provincial level police authority such as the *Questura* in Italy or the *Prefecture* in France.

The key difference from the passports required for movement internally in most countries, as well as those issued at the port for population movement control, was the preparation of

documentation that proved that the emigrant met the requirements discussed above. To accomplish this, a file was created for each emigrant or emigrant family with types of documentation such as the following:

Certificate of Personal Identification – this is similar to our identification cards today, including a description of the emigrant, his address of residence, his birthplace, age and other identifying information.

Parent/Spouse Authorization – each emigrant may have required to show authorization from his/her spouse if married and from his/her parent if single and under the age of majority, usually 25 or 30 years.

Baptismal Record or Certification of Freedom to Emigrate – the baptismal record might only be required if the emigrant was under a certain age and those over that age could simply have an authorized statement of their eligibility to emigrate.

Criminal Record – or in most cases the emigrant needed a document certified by a judge, police or civil authority of his home or last residence district, that certified that he had no criminal record.

Certificate of Completion of Military Service – a man was required to have a statement by a judge, police or civil authority of his home district that certified that he had met his military obligation, either by service or by having stood for the draft and not been taken.

Often these passport records come in two parts, a register book of all passports issued (or applied for) and a collection of individual files, one for each applicant or applicant family, containing the documentation discussed above. Without doubt the researcher should try to go to the file and not stop at the register book, even when it gives the place of birth. The file will contain the most interesting material about the emigrant, often including statements as to reasons for emigrating. Records of this type have thus far been found in Germany, Spain and Italy, but were likely required at least at some time period in all continental European countries.

Published Announcements

At certain time periods, the way in which municipal authorities were able or required to ascertain that the proposed emigrant was qualified to emigrate was to publish a notice of the intended emigration in the official provincial government bulletin. In Spain and Italy, where some of these



Figure 2. Pages from an Italian Passport Application file. Naples, Italy.

have been found, the bulletins were issued weekly or more frequently. Again, the time period during which this procedure was used is limited and their use not fully studied.

British and Irish Pre-Departure Records

In the British Isles the attitude toward emigration was different from that in the rest of Europe. Aside from passenger lists, other forms of emigration control used on the continent do not appear among British records. Rather than attempting to prevent the departure of those with criminal records or who were in debt, the authorities in these countries encouraged emigration as a way of dealing with the poor. Vestry minutes and estate records exist that identify those whose passage was paid as a means of meeting local obligations imposed by the poor laws. Transportation to colonies appears regularly in quarter sessions records as a sentence for criminal activity. A variety of records exist relating to indentured servitude and other similar ways of acquiring passage. For these reasons the search for emigration records in the British Isles offers a series of challenges and potential solutions not found in the rest of Europe.

After Arrival Records

Consular records

All European countries maintained consulates working to meet the needs and often to protect the interests of their citizens. Many of these consulates kept records of transactions undertaken by their citizens residing in the destination countries. Most commonly these appear to record requests for passports, identification proofs, registration of births, or assistance with an inheritance or other legal problem in the country of origin. On occasion the consul appears to go beyond this to an effort to identify all emigrants. In either case these records identify emigrants and provide more of the story of the emigration process.

Home town censuses and emigrant lists

Even after emigration the emigrants were still considered residents of their home towns. As such they are often listed in local censuses, with an annotation as to where they are living and the date of emigration. Some municipalities also kept register books of those who had emigrated.



Figure 3. Published notice of intent to emigrate, Oviedo, Asturias, Spain.

Little has been done to identify these types of records and less to extract the information that they contain.

Military absence records

Both youth of the age for military service and local authorities responsible for the draft recognized that emigration was a means of avoiding military service. Although little study has been

done of illegal emigration during this period, the largest group of illegal emigrants was most likely young men of conscription age. In Italy, provincial conscription lists often identify missing youths as having emigrated. In Spain, lists of those who did not report for draft registration were published in the provincial bulletins discussed above, which identified the countries where the men were thought to have gone or that they were thought to be in a port city such as

Cadiz, apparently a euphemism for indicating that they had emigrated or were likely trying to do so.

Finding Emigration Records

Arrival passenger lists in the United States have been available on microfilm for decades. Numerous published sources have provided indexes to specific ports for specific time periods or specific ethnicities. During the last three years, beginning with the Ellis Island website, online indexes to these records have been available. Recent developments on sites such as www.stevemorse.org and www.ancestry.com have further opened the possibilities for searching arrival passenger lists and other immigrant sources in this country. Work on Canadian immigration records has recently begun, but is limited so far primarily to the early years of the 20th century. Little has been done to index arrival lists in Latin America, although the work done by the Centro de Estudios Migratorios Latinoamericanos (Avenida Independencia 20, 1099 Buenos Aires, Argentina) which has indexed arrivals at the port of Buenos Aires, Argentina 1882–1926, offers hope that such records will be more readily available in the future. At this time, however, even a comprehensive list of where such arrival records can be found would be most helpful, especially where many Latin American immigrants arrived in one country but ultimately settled in another.

Finding European emigration records can be more challenging. Except for the Hamburg passenger departure lists, which are available on microfilm with indexes and with indexes currently being placed online, no other major collection of departure lists exists and only a handful of those for smaller ports are currently being indexed. To find the wide variety of records discussed above one must turn to the original records still to be found in archives in the home country.

The vast majority of the European emigration records described above are to be found in the provincial level archives in Europe. Obviously to make it possible to search those, one must know the province or department from which the emigrant came or the port from which he sailed. Once that is known, perhaps from arrival passenger lists, then there must be a search through the bundles for those years. This is a task that can generally only be done on site, although in some instances such as certain German

provinces the records are available on microfilm through the LDS Family History Centers. Lists identifying the provincial level archives exist for each country, often with website addresses.

Some emigration records are found at the national archives level, such as consular records at the Archivo General de la Administración in Alcalá de Henares, passenger lists at the Arquivo Nacional Torre do Tombo in Lisbon. Information for specific archives can be found at http://www.unesco.org/webworld/portal_archives/pages/Archives/, which lists all national archives in Europe.

Illegal or Extralegal Emigration

Recognition must be made that in addition to the problems with locating records and significant missing or destroyed emigration records, there were those who went without meeting legal requirements or registering on the passenger lists. The number of draft age youths who are identified as having emigrated is indicative of this problem. Likewise in port authority or police records there are discussions of actions such as unscheduled ship inspections taken to identify illegal emigrants who are on board. Another manifestation of this problem are ship crew members who deserted upon arrival in the Americas.

The Immigrants Ancestors Project at Brigham Young University

Emigration records, such as passport files, passenger contracts, vestry minutes, consular records are rich in genealogical information, but largely untouched simply because they are not easily available. Few are microfilmed. Most are accessible only by visiting the archives containing the records and are rarely indexed or sorted. The Immigrants Ancestors Project at Brigham Young University (IAP) looks for emigration records in European home countries.

The IAP goals center on those hard-to-find emigration records:

1. Identify emigration records
2. Acquire copies of those records
3. Extract data on individuals who appear in those records
4. Place extracted data in an online index/database available free on the Internet.

Work is progressing well on the first two goals. In addition to German emigration files that have been microfilmed, passport records from Cadiz and Santander in Spain for the middle years of the 19th century have been identified, copied and partially extracted. Major collections from Spanish consular offices all over the world have been identified and arrangements for copying are being made. Emigration records from municipal archives in Galicia and Asturias have been copied and await extraction. This spring, student interns worked with great success finding and copying more of these in several archives in the British Isles and the Spanish Basque provinces, as well as in Rome and Naples in Italy and Lisbon and Porto in Portugal. In all cases copies of emigration record collections identified have been or are being acquired.

The copies are then digitized and arranged in small batches. Extraction by volunteers is the key to success for the Project. Utilizing software created for the Project, volunteers all over the world, working via the Internet, are sent the small batches of emigration records to extract. The extracted data is then sent back to the Center for Family History and Genealogy, where trained student supervisors check extractions for accuracy before they are added to the database. The data from those small extracted batches will be continually added to create the online database until there will be millions of immigrants with their places of origin. The initial database with thousands of names is found at <http://immigrants.byu.edu>. Also found there are lists of archives, research tools and an extensive bibliography of books and articles about immigrants and the immigration experience.

At present the project focuses on emigrants from Germany, Spain, Ireland, England, Scotland, Wales, Italy and France, but plans are to add other countries as resources permit. The IAP needs large numbers of volunteers to extract records. Volunteers receive online training in reading the records and research resources to help in the extraction process. Volunteers may sign up on line at <http://immigrants.byu.edu>.

Even with generous support of time and effort from volunteer extractors and of office space, personnel and faculty time from BYU, a project of this magnitude needs donated funds. Donations made to the IAP pay wages for student

researchers, provide copies of identified records, and support computer program development and maintenance.

Notes

1. Archivo Histórico Provincial de Cadiz, *Gobierno Civil, Pasaportes*.
2. *Passenger and Immigration Lists Index: A guide to published records of more than 2,923,000 immigrants who came to the New World between the sixteenth and the mid-twentieth centuries*. (Detroit: Gale Group, 1998); John Philip Colletta. *They came in ships*. (Baltimore, Genealogical Publishing Co., 1997).
3. See for example: www.ellisisland.org, www.stevemorse.org, www.ancestry.com, <http://home.stt.net/~wee-monster/ei.html>, www.immigrantships.net, www.olivetreegenelgy.com/ships/search_ships.shtml.
4. See immigrants.byu.edu and familyhistory.byu.edu.
5. *The Hamburg Passenger Lists, 1850–1934 resource guide* at www.familysearch.org.
6. Access to many archives throughout Europe can be made through http://www.unesco.org/webworld/portal_archives/pages/Archives/ or through individual national archival sites such as the following: http://aer.mcu.es/sgae/index_aer.jsp, www.iantt.pt, <http://www.archivesnationales.culture.gouv.fr/>, <http://www.bundesarchiv.de/>, <http://www.archivesdefrance.culture.gouv.fr/>, <http://www.pro.gov.uk/>.
7. The following are some of the archives in Spain, Italy and Portugal where students from the Center for Family History and Genealogy at Brigham Young University worked in the Spring of 2004 gathering records for the Immigrant Ancestors Project: Archivo General de la Administración – Alcalá de Henares, Archivo Nacional de Cataluña, Archivo del Reino de Galicia, Archivo General de la Administración del Principado de Asturias, Archivo Histórico Provincial de Asturias, Archivo Histórico Provincial de Cáceres, Archivo Histórico Provincial de Cádiz, Archivo Histórico Provincial de Cantabria, Archivo Histórico Provincial de Toledo, Archivo Histórico Provincial de Vizcaya, Archivo Histórico Municipal de Llanes, Archivo de Protocolos de Guipúzcoa, Archivo Foral de Vizcaya, Archivo de la Diputación Provincial de Cáceres, Archivo de la Diputación Provincial de Barcelona, Archivo Histórico de la Biblioteca de Cantabria, Hemeroteca Municipal de Santander, Archivio del Minutero degl' Afari Esseri d'Italia, Roma, Archivio di Stato di Napoli, Instituto Nacional Torre de Tombo, Lisboa and Arquivo Distrital de Oporto.

Original paper no. 117 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 84, Genealogy and Local History. English original available on IFLANET at: http://www.ifla.org/IV/ifla70/prog_04.htm.

Citations and Links as a Measure of Effectiveness of Online LIS Journals

Alastair G. Smith



Alastair G. Smith is Senior Lecturer, School of Information Management, Victoria University of Wellington. Prior to entering academia, he worked in database development at the National Library of New Zealand, as a special librarian and as a sci/tech reference librarian. His research interests are in the use of online learning and the evaluation of Internet information resources and Web search engines. Contact address: School of Information Management, Victoria University of Wellington PO Box 600, Wellington, New Zealand. Tel. +64 (4) 463 5785. Fax: +64 (4) 463 5446. E-mail: Alastair.Smith@vuw.ac.nz.

Introduction

How important are LIS e-journals, and how can they be evaluated? Traditionally, measures based on citation counts such as ISI's Journal Impact Factor have been important in measuring the success of journals. The growth of publishing on the web has raised the possibility of new measures. A number of writers have seen an analogy between citations in print sources, and links between web sites. Ingwersen (1998) proposed the Web Impact Factor (WIF) as the online equivalent of the ISI Journal Impact Factor. The Journal Impact Factor is based on the citation counts of a journal over a specified period of time, compared with the citable articles published in the journal. In contrast, the Web Impact Factor is based on the number of links made to a web site, compared with the size (usually the number of pages) of the website.

The term 'e-journal' can have narrower and wider meanings. A wide interpretation includes any journal available electronically, including online versions of conventional print journals available for subscription from publishers or aggregators. However for the purpose of this study, e-journals are open access periodicals only available over the Internet that include a review process for at least part of their content.

This exploratory study examines counts for conventional citations and links to a sample of LIS e-journal websites, and calculates WIFs for the e-journals. The differences between these measures of e-journal impact are discussed.

In the second part of the study, samples of links to the e-journals are studied to determine the extent to which they are similar to conventional citations, and to what extent they serve different functions.

Literature Review

Studies of electronic publishing, and metrics for the web, have been widespread in the last decade. A sub-discipline of bibliometrics, called variously 'webometrics' or 'cybermetrics', has emerged.

A number of studies examine the increasing importance of electronic sources in research dissemination. Bar-Ilan, Peritz and Wolman (2003) found that electronic sources are indispensable in modern university scholarship. Herring (2002) noted a greater use of electronic resources in a study of citation patterns in scholarly electronic journals. Lawrence (2001) found online articles were more highly cited, indicating both that online availability encouraged use, and also implies that online citations are



Copyright © 2005 International Federation of Library Associations & Institutions (www.ifla.org). IFLA Journal 31(1): 76-84.
ISSN: 0340-0352. DOI: 10.1177/0340035205052651

important as research linkages. However web citations can be ephemeral: Casserly and Bird (2003) found that slightly more than half the web citations in a sample of LIS articles were still available; although searching the web increased the availability to almost 90 percent. Oppenheim and Smith (2001) noted an increasing tendency by LIS students to cite Internet sources in their dissertations. Shin (2003) found that the impact factor of journals increased when they became available in electronic form, indicating that the greater availability of the electronic format lead to more citations.

The growth of e-journals in information science was examined by Hawkins (2001) who found that the number of articles per year had risen from 26 in 1995 to 250 in 2001. Koehler, Aguilar and Finarelli (2000) compared a small sample of e-journals in LIS with a paper journal, and found differences in the characteristics of articles. Although more women had articles in the electronic forms, these authors felt that whether a journal was electronic did not affect its presence or behaviour as an information science journal.

Are web links equivalent to journal citations? Both Kim (2000) and Prime, Bassecouard and Zitt (2002) found that citations and 'sitations' (web links) are made for very different reasons. A survey of 414 links between websites in the ac.uk domain by Wilkinson et al. (2003) found only two links that were equivalent to journal citations. On the other hand Smith (2003) in a study of research oriented websites, found that about 20 percent of links were broadly equivalent to research citations. Chu (2003) investigated 1400 links to academic websites, and found that about 25 percent were made from teaching/learning motivations. Vaughan and Thelwall (2003) used sites in the disciplines of LIS and law to investigate factors influencing the creation of links to a site. They found that age and content were important factors. Thelwall (2003) investigated 100 random inter-site links to UK university home pages, and found four types of motivation for linking: ownership, social, general navigational, and gratuitous.

There is some evidence of a link between Journal Impact Factor and WIF. An early study of e-journal links by Harter and Ford (2000) found no correlation between links to e-journal articles and conventional ISI citation measures, although they suggested that links to e-journal home pages might be a new measure of scholarly

communication. However Vaughan and Hysen (2002) found a relationship between external links and the Journal Impact Factor of LIS journals. Vaughan and Shaw (2003) compared bibliographic and web citations to articles in LIS journals. Many of the web citations represented 'intellectual impact', and journals with tables of contents available on the web had more web citations. An and Qiu (2003) found a correlation between impact factors of Chinese engineering journals and the WIFs of the journal web sites.

Rousseau (2002) argues that care must be exercised when using impact factors, and that a battery of different impact factors should be evaluated. This implies that WIFs or a similar web based impact factor could be valuable in supplementing evaluation of LIS e-journals. Marek and Valauskas (2002) have also explored the use of web logs, recording hits, to evaluate the use of electronic journal articles, and identify 'classic' articles.

There are valid arguments about the reliability of using commercial search engines to evaluate web links for bibliometric studies. Bar-Ilan (2001) found disparities in the coverage of links to the home page of the online journal *Cybermetrics*.

Methodology

LIS e-journals studied in this paper were those that were open access (non-charged subscription) periodicals only available over the Internet, with articles that underwent some kind of peer review process. A selected list was taken from Hawkins (2001) and other sources.

The ISI databases were searched for citations to LIS e-journals. Those that had citations were then searched on AltaVista, to determine the overall number of links, and their Web Impact Factor. A sample of links to the e-journals was examined, to determine whether the links were similar to conventional citations, or whether they served different purposes.

Institute of Scientific Information citation counts

Bibliometric studies of conventional journals are often done using the Journal Impact Factor calculated by ISI and published in their Journal Citation Reports. However few LIS e-journals are included in the Journal Citation Reports.

Instead, the Dialog version of ISI's citation indexes *Science Citation Index* (1990–), *Social Sciences Citation Index* (1972–) and *Arts and Humanities Citation Index* (1980–) was used to find total citation counts, using the 'cited work' search. These indicate the number of times a journal has been cited by the journals indexed by ISI. An initial version of this study used the Web of Knowledge version of the ISI databases, but this appears to be less comprehensive for bibliometric versions than the Dialog version (I am indebted to Ronald Rousseau for pointing out inconsistencies in the data in an initial version of this paper). Dialog was searched in August 2004.

A limitation with using the ISI databases is that citation data is dependent on the accuracy with which original authors entered the citation data. Consequently journals can appear under different forms (e.g. *DLIB* and *D-Lib*), and different journals can be cited similarly (e.g. *JEP* is the abbreviation for both the *Journal of Electronic Publishing* and the *Journal of Economic Progress*). In the current study, the ISI guide to citation formats was consulted, but other likely abbreviations were searched. Where citations were likely to be to other journals, the full article record was retrieved to determine if the subject matter, volume and issue numbering, etc. was consistent with a citation to the required e-journal.

The ten LIS e-journals for which citations were found in the ISI databases, and which were included in the study, were:

Ariadne: <http://www.ariadne.ac.uk>
Cybermetrics: <http://www.cindoc.csic.es/cybermetrics/>
D-Lib Magazine: <http://www.dlib.org/>
First Monday: <http://firstmonday.org>
Information Research: <http://InformationR.net/ir/>
Journal of Digital Information: <http://jodi.ecs.soton.ac.uk>
Journal of Electronic Publishing: <http://www.press.umich.edu/jep>
Journal of Information, Law and Technology: <http://elj.warwick.ac.uk/jilt>
LIBRES: Library and Information Science Research Electronic Journal: <http://libres.curtin.edu.au/>
PACS-R: Public Access Computer Systems Review: <http://info.lib.uh.edu/pr/pacsrev.html>

PACS-R has in fact ceased publication, but had sufficient links in both the ISI databases and in the Web to be worthy of study.

Web links and Web Impact Factors

As a comparison with the citation counts from ISI databases, links from websites to the e-journals were measured. In addition, the Web Impact Factor, a measure analogous with the Journal Impact Factor, was calculated. This measure, proposed by Ingwersen (1998), is the ratio of the number of links made to a web site, divided by the number of pages at the web site.

Although as noted in the literature review, there are reservations about the use of commercial search engines for studying web phenomena, they provide coverage of the web that is not available elsewhere. While several web search engines can provide counts of links to a site, and the number pages present at the site, in the current study the AltaVista advanced search engine (<http://www.altavista.com/web/adv>) was used, since it provides for the use of Boolean operators, and appears to apply these with greater consistency than other search engines. Searches were carried out in March 2004. Shortly after this the AltaVista database was replaced by a different version that no longer counts link in the same way.

For each of the e-journals, a search was carried out to determine the number of external links, and the number of pages at the site. The number of external links to the e-journal website was determined by:

link:xxx and not host:xxx

Where xxx is the URL of the e-journal website.

In the current study, only external links were counted, since this excludes internal navigation links and overcomes differences in whether links within the site are made relatively (e.g. a href="file.htm") or absolutely (e.g. a href=http://ejournal.org/file.htm). Arguably, links between articles in the same e-journal should be counted, since these are analogous to citations, but it was assumed that these would be a small proportion of the total links. This assumption was supported by the examination of a sample of e-journal links undertaken in the current study (see below).

