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EDITORIAL

Libraries around the World

Stephen Parker

The first paper in this first issue of 2007, 'Improving The Integration of Public Reading in Cultural Policies of Francophone Developing Countries', by Eric Weber of the Organisation internationale de la Francophonie in Paris, notes that "the question of public reading – of access to published works, newspapers, and to information in general – is a major challenge in developing countries". He goes on to describe the activities of the Organisation Internationale de la Francophonie in working with national and local authorities in 18 countries in Africa, the Indian Ocean, the Caribbean and the Middle East to establish more than 200 Reading and Cultural Activity Centres which not only function as public libraries, but also host cultural activities such as conferences, theatrical and musical events, and training sessions on health, agriculture, etc. The success of the programme is encouraging many governments of developing countries to want to develop a genuine public reading policy at national level.

In the next paper, 'New Customers through New Partnerships – experience in Scotland and elsewhere' Martyn Wade, National Librarian of the National Library of Scotland, describes the new mission and vision which the National Library of Scotland (NLS) has developed to support its new strategy, 'Breaking Through the Walls'. As part of this strategy, NLS has worked to define its customers and their requirements and to develop projects such as the Digital NLS to create different access routes for people who might not use its resources otherwise. The NLS has also nurtured partnerships with various organizations which are providing new ways for new customers to use the Library. This helps the Library engage with underrepresented groups and minorities and help them to learn from, and gain access to and enjoy the wealth of information in the collection. The paper gives examples of other national libraries who have successfully broadened access to their collections and engaged in partnerships.

Zsolt Silberer and David Bass, both formerly of ebrary, contribute the next paper, 'Battle for

eBook Mindshare: it's all about the rights'. The paper discusses the options available to academic libraries considering the acquisition of eBooks, outlines some of the key issues and looks at potential future directions for eBooks.

The paper by Cyril Oberlander of the University of Virginia, 'Transforming the Document Delivery and Resource Sharing Engine', explores the possibilities of applying emerging technologies in the fields of document delivery and resource sharing. The paper focuses on sharing best practices for adaptive strategies using practical examples of emergent technologies and web services, new partnerships for resource sharing acquisitions, digital libraries and reference services, and new training programs at the University of Virginia Libraries and other resources.

The paper by Lesley S. J. Farmer, who coordinates the Library Media Teacher program at California State University Long Beach, deals with the question of what might be termed, 'asking the right questions'. In 'What is the Question?', Professor Farmer reminds us that, while asking questions is a vital part of information seeking, the skill of posing questions throughout the information-seeking process is often under-valued and under-taught. To ask quality, higher-level questions requires explicit instruction. The paper examines the questioning behaviour of youth and offers guidance in helping youth develop effective question strategies for comprehending information and questioning authority.

In the final paper in this issue, 'Changing Society, Role of Information Professionals and Strategy for Libraries', Hisamichi Yamazaki of the Faculty of Letters of Chuo University in Tokyo, reviews key aspects of the environmental changes now affecting libraries, information centres and library professionals, focusing on information professionals in special libraries and information centres. These professionals increasingly face the risk that the resources assigned to their libraries will be reduced due to financial difficulties and changes in the management plans of their parent

organizations. By analyzing these factors, the paper aims to develop some key indicators for the management of library services and human resources.

The News Section of this issue includes three important IFLA policy documents: 'IFLA Code of Ethics for the Members of the Governing Board and Officers', 'Guidelines on IFLA Branding', and the 'IFLA Strategic Plan 2006–2009'.

The next issue of *IFLA Journal* (Vol. 33, No. 2, June 2007) will be a special issue focusing on library and information matters in Southern Africa, scheduled for publication a few weeks

before the next World Library and Information Congress to be held in Durban, South Africa from 19–23 August. In addition to the main feature on libraries in the host country, South Africa, Guest Editor Peter Underwood of the University of Cape Town plans to include papers from Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe. We hope you will enjoy this special issue, and that it will inspire you to join us in Durban next August.

We also hope that you like our new cover design, prepared by our publishers, SAGE Publications, which aims to convey something of the global reach of IFLA.

Letters to the Editor

Freedom of the Press, Social Responsibility and the Danish Cartoons

I would like to comment on the IFLA FAIFE program concerning the Danish cartoons and the recent follow-up article in the *IFLA Journal*.¹ The program and article are a welcome and timely overview of the theoretical issues, history, and legal framework regarding freedom of expression and free access to information. They help us understand our role as librarians in a general way when confronted with tricky collection development and access issues. They do not, however, delve into the even thornier issues of social responsibility around the context of this particular case.

Library science students are usually taught and our literature is full of the misconception that our work should be 'neutral.' This usually means that we must treat all library users equally, take care to balance our collections with materials on all points-of-view, and refrain from taking social and political stands. Advocates of progressive and explicitly socially responsible library organizations² generally debunk this myth of neutrality. They argue that while we should of course treat all library users with equal respect, we often fail in balancing our collections and our actions are certainly not neutral. These advocates note that library collections often pay little attention to alternative viewpoints outside the mainstream discourse and that we often self-censor ourselves when considering the purchase of materials that may offend some library users for whatever reasons. Even so, many librarians who self-censor themselves will probably agree with the theory even if they find it difficult or impossible to carry it out.

However the point of real controversy is often the idea that librarians and their associations must remain politically neutral. But even a glance at what we do disproves this assertion. We regularly oppose censorship and support freedom of expression. We advocate for empowering our library users through access to information, provide literacy training, sponsor interesting programs and exhibits on controversial issues, advocate privacy for our users, and even challenge national security legislation like the USA PATRIOT Act. In all of these areas we advance our social responsibility agenda.

Coming back to the Danish cartoons, one should ask why they were published at this time, what the publisher hoped to gain, and why there was such a strong reaction. The answers to these questions are political. The Middle East is in flames because the current US Administration is crusading to remake those countries into nominally democratic client states while grabbing control of the oil. Given that the US Government has overthrown the secular government of Iraq, the religious extremists have filled a power vacuum. All Muslims have been demonized in the West for the brutal actions of the groups that have used horrific tactics against the US Occupation of Iraq and the Israeli occupation of Gaza and the West Bank. The backlash against the large number of immigrant Muslim workers in Europe is part of this picture. The Danish newspaper that published these cartoons has been drawn into this nightmare political situation. Whether or not the editors of *Jyllands Posten* understood the likely reaction to their publication of the cartoons, the seeds of this reaction were firmly in place.

We need to address the collection development and access issues around this affair, but we also need to reflect on what else we might do as actors in civil society. The American Library Association Council has passed resolutions to lobby against torture (see <http://www.ala.org/Template.cfm?Section=ifresolutions&Template=/ContentManagement/ContentDisplay.cfm&ContentID=70739>) and for withdrawing troops from Iraq (see www.ala.org/ala/ourassociation/governance/council/councilagendas/annual2005a/CD62.doc). If we take our social responsibility seriously, we must act in civil society to try to counter the situations that give rise to events such as the Danish cartoons affair. Our commitment to Article 19 of the Universal Declaration of Human Rights has little meaning for the people who have been killed, maimed, or exiled by the US war against Iraq. I would like to challenge IFLA to follow ALA in taking a stand. Furthermore other national library associations can act in the same way as ALA to lobby for peace in their respective countries. The UK is the United States' junior partner in the occupation of Iraq. It would therefore be

most appropriate and helpful for CILIP⁵ to get involved.

The access and collection issues around the Danish cartoons are only part of the story. We need to lobby for peace as the basic foundation for all the rest of our work.

Al Kagan

IFLA FAIFE Member; ALA Councilor representing the ALA Social Responsibilities Round Table.

Notes

1. See <http://www.ifla.org/IV/ifla72/Programme2006.htm> and Paul Sturges, 'Limits to Freedom of Expression? Considerations Arising from the Danish Cartoons Affair'. *IFLA Journal*, 32 (3): 181–188.
2. For example, the ALA Social Responsibilities Round Table, Progressive Librarians Guild (US), Information for Social Change (UK), Arbeitskreis Kritischer Bibliothekarinnen und Bibliothekare (Germany), Arbeitskreis Kritischer Bibliothekarinnen und Bibliothekare im Renner-Institut (Austria), Bibliotek i Samhälle (Sweden).
3. Chartered Institute of Library and Information Professionals (UK).

Improving the Integration of Public Reading in Cultural Policies of Francophone Developing Countries

Eric Weber

A Belgian national, Eric Weber, has, since 1998, worked as program coordinator for public reading for the Organisation internationale de la Francophonie (OIF) which is an intergovernmental organization of more than 60 French speaking countries. He regularly conducts studies to support and evaluate the network of public reading libraries in Western and Central Africa as well as various countries bounding the Indian Ocean. Organisation internationale de la Francophonie, 13 Quai André Citroën, 75015 Paris. Email: eric.weber@francophonie.org.

Abstract

The question of public reading – of access to published works, newspapers, and to information in general – is a major challenge in developing countries. Public reading does not replace education or literacy policies. It is far more important because it firmly establishes access to knowledge into day-to-day reality, and gives everyone the possibility of an opening to the world. It meets the expectations of local populations, namely those in remote areas, as is shown by nearly 3 million admissions and more than 1 million books lent each year in the 213 Reading and Cultural Activity Centres set up by the Organisation Internationale de la Francophonie (OIF) in 18 countries in Africa, the Indian Ocean, the Caribbean and the Middle East. In addition to giving access to books and newspapers, the centres allow access to the media (radio, television, video), to computers, sometimes to the Internet. In addition to being public libraries, these centres host cultural activities such as conferences, theatrical and musical events, training sessions (on health, agriculture, etc.). In view of this success, many governments of developing countries want to develop a genuine public reading policy at national level.

Keywords: Public libraries; Public reading; National policies; Developing countries; Rural areas; Organisation internationale de la Francophonie; Francophone countries

An Approach Based on 20 Years of Experience

In spite of the rapid development of information and communication technology, books will continue to play a decisive role in the transmission and diffusion of knowledge. Access to printed materials and enhancement of reading skills are key factors of social integration and citizenship, more so because social, political and economic life is governed by print. In this sense, the ownership of the print-based tradition is fundamental. In addition, access to books has become a key element of the rule of democracy. However, in Francophone developing countries, books are scarce and not often within the reach of everyone.

Until the early 1980s, public reading in Francophone developing countries was promoted exclusively in important towns and cities thanks to the determined assistance of French cooperation. In rural areas, the rare activities that were implemented in public reading were addressed principally to school libraries in a few important institutions. The setting up of networks of Reading and Cultural Activity Centres by the Organisation internationale de la Francophonie (OIF) since 1986 was precisely to redress the situation as regards the almost total absence of infrastructural facilities in rural areas. The first two networks were launched in Benin. Subsequently, two others were set up in the regions of Thiès and Kolda of Sénégal.

Year Created	Country	Number of centres
1986	Benin	20
1988	Senegal	16
1989	Burkina Faso	17
1990	Ivory Coast	10
1991	Niger	12
	Congo	10
1992	Rwanda	10
	Burundi	10
1993	Gabon	9
	Mauritius	15
1994	Comoros	10
1996	Guinea	10
1997	Mauritania	10
	Togo	10
2000	Haiti	10
2001	Chad	10
2002	Lebanon	14
2002	Madagascar	10

Table 1. Networks of Reading and Cultural Activity Centres established by the Organisation internationale de la Francophonie since 1986.

With 213,200 centres operating in 18 countries, the Reading and Cultural Activity Centres programme now constitutes the main public reading initiative in Francophone developing countries which is managed and animated exclusively by local staff and implemented outside urban centres. The successful implementation of long-term activities over such an extended period through this programme, which has constantly adjusted to changes within the context, remains a relatively rare phenomenon in the field of cooperative activities.

The Reading and Cultural Activity Centres Programme

The Reading and Cultural Activity Centres programme operates as a network of public libraries where users meet and exchange a great

deal. They are capable of responding to the needs of between 5,000 and 25,000 inhabitants of a town or village. In every country where the programme is implemented, the Centre hosts a lending library of 80 square metres and a room for cultural activities, which is often larger.

Generally, each Centre is equipped with the following:

- a collection of 2,500 books suited for lending purposes, properly bound to resist extensive use and, often, extreme climatic conditions
- local and international newspapers, journals and magazines
- more than 50 board games and educational tools
- pedagogical kits including books and published works on teaching methods for teachers
- audio and audio-visual materials including televisions, satellite receivers, audio and video-players/recorders

Each of the networked centres is constituted of around ten units spread over a given region, province or, sometimes, over a country. Networking for greater coherence also encourages greater dynamism through emulation and sharing.

The coordinator who is responsible for the network pays regular visits to the centres. His task is to ensure that the animator's work is of high quality as required and that books and equipment, including projectors for open-air cinema, are made available as and when necessary to each of the centres.

Method, Concept and Tools

At the beginning, the way the Reading and Cultural Activity Centres operated was strongly inspired by the French and Canadian model of public reading. Gradually, the programme forged its own methodology and developed proper rules and regulations as well as common working tools for all centres, which are being run independently in the country where they are hosted.

Although our approach is sometimes slightly academic, it is always inspired by the reality of the country where we operate and, consequently, remains extremely concrete. We are constantly preoccupied by how the activities of each centre can significantly impact upon our target population.

Self-financing is not conceivable. Public reading depends naturally on subsidies, whether from the State, from local government or through partnerships. In developing countries, more than anywhere else, financial resources are scarce and needs are multiple. In order to win the interest of political decision makers or funding agencies and convince them to invest in public reading, we are obliged to justify the investment by coming up with a unit-cost per user which is compatible with local resources.

The necessity to be outcome-oriented is a *sine qua non* for the development of public libraries in Francophone developing countries. But too often planners view as natural and as easy the establishment of libraries to promote reading in an environment which is totally deprived of books.

Contrary to expectations, the experience of the OIF has shown that the setting up of libraries as a ongoing project is a difficult task, more so in a context characterized by the absence of print.

Shared Responsibilities

The creation of Reading and Cultural Activity Centre networks is always demand-driven. It

follows requests formally expressed by member states, generally through the parent ministry for culture and, therefore, for public reading. The responsibility for setting up any network lies with the ministry. To support the ministry, OIF furnishes the network with a start up by providing books and equipment and assisting technically in the training of local staff. Once the network is established, the programme becomes entirely integrated into the cultural policy of the host country. A budgetary line is allocated and the salary of the technical cadres is taken care of.

In agreement with the State concerned and under certain conditions, the OIF annually contributes to the running costs of the networks, i.e. expenditures concerning essentially local travelling costs of network coordinators, subscriptions to local newspapers, purchase of books published locally, organization of socio-cultural activities and maintenance of audiovisual equipment.

Each locality that hosts a Reading and Cultural Activity Centre constitutes a management committee comprising representatives of its various sectors of activity (administrative authorities, associations, teachers, etc.). The function of the committee is to supervise the



Figure 1. The Centre de Lecture et d'Animation Culturelle, Burkina Faso.

overall administrative and management aspects of the centre. The locality is expected to provide the adequate space facility required, to take care of its maintenance and day-to-day house keeping (electricity and guard, etc.). It is also responsible for the designation of two voluntary animators to support the permanently appointed animator whose salary is met either by the locality or the ministry, depending on the host country. Their task is to define collectively the main activities of the centre.

The Need for Careful Selection of Cultural Goods

Published works are very carefully selected to constitute the stock of the centre. With the exception of reference books or classics, each stock of publications is specific to the country, or even the region. The selection procedures are based on a number of criteria related to the geographical or historical context of the host country, the profiles of potential users and the needs expressed. Priority consideration is given to locally published books in French or in national languages. These books are suitable to the need of potential readers, often very well illustrated

and easy to read, especially those aimed at young readers, i.e. 60 percent of the readership.

Prior to their circulation in the networks, all books are properly bound by specialists for extensive lending purposes. Accordingly, the cost per unit is doubled but the book's life expectancy is multiplied by ten.

On the basis of our long experience in this area, the Francophonie has adopted a rigorous policy which prioritizes the purchase of books which are new and of high quality. This major advantage is an absolutely necessary component of the system to attract and retain users.

In distinction from the common belief of some, the lack of books in developing countries does not justify massive dumping of unused books or the weeding of collections in the libraries of rich countries. If books do not respond to the needs of potential users, even with packed shelves, libraries are condemned to remain empty. However, one has to understand that for a non-professional in this field, the failure of a library is not explained by the quality of its book collection; rather it reinforces the erroneous cliché that "books are of no interest in countries with an oral tradition".



Figure 2. *The Centre de Lecture et d'Animation Culturelle, Burkina Faso.*

The Need for Constant Adaptation to the Context

With a few exceptions, there exists no professional training programme in the field of public reading in Francophone developing countries. Competencies required are scarce even in urban areas; they are practically non-existent in rural areas. As a result, all services for which a specific technical expertise is required are centralized at the level of the parent ministry, and, more rarely, at the OIF. Everything is being done to support the animators of Reading and Cultural Activity Centres in providing the services required of them for the public and the organization of cultural activities.

The organization of cultural activities represents an essential component of the programme. These activities include the organization of competitions, film shows, conferences and other public shows. They are essential for the centre to fully assume its social development role. In order to develop concrete ownership by the locality, they are open to the entire population, including the illiterates. If this were not the case, the centres would be seen as the exclusive privilege of the school populations and the elite society, especially in regions where the literacy rate and school enrolment are not very high. Cultural activities and indoor games,

which are current features of the libraries of all centres, also prevent them from being seen as an extension of schools; they contribute to the perception of reading as a popular activity. This moreover explains why those who are responsible for running the libraries are called ‘animators’ rather than ‘library officers’.

In order to target a wide population in regions often underprivileged, the Reading and Cultural Activity Centres have become a powerful tool at the service of development agencies, principally in the health sector. The United Nations Development Programme (UNDP), the United Nations Children’s Fund (UNICEF), the United Nations Population Fund (UNFPA) and the Food and Agriculture Organisation of the United Nations (FAO), among others, regularly benefit from the services offered by the centres in a number of countries. In terms of child vaccination, struggle against circumcision, early pregnancy and also sexually communicable diseases, the collaboration has been very fruitful.

Concrete and Measurable Outcomes

The collection of statistical data on attendance rates is an essential tool for a sound management



Figure 3. The Centre de Lecture et d’Animation Culturelle, Burkina Faso.

of the Reading and Cultural Activity Centres. The animators collect all the necessary information on the day-to-day operations of each of the centres. Data compiled every month are then sent to the management committee of the locality, as well as to the parent ministry. The data are checked and validated by the coordinator during his monthly visit as well as during the annual evaluation visit conducted jointly by the parent ministry and the OIF.

On the basis of the number of subscribers and the number of books on loan the performance of centres belonging to the same network can be compared. However, the results obtained have to be moderated in the light of various factors related to the physical environment or the cultural context in which the centres are anchored. Obviously, the size of the locality is a major determining factor. In Senegal, for example, the population of the localities where Reading and Cultural Activity Centres have been set up is generally below 6,000 inhabitants, while in Togo it is often above 20,000. The absence of electricity in the homes directly influences the reading habits of subscribers. In Chad and Guinea, for example, the number of loaned books is relatively low compared to the

number of readers, who prefer to read in centres equipped with solar energy light.

If school enrolment and literacy rates vary from one country to another, they can also be two or three times more important in one region of the same country compared to another. Within the same region the difference from one village to another can also be very significant. Consequently, it is preferable to refer to indicators related to the school population in order to establish any comparison and determine the objectives to be reached in terms of subscription or attendance.

Moreover, the languages of instruction have to be congruent with those in which books and other publications are available in the centres. In Madagascar and Haiti, for example, the national languages (Malagasy and Creole) are used as the medium of instruction in primary education. Books, cartoons and illustrated short stories in these languages are in high demand. Similarly, the availability of book collections in English in Mauritius, or in Arabic in Lebanon and Mauritania, has contributed noticeably to increased subscription and attendance.



Figure 4. *The Centre de Lecture et d'Animation Culturelle, Lebanon.*

From our experience, it can be said that attitudes of potential readers towards books and reading libraries are determined by the cultural context only during the start-up phase of the setting up of libraries. Following a period of adaptation during which the animators implement context-specific strategies, differences between countries decrease significantly and indicators regarding subscription rates and attendance become almost comparable. In some African countries, for example, young girls have been authorized to attend the centres only after the sensitization and awareness campaign conducted by animators and members of the management committee. The campaign was aimed specifically at parents. It is presumed that less than a year is required to establish long-term gender parity as regards attendance.

On the basis of assessing this attitudinal constant about books and reading, independent of the country concerned, the programme's target is to register at least 25 percent of the school population of any locality to the services provided by the libraries of the centres. It is an achievable objective given that the average percentage of all the networks is above 40 percent. This includes 22 percent of subscribers who are over 18 years of age.

Table 2 records visits, subscriptions and book loans for the three-year period 2002–2004.

Data on cultural activities are regularly collected. The information provided in Table 3 is related only to conferences, film projections or public shows

Country (10 centres)	Annual visits	Annual subscribers	Annual loans of books
Benin (Mono)	124,578	8046	60,660
Benin (Atacora)	168,838	7,822	33,170
Burkina Faso (East)	121,593	8,260	72,589
Burkina Faso (West)	131,126	4,864	58,954
Burundi	109,500	6449	24,060
Comoros	82,569	6,284	32,736
Ivory Coast	168,745	8,885	71,237
Gabon	151,996	21,074	89,270
Guinea	255,315	17,737	60,750
Haiti	145,898	5,979	72,895
Lebanon	186,198	10,086	47,036
Madagascar	188,052	7,360	74,475
Mauritius	102,665	5,147	104,714
Mauritania	95,562	5,765	11,889
Niger	141,976	7,888	80,406
Sénégal (Kolda)	94,248	6,240	31,999
Sénégal (Thiès)	107,172	4,814	14,918
Chad	164,400	11,039	66,189
Togo	346,731	15,534	96,899
Total	2,887,162	169,273	1,109,606
Average	151,955	8,909	58,400

Table 2. Visits, subscriptions and book loans for the three-year period 2002–2004.

NB: Transmission of statistics for Rwanda and Congo has been temporarily suspended.

organized in the cultural activity hall next to the reading room.