Where the e-journal resided in a subdirectory rather than having its own domain (for example *Information Research* is located in a subdirectory at *InformationR.net/ir/*, while *D-Lib* has its own domain *dlib.org*) the URL: command was used instead of the host: command, i.e.

link:xxx and not url:xxx

The number of pages at the site was determined by the commands:

host:xxx

or

url:xxx

E-journals have an added dimension to the traditional ‘title varies’: they also have ‘URL varies’. Several journals had changed URLs (e.g. *Journal of Digital Information* changed from journals. ecs.soton.ac.uk/jodi to jodi.ecs.soton.ac.uk). On the other hand, some journals changed title, but stayed at the same URL (e.g. *E-JASL: The Electronic Journal of Academic and Special Librarianship* formerly the *Journal of Southern Academic and Special Librarianship*). Where alternate sites or mirrors were used, an OR’d search was used to find links, for example

(link:journals.ecs.soton.ac.uk/jodi or
link:jodi.ecs.soton.ac.uk) and not
(url:journals.ecs.soton.ac.uk/jodi or
host:jodi.ecs.soton.ac.uk)

However the number of pages was estimated by using the main URL, since an estimate of the amount of information at the site was required, which would be inflated if pages at both the current and past URLs were counted.

In the case of *D-Lib* (which has a number of mirror sites, including one in Argentina) this was not possible, since the complexity of the Boolean statement required appeared to be too great for AltaVista to handle:

(link:dlib.org or link:ukoln.ac.uk/lis-
journals/dlib/ or link:dlib.anu.edu.au/ or
link:gwdg.de/edoc/aw/d-lib/ or
link:dlib.org.ar/ or
link:dlib.ejournal.ascc.net/) and not
(host:dlib.org or url:ukoln.ac.uk/lis-
journals/dlib/ or host:dlib.anu.edu.au/ or
url:gwdg.de/edoc/aw/d-lib/ or
host:dlib.org.ar/ or
host:dlib.ejournal.ascc.net/)

Results from this search statement were inconsistent, so the estimate for external links to *D-Lib* was based just on the main dlib.org site; test searches indicated that most links were to this site.

The pages found by a web crawler are not necessarily all those present at the site, and can depend on a number of factors:

- depth of crawling by spider
- structure of articles: whether a single page, or multiple pages
- whether different formats are available of the same article, for example Library Philosophy and Practice articles appear in both PDF and HTML
- the extent to which pages are included in the journal’s directory that have other information e.g. directions to authors, etc.

Arguably a better measure would be the number of articles included in the journal; however here there are problems with differing definitions of what constitutes an article, so this measure was not pursued.

The count of external links to the e-journal site, and number of pages at the e-journal site, was used to calculate the Web Impact Factor of the e-journal.

Nature of linking to LIS e-journals

In order to investigate the nature of links made to LIS e-journals, and the extent to which they were analogous to conventional citations, a sample of pages that linked to each of the e-journals was examined.

A search was carried out on AltaVista advanced search for links:

link:xxx

where xxx is the URL of the e-journal, as above.

AltaVista was set to search the whole world, and for pages in all languages. Site collapse (which means that only one page from each site is displayed) was turned off. The searches and examination of sites were carried out in March 2004. Both external and internal pages were searched for, since one of the aims was to look at all pages that linked to the e-journal, including those made from the same e-journal.

A feature of AltaVista advanced search from a sampling point of view is that the display order appears to be random, unless a ranking term is provided. However in order to ensure that a random sample of links was used, every 50th item retrieved was examined, up to a total of 20

- | |
|--|
| 1. Link to a formal article in the e-journal: |
| a. From another e-journal article, conference paper or similar document that could be considered the online equivalent of a conventional research publication. |
| b. From an article in same e-journal |
| c. From an online article by same author |
| d. From non-article website, e.g. an online bibliography, researcher home page, teaching resource, etc. |
| 2. Link to a whole issue of an e-journal |
| 3. Link to the e-journal as a whole |
| a. From a list of e-journals |
| b. From another source |
| 4. Link to non-article material provided at the e-journal website: news, directories etc |
| 5. Internal navigation link in e-journal, e.g. a link from an article back to the journal home page. |

Table 1. Classification of links to e-journals.

items. In some cases fewer than 1000 pages linked to the e-journal in which case every 20th item was examined. If a page didn't work, or no longer included a link to the e-journal (for example if it was a news page that changed frequently), the next page in the results list was examined.

Pages linking to the e-journal were classified according to the scheme in the Table 1. Classification was carried out by the researcher.

Results and Discussion

This section discusses the results of the different forms of citation and linking to LIS e-journals.

The counts from ISI citation databases and from the AltaVista searches are shown in Table 2. In addition, the Google Page Rank (<http://www.google.com/technology/>) is included – this is a measure used by the Google search engine to rank results, and is a score out of 10 derived from the number of links to a site. In this case it was measured using the Google tool bar (<http://toolbar.google.com/>).

There appears to be only a slight relationship between the number of ISI citations and the number of external links. *D-Lib*, *Ariadne* and *First Monday* have relatively high citation counts and links. *LIBRES* has a low number of citations and links. On the other hand several journals with low numbers of ISI citations (*Information Research*, *JoDI*, *JEP*, and *JILT*) have significant numbers of web links. *Cybermetrics* and *PACS-R* have significant numbers of ISI citations, but relatively few external links (in

the case of *PACS-R* this may be because the journal has ceased).

The Web Impact Factor of the journals also varies, with *JILT* at a low of 0.94 and *PACS-R* at a high of 15.21. While this may be a useful indication of the influence of a journal on the web, it may also indicate that, for the reasons noted previously, AltaVista is an imperfect tool for determining the total number of pages at a site; and also that the number of pages may be a poor measure of the information content of a site. The exceptionally high WIF for *PACS-R* may be due to AltaVista not having indexed all pages at the site, and also due to the fact that many issues of *PACS-R*, often comprising several articles, were posted as a single page.

D-Lib's high ISI citation count is interesting, and may indicate that it crosses the divide between LIS and computer science: *ISI Science Citation Index* has a good coverage of computer science literature, where many of the citations to *D-Lib* appear to come from.

The Google Page Rank has been extremely successful as a ranking mechanism for the search engine, and web managers place great value on optimizing the Page Rank of their sites. For these e-journals, the Google Page Rank is relatively high, at 7 or 8, except for *Cybermetrics* at 6. As a comparison, the web site of the *Guardian* newspaper has a Page Rank of 8, and that of the *New Scientist* has a Page Rank of 9.

Perhaps the significant point about these various measures is that they illustrate that e-journals have a variety of qualitative measures that can be used to evaluate them, and perhaps as

E-Journal Title	ISI citns	External links	Pages	Web Impact Factor	Google Page Rank
<i>Ariadne</i>	151	7202	1502	4.79	8
<i>Cybermetrics</i>	168	580	113	5.13	6
<i>D-Lib Magazine</i>	790	14857	1497	9.92	8
<i>First Monday</i>	80	9494	851	11.16	8
<i>Information Research</i>	179	2209	392	5.64	7
<i>Journal of Digital Information (JoDI)</i>	92	4313	599	7.20	7
<i>Journal of Electronic Publishing (JEP)</i>	147	3852	420	9.17	8
<i>Journal of Information, Law and Technology (JILT)</i>	48	2897	3089	0.94	7
<i>LIBRES: Library and Information Science Research Electronic Journal</i>	20	438	124	3.53	7
<i>PACS-R: Public Access Computer Systems Review</i>	255	1506	99	15.21	7

Table 2. Citation and link counts.

e-journals become more widely accepted, a richer range of evaluative measures will be available.

The study of a sample of links to the e-journals are listed in the Appendix. A summary of the most significant types of links is listed in Table 3. This shows number of links of each type as a percentage of the total links to each e-journal.

Almost 60 percent of links to these e-journals were to journal articles, indicating that the majority of links were to content, rather than to home pages, navigation links, etc. On the other hand, just over 30 percent of links were to the journal as a whole. While these links do indicate recognition of the journal, many of these links are from directory listings of e-journals, so all e-journals, regardless of quality or importance, will have links of this type.

It appears that the different publications have different 'profiles' with regard to the sources of citations. *Cybermetrics* and *LIBRES* had relatively high numbers of links to the journal as a whole. This could mean that they haven't established a large body of articles to be cited, and consequently their links come mainly from sources that list e-journals in general, rather than specific articles.

D-Lib was most cited from formal publications. This isn't surprising given its origins in both the library and computer science field. It also happens to be the most highly cited by ISI database journals.

On the other hand most other LIS e-journals were more highly linked from sources other than formal publications (e.g. from online bibliographies, personal home pages, online teaching resources, etc). This could be because these publications are more specifically concerned with the general Internet, particularly in the case of *First Monday*.

Some types of links reflected the construction of the e-journal site. For example *JoDI*, *JILT*, and *JEP* had a relatively high proportion of internal links.

In examining the sample of linking pages some features specific to particular journals were noted, which reflected their particular character. Links to *Ariadne* were often from project websites to articles written about the project, a form of self citation. *Cybermetrics* (hosted in Spain but in English) had noticeably more links from non-English language sites, and from sites in non-English language countries. *First Monday*

E-journal title	Link from formal publn (1a,b,c)	Link from other types of web pages (1d)	All links to journal articles (1a,b,c,d)	Links to Journal as a whole (3a,b)	Internal Navigation links (5)
<i>Ariadne</i>	15	50	65	25	5
<i>Cybermetrics</i>	5	0	5	90	0
<i>D-Lib Magazine</i>	50	40	90	0	10
<i>First Monday</i>	10	75	85	10	5
<i>Information Research</i>	10	55	65	20	10
<i>Journal of Digital Information (JoDI)</i>	10	35	45	35	15
<i>Journal of Electronic Publishing (JEP)</i>	10	50	60	20	20
<i>Journal of Information, Law and Technology (JILT)</i>	0	50	50	35	15
<i>LIBRES: Library and Information Science Research Electronic Journal</i>	0	20	20	65	0
<i>PACS-R: Public Access Computer Systems Review</i>	15	50	65	25	5
OVERALL PERCENT	12.5	44.5	57	31	8

Table 3. Percentages of types of pages linking to LIS e-journals.

articles were particularly popular as citations from cached discussion lists.

The assumption made in using an external WIF, rather than the overall WIF, that relatively few links are made between articles in the same e-journal, was borne out. Only 4 percent of total links were between articles in the same e-journal.

Conclusions

What lessons does this study have for users and publishers of LIS open access e-journals?

First, e-journals in LIS are becoming a significant body of literature, as evidenced by the fact that they appear in significant numbers in ISI's citation count, if not yet in the formal Journal Citation Reports. This means that authors can be confident that by publishing in e-journals, their work will be recognized and cited in mainstream literature.

Second, analysis of links made to e-journals indicates that a majority are to article content,

indicating that links are performing some of the functions of conventional citations. This indicates a maturing of e-journals as a medium.

Third, e-journal publishers need to be aware of different measures of effectiveness. The Web provides a greater range of measures than are available in the print environment. As well as measures such as the Journal Impact Factor, based on conventional citations, measures based on numbers of links, such as Web Impact Factor, are available. It must be appreciated, however, that these are measuring different features than the conventional citation count. Further research needs to be conducted to evolve new measures.

Some other, perhaps more minor, points relate to how e-journals are constructed and managed. Journal publishers have been keen to have high citation counts. Recognition on the Web, particularly by the Google page rank, can be promoted by links. Links from sites that are themselves highly linked promote visibility on the web, for example when searching Google. By

providing links between e-journals (as is done for example by the list of digital resources provided by Information Research at <http://informationr.net/fr/freejnl.html>) LIS e-journals can raise their overall visibility on the web. A methodological issue that arose in this study was the structure of e-journal URLs: bibliometric studies of e-journals could be aided by publishers having a standard 'root' URL for the journal and articles, and changes of URL increase the complexity of tracking links.

Open access e-journals in LIS are coming of age, and in a relatively short time have become a mature medium for the reporting of scholarship and research. As well as providing a publishing avenue, this exploratory study indicates that they are also becoming an instructive area for bibliometric research. As noted by Lawrence and others in the literature review, the convenience of open access e-journals makes them an attractive resource for users and increasingly they are becoming accepted as credible sources of scholarship.

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Appendix: Classification of a Sample of Links to LIS E-Journals

E-journal title	Classification (from Table 1)									
	1a	1b	1c	1d	2	3a	3b	4	5	Total
<i>Ariadne</i>	1	1	1	10	1	5	0	0	1	20
<i>Cybermetrics</i>	1	0	0	0	0	14	4	1	0	20
<i>D-Lib Magazine</i>	6	3	1	8	0	0	0	0	2	20
<i>First Monday</i>	2	0	0	15	0	2	0	0	1	20
<i>Information Research</i>	0	2	0	11	0	2	2	1	2	20
<i>Journal of Digital Information (JoDI)</i>	1	1	0	7	1	4	3	0	3	20
<i>Journal of Electronic Publishing (JEP)</i>	2	0	0	10	0	3	1	0	4	20
<i>Journal of Information, Law and Technology (JILT)</i>	0	0	0	10	0	4	3	0	3	20
<i>LIBRES: Library and Information Science Research Electronic Journal</i>	0	0	0	4	2	13	0	1	0	20
<i>PACS-R: Public Access Computer Systems Review</i>	2	1	0	14	0	0	2	1	0	20
TOTAL LINKS IN CLASS	15	8	2	89	4	47	15	4	16	200
% OF LINKS IN CLASS	7.5	4	1	44.5	2	23.5	7.5	2	8	100

Original paper no. 049 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22–27 August 2004, in session 149, Library and Information Science Journals. English original available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander von Humboldt Collection in Berlin

Jutta Weber



Jutta Weber studied Latin and Romance Languages, with a Doctorate in Latin. Since 1982, she has worked in the Staatsbibliothek zu Berlin, since 1985 in the Department of Manuscripts as Head of the German Union Catalogue for Modern Manuscripts and Letters. She has been acting as coordinator of the European Union-funded projects MALVINE and LEAF. Since 2004 she has been Deputy Director of the Department of Manuscripts of the Staatsbibliothek zu Berlin, responsible for literary archives, modern manuscripts and letters. She is a member of the Standing Committee of the IFLA Section on Rare Books and Manuscripts and editor the Section newsletter. Dr Weber may be contacted at: Deputy Director, Department of Manuscripts, State Library Berlin, Potsdamer Str. 33, Berlin 10785, Germany. Tel. +49 30 266 2844. Fax: +49 30 266 2842. E-mail: jutta.weber@sbb.spk-berlin.de

Habent sua fata libelli. Manuscripts and their creators are subject to the dictates of time. Their fates are not predictable, yet they reflect the deeds and misdeeds of history.

The manuscript collections formed in mediaeval monasteries and the migration of monks from one country to another brought wisdom and concrete texts from one monastery to another – all too well known to be retold here. The history of European post-mediaeval culture owes much, if not all, to those whose ‘profession’ it was to separate manuscripts from one collection and integrate them into another. Learning and teaching, the exchange of ideas and texts, are acts of cultural education due, in part, to the migration of handwritten texts.

Our most famous European manuscript collections were created when secular power succeeded to the spiritual and intellectual reign of monastic communities. Emperors, kings, and princes attracted scholars to their courts for the conservation of knowledge of the past. After the migration of mediaeval manuscripts from one monastery to another, there was an intense movement of men and books. The invention of printing and the growing interest of the middle class in knowledge and education soon caused a worldwide exchange of ideas, which continues to this day. The 19th century inquiring mind, the opening of borders and new means of transport; in the 20th century, two world wars, and tyranny and expulsion caused migration to an extent not previously known. All this is reflected in the manuscript collections of libraries and archives worldwide.

The life of Alexander von Humboldt is also a story of migration. Born on 14 September 1769 in Berlin, Humboldt started his lifelong travels in 1789 when he was registered as student at Göttingen University. From Göttingen, he travelled to Lüttich, Brussels, Gent, Amsterdam, Rotterdam, the Isle of Helgoland, Berlin, and on to Saxony where at the Freiberg Bergakademie, he continued his studies. Almost every day of the next few years took him yet to another place: as Oberbergmeister, he visited all the small villages of Frankonia. This was followed by a trip to Italy:

Ich bereite mich jetzt ernsthaft zu einer großen Reise außerhalb Europas. (Letter to A.G. Werner, 21 December 1796)

After the idea of sailing from Marseille to the northern parts of Africa failed, Humboldt finally received permission from the Spanish king, Charles IV, to go on an expedition to the Spanish colonies. On 5 June 1799, he and his companion Aimé Bonpland boarded a ship in La Coruña, and on 16 July, they arrived in Cumaná, Venezuela. During the next four years, Humboldt



explored Venezuela by way of the Orinoco River and also travelled to Cuba, Colombia, Peru, and Mexico.

In Mexico he learned about the confiscated Boturini collection of illustrated manuscripts that would hold his interest for a long time:

Der größte Teil von Boturinis Handschriften . . . ist von Personen, welche den Wert derselben gar nicht kannten, zerrissen, gestohlen und zerstreut worden, und das, was noch heutzutage im Palast des Vizekönigs davon übrig ist, besteht bloß in drei zusammengebundenen Päckchen. . . . Man wird ganz unwillig, wenn man die Verlassenheit sieht, in welcher sich diese kostbaren Überreste einer Sammlung befinden, die soviel Sorgen und Mühe gekostet hat, und die der unglückliche Boturini mit dem allen unternehmenden Menschen eigenen Enthusiasmus in der Vorrede zu seinem "Historischen Versuch" "das einzige Gut" nennt, welches er in Indien besitze und das er nicht gegen alles Gold und alles Silber der Neuen Welt vertauschen möchte. (Alexander von Humboldt, in: *Vue des Cordillères*)

It is well established that the manuscripts Humboldt bought at the auction of papers of the scholar Antonio León y Gama, which took place in Mexico in 1803, had been part of the famous Boturini Collection. The collection had been gathered between 1736 and 1742 by the Italian historian and archaeologist Cavaliere Lorenzo Boturini. The collection, which comprised some 500 paintings and manuscripts, included older items gathered by Alva Ixtlilxochtli and Següenza y Góngora. The collection was destroyed by the viceroy's administration in 1742 and Boturini was imprisoned, since foreigners were not allowed to possess manuscripts concerning the history of New Spain. Today, 42 of these manuscripts are preserved at the Biblioteca Nacional de Antropología e Historia del Instituto Nacional de Antropología e Historia (INAH) in Mexico City. In 1828, Friedrich Wilken, director of the Royal Library in Berlin, wrote in his history of the library that, in January 1806, a curious collection acquired in the kingdom of New Spain in the year 1803 was presented to the library by the baron Alexander von Humboldt. Wilken documents thirteen Aztec fragments written in hieroglyphics on paper produced from the fibres of the Agava Mexicana and a codex written in similar hieroglyphics.

With this reference to Humboldt's manuscripts that migrated with him to Europe, we shall have a look at the literary remnants, manuscripts, documents, books and objects, as well as the manuscripts of his scholarly work, correspondence, diaries and reports that constitute the Alexander von Humboldt Collection preserved at the Staatsbibliothek zu Berlin. The complete collection comprises more than 100,000 documents and manuscripts. Among these are manuscripts Humboldt found, bought, or collected during his travels to South America, Russia and Siberia, and which he brought back or sent to Berlin. Many institutions in the countries he visited still preserve documents that testify to his presence there. His letters are likewise preserved in institutions all over the world.

The Humboldt collection at the Staatsbibliothek comprises:

- Fourteen boxes containing the manuscripts, different notes, and correspondence concerning the 'Kosmos,' and three boxes containing the correspondence of Alexander von Humboldt (about 11,000 sheets, which form the 'Nachlaß Alexander von Humboldt,' purchased by the Staatsbibliothek in 1932).
- Fifteen boxes containing the papers of Humboldt (purchased between 1868 and 1893), now preserved in Krakow.
- Fourteen Aztec illustrated manuscripts (purchased in 1805).
- Some Armenian and Chinese prints and manuscripts, and 21 Javanese manuscripts (purchased between 1829 and 1843).
- Selected books of his private library (purchased between 1860 and 1866).
- Eight diaries of his journeys and other manuscripts (on deposit, private possession).