Country (10 centres)	Events per annum	Audience per annum
Benin (Mono)	1,546	65,541
Benin (Atacora)	2,745	109,894
Burkina (East)	1,399	73,568
Burkina (West)	1,253	58,102
Burundi	1,875	99,577
Comoros	333	16,470
Ivory Coast	1,353	60,912
Gabon	1,569	99,150
Guinea	4,097	190,153
Haiti	1,186	109,932
Lebanon	1,322	32,055
Madagascar	1,772	122,990
Mauritius	1,695	27,624
Mauritania (2002)	1,273	33,606
Niger	1,436	194,290
Sénégal (Kolda)	1,504	56,565
Sénégal (Thiès)	1,155	47,739
Chad	1,445	184,899
Togo	1,831	111,285
Total	30,749	1,584,420
Average	1618	83,390

Table 3. Conferences, film projections or public shows organized in the cultural activity hall next to the reading room.

Support in Favour of National Policies on Public Reading

The programme on Reading and Cultural Activity Centres has shown that it is possible to set up successfully proper structures for public reading even outside large urban centres in countries of the Southern Hemisphere. However, despite the satisfactory results yielded by the programme in

terms of user attendance and services provided, we have to admit that, until recently, it had not resulted in the beneficiary countries establishing real networks of public reading throughout their territory. As a result of this evidence, the Organisation internationale de la Francophonie (OIF) had to work out a specific programme to support countries willing to come up with a national policy framework in view of promoting public reading.

The development model proposed to these countries is drawn largely from the concept, methodology and know-how provided by the Reading and Cultural Activity Centres programme. This model has also emerged from the various working sessions held with the main funding agencies, namely the World Bank and the European Union. They unanimously agree to financially support the setting up of libraries in any country as long as public reading is clearly expressed as one of country's priorities and the parent ministry has the technical capacity to realize the project.

This is where the main purpose of the support provided by the OIF programme lies. The agency aims to ensure that interested countries put in place a legal framework on the integration of public reading in their cultural policies and on the setting up of a national centre dedicated specifically to the implementation of such policies. Headed by a senior officer from the judiciary and endowed with the budget required to meet its running costs, the centre as an expression of the political will of governments becomes a natural platform of exchange for financial and technical partners.

Since the programme was launched in 2003, four countries benefiting from the support of OIF have already come up with a legal framework and have set in place an appropriate implementation mechanism: Mauritania in 2003, Burkina Faso in 2004, Haiti and Madagascar in 2005. Burundi, Rwanda and Mauritius will be the next beneficiaries. An inventory of the operations of public libraries in each of these countries as well as an evaluation of their impact has first and foremost been carried out in order to forward a properly documented request for support to technical ministries and potential funding agencies in the near future.



Figure 5. *The Centre de Lecture et d'Animation Culturelle, Mauritania.*

The next step for OIF is to accompany the parent ministries of these countries by formally informing them about the challenges concerning the implementation of national networks of public libraries. This sensitization and advocacy work is carried out with ministries directly involved in the project (education, rural development, economy and planning) and with technical and financial partners (UN system, European Union, World Bank, bilateral cooperation, etc.). Following these consultative meetings, each State concerned will have to determine the nature of the legal framework and status of the organizational structure: a directorate within the Ministry of Culture as in Mauritania and Haiti,

or a State organization as in Burkina Faso and Madagascar.

Essentially, OIF intervenes at the level of planning, infrastructure development and equipment of national centres, book selection and constitution of samples of book collections, training of staff to be employed by the national centres in selecting and book treating and binding for extensive use.

Note

Paper presented at the World Library and Information Congress: 72nd IFLA General Conference and Council, 20–24 August 2006, Seoul, Korea, in session 81 Libraries for Children and Young Adults with Reading (part 1).

New Customers through New Partnerships – experience in Scotland and elsewhere

Martyn Wade



Martyn Wade was appointed National Librarian of the National Library of Scotland in September 2002, after 25 years experience in the public library sector. During this time he worked in a number of rural and urban authorities throughout the United Kingdom, and has a strong interest in and commitment developing customer and community focused services. At the National Library of Scotland, Martyn is leading the development and implementation of a new strategy for the Library. This is placing lifelong learning, research and universal access to information at the heart of its development as an open and accessible library, aiming to meet the needs of all the people of Scotland. E-mail: m.wade@nls.uk

Abstract

The National Library of Scotland (NLS) has developed a new mission and vision to support a new strategy entitled 'Breaking Through the Walls'. Collections and access were highlighted as areas of strategic importance. As part of this strategy, NLS has worked to define its customers and their requirements particularly through a programme of market research. With projects such as the Digital NLS, the Library is creating different access routes for people who might not use its resources otherwise. To further widen access NLS has nurtured partnerships with various organizations which are providing new ways for new customers to use the Library. This helps the Library engage with underrepresented groups and minorities and help them to learn from, and gain access to and enjoy the wealth of information in the collection. Gives examples of other national libraries who have successfully broadened access to their collections and engaged in partnerships.

Keywords: Partnership; Strategy; Inclusiveness; Widening access; New customers; Service development; National libraries; Scotland

Introduction

Like many national libraries, the National Library of Scotland (NLS) has, in recent years, been examining its purpose, functions and priorities, particularly focusing on issues that are changing the expectations of our customers and funders. These are not unique to NLS, and so in this paper I would like to consider two issues that we have focused on, and which affect all national libraries, illustrating them with some examples from my own library in Scotland, as well as examples from other national libraries drawn from the Anglophone world.

The first issue is how we define our customers – how we identify who we exist to serve. The second is the importance of partnerships, and in particular how we use these to ensure we effectively meet our customers' demands and needs.

Scotland

It might perhaps be useful to start by providing a little context and background to NLS.

Scotland forms one of the four countries that make up the United Kingdom. In 1999 devolution was introduced into the United Kingdom, and Scotland's Parliament was re-established as a primary legislature with responsibility for around 80 percent of issues, with only such matters as foreign affairs, defence and social security retained in London. At the same time, powers were devolved to a new Assembly Government in Wales, and devolution legislation has also been enacted for Northern Ireland.

The United Kingdom may not be unique, but certainly is unusual in having three national libraries. It is worth clarifying that the British Library is the national library for the United Kingdom, and its functions and responsibilities remain unchanged by devolution legislation. The National Libraries of Scotland and Wales exist as national libraries within their own devolved countries, and work closely with the British Library.

National Library of Scotland

The National Library of Scotland has a long and proud history, with its roots going back to 1689. The Library was established as the Library of the Faculty of Advocates – the library of the lawyers of Scotland. This gained the right of legal deposit in 1710 and over the decades became in all but name a national library of Scotland. In 1925 the Faculty of Advocates donated their library (apart from the legal books and manuscripts) to the nation and the National Library of Scotland was formed.

For almost 80 years NLS has continued to develop in a broadly traditional manner in line with many major research libraries. However, in 2002 the Trustees identified the need for a new strategy for the Library, and over the next twelve months a number of key questions were considered as part of a process that re-defined the role the Library. This was important, as the legislation that established the Library actually does not say why it should exist – only that there should be a National Library of Scotland. In fact most of the legislation goes on to consider how the first Librarian should be paid.

The issues that were addressed during the development of the new strategy included:

- What is the National Library of Scotland for?
- What are we collecting, preserving and making available?
- Who are we doing this for?
- How can customers and potential customers most benefit from this activity?
- How can we do this better?
- How can we improve as an organization?

We undertook a considerable amount of work, and started by agreeing a new Vision and Mission for the Library:

The Vision and Mission is:

The National Library of Scotland will enrich lives and communities, encouraging and promoting lifelong learning, research and scholarship, and universal access to information by comprehensively collecting and making available the recorded knowledge of Scotland, and promoting access to the ideas and cultures of the world.

This is a bit wordy, but does try and encapsulate what the Library is about in a single sentence.

The Library also agreed its values as an organization

- Service
- Excellence
- Learning
- Commitment

The Mission and Vision formed the basis for a new strategy entitled Breaking Through the Walls which you can find on our website at <http://www.nls.uk/professional/policy/strategy.html>

Breaking through the Walls

To answer the questions outlined above the strategy covers six main strategic policies:

- Collections
- Access
- Consultation and relationships with our users and stakeholders
- Partnerships and collaboration
- Organizational development
- Infrastructure

The first two – collections and access – are the two key policies in the strategy, with the others acting as supporting strategies that enable the Library to achieve them.

A New Model

Implementing the new strategy has required the development of a new model for the Library, focusing on the service journey for customers:

As can be seen from Figure 1, this identifies that customers range from the curious (or even those

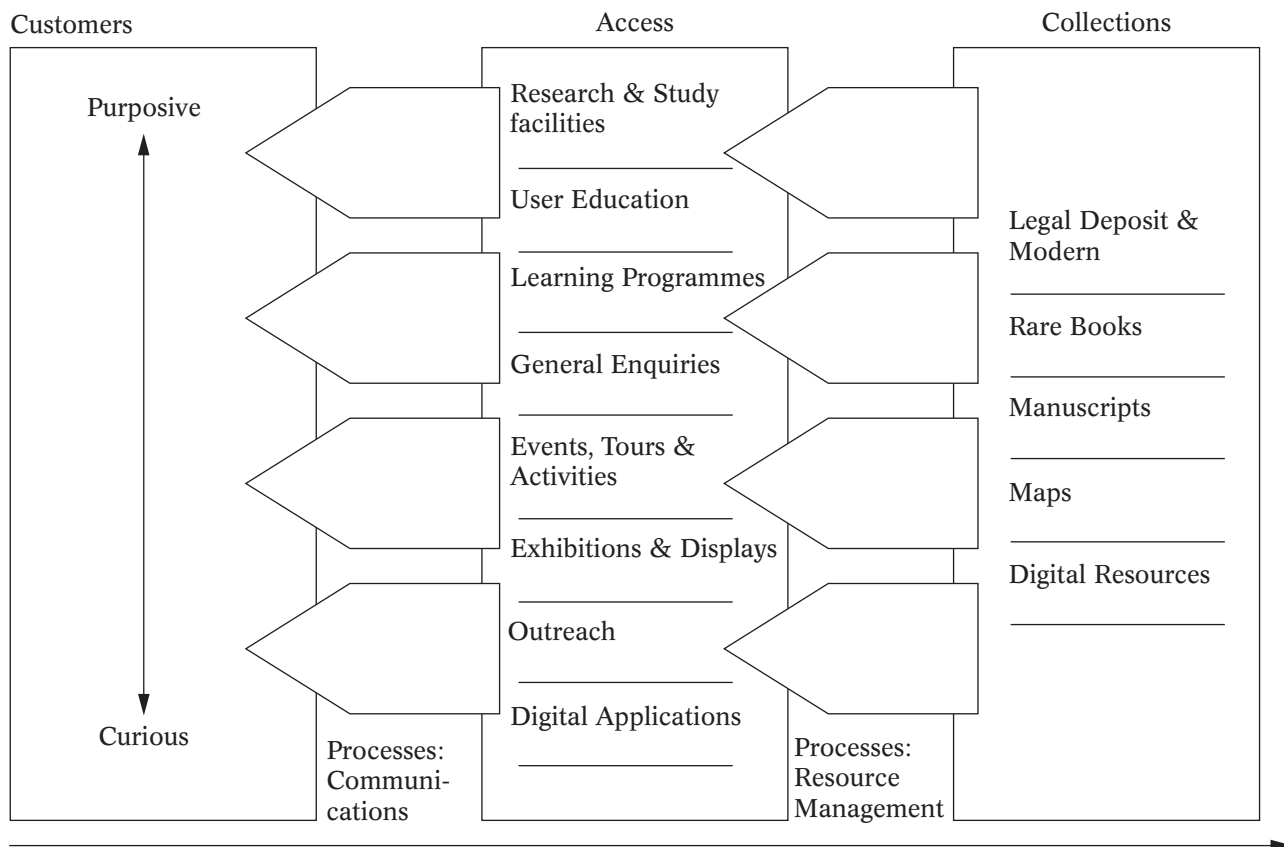


Figure 1. The Service Journey.

who do not know that the National Library of Scotland exists) to the very purposive. It is the purposive customers that in the past we have served very well. However, our strategy means that we must focus our efforts on a much wider range of potential customers.