The Humboldt collection contains an array of books, manuscripts, letters, documents and special items that were once part of other collections before he acquired them. They travelled around the world until they reached Berlin, where they were preserved in Humboldt's private library. This is very nicely described in a letter of Humboldt, addressed to the 'Oberpostdirektor zur Hofen in Aachen,' 1851, which the Staatsbibliothek was able to buy some weeks ago:

... Es liegt mir sehr am Herzen, die wichtigen Manuskripte meiner amerikanischen Reise, die grossen Theils von Bonplands Hand sind, recht sicher nach Paris befördern

zu lassen, weil sie bis zu Bonplands Tode in Verwahrung der Professoren des Jardin des Plantes bleiben sollen. Ich habe sie in ein blechernes Kästchen gepackt ...

Along with his other papers, they eventually became part of the Humboldt Collection of the Staatsbibliothek zu Berlin.

Since almost all books and special collections of the Staatsbibliothek were evacuated from Berlin during World War II, the Humboldt Collection was also dispersed for safekeeping in different parts of the country. One part of the collection was brought to Marburg and stored in the university library; it was eventually returned to Berlin after the war, once a new building for the Staatsbibliothek was constructed in West Berlin. Another part was taken to Silesia and stored in the monastery of Grüssau; some time after the war, it was transported to the university library of Krakow, where it remains today. The documents still owned by the Humboldt family were taken to Russia after the war and preserved in the Lenin Library; they were returned to East Berlin in 1957.

Taking into account that both parts of the collection, which were separated in the eastern and the western parts of Berlin after the war, were reunited only when the manuscript collections from the east were rejoined with those in the west in the new building of the Staatsbibliothek zu Berlin in 1997, the Humboldt Collection is a particularly fascinating example of migration, separation and reunification of manuscripts. *Habent sua fata libelli.*

Why do libraries and archives collect and preserve the papers of famous persons? The history of culture and science cannot be written without knowledge of such letters and manuscripts, and intellectual life would not be possible were we to stop collecting these remnants of former times. To preserve the content of the papers for a broader public, the scholarly community started preparing critical editions of famous peoples' complete works spanning several hundred years. Scholars from every discipline have been working on their favourite authors; publication of an edition of their literary texts is the *conditio sine qua non* of an author's publicity.

What is the special importance of the edition of the works of Alexander von Humboldt? I would like to come back to the beginning of my paper

and to Humboldt's colourful way of life. In their attempt to find out the reasons for what Humboldt did, where he went, what he saw, and what he thought, scholars began to draw a more complete picture of his life. The Alexander von Humboldt edition, published by the Berlin-Brandenburgische Akademie der Wissenschaften since 1959, has presented interesting and new views on his work and how it influenced later scholars' work. The fact that Humboldt's papers are preserved in such a complete state provides a detailed background for this editorial work, something that is not always available.

The Humboldt papers, on the other hand, are very fine examples of the migration of manuscripts in modern times. There are several reasons why manuscripts may change location:

1. First, there is the acquisition of a collection by an institution or a private person.
2. If the collection is acquired by a private person, then it may eventually be sold by this private person to an institution.
3. Once in public ownership, the collection may be moved from one building to another or from one town to another, which is normally a problem only for those who were used to having the collection at hand, together with the necessary reference works.
4. But moving a collection from one institution to another should not occur. Libraries and archives are obliged to preserve their collections forever, which is why those who want their private papers preserved in public institutions do so. There must be a very special reason for moving a collection from one institution to another: institutions should not let this become a normal occurrence.

There are also other relevant questions when talking about the migration of manuscripts. At a time when art objects reach incredibly high prices when sold at auction, manuscripts can also become objects of desire, which creates the following problems. Manuscripts are unique objects, which are very closely connected to the persons who created them, received them (e.g., letters), or inherited them:

1. The value of a collection or of a single manuscript might be regarded as one of a very normal merchandising object: whoever pays the highest price can own it.
2. Manuscripts may be acquired by a person or an institution with the best connections.
3. The manuscript's content, which should be of

primary value, recedes behind its superficial market value and might eventually become lost.

These and other reasons may be clear enough to demonstrate that migration, separation, and reunification of manuscripts need to be observed today more closely even than in the past.

When a mediaeval monk took a manuscript to another monastery to instruct his fellow monks, discuss what he learned from that manuscript, or allow its text to be copied, little damage occurred to the actual manuscript. But even though its contents became more widespread, its knowledge remained within the typical scholarly community of the monks.

During the Renaissance, non-monastic scholars found Greek and Roman manuscripts in monasteries copied by mediaeval monks and took it upon themselves to publish their content for dissemination to a broader public. They often took those manuscripts to their private libraries and kept them there. Many of them were destroyed, but some wound up as part of a public collection. Nonetheless, the scholarly intention of acquiring knowledge from these manuscripts was the reason for collecting and preserving them in the first place.

In modern times, when scholars like Lorenzo Boturini or Alexander von Humboldt went to another part of the world to collect manuscripts that were by no means known in their own countries, we can point out a difference to what we said before: a person coming from another society tries to instil his own knowledge and his own cultural background onto a foreign culture. This might not, in all instances, be detrimental for the manuscripts, since some of them might only survive because a person took them out of an unsafe surrounding at a particular moment; but in every instance, the manuscript left a place for which it was created and to which it normally belonged.

But what happens when this original location is not secure, when the collection to which the manuscript belonged is destroyed and when even worse conditions are expected to come? Who can really judge the worse action: the person who was not able to prevent the destruction of a collection, or the person who tried to save what could be saved? And what does it mean 'to save'? Saving it for the near future in a country where at that moment the conditions

seem to be more stable than in the country from which the manuscript was taken? And how could these persons or institutions guarantee secure preservation of the manuscript in the new place? All these are valid questions, but it is not what I want to discuss now any further. Times change, and the knowledge of what has to be done for the good of a manuscript also changes or (hopefully) ameliorates during that time.

What happens during and after a war, when manuscripts are removed from a building or a town to a safer place, which in fact turns out to be not safe enough and from where a new separation of the collection starts? Or when a collection after the war remains in the new location and the former owners do not have any lawful means to get the collection back? Or when a collection is scattered all over the world and no information exists about its former content?

These are all common questions regarding the European manuscript collections. They are very difficult questions, and they will become even harder to answer in the near future. Though we might not be able to find solutions to the problems of former times, we must explore every means to prevent them from happening again.

But allow me to come to the last reason for the migration of manuscripts. The sale of manuscripts is an event that is well known since the early 19th century. We learned that Alexander von Humboldt bought the Aztec manuscripts at an auction. Who bids the highest receives the lot. But who bought the other manuscripts? Are they still extant? Where are they to be found?

After speaking about the migration and separation of manuscripts, let us now come to the reunification of manuscripts. Buying as many manuscripts as possible cannot be the only reason for our work, as I stated above. It also cannot be our only interest to demonstrate our might when acquiring manuscripts, which by history, content, and context do not belong to our institutions. At a time when personal and financial resources are reduced, and when the growing technical networks allow for different forms of cooperation, it should be possible to avoid the mistakes of our predecessors, which we have complained about ever since. There is also another reason why it is high time now to act more responsibly: the production of handwritten texts, of manuscripts, seems to be coming to an end very soon. I don't know whether our grandchildren will still learn to write by hand

and whether they will learn to read handwritten texts.

Before I end my talk, I would like to invite you to help build an alliance of institutions that prefers to cooperate in regard to the above questions than to outdo one another in purchasing. We cannot turn back the wheels of history, nor would it be wise to try to do so. There are so many unresolved problems, and we would become very unhappy trying to deal with all of them. But we can act together in the future. There are several conditions that tend to guarantee the success of this enterprise:

1. Technical conditions for the exchange of information are better than ever.
2. Standards of cataloguing have begun to be accepted widely by many institutions.
3. Security in our institutions is becoming standard.
4. Information about our collections is being standardized.
5. Search engines and networks provide easy access to information about our collections.
6. Digitized images of our manuscripts can be accessed all over the world.
7. The common use of authority data makes our collections easily searchable.
8. Communication between institutions is better than ever.
9. Readers can communicate their interests and questions directly by e-mail or telephone and receive prompt replies to their information requests.

Why not take advantage of some of the byproducts of the information society? History is ruthless concerning people and books, but people can follow the tracks of books and, with technical support, make virtually visible today what has been separated in the past.

The most important work of libraries all over the world is to communicate the understanding of history and the knowledge of scientific work. In the future, when we become even more successful at eliminating borders, when we cooperate on projects that show our common cultural heritage, when we make this visible to each and everyone, then we will be useful not only to those whose profession drives them to use our documents, but also to those countries and

institutions whose names easily escape our own field of vision. The knowledge of what is kept in libraries of far-away countries is diminishing proportionately to the degree of their distance. Let us use the opportunity of this meeting with colleagues from all over the world to start a new beginning. Let us look together to other continents, whose books and manuscripts are preserved by us but are no longer known in the countries from which they came. And vice versa. Be curious to learn what the other cultural tradition has made of 'your' manuscripts, and let us show our treasures to one another.

It is a bold desire to prevent or undo the migration and separation of cultural heritage material. A transparent demonstration of what is kept in our libraries in cooperative databases or networks is a good basis for further cooperation. What we need is a program that will enable us to use the same standards of description of the material in question and a tool that brings together virtually all those collections that have been separated worldwide. I do believe that such a tool, be it a network or a combination of networks, will help us to overcome virtually the separation of collections and will lead us to their reunification. Coming from a part of the world where reunification on the basis of mutual understanding is part of our day-to-day work, I am confident that such action can be highly successful in our sector.

In this respect, the motto of this IFLA congress is highly relevant: Using our resources to make our manuscript collections 'Tools for Education and Development' is not simply an invitation to find new ideas through global cooperation but a promise that we owe our colleagues worldwide.

Acknowledgment

I would like to thank Mr Robert Cammarota for his invaluable help with the English version of my text.

Original paper no. 077 presented at the World Library and Information Congress, 70th IFLA General Conference, Buenos Aires, Argentina, 22-27 August 2004, in session 120, Rare Books and Manuscripts. English original and French and Spanish translations available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>.

The Herzogin Anna Amalia Library after the Fire

Michael Knoche

More than 900 helpers, fire fighters, technician teams, Red Cross, employees of the Library and of the Foundation of Weimar Classics and Art Collections, volunteers from nearby cultural institutions and from the city government and many Weimar citizens worked day and night since the fire to evacuate the valuable art works and tens of thousands of books. It took three days to fully extinguish the flames.

A good chance of success is in sight for the damaged library building. One of the most beautiful library halls in Germany will be able to be reconstructed by 2007, the 200th anniversary of the death of Duchess Anna Amalia, to whom we owe this 'artwork room'. The second gallery of the rococo hall and the roof above it no longer exist, but the building itself, declared part of the UNESCO World Heritage, will be able to be stabilized and restored, thanks to intelligent fire fighting. Fortunately, a team of architects and specialized planners had already been formed in preparation for the renovation and could be consulted during the night of the fire. The additional expenses due to the fire in the building already in need of renovation remain on a realistic scale. The financers from the national and state government gave their permission to start the planning phase on 29 September 2004, after private donors had also pledged their support. The first complicated task is to dry out the building, into which water commensurate with twice the amount of annual precipitation soaked. The rococo hall will reappear in old, not new splendour.

The 35 oil paintings with ducal portraits from the 16th to the 18th century in the 2nd Gallery are irreplaceable. Solely the ceiling painting by Johann Heinrich Meyer 'Genius of Fame' after Annibale Carracci will be replaced by a copy. The material damage, even the damage done to the other art works by water from fire hoses, will fortunately be covered by insurance.

The heaviest damage was done to the books: 50,000 volumes have been counted as completely

lost, and to a certain extent 62,000 volumes were badly damaged by water and fire. This includes two-fifths of the books published before 1850, i.e. more than one tenth of the entire collection of the Herzogin Anna Amalia Library. Before the fire, the book collection counted one million volumes.

Book Restoration

Already during the night of the fire, the first water-soaked books were individually wrapped and brought to the Centre for Book Maintenance in Leipzig to be freeze-dried. During the next few days, the partly severely charred and dampened codices salvaged from the burned building were sent to the freezing facilities. This was the saddest and most difficult part of the clean up work, keeping librarians, restorers and volunteers busy for days, during which they excellently mastered the task. It was a race against time, because mildew can grow as early as 24 hours after wetness sets in. The 28,000 objects rescued from the charred remains will only be partly restorable. As soon as an exact analysis is possible, it will become apparent in which books the amount of text lost is too large, only fragments of books were left, or the attempt to replace the loss would be more sensible than restoration. That means that at some later time, the estimated number of 50,000 books totally lost will have to be increased.

The rescue, cleaning and drying of the damaged books went very well, thanks to the excellent cooperation of all involved. They will be returned to Weimar bit-by-bit during the course of one year and stored in a rented temporary magazine. There, because of the deformed covers of the books, the volumes will be laid flat on the shelves rather than stood upright. Any remaining bad smell can evaporate, if possible at all, and they can be individually examined. All damaged objects must first be found in the catalogues of the library, because at present no one



The Rococo Hall of the Herzogin Anna Amalia Library before the fire (photograph: Stiftung Weimarer Klassik und Kunstsammlungen, S. Geske).

can say for sure which books were destroyed by the fire and which were damaged and will be returned. A new data bank will be compiled to document and classify the damages. This expert task will last well into 2006. Only then can the restoration begin on a large scale, apart from several pieces demanding immediate attention. Part of the restoration can be done in the library's own workshop for book restoration and conservation or in workshops of partner libraries, and part will be commissioned to third parties. The restoration of the 62,000 books is a challenge that will occupy the library for more than ten years.

The immediate care of the books up to the drying stage was possible with the help of the state of Thuringia and above all due to the fast and generous immediate help of the national government. The German Research Association (Deutsche Forschungsgemeinschaft) also made generous help available. However, the subsequent individual restoration will only be possible with private support. For that purpose, a sum estimated at almost 20 million Euros will be needed. Therefore, donations, however modest, from third parties are very welcome. To date, 8 million Euros have been donated by 15,000 individuals, businesses and foundations, and have been collected by benefit events, and school projects, the sale of publications, by bets, art auctions and penalty fees.

Compensation for Losses

Total losses occurred among works dating from the 16th to 20th centuries, in particular from the 17th and 18th centuries. These include Duchess



The Night of the 2nd September 2004 (photograph: Maik Schuck).

Anna Amalia's (1739–1807) culturally and historically significant music collection, dating from the 18th and 19th century including 2,100 music books and over 700 music manuscripts. Large parts of the universal scholarly library of the first Library Director, Konrad Samuel Schurzfleisch (1641–1708) must also be written off. Furthermore, many texts written by members of the 'Fruchtbringende Gesellschaft' (The Fruitful Society), the first German academy founded in 1617 in Weimar, and large parts of the collection of Balthasar Friedrich von Logau (1645–1702) from Breslau (Silesia), including beautiful editions of baroque literature, were burned. One of the most complete series of Jean Paul prints was located in the middle of where the fire raged.

The older a book, the more unique its outer appearance (e.g. cover, colouring) and its individual history, which is often recognizable (e.g. exlibris or marginalia of a previous owner). A score from Anna Amalia's music collection or a volume from Conrad Samuel Schurzfleisch's collection on the early modern period is more valuable and more important for the history of the library than the same volume from any other origin. Therefore, restoration will always be preferred, as long as the difference in cost in comparison to replacement is not too high. The private donations are to be used primarily for book restoration.

The 35,000 volumes lost to the flames are most likely replaceable. In addition, there were 27,000 books severely damaged by the fire. On the average, each book will cost EUR 800. The replacement process will take many years. It has been an enormous help that book lovers and libraries throughout the world have offered to contribute a title to the Herzogin Anna Amalia

Library that they have found in the data bank of losses (<http://www.anna-amalia-bibliothek.de>). The fund 'Fruchtbringende Gesellschaft' (Fruitful Society), which was furnished with a generous initial amount of money by the Deutsche Bank, is to be built up by further donations and the interest earned will be used to purchase of new volumes.

Nevertheless, it is impossible to reconstruct the collection on a one-to-one basis. This is out of the question as far as unique pieces of the music collection and the essays from the 17th century with handwritten comments are concerned. But it is also doubtful whether replacements can be found for many printed works, which are very rare or particularly of regional provenance. Who could furnish replacement copies of the four-page discourse 'Von der Tröstung der sterbenden Menschen' (About the Comforting of Dying People) by Wolff Stöckel from 1525, or the 'Nothwendige und nützliche Ordnung, wie es mit dem Jagen und allem Weidewerg gehalten werden solle' (Necessary and useful rules for hunting and the care of grazing animals) written by the Counts of Schwarzburg and Hohnstein from 1623? In the long term, it would be more feasible to purchase complete, specialized collections of similar value, which correspond to the emphases of the old collection, rather than requiring the replacement of each and every lost book. This would be especially desirable in the area of baroque literature, which is so important for the profile of the library.

View Forwards

The fire was also responsible for the fact that about 40 offices for librarians are temporarily not usable. New offices in diverse buildings of the Foundation of Weimar Classics and Art Collections (Stiftung Weimarer Klassik und Kunstsammlungen) had to be sought. The logistics of book transport from house to house and the infrastructure between colleagues had to be redesigned. This kind of inconvenience is easier to shoulder, knowing the long-planned addition to the library, which is connected to the original building underground, will be finished in a few weeks. The underground magazine, which belongs to that, was opened in advance so it could be utilized during the night of the fire for the storage of the undamaged books evacuated from the library. At present, over 900,000 books from the various temporary magazines have been moved into the underground

magazine, which is between the old and the new libraries.

The preparations for the institution of the new research centre continue: 100,000 volumes, sorted according to subject areas, will be available there, directly accessible from the shelves, as well as 130 modern work places for use by researchers. The planned opening in February 2005 will be on time. From this time on, the service for local readers as well as interlibrary loan will be resumed. The working conditions in the new research centre will reflect the standard of a 21st century research library.

The Herzogin Anna Amalia Library was seriously damaged by the largest library fire in Germany since World War II. However, we must not forget that the largest part of the valuable collection was left untouched. That includes the medieval autographs, the early autograph albums, incunabula (early printed books dating from before 1500), the globes and 10,000 maps from the 16th to the 19th centuries, the largest Faust collection in the world, the Shakespeare library, Nietzsche's private library, the libraries of Liszt, the von Arnim family or Georg Haar, and the main core collection of the classical period, etc. In this case, the fact that the collection had been stored in various temporary locations was a stroke of luck. Even the original building was not lost. The fire did not touch its additions or the library tower at all. Hundreds of art works were evacuated from the rococo hall in time.

Everything that was rescued and brought into safety will enable us to hold fast to the concept of the library as a research library for literature and cultural history with an emphasis on German literature from the Enlightenment to the Late Romantic period. In the future, the Herzogin Anna Amalia Library will be able to fulfil its function of being a living monument and an active library. The thread of cultural transmission will be newly tied to future generations.

About the author

Dr. Michael Knoche is Direktor der Herzogin Anna Amalia Bibliothek, Stiftung Weimarer Klassik und Kunstsammlungen, Postfach 2012, D-99401 Weimar, Platz der Demokratie 4, 99423 Weimar, Germany. Tel. /3643/545200, Fax -220. E-mail: michael.knoche@swkk.de. Website: <http://www.anna-amalia-bibliothek.de/en/presse.html>

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IFLA President's Message

The following message was sent to IFLA members on 30 December 2004 by Kay Raseroka, IFLA President:

Colleagues in tsunami affected countries:

On behalf of the members of the International Federation of Library Associations and Institutions, please accept our heartfelt condolences and sympathy at this time of devastation, loss of life and utter destruction that you are experiencing as citizens of the countries affected by the tsunami/sea surge disaster.

As the Federation, we request our members to heed the urgent appeals for help and contribute in any way possible, through the national and/or international relief efforts that are being mobilized throughout the world. Library and information services specific needs for conservation, preservation and restoration will no doubt engage IFLA members urgently and for months to come as soon as information is received through various communication channels.

We urge, further, that members of the Federation, who have information on needs or have the means to help in kind and materially do so and share information through IFLA-L, to facilitate IFLA members' appreciation of assistance required and development of co-ordinated strategies for long term assistance.

IFLA will be reminding international organizations of the importance of rapidly re-establishing library services in order build community confidence and provide the necessary information to assist reconstruction, health services and education. We encourage national library associations in major donor countries to urge aid organizations to support the early restoration of library services.

*Kay Raseroka
IFLA President
30 December 2004*

**Sri Lankan Libraries Need
Urgent Assistance**

Sri Lanka plunged in to crisis as giant tidal waves lashed the southern, northern, and eastern coasts of the country causing over 12,000 deaths and massive lost of property.

The sudden rise in sea-level, a phenomenon known as tsunami, had been unleashed by a massive earthquake measured at 8.9 Richter scale, near northern Sumatra, Indonesia at 6.58 a.m. (Sri Lankan time) on Sunday 26th December 2004.

According to the US Geological survey this was the fifth largest quake for a century and the biggest for 40 years. A wall of water as high as 50 feet triggered by the earth-

quake hit the Sri Lankan coast around 9.45 a.m. (Sri Lankan time). In some areas in Sri Lanka the killer waves had travelled as far as 5 kilometres inland and sucked in almost every thing standing in its way. It is estimated that over one million people in the country have been affected by this phenomenal tragedy.

Amidst this catastrophe a large number of school libraries, community libraries, children libraries, public libraries, libraries belong to religious institutions and a large number of private/home libraries in the affected areas either have either been completely destroyed or severely affected. In this hour of calamity the National Library and Documentation Services Board (NLDSB) of Sri Lanka seeks assistance from the international community and especially from the IFLA members to reconstruct/repair the damaged libraries and the restoration of the damaged books and other library material.

According to the preliminary estimates the damage to the buildings and to the other infrastructure facilities is huge and the donations in the form of either library material or financial assistance are sought from the international library community.

Monetary donations can be sent to the NLDSB account no. 0025162 0073963 at the Peoples Bank, Park Street Branch, Colombo, Sri Lanka.

*For further details please contact:
Upali Amarasiri, Director General,
NLDSB, 14, Independence Avenue,
Colombo 7. Sri Lanka. Website
www.natlib.lk, www.lankapage.com.
E-mail: dg@mail.natlib.lk. Tel. +94 11 2687581, Facsimile: +94 11 2685201.*



Many thanks in advance for your support.

W.A. Abeysinghe, Chairman National Library and Documentation Services Board, Sri Lanka.

Upali Amarasiri, Director General, National Library and Documentation Centre and National Library and Documentation Services Board, Sri Lanka.

Division VIII Support

IFLA/Division VIII joins the National Library and Documentation Services of Sri Lanka (NLDSB) in requesting IFLA community and the World as a whole to come to the aid of Libraries in the areas affected by the Tsunami disaster. Any assistance in terms of books, ideas or messages of comfort would be of great help to the professional community in the affected areas.

*Jacinta Were, Chair, Division VIII.
E-mail: werej@yahoo.com OR
jwere@uonbi.ac.ke.*

Sri Lanka Disaster Management Committee

Following the recent tsunami disaster, UNESCO, IFLA and a number of Sri Lankan organizations, with the assistance of the National Library and Documentation Centre, have formally established the Sri Lanka Disaster Management Committee for Libraries, Information Services and Archives (SL DMC for LISA).

It comprises representatives from the National Library and Documentation Services Board, the Department of National Archives, Sri Lanka Library Association, the National Institute for Library and Information Sciences, National Science Foundation, from the Ministries of Culture, Education and Higher Education and from UNESCO and IFLA.

In draft already are a Constitution, Objectives and an Action Plan.

The DMC for LISA's primary aim will be to rehabilitate libraries, archives and information services destroyed or damaged by the

tsunami after completion of a survey of the damage.

This is now nearly complete despite the many difficulties occasioned by damaged roads and missing bridges and debris everywhere and more recently flooding from the monsoon rains.

A primary aim will be to take the opportunities provided by the disastrous tidal waves, three in all, to move forward and develop libraries and information services appropriate to the Information Society. Lists of requirements are nearly ready and these will be agreed at a meeting on Monday (10th of January 2005) after which it is intended to be very specific in the requests for monies, library furniture and equipment, IT equipment, books and AV and other materials and also advice and expertise.

The list will be widely publicized and is available on IFLANET: <http://www.ifla.org/V/press/tsunami04.htm>.

*Russell Bowden
Honorary Fellow of IFLA
Kottawa, Sri Lanka.*

IFLA Policies and Programmes

IFLA's Three Pillars: Society, Members and Profession

Meeting during the World Library and Information Congress, 71st IFLA General Conference, in Buenos Aires, Argentina, in August 2004, the Governing Board of IFLA decided to endorse a new model for IFLA's operations, the three pillars, which recognizes that IFLA's core functions relate to the societal contexts in which libraries and information services operate, IFLA's membership and professional matters. These three pillars are supported by the infrastructure offered by IFLA HQ, IFLANET and the Federation's governance structures.

The **Society Pillar** focuses on the role and impact of libraries and

information services in society and the contextual issues that condition and constrain the environment in which they operate across the world.

The **Profession Pillar** focuses on the issues covered by the long established Core Activities and the Sections and Divisions. They lie at the core of professional practice and help libraries and information services to fulfil their purposes and to shape responses to the needs of clients in a rapidly changing global environment.

The **Members Pillar** is central to IFLA. It includes the services offered to members, management of their membership of IFLA, conferences and publications.

All three pillars and the underlying infrastructure are interdepend-

ent and not mutually exclusive. They offer a way of understanding and presenting IFLA holistically to the library and information sector and to governments and the wider community.

Adapted from a statement issued by Kay Raseroka, IFLA President, and Alex Byrne, IFLA President Elect, on 10 December 2004.

The IFLA position on the Geneva Declaration on the Future of WIPO

IFLA has joined several hundred other non-governmental organizations and individuals in signing the Geneva Declaration on the Future of the World Intellectual Property Organization issued on 29

September 2004 (see ‘From other Organizations’, below, for the full text of the Declaration. – Ed.).

IFLA has taken this action because IFLA’s core values include 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.”

Furthermore, IFLA’s professional priorities call for IFLA to assume “a dual responsibility, both to the producers of intellectual property and to libraries as representatives of information users, because safeguarding and providing access to products of the mind are fundamental to the growth of knowledge.”

While IFLA recognizes and applauds recent moves by WIPO that may respond to these professional imperatives – such as a new focus on adequate protection of traditional knowledge and the needs of the print disabled, and greater openness to NGOs like IFLA that represent the public interest – the Declaration rightly points out to WIPO and its member states that WIPO has thus far inadequately protected and promoted the balance between users and owners that is fundamental to effective intellectual property regimes.

IFLA therefore hopes that the Declaration will bring to WIPO’s attention a number of important issues that have serious implications for education, libraries and other providers of information.

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will be attained only through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

IFLA proclaims the fundamental right of human beings both to access and to express information without restriction. IFLA and its worldwide membership support, defend and promote intellectual freedom as expressed in the United Nations Universal Declaration of Human Rights. This intellectual freedom encompasses the wealth of human knowledge, opinion, creative thought and intellectual activity.

IFLA asserts that a commitment to intellectual freedom is a core responsibility of the library and information profession worldwide, expressed through codes of ethics and demonstrated through practice.

IFLA therefore urges WIPO to address the following important issues, as a matter of urgency, guided by the principles articulated by James Boyle:

1. The imbalance in intellectual property laws

The preamble of the WIPO Copyright Treaty succinctly states “the need to maintain a balance between the rights of authors and the larger public interest, particularly education, research and access to information, as reflected in the Berne Convention”.

IFLA is fully supportive of this statement. However, the balance has become distorted, at the expense of consumers of information. IFLA, therefore, urges WIPO to address the issues affecting the delicate balance between just demands of rights-owners and consumers of information. Of particular concern is the ever-lengthening extension of copyright terms, which is rapidly diminishing the public domain in order to benefit the owners of a tiny minority of works that are still being exploited commercially.

2. Monopoly on information

The monopolization of information via restrictive intellectual property rules in both the print and digital environments, by rights owners, has led to a serious imbalance in the

provision and accessing of information, which negatively affects education, research and development, not only in developed countries but more specifically, in developing countries. Efforts to develop new protections for databases containing facts and other public domain material are especially troubling.

3. Technological protection measures

The WIPO Copyright Treaty states “the need to introduce new international rules and clarify the interpretation of certain existing rules in order to provide adequate solutions to the questions raised by new economic, social, cultural and technological developments.” IFLA believes that educational and developmental needs have not been sufficiently taken into account in finding appropriate solutions.

More restrictive intellectual property laws, technological protection mechanisms and digital locking-up devices, as well as the overriding of permitted ‘fair use’ applications by contractual enforcement, have created serious barriers to accessing information and promoting research and innovation.

IFLA is particularly concerned that the legitimate professional activities of libraries are being seriously hampered in the process.

4. The digital divide widens

The chasm between the “digitally advanced” and “digitally deprived” continues to widen. Sophisticated intellectual property laws and technological transfer to developing countries have in many ways exacerbated the problems related to access to information and development. Developing countries are being expected to adhere to very strict international agreements, which developed countries did not have to, when they were in the developing stage. Technological activity consists mainly of learning to use, maintain, sustain and advance imported technologies, at a high price, rather than encouraging

innovation and independence at the domestic level in developing countries. Current international copyright rules are therefore fostering the dependence of developing countries on advanced countries rather than bridging the divide.

5. Free Trade Agreements

IFLA is concerned that some developed countries are imposing stricter copyright laws on other countries, which far exceed the minimum requirements of the Berne Convention and the TRIPS Agreement. Many developing countries find it extremely difficult to adhere to current international intellectual property agreements. Now they are having to adopt even stricter copyright regimes, in exchange for favorable trade provisions, but are being set up for failure as they will not be able to honour these agreements.

IFLA therefore urges WIPO and the WTO to work together to adopt

a totally new approach to intellectual property worldwide, taking into account the very different needs of developed and developing countries. IFLA supports the Proposal of Argentina and Brazil for a "Development Agenda" at WIPO.

Intellectual property laws need to be reviewed at the international and domestic level to ensure appropriate laws for countries at different stages of development. These laws must facilitate access to knowledge, advance innovation, accelerate development and restore the balance between the just demands of rights-owners and consumers.

Links

The Geneva Declaration on the Future of WIPO. <http://www.futureofwipo.org/>.

UNESCO Public Library Manifesto. 1994. <http://www.ifla.org/VII/s8/unesco/manif.htm>.

Glasgow Declaration on Libraries, Information Services and Intellectual Freedom. <http://www.ifla.org/faife/policy/iflastat/gldeclar.html>.

Boyle, James. A manifesto on WIPO and the future of intellectual property. *Duke Law and Technology Review*, 0009: <http://www.law.duke.edu/journals/dltr/articles/2004dltr0009.html>.

Further information: Winston Tabb, Chair, IFLA Committee on Copyright and other Legal Matters (CLM), Dean of University Libraries and Sheridan Director, Johns Hopkins University, The Sheridan Libraries, 3400 N Charles Street, Baltimore, Maryland 21218-2683, United States. Tel. +(1)(410) 5168328. Fax +(1)(410) 5165080. E-mail: wtabb@jhu.edu. URL: <http://www.ifla.org/III/clm/CLM-GenevaDeclaration2004.html>.

From the Secretariat

Resignation of IFLA Secretary General

It is with great regret that IFLA announces that the Secretary General, Mr R. Ramachandran, has resigned for personal reasons effective 31 December 2004. IFLA is very grateful to him for his service to the Federation during his tenure of the post.

Drawing on his wide experience gained during a distinguished career in librarianship in Singapore and Southeast Asia, Mr Ramachandran brought new perspectives to IFLA which have enhanced the planning processes.

IFLA wishes Mr Ramachandran well in his future endeavours and thanks him for his contributions to global librarianship.

*Kay Raseroka, IFLA President
22 December 2004*

Appointment of New Secretary General

IFLA is delighted to announce the appointment of its new Secretary General, Professor Peter Johan Lor, who will assume the position on 15 February 2005.

Professor Lor currently holds the post of Professor Extraordinary at the Department of Information Science, University of Pretoria, South Africa. Born in the Netherlands, Peter emigrated to South Africa where he studied at the universities of Stellenbosch and Pretoria – later studying at Caen in France. Following appointments as University Librarian at the University of Bophuthatswana, Assistant Director of the State Library, Pretoria, and Professor in the University of South Africa's Department of Library and Information Science, Peter Lor was the Director of the State Library. He subsequently became the National

Librarian and Chief Executive Officer of the National Library of South Africa, which was formed in November 1999 by the amalgamation of the State Library with the South African Library. In addition, he has served on the boards of directors of a number of non-profit



foundations, including the boards of SABINET (the South African Bibliographic and Information Network), the Foundation for Library and Information Services Development (as its Executive Director), and the Book Development Foundation. He also serves on the Executive of the Pretoria Citizens' Advice Bureau.

Professor Lor has been a very active contributor to IFLA and currently chairs the Advisory Board of IFLA's Action for Development through Libraries Programme (ALP) and the interim standing committee of IFLA's Section of Library and Information Science Journals. He chaired the Conference of Directors of National Libraries from 1996 to 2000 and has served as a member of the International Advisory Committee of the Council on Library and Information Resources, Washington DC. From 1996 to 1998 he was vice-chairperson of the Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa.

Peter Lor was actively involved in developing policy for library and information services for post-apartheid South Africa and played a leading role in the formation of the Library and Information Association of South Africa (LIASA), a new, inclusive organization that replaced the former separate associations. He regards this as one of his biggest and most satisfying professional achievements.

Professor Lor brings this wealth of administrative, academic and association experience to the post of Secretary General. He believes passionately that good libraries are essential for the quality of life of individuals and communities. When accepting the appointment, Peter stated that he is "thrilled to serve IFLA as Secretary General because IFLA has a unique role to empower library and information professionals. Individually and through our organizations we enable participation by all in the knowledge society and we make an essential contribution to building an informed, toler-

ant, just and cooperative world community."

Welcoming the appointment, IFLA President Kay Raseroka said from Gaborone, Botswana that she is delighted that IFLA has secured a professional colleague of such high calibre to fill the important post of Secretary General:

IFLA's participation in the World Summit on the Information Society has demonstrated the major contribution that libraries and information services make to society. Through its services to members and its strong professional programs, coupled with engagement in public policy arenas, IFLA works to create a more informed, just and safer world; to preserve heritage; to support education and research; and to promote democratic participation and tolerance. As Secretary General, Peter Lor will help us influence international agendas for the good of humanity.

Membership

New Members

IFLA is very pleased to welcome the following 31 new members, who joined our community between 17 August and 31 December 2004.

National Association

Association Nationale des Informatices, Morocco

Institutions

Österreichische Akademie der Wissenschaften, Bibliothek und Archiv, Austria

Hainan University Library, China
Municipal Library Prague, Czech Republic

Lyngby-Taarbæk Kommunes Biblioteker, Denmark

Bibliothèque municipale du Lyon, France

Hellenic American Union, Greece

Metropolitan Ervin Szabo Library, Hungary

National Library of Indonesia/Perpustakaan Nasional RI, Indonesia

Università Commerciale Luigi Bocconi, Biblioteca, Italy

Biblioteca del Congreso, Mexico

National Library of Thailand, Thailand

Nottingham Trent University, United Kingdom

One-person Resource Centres

European Centre for Development Policy Management, Netherlands

Personal Affiliates

Ms Samira Hassan, Australia
Berthelet Siewe Tchouake, Cameroon

Ms Agnès Macquin, France

Julio Anjos, Portugal

Ms Debbie Ann Quintana, Puerto Rico

Tony McSeán, United Kingdom
Frederick Augustyn, United States
Eswara Reddy Deva, United States
Kazim Mirza, United States
Ms Tonyia Tidline, United States
Clay Williams, United States

Student Affiliates

Ms Shawna Sadler, Canada
Mac-Nelson Korbla Kumadey, Ghana
Baltazar Macamo, Mozambique
John Davis, United States
Ms Jennifer Madden, United States
Craig Martin, United States

Changes to the National Association membership category

Following the approval by the IFLA Membership for changes to this membership category, current IFLA National Association members have

now entered a transition period regarding changes to their fees, voting rights, and free Section allocations.

For existing members: All National Associations must now provide their total operating expenses (in their local currency) for each of the three years 2001–2003. For determining each Association's fee, the three figures will be averaged and converted to Euros; this will determine the appropriate band for the fee. Please refer to the chart below for rates. The difference between the fee under the old system and the new fee, either increase or decrease, will be phased in over the next three years.

The chart shown below indicates the corresponding voting rights and section allocations which will apply to the National Associations in each of the fee bands. However, because we are in an election period for 2005, it is not possible to implement these changes at this time. Therefore, each association's current number of votes and Section registrations will apply for the 2005

nominations and elections. The changes will be implemented in advance of the 2006 invoices. The new number of voting rights will come into effect for any voting purposes taking place **after** September 2005.

National Association members should note that transitional fees for 2005–2007 will **not** be subject to annual inflation-related increases; but fees for additional section registrations and handling charges will be subject to these increases.

A default rate for 2005 has been set for National Associations who have not supplied the requested operating expenses information. This rate will be the association's 2004 fee plus 20%.

For potential members: Any National Associations joining after August 2004 will be subject to the new system of fees. They will need to provide information regarding their operating expenses for 2001–2003, in local currency. Their fee, voting rights, and Section allocation will be determined according to the new bands. Questions from

potential new association members should be directed to Kelly Moore at IFLA HQ.

New Membership Category: Other Associations

The new category, approved by Council, is now open to applicants.

Members of this category may include any associations which do not fit either the International Associations or National Associations category. It is intended to allow sub-national (ie. provincial/state) associations to join membership.

The fees for this category will be banded into 3 levels, using the same banding divisions as currently exist for Institutional and International Association members. These are based on the UNESCO Scale of Assessment and the United Nations List of Least Developed Countries.

For those Other Associations based in countries whose UNESCO figure is 0.251 or higher, the fee is

Operating expenses (euros)	Fee (euros)	Votes	Free sections
less than 10 000	200	10	2 + Management of Library Associations Section and appropriate Regional Section
10 000–25 000	220	10	2 +
25 000–50 000	300	10	2 +
50 000–100 000	650	20	4 +
100 000–250 000	1000	20	4 +
250 000–500 000	2000	20	4 +
500 000–750 000	3000	30	8 +
750 000–1 000 000	5000	30	8 +
1 000 000–3 000 000	7000	30	8 +
3 000 000–7 000 000	10000	40	16 +
7 000 000–10 000 000	15000	40	16 +
more than 10 000 000	20000	40	16 +

The New Bands.

EUR 450. For those in countries whose figure is between 0.001 and 0.250, the fee is EUR 340. For those in the countries on the UN list, the fee is EUR 200.

Each Other Association will have 2 votes. They may join 2 sections free of charge, in addition to automatic registration in the Management of Library Associations Section and, if appropriate, the relevant Regional Section (Africa, Asia & Oceania, Latin America & the Caribbean).

The application form, section registration form, and full details of the benefits of membership in this category are available on the membership pages of IFLANET <www.ifla.org>.

Changes to Invoicing Procedures for All Members

The IFLA Governing Board, at its December 2004 meeting, approved a proposal to change some of the procedures for the issuing of annual invoices, the administration

of benefits, and the termination of membership for members in arrears with their dues. The changes will come into effect as of January 2006.

Membership will be confined to the year for which the fee has been paid, and the date of invoicing will be moved from November to January.

The invoicing and administration procedure will be as follows:

- Invoices for 2006 membership will be sent in January 2006 (instead of the previous November).
- When the fee has been paid, members will receive a receipt of payment. They will automatically receive an invoice in January 2007 for that year's fee.
- Two reminder invoices for 2006 will be sent as necessary: the first in mid-April, the second in early June.
- Benefits will be suspended for members who have not paid their invoice by 30 June 2006; after this date, unpaid members would be considered to be 'in arrears'. They will not receive the *IFLA Journal*.

or other publications issued, and they will not be able to exercise voting rights.

- For members in arrears, a final reminder will be sent in early October, stating that the membership will be terminated if the fee is not paid by end of year.
- A list of members in arrears will be brought to the Governing Board for their December 2006 meeting and will be proposed for deletion; however, any member who pays between the time of that meeting and the end of year will be removed from this deletion list.
- A final letter notifying members of their deletion will be sent early January 2007.
- Any former Member or Affiliate who wishes to return to membership after they have been deleted will be subject to a re-joining fee.

All questions about IFLA membership should be directed to:

Kelly Moore, Membership Manager, IFLA Headquarters, Box 95312, 2509 CH The Hague, Netherlands. Tel: +31-70-3140884. Fax: +31-70-3834827. Email: kelly.moore@ifla.org.

From the Divisions and Sections

Government Libraries

The Government Libraries Standing Committee has taken on the task of writing Guidelines for Government Libraries. The Guidelines Committee is composed of people from seven countries and from three IFLA Sections. In addition to the Government Libraries Section there is also participation from the Government Information and Official Publications Section and the Library and Research Services for Parliaments Section.

The Committee has defined a government library as:

Any library that is created by government to serve government with the primary audience being government although the

actual audience served may be broader than only government.