The Library has responded by starting to develop a continuum of access offering a range of services for customers with different levels of experience in using research libraries, and different degrees of purposiveness. These have different levels of interpretation, mediation, and support from library curators and other staff to help customers gain access to use the collections in a way that is most useful to them.

Developing the Library

The new strategy and model have had a fundamental impact on the whole of the Library, providing a much clearer and stronger customer focus. In response we have reviewed our organizational structure, and the range of staff skills and expertise we require to develop this continuum of access. Organizationally we have simplified

the structure into Collections Development, Customer Services, Corporate Services, Strategy and Communications, and Development which is responsible for fundraising.

As part of this, we have placed functions where they would have the most impact – for example cataloguing has moved from collections to customer services, emphasizing that the principal function of the catalogue is to enable customers to find what they want. We have a new Digital Library Division, to provide a stronger focus for content in the developing Digital National Library of Scotland.

We have also brought new skills into the Library, such as education and exhibition staff to help customers explore and understand our collections, digital library staff, and marketing and communications staff to help broaden awareness and understanding of the library’s role and services.

I would like to look in a little more detail at the strategic policy areas that are most relevant to this paper – Access and Partnerships and Collaboration.

Access

Our access policy contributes to the re-definition of our customers:

We will work to ensure that everyone who can benefit from the Library's unique collections, services and expertise can do so, by identifying and removing actual and perceived barriers to use.

Formerly, the Library limited access to those who met its definition of research. We have now adopted an entitlement model. The Library remains a research library, but the definition of research now lies with the customer rather than the Library and everyone is entitled to use our collections and services. And it is our responsibility for removing barriers that may prevent anyone from using it.

The Library's access strategy has identified three ways in which the customers can use NLS services:

- Visitors to NLS in Edinburgh
- Remote customers who independently use NLS through the website and other digital resources, or direct contact with the Library
- Remote customers who will need mediation and support to use NLS through the website and other digital resources, or direct contact with the Library

Services for the first group have always been the strongest, and these are continuing to develop using the entitlement model outlined above. However, the Library itself has limited scope for expanding its capacity which will always constrain its use. Perhaps even more importantly, many potential customers are simply unable to visit the Library in person – whether through distance (even in a small country like Scotland it is impossible for substantial numbers of the population to use the Library without an overnight stay in Edinburgh), disability, working hours, other commitments or other reasons.

As a consequence, the Library is developing its website into a Digital National Library of Scotland. This will develop to offer remote customers a level of service that as closely as possible reflect that offered to visitors to NLS, and provide the principal route of access for those unable to visit the Library.

Partnerships and Collaboration

As an enabling policy, this is intended to help achieve the two key policies, including access:

We will work closely with all types of libraries, and other learning, cultural and heritage organisations, to support key political and social priorities, including research, enterprise and economic development and access to education, lifelong learning and cultural activities.

This policy confirms that working through partnership and collaboration will be one of our key ways of working.

As far as we know, every customer of the National Library of Scotland also uses other libraries – and I would suggest that this applies to every other national library. We are working now to embed the National Library of Scotland at the heart of that network of libraries within Scotland, in particular working with other libraries to provide new routes and services for new customers to use their national library.

New Customers and New Partnership

So, how is the NLS developing new partnerships to enable new customers to be able to use the Library?

I want to consider some examples of our work in Scotland – projects with public libraries, projects focusing on social inclusion, work with a market research company to better understand our customers, and a partnership with an organization providing learning courses for schools in Scotland. I will also look at three examples from outside Scotland.

Public Libraries

The National Library of Scotland is developing pilot partnerships with public library services in Scotland, with the intention of developing direct access to as many national library services as possible. As the pilots progress, it is intended to develop a programme that will deliver NLS services through every public library in the country, ensuring that every library member in Scotland can use their entitlement to use NLS.

The initial partnerships have been established with Moray and Aberdeen City councils – both in

the north east of Scotland. Currently these pilots are focusing on:

- NLS branded terminals providing access to the developing Digital National Library of Scotland with mediation and support provided by on site trained public library staff
- Identifying how NLS digital content can be added to the public library's collections
- Creation of local digital portals using content from both libraries
- Online registration to NLS and remote ordering of books to assist those visiting NLS for the first time
- Providing access to NLS expertise to support local service developments

Equally important, staff visits and training ensure that staff at the national and public libraries better understand each other's services and provide mediation and support for their customers wishing to use the increasingly integrated services and collections.

These closer links are also providing the National Library of Scotland with additional customer feedback, and allowing the public libraries to influence the strategic planning of NLS on behalf of their customers.

To explore other ways of helping potential customers use their NLS is also working with another public library, Dundee City Council. Current work includes examining how their customers can use their public library tickets as a National Library of Scotland ticket to use NLS services.

Social Inclusion

Implementing an entitlement approach to access to NLS collections and services requires a commitment to developing services which help address social inclusion. This is one of the most important social issues facing Scotland today, and it is important that NLS plays its role in this area.

The first is a project entitled *The Book of Me*, which has been undertaken jointly with the Outreach Long and Wide project and Women's Aid. The project aimed to support abused and battered women and children who had left home to stay in women's refuges. The partners developed a programme of creative writing and arts projects to help the women write about their experiences as part of confidence building and

increasing self-esteem. NLS used some of their unique contemporary collections – in this case artists' books by Jean Johnstone – to enhance the project. The group then used their new skills to create their own book called *Our Time Together*, and presented their completed work to NLS as part of the national collections.

This added greatly to the confidence building element of the project, as not only had the women been involved in writing the book, but in making it, and could now see that their work was important enough to form part of Scotland's national collections, and see their name on the web based catalogue as one of the authors.

A project with a local history group called Trondra History Group had a similar outcome. The group is based on Easterhouse – one of the most deprived areas of Glasgow. Here the Library supported the development of a community-based history of Easterhouse, which was again presented to the Library.

These projects are beginning to demonstrate how the national collections held by NLS can add a unique element to partnerships and projects aimed at addressing social inclusion, and will be explored further in coming years to help identify how even those who believe that NLS has nothing for them can benefit from the Library working in partnership with organizations with which these people do engage.

Learning and Teaching Scotland

Learning and Teaching Scotland (LTS) is a government-funded body providing online learning content for schools. NLS has recently been working with LTS to make its content available for schools in a practical and useful way, through targeted packages designed to support the curriculum. The Library does not have staff with specific e-learning skills necessary to create such learning packages, and it is questionable whether it should when they are available from other organizations such as LTS.

Instead, NLS staff use their curatorial skills and deep knowledge of the collections, and work closely with LTS staff to identify and provide digital content in ways that support learning in the classroom. This has provided a new audience of around 300,000 children who could use the Library's unique resources in a way that is targeted, interesting and meaningful to them.

Examples of the learning developed in this way can be seen at: <http://www.ltscotland.org.uk/scottishhistory/nls/index.asp>

Market Research

Although not a formal partnership in the same way, NLS has developed an effective arrangement with market researchers to develop consistent benchmarking and other information to support the planning and development of the Library. NLS has contracted with a local company for the core of this work, although other companies are also used to provide a national dimension to the information collected.

This has been used to develop a much more strongly customer focused and evidence based approach to service planning – for example the digitization programme is now based largely on a national consumer survey through which both customers and non-users can express their views.

British Library and the Lindisfarne Gospel

Moving beyond Scotland, the British Library (BL) has been working in conjunction with other bodies to widen regional access within the United Kingdom to items of cultural, religious or social importance in line with its policy:

The British Library supports the national library and information network and meets the needs of end users by working with libraries and other organisations in the regions and home countries of the UK and by delivering content, resources and services in a regionally relevant way.

One example of this is a partnership with the North East Museums Libraries and Archives Council (NEMLAC) to widen access to the Lindisfarne Gospel. The Lindisfarne Gospel was made and used at Lindisfarne Priory on Holy Island in Northumberland in the 8th century AD, and is one of the world's most remarkable religious works still surviving.

The Lindisfarne Gospel has been fully digitized, allowing people to access it online as well as at the Lindisfarne Heritage Centre, where people can thumb through a digital copy turning the pages of the book and being able to zoom in on details that might have previously been difficult

to observe. In addition, the BL and NEMLAC worked together to organize a tour of a very high quality facsimile of the Lindisfarne Gospel at venues throughout the north east of England between November 2004 and October 2005. The outcome of this collaboration was very positive, helping to generate both local and national interest in an item of incalculable significance to Britain and the wider world, both for its artistry and its religious content.

New Zealand – A Cultural Partnership

On the other side of the world, the National Library of New Zealand (NLNZ) has developed a partnership with the indigenous Maori peoples of New Zealand, and their various community groups.

In common with other national libraries, NLNZ has been developing its collections to reflect the demands of the modern technological era. However, it is also working to meet its responsibilities to past acquisitions and donations of cultural significance, such as *taonga*, which have a living spirit (*mauri*) that is imbued into it upon its creation, forever linking it to the family group that created it and its decedents. NLNZ has worked, where possible, with the family groups associated with the *taonga* in its collections to ensure that due care and attention is taken to treat these important cultural items in the manner they deserve. The concept of the guardianship of *taonga* is a development of the existing legislation and intellectual property systems already in place and runs in parallel to them. The guardians have a responsibility to look after the physical object by protecting and preserving it, as well as the requirement that they maintain its integrity and significance to past, present and future generations.

To further the appropriate use and care of items of cultural significance, staff at NLNZ who are responsible for them and make decisions that would impact upon their conservation and intellectual property rights, have access to *kaumatua* and/or Maori staff who can promote effective relationships with *iwi* and *hapu*, ensuring the proper use of an item, whilst still allowing access to it by a wider community.

Such measures help to include, and give access to, an important part of the New Zealand population

to national collections, often through front line organizations like the public library network, helping to develop good will and respect between communities and institutions. They also help the development of other projects that rely upon major contributions from communities, such as the recording of oral histories, the interpretation of important items and educational opportunities for the community.

Working with community groups that represent the native peoples of New Zealand has helped to give communities and individuals increased access to objects of cultural importance to them, whilst also helping NLNZ to gain access to a wealth of cultural information and history held by the Maoris to further enrich and develop their collections.

Australia

In Australia, the national library is also working with public libraries, in this case to increase access to its collections and the library itself, particularly using the Internet.