The Committee selected 15 areas as the preliminary topics of the guidelines. They are:

- Government typologies
- Functions related to the political authority
- Cooperation
- Functions for users
- Access to information
- Preservation and permanent access
- Common management practices
- Advocacy for role of libraries
- Protecting privacy
- Organization across department lines
- Meeting needs of staff
- Dissemination of government publications
- Staffing and personnel

Marketing and PR
Financial, technology, and material resources.

The Committee plans to have a first draft to present in Oslo. Input from interested people is welcome. Please contact Nancy Bolt at nancy.bolt@earthlink.net.

A complete documentation of the one-day offsite workshop organized by the IFLA Section of Government Libraries and co-hosted by the German Federal Ministry of the Interior and the Federal Foreign Office in Berlin 2003, 'German government libraries since unification – experiences and perspectives', edited in cooperation with the IFLA Section of Government Libraries, has been published in Germany in March 2004 as

‘Parlaments- und Behördenbibliotheken international: Der Weltkongress Bibliothek und Information in Berlin 2003.’ *Arbeitsgemeinschaft der Parlaments- und Behördenbibliotheken*, 2204, 76 S., Illustr. (APBB-Arbeitshefte 55).

Knowledge Management

The keen interest that the IFLA community has shown in Knowledge Management (KM) over the past few years led to the transformation of the Knowledge Management Discussion Group into a Section in 2004. We hope that this interest will continue and our activities will attract many members for this new Section of IFLA.

The Section will provide an international platform for professional communication – directed to increase the awareness of knowledge management and to meet the need for a deeper understanding of its many dimensions and relevance to library and information science professionals. By tracking the developments of the field, the Section will facilitate the practical implementation of knowledge management within the IFLA community. The new Section will support the development and implementation of a knowledge management culture in libraries and information centres.

Since the KM area encompasses many dimensions of the organizational management, the activities of the Section are intended to be integrated and linked to other relevant Sections and divisions of IFLA and to other professional organizations. The aim is to provide both theoretical and practical knowledge in focused areas of knowledge management, which will be accomplished by:

- disseminating the results of relevant research
- education and training programmes

- conferences and workshops
- sharing case studies and best practice examples
- improving the measures of performance
- presentation of advanced information technologies for the exchange of knowledge and experience in an organizational context
- setting up a virtual discussion group and home page/portal

The existing KM Discussion List functions as the main communication channel within the Section, kmdg-l@infoserv.inist.fr. Admission to the list is free. To subscribe go to <http://infoserv.inist.fr/wwsympa.cgi/info/kmdg-l>. Then click on “Subscribe” and enter your e-mail address and follow the rest of the instructions. Visit our homepage on IFLANET to get a fuller picture of the Knowledge Management Section’s work, <http://www.ifla.org/VII/s47/index.htm>

Irene Wormell

Metropolitan Libraries Section – 2004 Conference

The 2004 Conference and mid-term meeting of the Metropolitan Libraries Section took place in the vibrant city-state of Singapore, 26 September–1 October, well attended and with great success. The host and organizer was the National Library Board Singapore (NLB). With an attendance of 43, the delegates represented 29 metropolitan library services from 18 countries in Asia, Australia, Europe and the US. There were also 18 very welcome local participants from various library services in Singapore.

Presentations and papers were given by speakers from NLB and from among the participants. Topics included:

- innovation in libraries in Singapore: value options for libraries in

offering new services to the emerging generation of users

- Singapore’s New National Library Building (NNLB), a flagship building due for completion in 2005, which will also be an arts and cultural venue
- the relationship between the New South Wales State Library and the Public Library Network, plus the major issues facing planners of public library buildings, including ecologically sustainable development (ESD)
- an update on key library developments in the United Kingdom
- the use of Information Architecture techniques in Pittsburgh to make libraries more user-friendly
- a Reading Promotion program where the Houston library asked everyone to read the same book at the same time and to come together to discuss it
- the Core Competencies of information professionals in fusion libraries
- how Hong Kong Public Libraries evolved to meet growing needs for information, lifelong learning, cultural enrichment and recreation – particularly the role of technology
- a Hub for Cooperation and Exchange: how Paris public libraries exchange information and cooperate with other libraries within the city and region of Paris
- the Congress of Southeast Asian Librarians (CONSAL): cooperation among the current membership from Brunei, Cambodia, Laos, Philippines, Singapore, Malaysia, Indonesia, Vietnam, Thailand and Myanmar.

These ten presentations, plus the conference Programme and Summary, with a selection of photographs taken by Tomas Rehak, Director of the Municipal Library of Prague, are on the Section’s web pages at <http://www.ifla.org/VII/s46/index.htm> (click on Annual Conference Reports .2004 Singapore), or via the IFLANET What’s New page <http://www.ifla.org/I/whatsnew/new.htm>.

Future IFLA Conferences

Oslo 2005

World Library and Information Congress: 71st IFLA Council and General Conference. Oslo, Norway, 14–18 August 2005. *Theme:* Libraries: a voyage of discovery; linking the future to the past.

Division and Section meetings (held during the Oslo Conference unless otherwise indicated).

Audiovisual and Multimedia Section

Open Forum: Access to Audiovisual and Multimedia Materials

Further information: Monika Cremer. E-mail: Cremer@sub.uni-goettingen.de.

Library Services to Multicultural Populations Section

Satellite conference: The Multicultural Library: Staff Competence for Success. 10–12 August, 2005, Stockholm, Sweden.

Further information: www.ifla-stockholm2005.se.

Education and Research Division

Program on recruitment and careers in the library and information science profession.

Further information: Niels Ole Pors, nop@db.dk. See also at: <http://www.ifla.org/IV/ifla71/call-2005-div7.htm>.

Management and Marketing Section, Public Libraries Section and Library Theory and Research Section

Satellite meeting: Management, marketing, evaluation and promotion of library services, based on statistics, analyses and evaluation in

your own library. 9–11 August 2005. Bergen, Norway.

Further information: Trine Kolderup-Flaten E-mail: Trine.Kolderup-Flaten@bergen.kommune.no.

Genealogy and Local History Section and Geography and Map Libraries Section

Programme theme: Navigating the World of Ancestors.

Further information: Mel Thatcher. E-mail: thatchermp@gensocietyoftah.org.

Africa Section

Open Forum: Change in Information Needs: Challenging Roles of Libraries and Information Centres in Africa.

Further information: Henri Sene. E-mail: hsene@ucad.sn.

Mobile Libraries Section

Nordic Mobile meet: 12th–14th August 2005. Oslo, Norway.

Open session during WLIC.

Theme for both events: A Voyage to Discovery – Libraries on the Move.

Further information: Ian Stringer. E-mail: ianstringer@barnsley.gov.uk.

University and Research Libraries Section and Statistics and Evaluation Section

Open Program: Library quality in the institutional environment.

Further information: Michael Heaney. E-mail: michael.heaney@ouls.ox.ac.uk.

LIS Journals Section

Open session. Theme: LIS Journals – a Voyage of Discovery beyond Anglo-American shores.

Further information: Ludmila Kozlova. E-mail: lkozlova@rsl.ru.

Library Theory and Research Section and Education and Training Section

Program theme: International Perspectives on Library and Information Science Research and Education.

Further information: Niels Ole Pors, nop@db.dk.

Library Building and Equipment Section and Reference and Information Services Section

Satellite meeting: The Physical Library and Beyond – Library as Place and the Library in Cyberspace. 11–12 August 2005. Finland.

Contacts and more information: Tuula Haavisto. E-mail: tuulah@kaapeli.fi.

Women's Issues Section

Program theme: Women and World Peace.

Further information: Leena Siitonen. E-mail: lsiitonen@hotmail.com.

9th ILDS Conference

The 9th IFLA Interlending and Document Supply International Conference will take place in Tallinn, Estonia from 20 to 23 September 2005 under the theme ‘Making Library Collections Accessible Locally and Worldwide’. Tallinn is the capital of the Republic of Estonia. The old town of Tallinn is among the best preserved medieval European cities and is included in the UNESCO World Heritage List.

The conference venue will be the Conference Centre of the National Library of Estonia. Along with the conference programme the attendees will be able to visit Estonian

libraries and enjoy a diverse social programme.

The list of conference subthemes

is now available at the conference website at <http://www.nlib.ee/ilds>. This website will also offer all new updates concerning the conference

as well as background information on Tallinn and Estonia.

Additional information: ilds@nlib.ee.

Grants and Awards

IFLA/OCLC Early Career Development Fellowship 2006

The IFLA/OCLC Early Career Development Fellowship programme provides early career development and continuing education for library and information science professionals from countries with developing economies.

The Program Guidelines and Application for the IFLA/OCLC Fellowship 2006 are now posted on the OCLC web site. The links to the files, available in PDF and Word formats, are accessible under the 2006 Application details at the following location: <http://www.oclc.org/institute/resources/fellowships/ifla/default.htm>.

journals, *LIBRI* is issuing a call for 'Best Student Paper of 2005'. This competition supports *LIBRI*'s goal of publishing the best articles from the next generation of library and information science professionals. The publishers of *LIBRI*, K.G. Saur Verlag, are proud once again to recognize the very best article with this special award.

Students at all levels* are invited to submit articles with clarity and authority. There is no stated theme. Research papers should address one of the significant issues facing today's librarians and information professionals. Case studies, best practices, and pure research papers are all welcome.

Length: approx. 5000 words

Language: English

Deadline: May 31, 2005

The best paper will be selected by an independent panel consisting of selected members of the Editorial Board, the Advisory Board and other international experts. Submissions will be judged on the basis of

- originality of thought and observation

- depth of research and scholarship
- topicality of problems addressed
- the international readership of the journal

The article will be published in the 2005: 3 issue. The author of the winning article will be honoured with an award of USD 500.00 and a complementary subscription to *LIBRI* for 2006. If the quality of competition warrants, some papers may be designated as honourable mention and the authors will receive complementary subscriptions to *LIBRI* for 2006. The normal provision to the author of 25 off-prints applies to all winners.

Manuscripts should be sent to the *LIBRI* Editorial Office, Statsbiblioteket, Universitetsparken, DK 8000 Aarhus C, Denmark. Electronic submissions are encouraged and may be submitted to libri@statsbiblioteket.dk. Author instructions are available at the *LIBRI* site at <http://www.librijournal.org/authorinst.html>.

* Exception: Senior information scholars returning to school for additional degrees outside the field of library and information science are not eligible for this award.

Best *LIBRI* Student Paper

Since 1950, through 55 volumes, *LIBRI International Journal of Libraries and Information Services* has been a leader among scholarly journals in the international library world. As part of its strategy to remain one of the premier library

was reviewed in the part of the world that had undergone a complete change of the political and economical situation during the 1990s. The papers focus on a wide array of issues related to newspaper librarianship. They are grouped into the following categories: acquisition policies, copyright issues for newspaper collection management, digitization and electronic newspapers, new technologies of paper conservation, storage and text management.

There are approximately 35 short articles in total; these are a mix of English and German texts. All German papers are provided with an English abstract.

IFLA Publications

Newspapers in Central and Eastern Europe. Zeitungen in Mittel- und Osteuropa. Edited by Hartmut Walravens in cooperation with Marieluise Schilling-Gayette. München: Saur, 2005, 251 p. (IFLA Publications 110). ISBN 3-598-21841-9. Price: EUR 78.00 (IFLA Members EUR 58.00).

This book contains the Proceedings of a special IFLA Conference held in Munich in August 2003. The situation of newspapers collection

Published by: K.G. Saur Verlag, PO Box 701620, 81316 Munich, Germany. Tel: +49-89-76902-300. Fax: +49-89-76902-150/250). E-mail: saur.info@thomson.com. Website: <http://www.saur.de>.

From other Organizations**Geneva Declaration on
the Future of the World
Intellectual Property
Organization**

Humanity faces a global crisis in the governance of knowledge, technology and culture. The crisis is manifest in many ways.

- Without access to essential medicines, millions suffer and die;
- Morally repugnant inequality of access to education, knowledge and technology undermines development and social cohesion;
- Anticompetitive practices in the knowledge economy impose enormous costs on consumers and retard innovation;
- Authors, artists and inventors face mounting barriers to follow-on innovation;
- Concentrated ownership and control of knowledge, technology, biological resources and culture harm development, diversity and democratic institutions;
- Technological measures designed to enforce intellectual property rights in digital environments threaten core exceptions in copyright laws for disabled persons, libraries, educators, authors and consumers, and undermine privacy and freedom;
- Key mechanisms to compensate and support creative individuals and communities are unfair to both creative persons and consumers;
- Private interests misappropriate social and public goods, and lock up the public domain.

At the same time, there are astoundingly promising innovations in information, medical and other essential technologies, as well as in social movements and business models. We are witnessing highly successful campaigns for access to drugs for AIDS, scientific journals, genomic information and other databases, and hundreds of innovative collaborative efforts to create public goods, including the Inter-

net, the World Wide Web, Wikipedia, the Creative Commons, GNU Linux and other free and open software projects, as well as distance education tools and medical research tools. Technologies such as Google now provide tens of millions with powerful tools to find information. Alternative compensation systems have been proposed to expand access and interest in cultural works, while providing both artists and consumers with efficient and fair systems for compensation. There is renewed interest in compensatory liability rules, innovation prizes, or competitive intermediaries, as models for economic incentives for science and technology that can facilitate sequential follow-on innovation and avoid monopolist abuses. In 2001, the World Trade Organization (WTO) declared that member countries should "promote access to medicines for all."

Humanity stands at a crossroads – a fork in our moral code and a test of our ability to adapt and grow. Will we evaluate, learn and profit from the best of these new ideas and opportunities, or will we respond to the most unimaginative pleas to suppress all of this in favor of intellectually weak, ideologically rigid, and sometimes brutally unfair and inefficient policies? Much will depend upon the future direction of the World Intellectual Property Organization (WIPO), a global body setting standards that regulate the production, distribution and use of knowledge.

A 1967 Convention sought to encourage creative activity by establishing WIPO to *promote* the protection of intellectual property. The mission was expanded in 1974, when WIPO became part of the United Nations, under an agreement that asked WIPO to take "appropriate action to promote creative intellectual activity," and facilitate the transfer of technology to developing countries, "in order to accelerate economic, social and cultural development."

As an intergovernmental organization, however, WIPO embraced a culture of creating and expanding monopoly privileges, often without regard to consequences. The continuous expansion of these privileges and their enforcement mechanisms has led to grave social and economic costs, and has hampered and threatened other important systems of creativity and innovation. WIPO needs to enable its members to understand the real economic and social consequences of excessive intellectual property protections, and the importance of striking a balance between the public domain and competition on the one hand, and the realm of property rights on the other. The mantras that "more is better" or "that less is never good" are disingenuous and dangerous – and have greatly compromised the standing of WIPO, especially among experts in intellectual property policy. WIPO must change.

We do not ask that WIPO abandon efforts to promote the appropriate protection of intellectual property, or abandon all efforts to harmonize or improve these laws. But we insist that WIPO work from the broader framework described in the 1974 agreement with the UN, and take a more balanced and realistic view of the social benefits and costs of intellectual property rights as a tool, but not the only tool, for supporting creative intellectual activity.

WIPO must also express a more balanced view of the relative benefits of harmonization and diversity, and seek to impose global conformity only when it truly benefits all of humanity. A "one size fits all" approach that embraces the highest levels of intellectual property protection for everyone leads to unjust and burdensome outcomes for countries that are struggling to meet the most basic needs of their citizens.

The WIPO General Assembly has now been asked to establish a development agenda. The initial

proposal, first put forth by the governments of Argentina and Brazil, would profoundly refashion the WIPO agenda toward development and new approaches to support innovation and creativity. This is a long overdue and much needed first step toward a new WIPO mission and work program. It is not perfect. The WIPO Convention should formally recognize the need to take into account the “development needs of its Member States, particularly developing countries and least-developed countries,” as has been proposed, but this does not go far enough. Some have argued that the WIPO should only “promote the protection of intellectual property,” and not consider, any policies that roll back intellectual property claims or protect and enhance the public domain. This limiting view stifles critical thinking. Better expressions of the mission can be found, including the requirement in the 1974 UN/WIPO agreement that WIPO “promote creative intellectual activity and facilitate the transfer of technology related to industrial property.” The functions of WIPO should not only be to promote “efficient protection” and “harmonization” of intellectual property laws, but to formally embrace the notions of balance, appropriateness and the stimulation of both competitive and collaborative models of creative activity within national, regional and transnational systems of innovation.

The proposal for a development agenda has created the first real opportunity to debate the future of WIPO. It is not only an agenda for developing countries. It is an agenda for everyone, North and South. It must move forward. All nations and people must join and expand the debate on the future of WIPO.

There must be a moratorium on new treaties and harmonization of standards that expand and strengthen monopolies and further restrict access to knowledge. For generations WIPO has responded primarily to the narrow concerns of powerful publishers, pharmaceuti-

cal manufacturers, plant breeders and other commercial interests. Recently, WIPO has become more open to civil society and public interest groups, and this openness is welcome. But WIPO must now address the substantive concerns of these groups, such as the protection of consumer rights and human rights. Long-neglected concerns of the poor, the sick, the visually impaired and others must be given priority.

The proposed development agenda points in the right direction. By stopping efforts to adopt new treaties on substantive patent law, broadcasters rights and databases, WIPO will create space to address far more urgent needs.

The proposals for the creation of standing committees and working groups on technology transfer and development are welcome. WIPO should also consider the creation of one or more bodies to systematically address the control of anticompetitive practices and the protection of consumer rights.

We support the call for a Treaty on Access to Knowledge and Technology. The Standing Committee on Patents and the Standing Committee on Copyright and Related Rights should solicit views from member countries and the public on elements of such a treaty.

The WIPO technical assistance programs must be fundamentally reformed. Developing countries must have the tools to implement the WTO Doha Declaration on TRIPS and Public Health, and “use, to the full” the flexibilities in the TRIPS to “promote access to medicines for all.” WIPO must help developing countries address the limitations and exceptions in patent and copyright laws that are essential for fairness, development and innovation. If the WIPO Secretariat cannot understand the concerns and represent the interests of the poor, the entire technical assistance program should be moved to an independent body that is accountable to developing countries.

Enormous differences in bargaining power lead to unfair outcomes between creative individuals and communities (both modern and traditional) and the commercial entities that sell culture and knowledge goods. WIPO must honor and support creative individuals and communities by investigating the nature of relevant unfair business practices, and promote best practice models and reforms that protect creative individuals and communities in these situations, consistent with norms of the relevant communities.

Delegations representing the WIPO member states and the WIPO Secretariat have been asked to choose a future. We want a change of direction, new priorities, and better outcomes for humanity. We cannot wait for another generation. It is time to seize the moment and move forward.

The text of the Geneva Declaration on the Future of WIPO, in Arabic, English, French, Greek, Italian and Spanish, and a list of charter signatories, can be found in PDF, MS Word and HTML formats at: <http://www.futureofwipo.org>.

Information as Public Domain: Access through Libraries

DECLARATION of the International Conference ‘Information as Public Domain: Access through Libraries’

On 27–29 October 2004 St. Petersburg hosted the International Conference ‘Information as Public Domain: Access through Libraries’, which was attended by over 120 representatives of public authorities, academic research organizations, libraries and other institutions from Azerbaijan, Armenia, Belarus, Great Britain, Georgia, Kazakhstan, Kyrgyzia, Moldova, Russia, USA, Tajikistan and the Ukraine.

Having examined an extensive range of agenda items, the

participants of the Conference hereby confirm their view that enabling access to public domain information produced by public authorities should become fundamental to the national information policies of all nations striving for democracy and freedom of human development. Public authorities, as well as libraries, archives and various information services providers should assume a primary responsibility for the expansion of openness and management of information as public domain. The mainstream principle of information management should be as follows: information produced by public authorities should be deemed publicly available, and any exceptions to this rule officially banning the said access should be justified, minimized and supported by the power of law. The national information policy and its legislative and regulatory support should be based on the presumption of openness of government information.

The participants of the Conference take note that any national information policy should reside on the determination to develop a knowledge society and a civil society. Libraries of today constitute an indispensable institution of civil society and an effective tool for building it. Support of the development of library services should be elaborated in national information policies.

The participants of the Conference take note of the need for meaningful efforts to implement the key documents passed at the World Summit on Information Society, i.e.

the Declaration of Principles and Plan of Action (2003), as well as the Policy guidelines for the development and promotion of government public domain information (UNESCO, 2004).

28 October, 2004

Tavrichesky Palace, Saint Petersburg

Adopted by Plenary Session

International Training Program on Information

STIMULATE: Scientific and Technological Information Management in Universities and Libraries: an Active Training Environment. (Edition 5).
Brussels, Belgium, June–August 31, 2005.

This initiative is aimed primarily at persons with a university degree who work in universities, information and documentation centers and libraries and who have a few years of practical experience.

The main aim is to offer a stimulating learning environment to participants so as to sharpen their skills in collecting, storing, retrieving, presenting and managing information.

The sessions will be organized as follows:

first month = introduction level

second month = intermediate level
third month = more advanced level.

Participants may participate during only one or two of the three months, depending on expertise. However, the available scholarships are granted only to persons who will participate for the full three months.

Main areas of study:

Information and communication technology for libraries and information centers
Information retrieval
Information architecture
Management in libraries and information centers

Participation is free of charge for 14 participants from developing countries selected by the organizers. The detailed grant application form is available as a PDF file through the Internet from <http://www.vlir.be/>.

Contacts: Paul Nieuwenhuysen or Patrick Vanouplines, STIMULATE-ITP, University Library, Vrije Universiteit Brussel, Pleinlaan 2, B-1050 Brussels, Belgium. Tel. +32 2629 2429 (or 2609). Fax: +32 2 629 2693 (or 2282). Telex: 61051 vubco-b. E-mail: stimulate@vub.ac.be or Paul.Nieuwenhuysen@vub.ac.be or Patrick.Vanouplines@vub.ac.be. Website: <http://www.vub.ac.be/BIBLIO/itp/>.

Other Publications

'The Quiet Struggle' available electronically

One of the main titles concerned with information and libraries in Africa, *The Quiet Struggle* by Paul Sturges and Richard Neill, (2nd ed. 1998) is now available electronically at <http://www.lboro.ac.uk/departments/ls/staff/psturges.html>. There you can click on the highlighted title of the book and you will

find a searchable and downloadable text. Librarians, lecturers, scholars and students are encouraged to use it freely, providing that if all or parts of it are re-used elsewhere, full credit is given to the authors. Please feel free to mount the text on websites, print out the whole or parts of the book in as many copies as you wish, and quote from it, at length if you wish. A CD-ROM copy can be supplied on request from Paul Sturges if this will be more convenient.

Further information: Paul Sturges, Professor of Library Studies, Department of Information Science, Loughborough University, Leics. LE11 3TU, UK. Tel. +44 1509 223069. Fax: +44 1509 223053.

Renaissance Library Calendar 2005

The 2005 edition of the Renaissance Library Calendar contains colour

photographs of twelve beautiful old libraries from eight countries – Austria, Croatia, Malta, Portugal, Spain, Switzerland, the United Kingdom and the USA. Each photograph is accompanied by a well-

researched informative text about the history and collection of the library. Copies of the calendar can be obtained at the Renaissance Library website at <http://www.renaissancelibrary.com>.

For additional information: Stuart Urwin, ISIM, Torsvagen 7b, 192 67 Sollentuna, Sweden Tel. +46 8754 15 55. Fax: +46 8754 13 33. E-mail: stuart.urwin@isim.org.

INTERNATIONAL CALENDAR

2005

May 11–14, 2005. Cape Town, South Africa.

8th Bibliophilia Africana Conference. *Theme:* From papyrus to printout: the book in Africa yesterday, today and tomorrow. *Further information:* 8th Bibliophiles' Conference, National Library of South Africa, PO Box 496, Cape Town, South Africa 8000. E-mail: bibliophilia@nlsa.ac.za. Website: www.nlsa.ac.za/bibliophilia.html.

May 15–21, 2005. Lexington, KY, USA.

XIth IAALD World Congress. *Theme:* Globalization of information. *Further information:* Toni Greider. E-mail: agreider@uky.edu. Website: <http://www.ca.uky.edu/AIC/worldcongress.htm>.

May 30–June 3, 2005. Dubrovnik and Mljet, Croatia.

Libraries in the Digital Age (LIDA) 2005. *Further information:* Course e-mail: lida@pedos.hr. Course website: <http://www.pedos.hr/lida>.

June to August 31, 2005. Brussels, Belgium.

STIMULATE: Scientific and Technological Information Management in Universities and Libraries: an Active Training Environment. (Edition 5). Information about this training program can be found on the website: <http://www.vub.ac.be/BIBLIO/itp/>.

June 15–17, 2005. Burleigh Court, Loughborough University, UK. **Freedom and Information Conference. ***CANCELLED***** *Further information:* Paul Sturges: r.p.sturges@lboro.ac.uk.

June 15–19, 2005, University of Victoria, British Columbia, Canada.

ACH/ALLC 2005. International Conference on Humanities Computing and Digital Scholarship. 17th joint conference of the Association for Computers and the Humanities (ACH) and the Association for Literary and Linguistic Computing (ALLC).

Further information: Alejandro Bia (PC Chair): alex.bia@ua.es. Conference website: <http://web.uvic.ca/hrd/achallc2005/>.

July 6–8, 2005. Barcelona, Spain.
7th ISKO-Spain Conference. The human dimension of knowledge organization.

Further information: Technical Secretariat of the Conference, Departamento de Biblioteconomía i Documentació de la Universitat de Barcelona, Edifici UB-Sants Melcior de Palau, 140, 08014 Barcelona, Spain. Tel. +34 (93) 403 57 67. Fax: +34 (93) 403 57 72. E-mail: isko2005@ub.edu. Website: <http://bd.ub.es/isko2005/>.

July 6–8, 2005. Sarawak, Malaysia.
KNOWLEDGE 2005: Making Libraries Relevant.
For further inquiries: Ms Salina Zawawi, Salinaz@sarawaknet.gov.my or; Ms Hayati Sabil, hayatis2@sarawaknet.gov.my or; Ms Kalthoum bt Adni, Kalthouma@sarawaknet.gov.my.

July 8–12, 2005. Hong Kong, China.
33rd IASL [International Association of School Librarianship] Conference. *Theme:* Information leadership in a culture of change. *Further information:* Sandra Lee, Faculty of Education, 121 RunMe Shaw Building, University of Hong Kong, Pokfulam Road, Hong Kong. Fax: (852) 2517-7194. E-mail: sandra@cite.hku.hk. Website: <http://www.iasl-slo.org/conference2005.html>.

July 31–August 3, 2005. Zagreb, Croatia.

14th European Conference on Reading.

Further information: congress@event.hr. Website: <http://www.hcd.hr/conference>.

August 9–11, 2005. Bergen, Norway.

Satellite meeting to World Library and Information Congress. *Theme:* Management, marketing, evaluation and promotion of library services, based on statistics, analyses and evaluation in your own library.

Further information: Trine Kolderup-Flaten E-mail: Trine.Kolderup-Flaten@bergen.kommune.no.

August 10–12, 2005. Stockholm, Sweden.

The Multicultural Library: staff competence for success. Satellite conference to World Library and Information Congress.

For more information: www.ifla-stockholm2005.se.

August 11–12, 2005. Finland.

The Physical Library and Beyond – library as place and the library in cyberspace. Satellite meeting to World Library and Information Congress.

Contacts and more information: Tuula Haavisto. E-mail: tuulah@kaapeli.fi.

August 11–13, 2005. Oslo, Norway.

6th World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. *Theme:* Continuing professional development – preparing for new roles in libraries: a voyage of discovery. *Further information:* Ian Smith, (Convenor – Program Committee), Senior Librarian (Personnel), La Trobe University Library, Bundoora, Victoria, 3086, Australia. Tel: +61 3 9479 1918. Fax: +61 3 9479 3018. E-mail: i.smith@latrobe.edu.au.



International Calendar

August 12–14, 2005. Oslo, Norway.

Nordic Mobile Meet. *Theme:* A voyage to discovery – libraries on the move.

Further information: Ian Stringer. E-mail: ianstringer@barnsley.gov.uk.

August 14–18, 2005. Oslo, Norway.

World Library and Information Congress: 71st IFLA General Conference and Council.

Theme: Libraries: a voyage of discovery; linking the future to the past.

For more information: IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Secretary General, Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway. Tel: +47 2324 3430. Fax: +47 22672368. E-mail: IFLA2005@norskbibliotekforening.no.

September 11–16, 2005. Riga, Latvia.

37th Conference of the Metropolitan Libraries Section of IFLA (formerly INTAMEL, the International Association of Metropolitan Libraries). *Theme:* Libraries and lifelong learning: inspiring users and staff.

Further information: Dzidra Smita, Riga Central Library. Tel. + 371 7037121. Fax: + 371 7037 131. Email: dzidrasm@biblioteka.rcc.lv. Website: <http://www.ifla.org/VII/s46/metro.htm>.

September 18–23, 2005. Vienna, Austria.

9th European Conference on Digital Libraries (ECDL).

Further information: Website: <http://www.ecdl2005.org>.

September 20–23, 2005. Tallinn, Estonia.

9th Interlending and Document Supply Conference. *Theme:* Making library collections accessible locally and worldwide.

For more information: Josche Neven, IFLA Communications Manager, josche.neven@ifla.org or: Poul Erlandsen, Chair, IFLA Document Delivery and Interlending Section, poer@dpu.dk. *Additional information:* ilds@nlib.ee.

September 20–23, 2005. Salvador, Brazil.

9th World Congress on Health Information and Libraries.

Further information: Elenice de Castro. E-mail: castroel@bireme.ops-oms.org. Website: <http://www.icml9.org/>.

November 16–18, 2005. Tunis, Tunisia.

World Summit on the Information Society. Phase 2.

Further information: Mr. A. Levin, Chief a.i., Coordination, External Relations and Communication 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/.

Theme: Libraries: dynamic engines for the knowledge and information society.

For more information: IFLA Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314–0884. Fax: + 31 70 3834827.

2007

2007. Durban, South Africa.

World Library and Information Congress: 73rd IFLA Council and General Conference.

Theme: Libraries for the future: progress, development and partnerships.

Further information from: 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>.

2008

2008, Québec, Canada.

World Library and Information Congress: 74th IFLA General Conference and Council.

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>.

2006

August 22–28, 2006. Seoul, Korea.

World Library and Information Congress: 72nd IFLA General Conference and Council.

ABSTRACTS

Linda Ashcroft and Chris Watts.
ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria.

IFLA Journal 31 (2005) No. 1, pp. 6-12

Changes in the provision of information brought about through the emergence of electronic information resources have created subsequent changes in the skills needed by information professionals. Information professionals are now expected to be aware of and capable of using emerging information communication technologies, as well as having essential communication skills. Professional bodies, such as CILIP in the UK and the ALA in the US, recognize the importance of continuing professional development in order to keep skills and expertise up-to-date for all aspects of work. The necessity of ICT skills has a clear impact on reference service professionals, with the emergence of digital reference services. A research project carried out at Liverpool John Moores University into the provision of electronic information in Nigeria identified a significant skills gap amongst information professionals. Collaboration and strategic management of resources may be key to alleviating this problem.

Lynne Brindley. **The British Library and E-Learning.**

IFLA Journal 31 (2005) No. 1, pp. 13-18

Provides an overview of the British Library's approach to e-learning, and describes how the Library's online learning resources are being used by different groups of learners. It also touches on some of the challenges of delivering a widely accessible learning programme, and raises questions which the new possibilities offered by e-learning pose for national libraries.

Margareta Brundin. **Democracy Building Activities in the Swedish**

Riksdag; the role of a parliamentary library.

IFLA Journal 31 (2005) No. 1, pp. 19-27

Describes the activities of a new office created by the Parliament of Sweden (the Riksdag) with the objective of contributing actively to increasing the public's – and especially young people's – knowledge of and interest in the Riksdag and its work. The Riksdag Library contributes to satisfy the need among the public for accurate and easily accessible information about the work and decisions of the Riksdag with its open-door policy, regional activities and training of librarians from all over Sweden.

Ann Curry. **Unreliable Research: are librarians liable?**

IFLA Journal 31 (2005) No. 1, pp. 28-34

Examines the history and current cases of research fraud and deception, including the reasons for researcher transgression – reputation and career advancement, the chances of being caught, and the ineffective gatekeeper roles served by publishers and reviewers. It appears that librarians and LIS researchers are unlikely to conduct or publish unreliable research, but problems can arise when librarians distribute unreliable research in their collections. The wisdom of withdrawing all unreliable research from the collection is questioned, however, as some of this research may contain grains of truth that could result in future, reliable research.

Emilia Ferreiro. **Librarians and Basic Education Teachers in the Context of 'Digital Literacy'.**

IFLA Journal 31 (2005) No. 1, pp. 35-44

The paper looks critically at the notion of 'digital literacy'. Literacy is not a static notion. Literacy requirements change across time and places. Nowadays ICTs have introduced radical changes in the way of producing and disseminating texts.

However, they did not change the conceptual nature of the literacy process. The relationship between elementary school and the introduction of new technologies is explored, leading to the conclusion that it is too risky to bent on computers only to improve literacy results. Even in the most developed countries they are underused. Suggestion is made on the particular role that librarians can play to make a more effective use of ICTs in educational contexts, as librarians have already adopted these technologies as a common and effective tool while teachers are reluctant to use them.

Elizabeth Reade-Fong and Gary E. Gorman. **NGOs, ICTs and Information Dissemination in Asia and Oceania.**

IFLA Journal 31 (2005) No. 1, pp. 45-51

Focusing on the situation in Asia and Oceania, this paper looks at the way in which NGOs utilize information, and to some extent ICTs, for sustainable capacity building. It is hypothesized that communication strategies that take into account the social nature of access, recognize the interaction between face-to-face and online communications, and combine Internet use with a broad range of other new and old media provide the best opportunities for sustainable development initiatives through the use of ICT. This issue is addressed through a series of questions: What are the barriers to ICT adoption, and how might its potential be realized? What is an appropriate mix of ICT-based information dissemination and traditional print-based information? How do different cultures react when information is accessed remotely rather than face-to-face? How well do NGOs collaborate with one another in sharing development-related information? What are some of the facilitators and barriers to more effective collaboration?

J.W. Roos. **Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach.**



Abstracts

IFLA Journal 31 (2005) No. 1,
pp. 52–67

For people with print disabilities, copyright protection poses an access barrier. Although they have traditionally used Braille and audio materials to satisfy their reading needs, one should not, when considering access issues, confine the analysis to those media only. In a rapidly changing technological environment, accommodations are needed that will not become obsolete due to technological change that opens up new access opportunities. In a number of countries the problems posed by copyright protection as access barriers have received legislative attention in the form of attempts to remove them. Those attempts have not always given rise to perfect solutions. This paper is concerned with access barriers to print posed by copyright protection, by successes as well as unfortunate by-products of previous attempts to deal with those barriers, by technological developments that affect copyright protection, and it tries to isolate lessons learnt so far.

George R. Ryskamp. **European Emigration Records, 1820–1925.**
IFLA Journal 31 (2005) No. 1,
pp. 68–75

Immigration records are wonderful, but often fail to give a complete picture of the emigrants and the

experiences and processes they went through. European emigration records provide extensive information about individual emigrants, often including the place of origin. No survey of all such records exists and there is not even a complete list of records types and locations for any single European country. In describing the work of the Immigrant Ancestors Project at Brigham Young University this paper identifies the various record types that were generated by emigrants in the process of emigration, giving examples from several countries where each type of record may be found.

Alastair G. Smith. **Citations and Links as a Measure of Effectiveness of Online LIS Journals.**

IFLA Journal 31 (2005) No. 1,
pp. 76–84

Examines the use of citation counts and web links to evaluate online LIS journals. The Journal Impact Factor, a traditional metric for comparing journals, is based on the citation counts of a journal over a specified period of time, compared with the citable articles published in the journal. The Web Impact Factor (WIF) has been proposed as an equivalent metric for websites. The WIF is broadly defined as the ratio of links made to a site, compared to the number of information units (e.g. pages) at the site. The study compares the WIFs of a sample of

online LIS journal websites with their conventional citation counts. Links to online journals are often considered to be equivalent to citations, but there are significant differences. Provides indications of how effective the online medium is for communicating LIS research and offers guidance for LIS authors and journal editors to help them make effective use of online journals.

Jutta Weber. **The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander von Humboldt Collection in Berlin.**

IFLA Journal 31 (2005) No. 1,
pp. 85–89

Manuscripts and their creators are subject to the conditions of history. The history of the Alexander von Humboldt Collection in Berlin is a history of the migration of manuscripts, the separation of parts of the collection, and their reunification. This leads to some more general observations. What if the original location of a manuscript is not a safe one? How can we guarantee safe preservation of the manuscript in another location? There are good reasons to build an alliance of institutions willing to cooperate with respect to these questions. Since we cannot turn back the wheels of history, we must act together now and in the future.

SOMMAIRES

Linda Ashcroft and Chris Watts. **ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria.** [Compétences TIC pour les professionnels de l'information dans les pays en voie de développement: perspectives offertes par une étude de l'environnement d'information électronique au Nigeria.] IFLA Journal 31 (2005) No. 1, pp. 6–12

Les modifications des modes d'approvisionnement d'informations suscitées par l'émergence de ressources électroniques d'information ont entraîné des modifications des compétences requises des professionnels de l'information. Ils doivent non seulement être au courant des technologies émergentes d'information et de communication (TIC), mais aussi être en mesure de les utiliser et disposer d'aptitudes fondamentales en matière de communication. Les organismes professionnels tels que CILIP au Royaume-Uni et ALA aux Etats-Unis reconnaissent l'importance d'une formation professionnelle permanente afin de maintenir à jour les compétences et l'expertise dans tous les domaines d'activité. La nécessité de disposer de compétences TIC a un impact évident sur les professionnels des services de référence, avec l'émergence des services numériques de référence. Un projet de recherche mené à l'Université John Moores de Liverpool, portant sur l'approvisionnement en information par voie électronique au Nigeria, a mis en lumière un manque significatif de compétences chez les professionnels de l'information. La collaboration et la gestion stratégique des ressources peuvent être essentielles pour réduire ce problème.

Lynne Brindley. **The British Library and E-Learning.** [La British Library et l'apprentissage en ligne.] IFLA Journal 31 (2005) No. 1, pp. 13–18

Offre une vue d'ensemble de l'approche choisie par la British Library en matière d'apprentissage en ligne et décrit comment les ressources d'apprentissage en ligne de la bibliothèque sont utilisées par différents groupes d'étudiants. Aborde également quelques-uns des défis consistant à fournir un programme d'étude largement accessible et soulève les questions posées aux bibliothèques nationales par les nouvelles possibilités qu'offre l'apprentissage en ligne.

Margareta Brundin. **Democracy Building Activities in the Swedish Riksdag; the role of a parliamentary library.** [Des activités favorisant la démocratie au Riksdag suédois; le rôle d'une bibliothèque parlementaire.] IFLA Journal 31 (2005) No. 1, pp. 19–27

Décrit les activités d'un nouveau bureau créé par le Parlement de Suède (le Riksdag), ayant pour objectif de contribuer activement à mieux faire connaître le Riksdag et ses travaux auprès du public – particulièrement les jeunes – et à susciter l'intérêt pour cette institution. Avec sa politique portes ouvertes, ses activités régionales et la formation de bibliothécaires venus de toute la Suède, la bibliothèque du Riksdag aide à satisfaire la demande du public en matière d'informations accessibles sur les travaux et les décisions du Riksdag.

Ann Curry. **Unreliable Research: are librarians liable?** [La recherche peu fiable: les bibliothécaires sont-ils responsables?] IFLA Journal 31 (2005) No. 1, pp. 28–34

Examine les cas de fraude et de tromperie dans la recherche par le passé et à l'heure actuelle, ainsi que les motifs ayant incité le chercheur à cette transgression: réputation et avancement de carrière, risques de se faire prendre et inefficacité du rôle de gardien joué par les éditeurs et les critiques. Il semble peu probable que les bibliothécaires et

chercheurs en science bibliothécaire et information mènent ou publient des recherches peu fiables, mais des problèmes peuvent surgir lorsque les bibliothécaires diffusent des recherches de ce type dans leurs collections. L'auteur s'interroge sur le bien-fondé de retirer cependant toutes les recherches peu fiables de la collection, dans la mesure où certaines de ces recherches peuvent contenir des parcelles de vérité pouvant servir à des recherches fiables dans l'avenir.