The National Library of Australia (NLA) had previously concentrated on collaborations that gave access to specific resources, such as PictureAustralia. Working closely with Australian Public Libraries (APL), NLA has been able to gain a better understanding of what information resources are being accessed via the Internet. This information has then been fed into policy and decision-making, allowing the NLA and APL to decide how best to meet the challenges of providing convenient access and good service in a fashion that is user friendly and appropriate to its patrons.

Technological developments now provide the opportunity to provide a more holistic approach, and NLA and APL are testing a Googlized search that can access over 1.5 million digital images and 35 million printed items through the InformationAustralia portal which utilizes a number of online sources to find the available resources for the customer.

Both the NLA and APL have found their partnership to be very positive with tangible benefits to the institutions and their patrons. Since its inception over 480 items from the

NLA's collections have been made available through loans to other libraries, and this number continues to grow. Customers appreciate that this development allows them to conduct research and pursue other interests more freely and with better access to higher quality and more diverse information resources than was possible before. This partnership has successfully increased and broadened access to both the NLA and APL collections, raising both of their profiles at a regional and national level.

Conclusion

Working on the reasonable assumption that not all potential customers – however they are defined – do, or even can, actually use our libraries, it is clear that not only NLS but also many other national libraries are developing new partnerships with other libraries and cultural organizations to enable new audiences to use their services.

There are many and wide ranging opportunities for this approach, and it is one that is likely to continue to develop in importance in coming years.

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Note

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Battle for eBook Mindshare: it's all about the rights

Zsolt Silberer and David Bass



Zsolt Silberer is Director Electronic Strategy, Wolters Kluwer Health. He has a long tenure within the STM and educational publishing market, having held product management and market development positions within Thomson, Swets Information Services and Ebrary. He was also actively involved in management consulting in the UK and Europe for the media industry. At Thomson Learning he led the transition from print to online/interactive learning. At ISI, he oversaw developments for the current awareness products, Web classifications and pay-per-view initiatives. At Swets and Ebrary he played a key role in improving marketing and market facing programs. Zsolt has over 15 years of experience in publishing since obtaining his BSc from the University of Western Ontario. He holds an MBA from Athabasca University Centre for Innovative Management. E-mail: silberer@yahoo.co.uk

David Bass formerly worked for ebrary. Email: dbass@riverdeap.com

Abstract

This paper discusses a variety of options available to academic libraries considering the acquisition of eBooks. A detailed examination is undertaken with regard to the impact of eBooks on the ordering process, purchasing models, distribution options and overall utility. The paper also outlines some key issues and potential future directions for eBooks.

Keywords: eBooks; Acquisitions; Digital rights management

Introduction

This paper will discuss a variety of options available to academic libraries considering the acquisition of eBooks. Furthermore, this paper will also outline some of the key issues and potential future directions of eBooks.

One source of current information on the eBook market is published by the International Digital Publishing Forum (IDPF). The IDPF estimates that eBook revenues in 2005 were approximately USD 11.8 million among 18 trade and educational publishers, accounting for 5,242 eBook titles. If one were to base the world of eBooks on the IDPF information, librarians would have a skewed view of their options. It is clear that the trade publishing aspect of eBooks is growing, but a wider view of eBooks is necessary to better understand the market as a whole. Especially in the area of academic publishing the available types of eBook resources are much more varied and account for close to a half a million titles between primary publishers, aggregators and database vendors with revenues in excess of USD 20 million annually.

On closer examination, one realizes that the available options are promising and utilitarian. Specifically in the area of scientific, technical, medical and professional information the options break down into four main areas:

Ordering

- direct from publisher
- through a book services company
- through an agent
- through an aggregator

Purchasing Models

- single or multiple book purchases
- subscription databases
- perpetual access databases

Distribution

- direct from publisher
- through an aggregator
- through a database/platform vendor

Utility

- value added services for students and professors
- value added services for the library
- continued growth of collections or availability from publishers or vendors

Market Overview

There are many vendors that supply eBooks to the STM marketplace and each has a distinctive advantage depending on the need of the library and its end users. Figure 1 demonstrates that there is no single source, option or strategy that is uniform for eBooks. Therefore, it is the requirement of the library to determine which mix of content solutions will best meet their needs. This solution is a mix of content, functionality and services.

Ordering

The realistic situation with eBooks is no one option will meet all the needs of a library and that single source ordering cannot accommodate the variety of uses. Purely on the book ordering front several eBook vendors and publishers have partnered with library book services companies to help streamline acquisition. NetLibrary has a partnership with Baker & Taylor to offer its eBooks via TitleSource, Link Online, and YBP Gobi. NetLibrary has developed two eBook ordering tools, TitleSelect and TitleDirect, whilst ebrary has an agreement to offer its books through Blackwell's Book Services and is developing its own ordering system. EBook Library (EBL) has also partnered with Blackwell's Book Services to offer their eBooks via Blackwell's Collection Manager.

Agents have also become involved in the selling of eBooks, but this approach does not constitute book ordering services, but rather specific titles from publishers or select collections. For example EBSCO Information Services provides subscriptions to eBooks from Wiley InterScience and Pan American Health Organization, to be followed by Springer, Taylor & Francis, and

Cambridge University Press in 2006. Swets Information Services provides subscriptions to eBooks from Taylor & Francis and Baker & Taylor. Also, Coutts Library Services has created Myilibrary and offers a database of intergovernmental agency publications and content from top publishers such as Blackwell Publishing, Elsevier Health, McGraw-Hill Publishing, Springer and Wiley Publishers. Of course many eBooks sold through distributors carry embargoes much like that of many e-journals aggregated databases.

Conversely, many publishers produce print and eBooks simultaneously. To name but a few, Pearson, Greenwood, Elsevier, McGraw-Hill and ABC-CLIO make both their print and electronic titles available. The important distinction is how urgently the library needs the title and how it will be used. If the title is part of a larger collection of titles used in a reference or research environment, then simultaneous access to print and electronic may not be critical, but if the materials are part of a core curriculum, then the need may be different.

The important thing to remember about the ordering process is that it must match the need and use of the materials, but should not override the choice of content. It is foreseeable that there will be greater integration between book services companies and aggregators, but that is unlikely to solve ordering between all the variety of choices from publishers, vendors and aggregators.

Purchasing Models

The method by which libraries can choose to acquire access to titles has in all honesty fallen into two camps. Those who choose to access titles on a leased basis and those who choose to acquire access on a permanent basis. The fact is that choice is not black and white and that a library may want some titles permanently and others purely by subscription. These models tend to become convoluted when e-journals are used as a basis for comparison. Unfortunately, the early success of e-journals has somewhat dictated the course of eBooks, but it is a vast oversimplification to assume that the two models are comparable. The nature of e-journals as a serialized form of documented peer review research is not an appropriate model of monographic publications that are systemic, referential or thematic. Therefore, libraries need to consider the different means by which their patrons will utilize their

	Books 24/7	eBook Corp (EBL)	ebrary	EBSCO	Knovel	netLibrary	O'Reilly /Safari	Overdrive	Ovid	Swets	Thomson Gale Group	×Refer
Ordering												
Proprietary system	•	•	•	•	•	•	•	•	•	•	•	•
Integrated with book services company		•	•			•						
Print and electronic available				•					•	•	•	
Agent for publisher				•					•	•	•	
Database vendor			•	•	•				•	•	•	•
Purchasing Model												
Subscription (FTE)	•	•	•	•		•	•	•		•	•	•
Subscription (concurrent users)					•		•		•			
Subscription (swapping)												
Perpetual purchase single user		•	•			•						
Perpetual purchase multiple user	•		•									
Distribution												
Direct from publisher												
Vendor for publisher	•	•		•		•				•		
eBook Database vendor			•		•		•		•		•	
Utility												
Added search features	•	•	•	•	•	•	•	•	•	•	•	•
Added eBook features		•	•		•	•		•			•	•
Added services (MARC etc.)		•	•	•		•			•	•	•	
Integration features		•	•			•						
Courseware features			•									
Personalization		•	•	•	•	•	•	•	•	•	•	•

Figure 1. A comparison of eBook vendor options.

eBooks and what combination of models will best meet their needs.

eBook vendors have best understood this need for flexibility and therefore offer the greatest variety of options to libraries. For example ebrary offers annual subscriptions to its databases and subject collections priced according to libraries' FTE with simultaneous access by multiple users. Librarians can also select specific titles and build their own unique database. ebrary also offers a perpetual access model with either single-user access based on the list price of the book, or simultaneous access for multiple users based on the list price plus the libraries' FTE. Librarians can either hand-pick titles or use lists to help the selection process. EBL also has access models for simultaneous use by multiple users, title-by-title selection, and perpetual ownership, as well as a short-term rental option. Prices for the EBL titles are governed by the publishers and are roughly comparable to list price, plus a platform fee.

Companies such as Safari, Books 24x7, Novel, Thomson Gale, xRefer, Lucent Books, Creenhaven Press, Oxford Press and others offer subscription options to their specific book collections. The fundamental difference here is that these publishers offer access to a very specific subject collection, reference source or unique content not available in any other form. For example, Knovel and Books 24x7 offer annual subscriptions to their databases depending on the collection purchased and the number of simultaneous users, whilst Safari purchasing is on a title-by-title basis with the number of simultaneous users.

Therefore the library must consider the value of the content its applications and the pricing model. A subscription model may be advantageous for time sensitive content but perpetual access may suite materials that require preservation. But this entirely depends on the value proposition of the eBook collection available from the publisher.

Distribution

The distribution of eBooks is governed by two factors:

1. the type of reading software that is utilized to display the eBook; and
2. the type of access model employed by the vendor (i.e. multi-user, single-user, unlimited).

When it comes to reader software there is a wider debate as to whether or not eBooks should be at all tied to a specific reading device. It is admirable to think that some day eBooks would be platform independent to facilitate a library's workflows, but the relative youth of this industry and its competitive environment will not likely see this happen soon. It is worth considering some use factors that must be overcome when dealing with eBooks:

- Download size – how long will it take to download some books that are hundreds of megabytes?
- Security – how easily can the book be reproduced or copied without copyright permissions?
- Customization – can users create profiles or store bookmarks and highlights?
- Multiuse – can books be read by more than one user at the same time or are there sharing options for perpetual access titles?
- Searchability – how easy is it to find a title or information in a title?
- Accessibly – how easy is it for the visually impaired, deaf or hard of hearing to interact with content and does the eBook reader adhere to North American, European and International accessibility standards?

The other important aspect of eBook access that a library must consider is how they expect their patrons to utilize and peruse their eBook collection. Notwithstanding the fact that each user can be different a library must develop as part of their acquisition and collection policy a clear strategy and guidance on best utilizing eBooks. Because eBooks are still evolving, libraries can be in the vanguard for providing access to electronic content. eBooks allow for much greater access to information than was ever available in print books, but this can only be realized if the value of digitization is utilized. Online access offers greater interactivity with eBooks than ever before. For example: Knovel provides online productivity tools in the form of interactive tables, equation plotters, graph plotters/digitizers and more; ebrary indexes the full-text of the eBooks into a database and with their InfoTools software enables access to dictionaries, databases, translators, highlighting, the library OPAC, and more directly from within the eBook; xRefer enhances its content by adding xreferences, which are cross-referenced links that connect related reference entries to one another and provide context for research.