Emilia Ferreiro. **Librarians and Basic Education Teachers in the Context of 'Digital Literacy'.** [Bibliothécaires et professeurs de l'enseignement primaire dans le contexte de 'l'alphabétisation numérique'.] IFLA Journal 31 (2005) No. 1, pp. 35–44

Cet article examine d'un œil critique la notion "d'alphabétisme numérique". L'alphabétisme n'est pas une notion statique. Les exigences en matière d'alphabétisme changent en fonction du temps et du lieu. À l'heure actuelle, les technologies de l'information et de la communication ont introduit des changements radicaux dans la façon de produire et de diffuser les textes. Cependant, elles n'ont pas changé la nature conceptuelle du processus d'alphabétisation. La relation entre l'école élémentaire et l'introduction de nouvelles technologies est étudiée, ce qui mène à conclure qu'il est trop risqué de s'appuyer uniquement sur les ordinateurs pour améliorer les résultats en matière d'alphabétisation, car ils sont insuffisamment utilisés, même dans les pays les plus développés. Des suggestions sont faites sur le rôle particulier que les bibliothécaires peuvent jouer pour mieux utiliser ces technologies dans des contextes éducatifs, dans la mesure où les bibliothécaires ont déjà communément adopté ces technologies comme un outil efficace, alors que les professeurs rechignent encore à les utiliser.



Sommaires

Elizabeth Reade-Fong and Gary E. Gorman. **NGOs, ICTs and Information Dissemination in Asia and Oceania.** [ONG, TIC et propagation des informations en Asie et en Océanie.]

IFLA Journal 31 (2005) No. 1, pp. 45–51

En se concentrant sur la situation en Asie et en Océanie, cet article étudie la façon dont les organisations non gouvernementales utilisent l'information et, jusque dans une certaine mesure, les technologies de l'information et de la communication (TIC) afin d'établir une capacité durable. L'hypothèse est avancée que les stratégies de communication qui tiennent compte de la nature sociale de l'accès, reconnaissent l'interaction entre les communications face à face et en ligne, et combinent l'usage d'Internet avec une vaste gamme d'autres médias anciens et nouveaux, fournissent les meilleures possibilités pour des initiatives de développement durable grâce à l'usage des TIC. Cette problématique est abordée par le biais d'une série de questions: quels sont les obstacles à l'adoption des TIC et comment concrétiser leur potentiel? Quel est le mélange approprié entre la propagation des informations fondées sur les TIC et les informations imprimées traditionnelles? Comment différentes cultures réagissent-elles lorsqu'il est possible d'accéder aux informations à distance et non pas face à face? Comment les organisations non gouvernementales collaborent-elles entre elles afin de partager les informations concernant le développement? Quels sont les aspects qui facilitent une collaboration plus efficace ou bien la compliquent?

J.W. Roos. **Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach.** [Protection copyright comme obstacle à l'accès pour les personnes lisant autrement : un plaidoyer pour une approche internationale.]

IFLA Journal 31 (2005) No. 1, pp. 52–67

Pour les personnes souffrant d'un handicap visuel, la protection copy-

right constitue un obstacle à l'accès aux informations. Bien qu'elles aient traditionnellement utilisé le Braille et le matériel audio pour satisfaire leurs besoins de lecture, il ne faut pas, au moment de considérer les problèmes d'accès, confiner uniquement l'analyse à ces moyens. Dans un environnement technologique évoluant rapidement, il faut prévoir des dispositions qui ne deviendront par obsolètes en raison de progrès technologiques ouvrant de nouvelles possibilités d'accès. Dans un certain nombre de pays, les problèmes posés par la protection copyright comme obstacle à l'accès aux informations ont fait l'objet de tentatives législatives visant à les supprimer. Ces tentatives n'ont pas toujours donné lieu à des solutions idéales. Cet article se penche sur le problème des obstacles à l'accès au document imprimé posé par la protection copyright, sur les succès aussi bien que sur les échecs de produits annexes lors de tentatives antérieures pour supprimer ces obstacles, sur les développements technologiques qui affectent la protection copyright. Il essaie également d'identifier les leçons à tirer jusqu'à présent.

George R. Ryskamp. **European Emigration Records, 1820–1925. [Archives sur l'émigration européenne, 1820–1925.]**

IFLA Journal 31 (2005) No. 1, pp. 68–75

Les archives sur l'immigration sont remarquables, mais ne donnent généralement pas une image complète des émigrants, des expériences qu'ils ont vécues et de ce par quoi ils sont passés. Les archives sur l'émigration européenne fournissent toutes sortes d'informations individuelles sur les émigrants, indiquant souvent leur lieu d'origine. Mais il n'y a aucune étude englobant toutes les archives de ce type, il n'existe même pas une liste complète des types d'archives et de leur emplacement pour aucun pays européen. En décrivant le travail du projet de l'université Brigham Young sur les ancêtres immigrants, cet article identifie les différents types d'archives générés par les émigrants au cours du processus d'émi-

gration, en donnant des exemples de différents pays où chaque type d'archive peut être trouvé.

Alastair G. Smith. **Citations and Links as a Measure of Effectiveness of Online LIS Journals.** [Citations et liens comme une mesure de l'efficacité des revues en ligne de science bibliothécaire et information.]

IFLA Journal 31 (2005) No. 1, pp. 76–84

Examine l'usage du décompte des citations et des liens sur le Web pour évaluer les revues en ligne spécialisées en science bibliothécaire et information. Le Facteur d'impact d'une revue, moyen de mesure traditionnel pour comparer les revues, se fonde sur le décompte des citations d'une revue sur une période de temps déterminée, comparé aux articles pouvant être cités, publiés dans la revue. Le facteur de l'impact sur le Web (Web Impact Factor ou WIF) a été proposé comme moyen de mesure équivalent pour les sites Internet. Le WIF est couramment défini comme étant le rapport entre les liens vers un certain site et le nombre d'unités d'information (par ex. les pages) que compte le site. L'étude compare les WIF d'un échantillon de sites en ligne de revues de science bibliothécaire et information avec leurs décomptes conventionnels de citation. Les liens vers des revues en ligne sont souvent considérés comme équivalents aux citations, mais il y a des différences significatives. L'auteur fournit des indications sur le degré d'efficacité du média en ligne pour communiquer la recherche en science bibliothécaire et information, et offre des conseils aux auteurs spécialisés en science bibliothécaire et information ainsi qu'aux rédacteurs de revues afin de les aider à faire un usage efficace de leurs revues en ligne.

Justta Weber. **The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander von Humboldt Collection in Berlin.** [Les collections européennes de manuscrits: migration, séparation et réunification

illustrées par le cas de la collection Alexander von Humboldt à Berlin.]

IFLA Journal 31 (2005) No. 1,
pp. 85–89

Les manuscrits et leurs créateurs sont soumis au contexte historique. L'histoire de la collection Alexander

von Humboldt à Berlin est celle d'une migration des manuscrits, d'une séparation de différentes parties de la collection et de leur réunification. Cela entraîne quelques observations d'ordre plus général. Que faire si l'emplacement d'origine d'un manuscrit n'est pas sûr? Comment pouvons-nous

garantir la conservation en toute sécurité du manuscrit à un autre endroit? Il existe de bonnes raisons de s'allier avec des institutions désireuses de coopérer en la matière. Dans la mesure où nous ne pouvons pas réécrire l'histoire, il nous faut agir ensemble dans le présent et pour l'avenir.

Zusammenfassungen

ZUSAMMENFASSUNGEN

Linda Ashcroft und Chris Watts. **ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria.** [ICT-Fähigkeiten für Informationsprofis in Entwicklungsländern: Perspektiven aus einer Studie der elektronischen Informationsumgebung in Nigeria.]

IFLA – Journal 31 (2005) Nr. 1, S. 6–12

Der Wandel in der Verfügbarkeit von Informationen infolge des Aufkommens elektronischer Informationsquellen hat einen gewissen Einfluss auf die Fähigkeiten gehabt, die Informationsprofis benötigen. Heute wird von den Informationsprofis erwartet, dass sie die neu entstehenden Informations – Kommunikationstechnologien kennen und mit ihnen umgehen können und dass sie über wichtige Kommunikationsfähigkeiten verfügen. Professionelle Instanzen, wie beispielsweise die CILIP in Großbritannien und die ALA in den USA, wissen um die Wichtigkeit einer ständigen weiterführenden professionellen Entwicklung, um mit den Fähigkeiten und der Expertise in allen Bereichen dieser Arbeit auch weiterhin am Ball zu bleiben. Die Notwendigkeit moderner ICT-Fähigkeiten hat mit der Markteinführung digitaler Referenzdienste auch deutliche Konsequenzen für die Nachschlagedienste. Ein Forschungsprojekt an der John Moores University in Liverpool, das sich mit der Bereitstellung elektronischer Informationen in Nigeria beschäftigt, hat erhebliche Unterschiede in den Fähigkeiten der Informationsprofis aufgedeckt. Der Schlüssel zur Lösung dieses Problems kann in der Zusammenarbeit und der strategischen Verwaltung der Ressourcen liegen.

Lynne Brindley. **The British Library and E-Learning.** [Die British Library und E-Learning.]

IFLA – Journal 31 (2005) Nr. 1, S. 13–18

Dieser Artikel bietet einen Überblick über die E-Learning – Methoden der britischen Bibliothek und beschreibt, in welcher Weise die Online-Lern-Ressourcen der Bibliothek von unterschiedlichen Gruppen von Studierenden genutzt werden. Zudem kommen einige der Herausforderungen zur Sprache, die mit der Weitergabe eines breit zugänglichen Lernprogramms verbunden sind. Außerdem werden Fragen angesprochen, die sich den nationalen Bibliotheken im Zusammenhang mit den neuen Möglichkeiten stellen, die das E-Learning bietet.

Margareta Brundin. **Democracy Building Activities in the Swedish Riksdag; the role of a parliamentary library.** [Demokratie-fördernde Aktivitäten im schwedischen Reichstag; die Rolle einer parlamentarischen Bibliothek.]

IFLA – Journal 31 (2005) Nr. 1, S. 19–27

Dieser Beitrag befasst sich mit den Aktivitäten eines neuen Büros, das vom schwedischen Parlament (dem Reichstag) ins Leben gerufen wurde, um aktiv zur Verbesserung des Einblicks der Öffentlichkeit – und insbesondere junger Leute – in den Reichstag und seine Arbeit beizutragen. Die Riksdag Library [die Reichstagsbibliothek] trägt dazu bei, dem Bedarf der Öffentlichkeit an präzisen und leicht zugänglichen Informationen über die Arbeit und die Entscheidungen des Reichstags entgegenzukommen. Dies basiert auf einer Politik der offenen Tür, hinzu kommen regionale Aktivitäten und Schulungen für Bibliothekare aus ganz Schweden.

Ann Curry. **Unreliable Research: are librarians liable?** [Ungesicherte Forschungsergebnisse: Sind Bibliothekare dafür haftbar?]

IFLA – Journal 31 (2005) Nr. 1, S. 28–34

Dieser Artikel beleuchtet die Geschichte des Forschungsbetrugs und der diesbezüglichen Täuschung

und beschreibt auch aktuelle Fälle. Zudem kommen auch einige Gründe für die Ursachen zur Sprache – das Ansehen des Forschers und die Förderung der Forschungskarriere, die relativ geringe Wahrscheinlichkeit einer Entdeckung und die ineffektiven Torhüterrollen der Verlage und Lektoren. Es scheint, dass Bibliothekare und LIS-Forscher wenig geneigt sind, unzuverlässige Forschungsprojekte durchzuführen oder ungesicherte Ergebnisse zu veröffentlichen. Probleme können jedoch dann entstehen, wenn Bibliothekare ungesicherte Forchungsergebnisse in ihren Sammlungen verbreiten. Dabei wird jedoch andererseits der Sinn des Ausschlusses aller ungesicherten Forschungspublikationen aus den Sammlungen auch wieder in Frage gestellt, da ein gewisser Anteil dieser Forschungsprojekte unter Umständen auch einen Kern von Wahrheit enthalten und somit in der Zukunft durchaus wieder verlässliche Forschungsprojekte nach sich ziehen kann.

Emilia Ferreiro. **Librarians and Basic Education Teachers in the Context of 'Digital Literacy'.** [Bibliothekare und Grundschullehrer im Kontext der 'digitalen Lesefähigkeiten'.]

IFLA – Journal 31 (2005) Nr. 1, S. 35–44

In diesem Artikel geht es um eine kritische Betrachtung des Konzepts der 'digitalen Lesefähigkeiten'. Die Lesefähigkeit ist nämlich kein statischer Zustand. Die Anforderungen an die Lesefähigkeit ändern sich vielmehr mit der Zeit und dem Ort. In unserer Zeit haben die ICTs radikale Veränderungen im Hinblick auf die Erstellung und Verbreitung von Texten mit sich gebracht. Dabei haben sie jedoch die konzeptuelle Art des Prozesses zur Erlangung der Lesefähigkeit in keiner Weise beeinflusst. Ergründet wird zudem die Beziehung zwischen der Grundschule und der Einführung neuer Technologien. Daraus ergibt sich die Schlussfolgerung, dass es zu riskant ist, sich



bei der Verbesserung der Lesefähigkeiten ausschließlich auf den Computer zu verlassen. Selbst in hoch entwickelten Ländern gelangen diese nicht in nicht allzu großem Umfang zum Einsatz. Dabei werden auch Vorschläge zu der besonderen Rolle unterbreitet, die die Bibliothekare im Erziehungskontext zur effektiveren Verwendung der ICTs spielen können. Schließlich ist es so, dass die Bibliothekare diese Technologien bereits jetzt als allgemeines und effektives Werkzeug verwenden, während sich die Lehrer hier eher zögernd verhalten.

Elizabeth Reade-Fong und Gary E. Gorman. **NGOs, ICTs and Information Dissemination in Asia and Oceania. [NGOs, ICTs und Informationsverbreitung in Asien und Ozeanien.]**

IFLA – Journal 31 (2005) Nr. 1, S. 45–51

Mit dem Schwerpunkt auf der Situation in Asien und Ozeanien betrachtet dieser Beitrag die Art und Weise, in der NGOs und in einem gewissen Ausmaß auch ICTs Informationen zum Aufbau langfristiger Kapazitäten verwenden. Die Hypothese lautet, dass Kommunikationsstrategien, die die sozialen Aspekte des Zugriffs berücksichtigen, die Wechselwirkung zwischen der persönlichen Kommunikation und der Online-Kommunikation erkennen und die Verwendung des Internets mit einer breiten Palette an weiteren neuen und alten Medien kombinieren, die besten Möglichkeiten für langfristig stabile Entwicklungsinitiativen mit ICT bieten. Dieses Thema wird anhand einer Reihe von Fragen konkretisiert: Was sind die Barrieren für ICT, und wie lässt sich das damit verbundene Potenzial realisieren?

Welches ist die richtige Mischung aus ICT-basierter Informationsverbreitung und den traditionellen über Druckmedien übertragenen Informationen? Wie reagieren unterschiedliche Kulturen, wenn Informationen aus der Ferne anstelle des persönlichen Kontakts weitergegeben werden? Wie gut arbeiten die NGOs bei der gemein-

samen Nutzung entwicklungsbezogener Informationen miteinander zusammen? Welches sind einige der Stimulatoren und Barrieren für eine effektivere Zusammenarbeit?

J. W. Roos. **Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach. [Das Urheberrecht als Zugangsschranke für Menschen, die anders lesen: Argumente für eine internationale Strategie.]**

IFLA – Journal 31 (2005) Nr. 1, S. 52–67

Für Menschen mit Lese Schwierigkeiten stellt das Urheberrechtsgesetz eine gewisse Zugangsschranke dar. Obwohl sie ihr Lesebedürfnis traditionell mit Braille sowie mit Audiomaterialien gestillt haben, sollte man die Analyse bei der Betrachtung von Zugangsfragen nicht nur auf diese Medien beschränken. In einer sich schnell ändernden technologischen Umgebung werden Übertragungsmedien benötigt, die nicht aufgrund technologischer Änderungen ständig wieder überaltert sind, wobei somit ständig wieder neue Zugangsmöglichkeiten eröffnet werden. In einigen Ländern haben die bestehenden Probleme im Zusammenhang mit dem Urheberrecht als Zugangsschranke durchaus auch in die Gesetzgebung Eingang gefunden; in diesem Zusammenhang wurde versucht, das Urheberrecht ungültig zu machen. Aus diesen Versuchen sind jedoch nicht immer auch völlig zufriedenstellende Lösungen hervorgegangen. Dieser Artikel befasst sich mit den bestehenden Zugangsschranken bei Druckmedien aufgrund des Urheberrechtsgesetzes. Im Einzelnen geht es dabei um Erfolge wie auch unglückliche Nebenwirkungen vorheriger Versuche zur Entfernung dieser Zugangsschranken; zudem werden technologische Entwicklungen erwähnt, die den Urheberschutz beeinflussen. Schließlich versucht der Artikel, die bisherigen Lektionen in diesem Bereich isoliert herauszustellen.

George R. Ryskamp. **European Emigration Records, 1820–1925. [Unterlagen über europäische**

Auswanderungen zwischen 1820 und 1925.]

IFLA – Journal 31 (2005) Nr. 1, S. 68–75

Einwanderungsakten sind eine wunderbare Sache, zeichnen jedoch häufig kein vollständiges Bild der Auswanderer und vernachlässigen viele der Erfahrungen und Vorgänge, die diese mitgemacht haben. Europäische Auswanderungsakten enthalten umfassende Informationen über einzelne Auswanderer und nennen häufig auch den ursprünglichen Wohnort, aus dem diese kamen. Es gibt aber weder Übersichtslisten über alle diese Unterlagen noch eine komplette Liste aller Arten von Unterlagen und Standorte für ein einziges europäisches Land. Bei der Beschreibung der Arbeit des 'Immigrant Ancestors Project' an der Brigham Young – Universität identifiziert diese Veröffentlichung die einzelnen Arten von Unterlagen, die für die Auswanderer bei deren Emigrierung erstellt wurden. Dabei werden Beispiele aus diversen Ländern angeführt, wo die einzelnen Arten von Unterlagen aufgefunden werden können.

Alastair G. Smith. **Citations and Links as a Measure of Effectiveness of Online LIS Journals. [Zitate und Links als Maßstab für die Effektivität von Online LIS – Journalen.]**

IFLA – Journal 31 (2005) Nr. 1, S. 76–84

Dieser Beitrag untersucht die Verwendung von Zitierungshäufigkeiten und Web-Links zur Beurteilung von Online – LIS – Journalen. Der so genannte 'Journal Impact Factor', ein traditionelles Maß zum Vergleich von Journalen, stützt sich auf die Zitierungshäufigkeit eines Journals über einen gewissen Zeitraum im Verhältnis zu den in diesem Journal publizierten zitierbaren Artikeln. Der Web Impact Factor (WIF) [die Zitierungshäufigkeit im Web] wurde als äquivalentes Maß für Websites vorgeschlagen. Der WIF ist grob definiert als das Verhältnis der Links zu einer Site, relativ zur Anzahl der Informationseinheiten

Zusammenfassungen

(beispielsweise Seiten) auf dieser Seite. Die Studie vergleicht die WIFs einer gewissen Auswahl von Online – LIS-Journal – Websites mit der jeweiligen konventionellen Zitierungshäufigkeit. Dabei werden die Links zu Online-Journalen häufig als äquivalent zu den Zitaten eingestuft, hier gibt es jedoch eingreifende Unterschiede. Der Artikel zeigt auf, wie effektiv das Online-Medium im Zusammenhang mit der Kommunikation der LIS-Forschung ist. Hinzu kommen Hinweise für LIS-Autoren und Herausgeber von Journalen, um diesen bei der effektiven Nutzung der Online-Journale behilflich zu sein.

Jutta Weber. **The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander von Humboldt Collection in Berlin. [Die Manuskriptsammlungen in Europa: ein Spiegel der Migration, Trennung und erneuten Zusammenführung am Beispiel der Alexander von Humboldt-Sammlung in Berlin.]**

IFLA – Journal 31 (2005) Nr. 1, S. 85–89

Manuskripte und ihre Autoren sind immer auch den jeweiligen geschichtlichen Voraussetzungen unterworfen. Die Geschichte der Alexander von Humboldt – Samm-

lung in Berlin ist eine Geschichte der Migration von Manuskripten, der Abtrennung gewisser Teile dieser Sammlung und ihrer erneuten Zusammenführung. Daraus ergeben sich einige allgemeinere Bemerkungen. Was passiert, wenn der ursprüngliche Standort eines Manuskripts nicht sicher ist? Wie können wir die sichere Konserverung des Manuskripts an einer anderen Stelle gewährleisten? Es gibt gute Gründe für einen Zusammenschluss der Institutionen, die in diesem Bereich zusammenarbeiten möchten. Da wir das Rad der Geschichte nicht zurückdrehen können, müssen wir jetzt und in der Zukunft gemeinsam handeln.