Access

When thinking about acquiring access to eBooks two key issues arise:

1. Interdisciplinary use – if there is a greater need for information across disciplines or a systematic presentation of subject matter, then a collection or database approach may be warranted.
2. Core subject use – if there is a core set of subject areas that require seminal publications, then a custom collection or single title approach may be warranted.

Of course, the purchasing model or leased versus perpetual also affects the access of patrons. Each model has a different value proposition depending on the vendor, so the library has a number of options depending on their population and use, as shown in Table 1.

Utility

It has been observed that the success of any collection or eBook is the ability of the user to find it. Each and every vendor employs different solutions for adding greater value to interacting with eBooks. It is no longer enough just to put the eBook in the catalogue, but it is necessary to allow multiple methods for the user to find the information they seek. Some of these options are:

- Searching – the ability to search full collections, full text of eBooks, subjects, authors, titles, and more
- Navigation – the ability to navigate search results or a collection with visualization, browsing or other aids
- eBook Features – the ability to mark records, export citations, highlight text, mark pages, link to other eBooks or citations, link to other databases and in effect enhance the research process for the user
- MARC Records – ability to obtain MARCs for titles or collections
- Usage Statistics – the ability to access usage information online
- Integration – the ability to integrate with the OPAC or other information systems
- Courseware – the ability to integrate with Blackboard, WebCT and other teaching aids
- Portability – the ability for users to securely read eBooks offline
- Personalization – the ability for users to save results, searches, highlights, eBooks and other related information

Finally, all of these aids and utilities are designed to enhance the users’ experience with eBooks, but most importantly they should improve the patrons’ ability to find and access the information they seek.

Moreover, such companies and Knovel, xRefer and Gale Reference Group provide a twist on

Option	Value
Perpetual purchase single user	Access to important titles for any user-base with limited use and budget
Perpetual purchase multiple user	Access to important titles for a large user base, but can be costly if there are a large number of titles and users
Subscription collection based on concurrent users	Cost effective for a limited number of users with a limited budget for a broad set of titles
Subscription collection based on FTE	Cost effective for any user-base with a need for broad, systematic and referential information
Subscription pick your own titles based on concurrent users	Effective where existing collections do not meet the needs for broad access to information. But this can be costly for a small user-base
Subscription pick your own titles based on FTE	Effective where existing collections do not meet the needs for broad access to information in a large user population

Table 1. Purchasing options and their values.

eBooks by adding a second layer of data extraction from the eBook content. The additional value-added capability allows them to provide unique information, manipulation and research options for the user.

Content

No discussion of eBooks is complete without some mention of content. This topic is a whole paper unto itself, but it is worth noting that content is still the primary decision maker, as it should be, for choosing eBooks.

The amount of content is growing rapidly, as publishers bring print and electronic publishing into parallel, but as is a young industry this is still relatively small in comparison to e-journals. As with any type of electronic content, the library should consider how regularly the content is updated, what print content may be missing from the eBook, what unique content is available to the eBook, how users may use the content for other purposes and what copyright and fair use permissions are attached to the content.

The Issues

The following is a discussion of some of the key issues we have addressed in the marketplace with which we hope to provide some insight on the industry and its standards.

Currently, there are a large number of eBook formats, which makes it nearly impossible for libraries to cater to the multiple devices that patrons may own. When can libraries expect standardization in viewing technology?

We do not believe that there will be standardization, based upon the fact that there are several major client technologies that render text, audio, and video. The majority of these being Microsoft Windows Media Player, Microsoft Internet Explorer Browser, Time Warner/AOL/Netscape Navigator Browser, Opera Browser, Mozilla Firefox Browser, Apple Safari Browser, Adobe eBook/Acrobat Reader, Macromedia Flash Player, Real Networks Real Player, Palm eBook Reader. All these software client technologies are limited in their ability to do anything more than viewing, linking forward and backward, navigating hyperlinks (e.g. Microsoft, Netscape, Mozilla, Opera) and searching within the document

text (e.g. Palm and Adobe). Therefore, the end user experience is limited in scope based on the technology of the software manufacturer. Each of these companies, other than Adobe, has little to do with the print production side of content in books, journals, and magazines, all of which are 'need to know' information sets within the real 'paid for' content areas of electronic information. Therefore, each of the software manufacturers who is on the 'outside' of the print side of the market has little to benefit from making a standardized reader because their content production technologies are limited in scope.

With the popularity of mp3 and Palm devices, how will eBook distributors further capitalize on these existing technology standards? Or is the industry still committed to creating its own handheld device like Sony's Librie or some descendant of the Rocket eBook?

We do not believe that the device is the issue. It all depends on what the publishers will commit to from the editorial side to make an eBook more compelling than text and images. Reading content on a Palm is not that attractive due to the size of the font and image rendering. The tablet PC is just an extension of the laptop, and we do not see much value in that device for reading versus notations. The technology (hardware and software) is available for both types of content (audio and video) to be included with text. The biggest issue is that not all client technologies (Windows Media Player, Flash Player, Adobe Reader, Real Player, and the browsers) can tether the content or protect it as a download (DRM). Most client technologies protect just one portion of the content (text vs. audio and video, or video and audio vs. text). Portable wireless hardware is the main issue for success in the upcoming years. Another area where the download of content will become less of an issue is through wireless laptops. College campuses and offices are fast becoming wirelessly networked; therefore, the need to download content and take it with you is less of an issue. It will take these types of innovations to make content portable and rendered through any device and client player.

What makes for a successful eBook title?

One that has valuable, authoritative content, is easily searchable, easy to read with text and images, and connects to other data (journal databases, HTML databases, OPACs) through a single

interface. And most importantly, can be accessed by many users simultaneously.

One trend with e-journals is the removal from inclusion in full text databases of an increasing number of titles which are offered only from publishers. Are we seeing the same thing from eBook publishers as well (ABC-Clio, Gale, Wiley, Dekker)? Does this mean higher prices for libraries?

This only makes sense if librarians and end users believe that searching individual collections with publishers is the best use of their time in finding, indexing, and archiving valuable authoritative content. We believe there is a place for 'individual branded collections' and integrated/aggregated collections. It depends on the audience (e.g. academic vs. vocational) and budgets. But the real future of eBooks and the best value is in integrated connected full text content sets, regardless of subject and type, that can be easily searched from anywhere and not based solely on citation information. This will enable end users to find what they need quickly and efficiently.

What are the future pricing models? Is one viewer at a time sustainable?

We believe that the check-in/check-out model is really a print model. Perpetual multi-user access without check-outs takes advantage of the networked environment. The future of this kind of pricing is probably cover price plus a premium for multiple users and perpetual ownership (i.e. 1.25 or 1.5 times list price plus access fees based on FTE). For aggregated content the subscription model still prevails (i.e. database collections that are paid on an annual subscription basis). Why not leverage the utility of the Internet for 24/7 simultaneous access to information and allow multiple users to undertake information discovery and viewing of content from anywhere at any time?

How will eBooks affect intellectual property?

We as an industry need to place value on intellectual property, otherwise publishers will not create intellectual property. It is as simple as that. Any content, audio, video, or text, needs to be protected and the copyrights need to be enforced. If the asset is desired, marketed well, and consumed by end users, there is a cost for purchase. If the asset is not desired, not marketed well, and ultimately

not purchased by end users, then publishers and distributors will not make money, and future investments in either a subject set or author will not arise. The main problem with intellectual property on the Internet today is that not enough enforcement and monitoring has taken place to deter end users from copying and illegally sharing content. This is improving; both North American and Europe have taken steps in crafting legislation that should assist. We know that there is a digital generation out there and they want to consume content in the fastest, most accurate way possible. Workers in Fortune 100, medium and small size businesses across the global economy spend an exorbitant amount of time in front of a PC, therefore, they want efficient ways to find, use, and save digital content that lets them make more money. Publishers and distributors of digital content today are realizing what the cable industry realized 25 years ago; content that is valuable is monetizable. Eventually the majority of the entire market will 'pay for content'. It is just a matter of time before publishers charge equally for digital and print content.

How will eBook searching capabilities and eBook interfaces improve?

The majority of eBook reading software today is not search-oriented. The client technologies do not have enough features to let end users operate like they do when physically skimming a book, using multiple books or a database. We believe client technologies that do these things bring the user closer to a satisfying experience. Search is getting better, and so is rendering, but putting it all together and patenting the technologies is what it is all about. Therefore, we believe that the software will improve and editors and writers will create content developed for searching with an enhanced user interface experience in mind. Today, we are still in a DTD-based, print layout model for eBooks, but this will change

The Future of Digital Rights Management with eBooks

The ever evolving nature of content use and distribution models will continue to force DRM technology companies to continue to refine their software offerings. In reality, the larger part of the DRM debate has really focused on protection of video and audio, therefore text has somewhat taken the back seat.

DRM as a whole encompasses a large number of technologies that govern the buying and selling of intellectual property (content) in digital format. This discussion will only focus on the specific technologies available to eBooks and their manipulation within copyright.

In the STM market most publishers and aggregators of eBooks have employed DRM capabilities offered through Adobe, Microsoft, Sony, Real Networks or utilized their own proprietary reader technology (such as ebrary). The important thing to remember is that DRM systems should ideally allow publishers to present digital content based on the rights associated with the content. The complexity arises from the fact that the traditional use of a book (i.e. one reader/borrower viewing page by page) is being replaced by many new uses for the eBook content such as: course packs, courseware, lecture notes, training materials, student papers, dissertations, machine reading, etc.

It is clear that there is a potential conflict between the library's role in preservation and the restrictions that DRM can impose. Specifically, legal deposit libraries may need legal provisions to allow them to circumvent restrictions.

The way in which DRM restrictions are employed is also varied, but not necessarily sophisticated. For example restrictions can be based on a 'key' to access encrypted content, ID/Password access to a website, notification to a user if their actions have violated copyright restrictions, or marking of content to detect breaches that are viewed after the event. Today, the type of DRM typically employed by eBook publishers is called technical protection measures (TPMs). Restrictions built into the system on a global, site or user basis prevent the end user from completing an action pre-determined under copyright (e.g. printing or copying more than 5 percent of the eBook). The reality is that many vendors employ either browser-based security or Adobe Reader-based security to protect their eBooks. ebrary has taken a unique approach of indexing the full text of eBooks into a database and delivering this through their proprietary reader, which also functions as DRM software. The ebrary Reader delivers server-based content page-by-page and the TPMs prevent the user from downloading content and also limit printing and copying.

The challenge is in making TPM flexible yet secure enough to adjust to the different business models

offered by publishers, vendors and aggregators. More importantly, there is no interoperability between different DRM systems or content distribution channels, so this makes it challenging for the library to administer and manage in an efficient way. In fact, we may find that both librarians and end users may be so put off by the different TPM restrictions that this could negatively affect the purchasing of digital content. There is also a view that DRM technologies are being used by companies to lock customers into one vendor. As long as this view prevails, the adoption of DRM and associated TPM solutions will be difficult.

There is some promise in the initiative undertaken by the Creative Commons, which offers alternative models to copyright or rather the idea of 'some rights reserved' in creating license schemes that better meet the needs of the end users. This may be one way forward for eBook publishers and aggregators.

Of course the eBook market will continue to see a mix of DRM software solutions and TPM approaches for some time to come. As the value of the content continues to grow so will the adoption and evolution of more subtle and sophisticated means to protect IP and copyright.

The Future

It is always difficult to say what is likely to happen in the future, but the trends and patterns we have observed point to some interesting possibilities for electronic book content for libraries.

Our expectation is that libraries will see improvements in the time-to-market for digital versus print books and this will help in the transition from print to electronic. No longer will there be the dreaded eBook delay and in fact we may even see the evolution of the pre-print databases much like in the e-journal world.

With the improvement of DRM software and distribution capabilities the time for electronic interlibrary loan and e-reserves may yet be here. With the development of efficient, cost-effective and secure electronic loan, another key aspect of library sharing may well continue.

On the classroom front, we expect that there will be greater interoperability between courseware and eBooks, but the interaction between the

library and the classroom for course packs will see the greatest improvement.

Finally, as the debates on Open Access publishing continue in the e-journals world, it is likely that, with improved DRM software and more user-friendly XML publishing tools, researchers will be able to undertake self-publishing using eBook technology tools and platforms. Of course this will probably add further fuel to the Open Access debate and present entirely new issues in copyright protection and enforcement or how universities generate royalties. Nevertheless, we can expect exciting times to come in the eBook industry that is continually maturing and evolving.

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Transforming the Document Delivery and Resource Sharing Engine

Cyril Oberlander



Cyril Oberlander is Director of Interlibrary Services at the University of Virginia Library. Interlibrary Services consists of five units: ILL borrowing, Instructional Scanning Services, Ivy shelving facility, Lending/Retrieval, and LEO (faculty departmental document delivery services). Prior to moving to Charlottesville, Virginia, Cyril was the Head of Interlibrary Loan at Portland State University from 1996–2005, and had extensive experience in Access Services before that. His research interests include: organizational development, mobile technology, information visualization, knowledge systems, and workflow design. E-mail: cwo4n@virginia.edu

Abstract

The paper explores the periphery of emerging technologies and roles for document delivery and resource sharing with a focus on sharing best practices for adaptive strategies using practical examples such as new training programs and methods to collaboratively explore and adopt emergent technologies and web services, and new partnerships. Examples of emergent technologies and web services include: Voice over Internet Protocol (VoIP), mobile technologies, social networking software and services. Examples of new partnerships include: collaborative strategies for resource sharing within libraries; acquisitions, digital libraries, reference, and with vendors. Examples of new training programs include: ALA RUSA STARS Education Committee, training programs at the University of Virginia Libraries and other resources.

Keywords: Interlibrary loan; Rethinking resource sharing; Emergent technology and workflow; Mobile technology; Staff education; Workflow design

Introduction

Change, by its very nature, is unpredictable, inconstant and often unmanageable, yet organisational success depends on an ability to predict and control change in some way... an effective organisation must be prepared to grasp the opportunities, alongside the threats, by responding proactively to the challenge of change. (Farley, Broady-Preston and Hayward, 1998. p. 238)

There is no precision or agreement to what a transformed library is or how it will emerge. Nevertheless, developing the knowledge and skills of library employees is fundamental to the transformation process. By scanning emerging technologies, evaluating their potential impact or usefulness to document delivery and resource sharing, sharing and testing ideas, we can replace uncertainty with knowledge. Willing to explore new ideas, new collaborations, and new sharing strategies, resource sharing staff are more than witnessing the transformation of a library – they are creating interesting opportunities to engage in the process, coincidentally better serving users, and adapting their skills and workflow to the transforming landscape.

Transformed Environment

The information environment has changed tremendously for users and for libraries.

OCLC reports *Perceptions, Information Format Trends*, and *2003 Environmental Scan* have valuable insights into how much the information environment has changed, in particular, how users perceive libraries, what is happening to information, and

what patterns help us predict our future; these include:

- 89 percent of electronic information searches by college students begin with a search engine, while 2 percent start at the library website. (OCLC, *Perceptions*, 1-17)
- In 2004, daily information exchange via: e-mail with attachments: 16.5 million, US interlibrary loans: 51,000. (OCLC, *Information Format Trends*, 4)

Pew Internet & American Life Project highlight many of the changes in our user environment, for example:

- *The Internet goes to college* (2002): 73 percent of college students said they used the Internet more than the Library.
- *Home broadband adoption* (2006): 84 million subscribers to broadband at home, or 42 percent of all American adults, of which, 31 million broadband users have posted content to the web.

Competitors and partners are everywhere and information is ubiquitous. Search engines and other organizations fulfill many of the functions and roles of libraries; however, they do so as both competitors and as partners.

Information seekers (and interlibrary loan workers) have increased and overlapping opportunities to locate information, and free and fee-based services increasingly provide content traditionally found at libraries or obtained through resource sharing. Surprisingly, the growth in sources of information challenges the automation benefits enjoyed by resource sharing by posing mediated conditions, whether it is the challenge of handling grey literature requests or optimizing choices of: Which source? Borrow, free, purchase, or rent? And which version? Pre-print, print or electronic published, or author's site? While computing technologies and automation have helped to radically streamline interlibrary loan, and to change the expectations of resource sharing, they are also creating opportunities to fundamentally change library workflow across traditional units.

Emergent Resource Sharing

One can state one of the major challenges facing libraries in these terms. Historically,

users have built their workflow around the services the library provides. As we move forward, the reverse will increasingly be the case. On the network, the library needs to build its services around its users' work- and learn-flows. (Dempsey, 2006)

Emergent resource sharing is shaped by the service expectations of our library users, which in turn are framed by consumer and community-based web services, such as Amazon, iTunes, and Netflix. However, it is also true that we have opportunities to shape our services and workflow by solving the strategic problems we face today and tomorrow by creating the migration strategies with engaging new technologies.

Using the following examples, we can explore the strategic opportunities and migration trends useful in reshaping resource sharing.

Direct Delivery – Why handle a borrowed book?

Creating a direct lending system to ship borrowed materials directly to users anywhere is perhaps one of the most important opportunities facing resource sharing. While this is especially important when a library borrows a book and then sends that book to its remote user, the cost benefit of offering home delivery as customer service compares favorably to the overall cost of resource sharing pickup or re-shipping handling. The most widely practiced service model for library books is self-service (users find it or pick it up). Alternatively, fee based services ranging from Amazon, iTunes, Netflix, and even free reader based service such as Paperbackswap.com and other peer-to-peer web services send content directly to the user's home or desktop. Determining the factors needed for a lending library to send books directly to the requestor instead of to the borrowing library is critical to reshaping resource sharing. In addition to what it takes to directly lend, we need to create options for unaffiliated users. Some of the Direct Delivery opportunities are emerging:

- Library practitioners and vendors participating in the Rethinking Resource Sharing Forum created a manifesto and framework for direct lending, available at: <http://blog.aclin.org/>
- By the end of 2006, OCLC plans to offer a new Direct Delivery resource sharing service that uses tracking and insured expedited delivery services.

- Using purchase on demand, interlibrary loan can easily opt to have the Internet bookseller send books directly to their user, and have the user return it to the library with a set due date.

Purchase on Demand or Just-in-Time Acquisition – Why not buy it?

for monographs, purchase may be a reasonable substitute for interlibrary loan. (Holley and Ankem, 2005)

Interlibrary loan borrowing of books may not always be the best option for a library or library user. Increasingly, libraries are piloting interlibrary loan purchase on demand and/or just-in-time acquisitions to acquire requested materials to better meet the needs of users, as in the case of new titles or difficult to borrow materials, such as audiovisual, or to improve turnaround times, as in the case of popular titles, and distance education materials. Institutions differ in how they implement pilot purchase by demand strategies, many limit purchasing to books that are requested through ILL with a publication date within 3 years, while others might compare the cost of purchasing a used book with cost to borrow.

The University of Virginia Library has had a very successful purchase request system for many years; however, the interlibrary loan workflow was not well linked into that just-in-time acquisition process. Determining the best practice for the library began with starting a discussion with the Collections Group on creating a machine readable collection building profile that could help us determine when it makes sense for interlibrary

loan to purchase an item and/or automate the referral of the request to a selector. We formed the Collaborative Strategies taskforce to answer those questions. We first gathered charted our workflows and gathered data, sample data, as shown in Figure 1.

As we determined parameters that change workflow, we also realized a need to redesign the request management system to include automatic pricing, purchasing, and possible integration with approval plans and acquisition systems.

Request Management and Context Sensitive Workflow – What are the options?

Building in automatic pricing is only one option needed for the future of request management processing. In fact, the challenge of designing new staff interfaces and workflow that take advantage of a variety of options parallels the user environment. The plethora of discovery and get options for both user and staff must be flexible to the needs of the individual or institution if it wants to reach the marketplace. For instance; if a user searches for an article that is not available in a library database, they should find any available copy in an institutional repository. However, if they don't, and instead request an interlibrary loan, the ILL request system should be able to interface with web searches to verify the record, or better yet, locate the item without requesting it from another library. For popular titles or videos that prove extremely challenging to borrow, the ILL request system should be able to display how much it might cost to rent or buy that work, and interface with selected systems used by renting/buying partners.

1	Loan Author	Loan Title	Loan Publisher	Pub Date	Purchase Express or Not	Lowest Price Purchase\$	Source AL=Alibris AM=Amazon	User Says Cited in	Status	Department
54	Low Donald Anthony	History of East Africa/		1976		\$19.89	AM	Bibliography	Faculty	Politics
55	Podhajsky, Alois	The art of dressage: basic principles of riding and judging/		1976		\$28.99	AM, AL=\$31.94		Faculty	French
56	Stavropoulos, Christoforos1929-	Partakers of divine nature.../	Light and Life Pub Co	1976		\$49.00	AM, AL=\$76.89		Grad	Religious Studies
57	Hincliff, Peter Bingham	Cyprian of Carthage and the unity of the Christian Church	G. Chapman	1974		\$63.00	AM	First Search	Grad	Religious Studies
58	Weiss Arthur, 1912-	O'Kelly's eclipse		1968		\$0.98	AM AL=\$2.95		Faculty	French
59	Callahan, Daniel, 1930-	The secular city debate		1966		\$2.02	AL AM=\$9.99		Grad	Religious Studies
60	Young, Wayland Hilton, 1923-	Eros denied: sex in western society	Grove	1966		\$2.95	AM AL=\$4.94	OCLC 534789	Faculty	English
61	Sweetman, Edward	The unsigned New Zealand treaty: a publication for the New Zealand Centenary, 1840-1940	Arrow Printery Pty	1939		\$44.95	AL	OCLC 6141380	Faculty	History
62	Notes	Avg. Publication Date:		1992	AVG. Cost:	\$31.79	Total Cost for these 60 requests		\$1,907.31	

Figure 1. Context sensitive workflow.