RESÚMENES

Linda Ashcroft y Chris Watts. **ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria.** [Destrezas en TIC para los profesionales de la información en los países en vías de desarrollo: perspectivas de un estudio del entorno de la información electrónica en Nigeria.]

IFLA Journal 31 (2005) Nº 1, p 6-12

Los cambios en el suministro de información provocados por la aparición de los recursos de información electrónicos han dado lugar a los subsecuentes cambios en las capacidades que necesitan los profesionales de la información. De los profesionales de la información se espera ahora que conozcan y sean capaces de utilizar las nuevas tecnologías de comunicación e información, así como que posean las destrezas comunicativas esenciales. Los organismos profesionales, como CILIP en el Reino Unido y el ALA en EE.UU., reconocen la importancia de continuar el desarrollo profesional para mantener las capacidades y la experiencia actualizadas en todos los ámbitos de trabajo. La necesidad de tener destrezas en TIC tiene un claro efecto en los profesionales de servicios de referencia, con el nacimiento de los servicios de referencia digitales. Un proyecto de investigación llevado a cabo en la Liverpool John Moores University sobre el suministro de información electrónica en Nigeria, identificó una diferencia considerable de destrezas entre los profesionales de la información. La colaboración y la gestión estratégica de los recursos puede ser la clave para aliviar este problema.

Lynne Brindley. **The British Library and E-Learning.** [La British Library y el e-learning.]

IFLA Journal 31 (2005) Nº 1, p 13-18

Ofrece una visión general del enfoque de la British Libray sobre el e-learning, y describe cómo diferen-

tes grupos de estudiantes están utilizando los recursos de aprendizaje en línea de la biblioteca. También menciona alguno de los retos de ofrecer un programa de aprendizaje con una gran accesibilidad, y expone las preguntas que plantean las nuevas posibilidades de e-learning a las bibliotecas nacionales.

Margareta Brundin. **Democracy Building Activities in the Swedish Riksdag; the role of a parliamentary library.** [Actividades para la democracia en el Riksdag sueco; el papel de una biblioteca parlamentaria.]

IFLA Journal Vol. 31 (2005) Nº 1, p 19-27

Describe las actividades de una nueva oficina creada por el Parlamento de Suecia (el Riksdag) con el propósito de contribuir activamente a aumentar el conocimiento público – sobre todo el de los jóvenes – del Riksdak y su trabajo, así como que se interesen por él. La Biblioteca del Riksdag contribuye a satisfacer la necesidad pública de disponer de información exacta y de fácil acceso sobre el trabajo y las decisiones del Riksdag con su política de puertas abiertas, actividades regionales y formación de bibliotecarios de toda Suecia.

Ann Curry. **Unreliable Research: are librarians liable?** [Investigación poco fiable: ¿Son responsables los bibliotecarios?]

IFLA Journal 31 (2005) Nº 1, p 28-34

Examina la historia y los casos actuales de fraude y engaño en la investigación, incluidos los motivos de la trasgresión de los investigadores: reputación y avance profesional, las posibilidades de ser descubierto, y los ineficaces papeles de guardianes realizados por editores y revisores. Según parece, los bibliotecarios y los investigadores del LIS no están dispuestos a realizar o publicar estudios poco fiables, pero pueden surgir problemas cuando los bibliotecarios

distribuyen estas investigaciones en sus colecciones. El acierto de retirar toda la investigación poco fiable de la colección es dudoso, ya que parte de información podría contener algún indicio de verdad que en el futuro podría constituir una información fiable.

Emilia Ferreiro. **Librarians and Basic Education Teachers in the Context of 'Digital Literacy'.** [Los bibliotecarios y los profesores de educación básica en el contexto de la 'Alfabetización digital']

IFLA Journal 31 (2005) Nº 1, p 35-44

Este artículo analiza en un tono crítico el concepto de 'alfabetización digital'. La alfabetización no es un concepto estático. Los requisitos de la alfabetización cambian según el momento y el lugar. En la actualidad, las TIC introducen cambios radicales en el modo de producir y distribuir los textos. No obstante, no han cambiado la naturaleza conceptual del proceso de alfabetización. Se estudia la relación entre la educación básica y la introducción de nuevas tecnologías, llegando a la conclusión de que es demasiado arriesgado confiar sólo en los ordenadores para mejorar los resultados de la alfabetización. Incluso en los países más desarrollados están infrutilizados. Se realizan propuestas sobre el papel concreto que deben desempeñar los bibliotecarios para que las TIC se utilicen con mayor eficacia en los contextos educativos. Los bibliotecarios ya han adoptado estas tecnologías como una herramienta habitual y eficaz, mientras que los profesores se resisten a utilizarlas.

Elizabeth Reade-Fong y Gary E. Gorman. **NGOs, ICTs and Information Dissemination in Asia and Oceania.** [ONGs, TICs y distribución de la información en Asia y Oceanía.]

IFLA Journal 31 (2005) Nº 1, p 45-51

Este artículo, que se centra en la situación de Asia y Oceanía, analiza



el modo en que las ONGs utilizan la información, y en cierta medida las TIC, para crear capacidades sostenibles. Se plantea la hipótesis de que las estrategias de comunicación que tienen en cuenta la naturaleza social del acceso, reconocen la interacción entre las comunicaciones cara a cara y en línea, y combinan el uso de Internet con una amplia gama de otros medios nuevos y antiguos, proporcionan las mejores oportunidades de iniciativas de desarrollo sostenible mediante el uso de las TIC. Esta cuestión se plantea mediante una serie de preguntas: ¿Cuáles son las barreras para la adopción de las TIC, y cómo se podría realizar su potencial?

¿Cuál sería la mezcla apropiada de distribución de información basada en las TIC e información tradicional impresa? ¿Cómo reaccionan diferentes culturas cuando se accede a la información remotamente en lugar de cara a cara? ¿Cómo colaboran las ONGs entre ellas intercambiando información relacionada con el desarrollo? ¿Cuáles son algunos de los impulsores y barreras de una colaboración más eficaz?

J. W. Roos. **Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach.** [Protección de la propiedad intelectual como barrera de acceso para las personas que leen de otra forma: las razones de un enfoque internacional.]

IFLA Journal 31 (2005) N° 1, p 52-67

Para aquellas personas discapacitadas visualmente, la protección de la propiedad intelectual supone una barrera de acceso. Aunque tradicionalmente han utilizado Braille y materiales de audio para satisfacer sus necesidades de lectura, al considerar el acceso no deberíamos limitarnos exclusivamente al análisis de dichos medios. En un entorno tecnológico que cambia rápidamente, se necesitan métodos que no caigan en desuso debido al cambio tecnológico que abre nuevas oportunidades de acceso. En múltiples países los problemas creados por la protección de la propiedad

intelectual, como las barreras de acceso, han recibido atención legal a modo de intentos por intentar suprimirlas. Estos intentos no siempre han dado lugar a soluciones perfectas. Este artículo trata las barreras de acceso a la impresión que genera la protección de la propiedad intelectual, los subproductos con éxito y los menos afortunados de intentos anteriores por intentar acabar con dichas barreras, y los desarrollos tecnológicos que afectan a la protección de la propiedad intelectual; además, intenta aislar las lecciones aprendidas hasta la fecha.

George R. Ryskamp. **European Emigration Records, 1820-1925. [Registros de emigración europea, 1820-1925.]**

IFLA Journal 31 (2005) N° 1, p 68-75

Los registros de inmigración son extraordinarios pero, a menudo, impiden dar un panorama completo de los emigrantes y las experiencias y procesos que vivieron. Los registros de emigración europea proporcionan una información exhaustiva sobre cada emigrante, incluyendo a menudo su lugar de origen. No existe ningún estudio de todos estos registros, ni siquiera hay una lista completa de los tipos de registros y ubicaciones en cada país europeo. Al describir el trabajo del Proyecto de Antepasados Inmigrantes en la Brigham Young University, este artículo identifica los distintos tipos de registros que generaron los emigrantes en el proceso de emigración, ofreciendo ejemplos de varios países en los que se pueden encontrar cada tipo de archivo.

Alastair G. Smith. **Citations and Links as a Measure of Effectiveness of Online LIS Journals.** [Referencias y vínculos como medida de la eficacia de los periódicos en línea del LIS.]

IFLA Journal 31 (2005) N° 1, p 76-84

Examina el uso de los recuentos de referencias y vínculos web para evaluar los periódicos en línea del LIS. El Journal Impact Factor (Factor de impacto de periódicos),

un sistema tradicional para comparar periódicos, se basa en los recuentos de referencias de un periódico en un tiempo determinado, comparado con los artículos que pueden citarse del periódico. El Web Impact Factor (Factor de impacto web) se ha propuesto como equivalente métrico para sitios web. El WIF se define a grandes rasgos como el número de vínculos que dirigen a un sitio, comparado con el número de unidades informativas (páginas) del sitio. El estudio compara los WIF de una muestra de páginas web de periódicos LIS con sus recuentos de referencias convencionales. Los vínculos a los periódicos en línea suelen considerarse equivalentes a las referencias, pero hay diferencias significativas. Este artículo indica el grado de eficacia del medio en línea para comunicar la investigación del LIS y ofrece una guía para los autores del LIS y editores de periódicos para ayudarles a hacer un uso eficaz de los periódicos en línea.

Jutta Weber. **The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander von Humboldt Collection in Berlin. [Las colecciones manuscritas de Europa: un espejo de la migración, separación y reunificación según la Colección Alexander von Humboldt de Berlín.]**

IFLA Journal 31 (2005) N° 1, p 85-89

Los manuscritos y sus creadores están sujetos a las condiciones de la historia. La historia de la Colección Alexander von Humboldt de Berlín es una historia de la migración de manuscritos, la separación de partes de la colección, y su reunificación. Esto conduce a algunas consideraciones más generales. ¿Qué ocurre si la ubicación original de un manuscrito no es segura? ¿Cómo podemos garantizar una conservación segura del manuscrito en otra ubicación? Son razones de peso para crear una alianza de instituciones que deseen cooperar con respecto a estas cuestiones. Como no podemos volver atrás en el tiempo, debemos actuar juntos ahora y el futuro.

Рефераты статей

Linda Ashcroft and Chris Watts. **ICT Skills for Information Professionals in Developing Countries: perspectives from a study of the electronic information environment in Nigeria.**

IFLA Journal 31 (2005) No. 1, pp. 6–12

[Линда Ашкрофт и Крис Ватс. Информационные компьютерные технологии для профессионалов в области информатики в развивающихся странах: перспективы, основанные на изучении условий использования электронной информации в Нигерии.

Журнал ИФЛА 31 (2005) No. 1, pp. 6–12]

Изменения в обеспечении информацией, вызванные появлением источников электронной информации, создали значительные изменения в уровне навыков, необходимых профессионалам в области информационных технологий. От них не ожидается, что они обладают знаниями и способны использовать возникающие новые информационные технологии или обладают значительными навыками коммуникации. Профессиональные организации, такие как CILIP в Великобритании и ALA в США признают важность непрерывного профессионального развития с целью модернизации навыков и знаний во всех видах работы.

Lynne Brindley. **The British Library and E-Learning.**

IFLA Journal 31 (2005) No. 1, pp. 13–18

[Линн Бриндли. Британская библиотека и дистанционное образование через интернет.

Журнал ИФЛА 31 (2005) No. 1, pp. 13–18]

Дает обзор, как Британская библиотека подходит к дистанционному обучению и как учебный материал из библиотеки на Интернете используется различными группами обучающихся. Также затрагиваются некоторые проблемы составления широкодоступной учебной программы и поднимаются вопросы, какие из новых возможностей

дистанционного обучения приемлемы для национальных библиотек.

Margareta Brundin. **Democracy Building Activities in the Swedish Riksdag; the role of a parliamentary library.**

IFLA Journal 31 (2005) No. 1, pp. 19–27

[Маргарета Брюндян. Действия, направленные на установление демократии в шведском Риксадак. Журнал ИФЛА 31 (2005) No. 1, pp. 19–27]

Описывает действия нового отделения, открытого парламентом Швеции (Риксадак), с целью вносить активный вклад в улучшение общественных знаний (особенно знаний молодого поколения) о парламенте Швеции и проявлять интерес к его работе. Библиотека парламента (Риксадака) вносит вклад в удовлетворение потребностей жителей в достоверной и легко доступной информации относительно работы и решений парламента путем открытости в области политики, деятельности в регионах и обучения библиотекарей всей страны.

Ann Curry. **Unreliable Research: are librarians liable?**

IFLA Journal 31 (2005) No. 1, pp. 28–34

[Ан Кэрри. Ненадежное исследование: в чем обязанности библиотекаря?

Журнал ИФЛА 31 (2005) No. 1, pp. 28–34]

Обращаясь к современным случаям примерам из прошлого относительно подлога и обмана в области исследований, включая причины правонарушений исследователей – репутация и продвижение по службе, обращается к теме возможности быть пойманными и неэффективной роли издателей и рецензентов по защите авторских прав. Выяснилось, что библиотекари и исследователи LIS не руководят и не публикуют ненадежное исследование, но проблемы могут возникнуть, когда библиотекари распространяют ненадежное исследование через собрание публикаций. Задавались вопросы об

изъятии всех ненадежных исследовательских работ из коллекции, однако некоторые исследовательские работы могут содержать частицы достоверной информации, которые могут в будущем привести к достоверному исследованию.

Emilia Ferreiro. **Librarians and Basic Education Teachers in the Context of 'Digital Literacy'.**

IFLA Journal 31 (2005) No. 1, pp. 35–44

[Эмилия Феррейро. Библиотекари и учителя начальной школы в контексте «Дигитальной грамотности»

Журнал ИФЛА 31 (2005) No. 1, pp. 35–44]

В данной статье критически рассматривается понятие «дигитальной грамотности». Грамотность не является статическим понятием. Требования грамотности изменяются в зависимости от времени и места. В настоящее время с внедрением информационных компьютерных технологий произошли радикальные изменения относительно способов производства и распространения текстов. Однако, они не изменили в корне суть литературного процесса. Подверглась изучению связь между начальной школой и введением новых технологий, ведущая к заключению, что это слишком большой риск использовать лишь только компьютеры, чтобы достичь успехов в области литературы. Но даже в самых высокоразвитых государствах их используют недостаточно. Предлагается отвести библиотекарям особую роль в деле более эффективного использования информационных компьютерных технологий в сфере образования, так как они уже их освоили и применяют, в то время как учителя неохотно их используют.

Elizabeth Reade-Fong and Gary E. Gorman. **NGOs, ICTs and Information Dissemination in Asia and Oceania.**

IFLA Journal 31 (2005) No. 1, pp. 45–51

[Элизабет Рид-Фонг и Гери Э. Горман. Неправительственные



организации, информационные компьютерные технологии и распространение информации в странах Азии и Океании.
Журнал ИФЛА 31 (2005) No. 1, pp. 45–51]

Обращая особое внимание на ситуацию в Азии и Океании, в этой статье рассматривается, каким образом неправительственные организации используют информацию, а также в некоторой степени и информационные компьютерные технологии (ИКТ) для создания новых возможностей. Гипотетически стратегические направления в области коммуникации принимают во внимание социальную сферу доступа к ним, признают взаимодействие между личной коммуникацией и коммуникацией через Интернет и комбинируют Интернет с использованием широкого спектра других новых и старых средств массовой информации, чем обеспечивают лучшие возможности для постоянного осуществления инициатив путем использования ИКТ. Мысль выражается путем серии вопросов: В чем заключаются сложности использования ИКТ и как потенциально реализовать их возможности? Что является подходящей комбинацией между распространением информации через средства ИКТ и традиционной печатной информацией? Как реагируют представители различных культур на дистанционную информацию по сравнению с переданной лично? Насколько продуктивно сотрудничают неправительственные организации друг с другом в области обмена информацией, связанной с подобным развитием. Что облегчает и что затрудняет более эффективное сотрудничество?

J.W. Roos. Copyright Protection as Access Barrier for People who Read Differently: the case for an international approach.

IFLA Journal 31 (2005) No. 1, pp. 52–67

[Й.В.Рос. Защита авторских прав как барьер для доступа людей, читающих по-другому: вопрос для рассмотрения на международном уровне.

Журнал ИФЛА 31 (2005) No. 1, pp. 52–67]

Для людей с ограничениями возможностей чтения защита авторских прав является барьером. Хотя они традиционно используют шрифт Луи Брайля и аудиоматериалы для удовлетворения читательских потребностей, нельзя ограничиваться исключительно анализом этих средств, рассматривая вопросы доступа к информации. В быстро меняющемся технологическом окружении необходимы средства, которые не становились бы абсолютными и достаточными благодаря техническим изменениям, открывающим новые возможности доступа к информации. В ряде стран проблемы, вызванные защитой авторских прав, такие как барьеры доступа, получили внимание со стороны законодательных органов в форме попыток обойти эти права. Подобные попытки не всегда приводят к идеальному решению. Автор этой статьи выражает озабоченность существованием преград доступа к печатной продукции, наложенных защитой авторских прав, что явствует из достижений и неудачных результатов предыдущих попыток борьбы с этими барьерами, связанными с развитием технологий, влияющих на защиту авторских прав. Автор старается извлечь пользу из уроков прошлого.

George R. Ryskamp. European Emigration Records, 1820–1925.
IFLA Journal 31 (2005) No. 1, pp. 68–75

[Джордж Р. Рискамп. Данные европейской эмиграции.
Журнал ИФЛА 31 (2005) No. 1, pp. 68–75]

Записи по европейской иммиграции ведутся, и это прекрасно, но часто в них не удается проследить полную картину эмигрантов, опыт и процессы, через которые они прошли. Записи по европейской эмиграции представляют экстенсивную информацию об индивидуальных эмигрантах, часто включают страну происхождения. Не существует ни одного исследования этих данных, ни в одной европейской стране нет даже полного списка типов записей и мест их расположения. При описании

работы Проект предков-иммигрантов в университете Брайгем Йанг (Brigham Young University) эта статья дает определения различным типам записей, созданным эмигрантами в процессе эмиграции, приводятся примеры нескольких стран, где существуют все описанные типы записей.

Alastair G. Smith. Citations and Links as a Measure of Effectiveness of Online LIS Journals.
IFLA Journal 31 (2005) No. 1, pp. 76–84

[Аластар Г. Смит. Цитата и ссылка как мера измерения эффективности журналов LIS в сети Интернет.
Журнал ИФЛА 31 (2005) No. 1, pp. 76–84]

Исследует использование количества цитат и ссылок, чтобы оценить журналы LIS на сети Интернет. Фактор упоминаний в журналах, традиционная метрическая система для сравнения журналов, основывается на подсчетах цитат журнала за определенный период времени, сравнивается со статьями, опубликованными в журналах, из которых приводятся цитаты. Фактор использований в сети Интернет (The Web Impact Factor – WIF) был предложен как эквивалентная метрическая система для страниц в Интернете. Более широко его можно определить как соотношение ссылок, сделанных на сайте, сравниваемое с количеством информационных единиц (например, страниц) на данном сайте. В исследовании сравниваются WIF образца или журнала LIS на Интернет-сайте с обычными подсчетами цитат. Считается, что ссылки на журналы на Интернет-сайте эквивалентны цитатам, но существенной разницы не наблюдается. В статье указывается, насколько эффективными являются средства массовой информации на Интернете для коммуникативного исследования LIS, а также предлагаются инструкции для авторов LIS и редакторов журналов с целью помочь им эффективно использовать журналы на сети Интернет.

Jutta Weber. The Manuscript Collections of Europe: a mirror of migration, separation and reunification as seen in the Alexander

von Humboldt Collection in Berlin.

IFLA Journal 31 (2005) No. 1,
pp. 85–89

[Джута Вебер. Собрание рукописей Европы: зеркало миграции, разделения и воссоединения – тема коллекции Александра фон Гумбольдта в Берлине.

Журнал ИФЛА 31 (2005) No. 1,
pp. 85–89]

Рукописи и другие исследования связаны с историческими условиями их создания. История коллекции Александра фон Гумбольдта в Берлине – это история миграции рукописей, разделения частей коллекции и их воссоединения. Это приводит к большому количеству общих замечаний. Что если оригинальное месторасположение рукописи не является безопасным? Как мы

можем гарантировать безопасную сохранность рукописи в другом месте? Существует ряд причин для создания сотрудничества между институтами, желающими сотрудничать по этим вопросам. Так как мы не можем повернуть вспять колесо истории, нам необходимо сотрудничать сейчас и будущем.

NOTES FOR CONTRIBUTORS

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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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