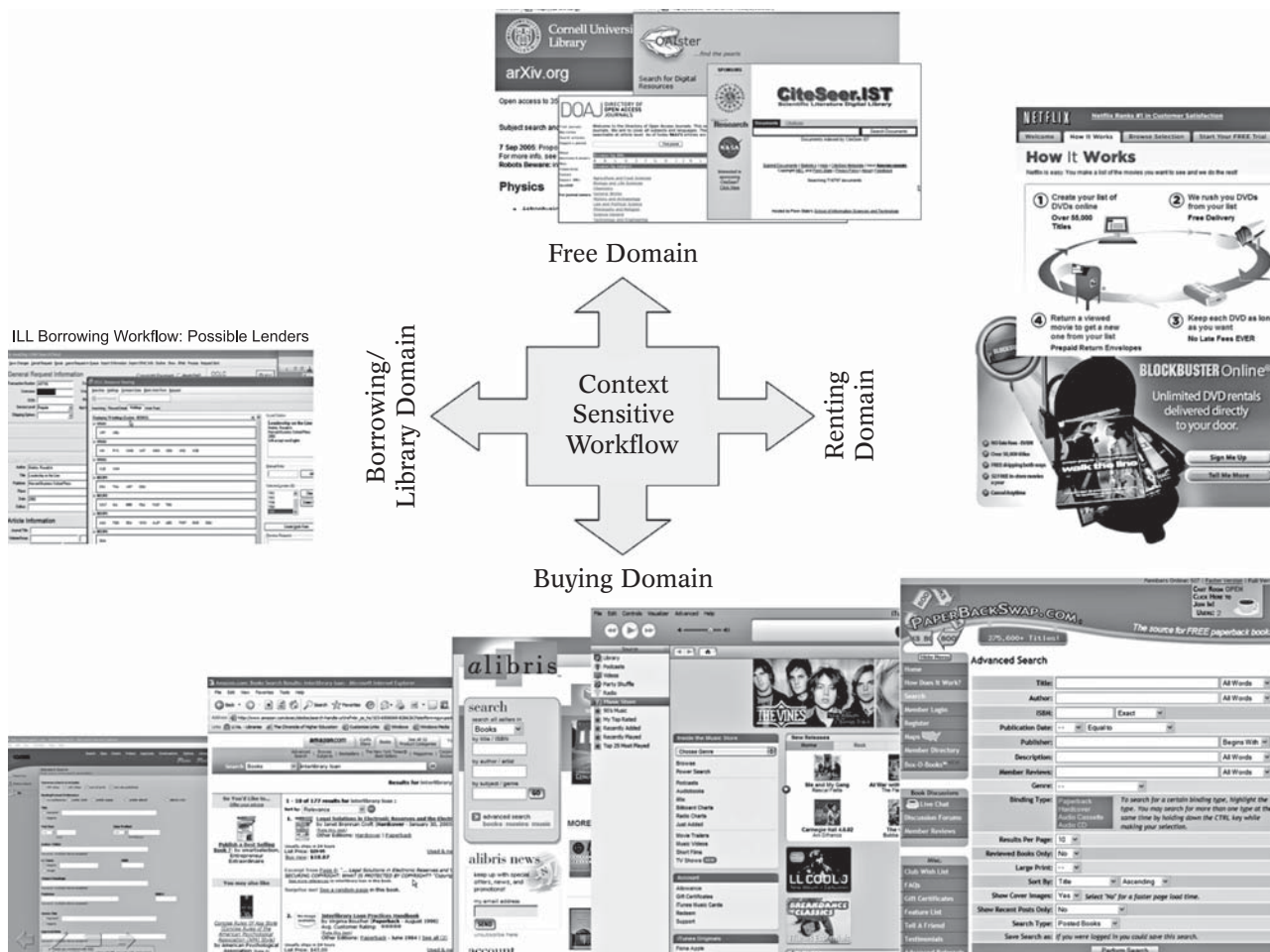


Figure 2. Transformed Approach: Diversify Content Model Rent, Buy, or Borrow & Add Strategy Layer.

The ILL workflow can take advantage of the same environments as our users; however, we must be realistic and make simple and flexible interfaces that accommodate the variation in institutional policies and practice.

Digital Library in Workflow – If you scan it, why not capture it?

From about 2000–2005, the University of Virginia Interlibrary Services has processed about 15,000 articles in the public domain, not including government documents. In scanning materials or receiving scanned articles, resource sharing libraries should seriously consider developing a capture workflow to ingest these items into their digital libraries, or donate these into a central repository, such as OCLC’s Digital Archive: <http://www.oclc.org/digitalarchive/about/default.htm>. Besides the advantages of already scanning these materials for resource sharing, requested items indicate a current value, and the ILL request carries the bibliographic and

citation values useful for digital library metadata. We are not only looking at how to couple article digitizing on demand with digital libraries, we are also interested in how to digitize books on demand using a page-turning scanner, because during 2000–2005, we loaned about 5,740 books published pre-1923.

Communication in Workflow – How can we promote communication?

Emergent resource sharing must have better communication tools. Increasingly used at banks, Voice over Internet Protocol (VoIP) has increased flexibility, decreased time for changes, and reduced cost of telephony. (Werbach, 2005) At the University of Virginia Interlibrary Services, we have started to utilize Skype™, a VoIP software that provides additional internal communication tools, and is used for some external communication with other libraries. Several VoIP applications have contact awareness, allowing you to see who in your contact group is

available to call. VoIP also offers chat, conference calls, broadcast calls, and file transfers. If a global library and policies directory included these functions and was interoperable with the request management software, the ability to communicate and share resources with other libraries could be significantly enhanced.

Mobile Technology in Workflow – Can workflow work anywhere?

Taking work with you seems like an awful trade if it means working at all hours; however, resource sharing involves a lot of handling to get materials to our workstations. While at Portland State University, I had piloted a mobile workstation that allowed us to scan articles in the shelves on a cart that held a laptop, scanner and portable power pack. We also began testing a concept ‘Library Anywhere’, using a tablet PC and smartphone for mobile work. At University of Virginia Library, we are making progress with Library Anywhere with piloting the use of a Symbol MC70, an industrial smartphone with barcode scanner and VoIP. We plan to partner with vendors to integrate this mobile technology with Sirsi, our integrated system and ILLiad, our request management system for electronic paging, updating, and mobile printing. This summer, we are also testing different mobile scanning tools, such as portable scanning pens, and even using a smartphone camera.

Exploring emerging technologies and strategic opportunities for libraries, resource sharing staff individually or cooperatively chart the transformation of document delivery and resource sharing. Sharing the knowledge and preparing staff for the consequences of changing interlibrary loan workflow must include others in the library, as well as including vendors, because of the serious implications for the library as an organization, and partners in the information environment. Relevant to the position we find ourselves in, Kate Wittenberg writes about scholarly publishing, libraries, search engines and online gaming... “Keep in mind that we are all mutually dependent, and that no group is in a position to dictate the discussions or the outcomes... it is not clear what the exact models of cooperation will look like.” (Wittenberg, 2006. p. B20) Libraries of the future are transforming, albeit without a complete blueprint, in response to the dynamic and distributed information environment that has many competitors and partners, and ubiquitous information. It is in this

environment that preparing and engaging our staff for migrations becomes so essential.

Staff Training and Development as Migration Strategy

It is the way in which people respond to these challenges that will determine whether the necessary changes can be adopted successfully. The ability of library staff to meet the challenge of change is of utmost importance... (Farley, Broady-Preston and Hayward, 1998. p. 242)

While library instruction programs and library associations have created shared strategies and standards for information literacy and technology fluency to address the needs of lifelong learners, there is a need for such agreement and cooperation to address employee learning needs across libraries.

What are we Training Towards?

Having a training direction does not come naturally, because it requires multi-tiered development and involves several components with varying support and a variety of sources. A common approach starts with identifying core competencies or essential knowledge and skills for success. Beth McNeil and Joan Giesecke’s chapter ‘Core Competencies for Libraries and Library Staff’ describe some of the process used at University of Nebraska, Lincoln Libraries including:

- a committee formed and charged to “develop core competencies for library staff and to give strong consideration to flexibility, information literacy, and adaptability to new technology”
- an organization assumption was made; “staff needed to be engaged in the organization if the organization was to improve.”
- “changing expectations for staff and the need to think beyond task-related skills to more systems-related thinking...” (McNeil and Giesecke, 2001. p. 50–51)

Examples of library core competency are easily found:

- Reference & User Services Association (RUSA) a division of the American Library Association (ALA): *Professional Competencies for Reference & User Services Librarians*: <http://www.ala>

org/ala/rusa/rusaprotools/referenceguide/professional.htm

- California Library Association (CLA): *Technology Core Competencies for California Library Workers*: http://www.cla-net.org/included/docs/tech_core_competencies.pdf; *Competencies for California Librarians in the 21st Century*: http://www.cla-net.org/resources/articles/r_competencies.php
- Special Libraries Association (SLA): *Competencies for Information Professionals of the 21st Century*: <http://www.sla.org/content/learn/comp2003/index.cfm>

Once core competencies are defined, they are variously implemented in an organization; in new hiring, through interview questions, training programming, and evaluations. (McNeil and Giesecke, 2001. p. 58–62)

At the University of Virginia Library, the library administration and Human Resources Department are very supportive of training, and have one full time employee dedicated to coordinating staff training. In addition, the Human Resources Department is developing library core competencies using WorkKeys™, from which adapting and targeting training will follow. In Interlibrary Services (ILS), as part of my first year at the University of Virginia, I developed a set of iterative activities that combined getting to know the ILS staff with assessing individual and departmental needs. Initial work focused on assessment; I met individually with each employee, and let them get to know me; I explained that one of my priorities would be staff training and development. Three months later, departmental planning and group activity work were under way using techniques such as:

- individually and collectively completing the sentence “We are in the business of...”
- articulating our adjacency requirements by outlining an eco-map, a visualized identification of our stakeholders, and
- departmental goal brainstorming and prioritizing those goals; our second highest goal is staff training.

The second phase expanded the learning opportunities by targeting the needs identified by staff and by my observations. This later phase varies because the strategies range among general and specific goals, individual and group goals, and short and long-term goals. They include the following:

Applications based training

We encouraged and had a significant increase in staff attending Excel, Word, and other Office/Imaging application classes offered by Library Training and University Information Technology and Computing. Similarly, we increased individualized and in-house training and use of these applications in ILS. Lastly, starting in June 2006, we subscribed to one year of full vendor training for request management software, ILLiad, and we are coordinating system-wide ILLiad training.

Library and Information Architecture Certificate

We created a certificate training program that involves core library information knowledge for Interlibrary Services, which is being adapted by the library. Basic curricula of three 50-minute sessions include:

- MARC Basics
- Finding Electronic Resources Part I: University Library Resources
- Finding Electronic Resources Part II: Alternative Resources
- Bibliographic Verification

Innovation strategies

We were funded to innovate. This year, the innovation focuses on communications and mobile technology, but is integrated into the training and staff development program for ILS:

- we introduced staff to Skype™, a Voice over Internet Protocol phone system, by distributing microphone headsets and webcams to explore the uses of Internet phone and conferencing for departmental communications
- we are in the process of ordering and implementing two smart phones, a tablet PC, and a portable scanner to develop expertise using portable computers, scanners and other mobile technologies for retrieval, article scanning, preparing materials for delivery, etc.
- we are building a training and conference facility in ILS.

Library tour series

An organized library tour provides an opportunity for library employees from various departments to

get to know each other, while also learning about another library. I usually select two or three units or activities to discuss at the destination library, and manage to get attendees from throughout the library. One of the most fascinating elements to the library tours is that on the way to the library, everyone gets to know each other better, then during the visit, alternative ideas and workflow are shared in a neutral space, and finally, during the trip back, a debriefing happens along the way. The library tour series will be incorporated into the University of Virginia Library's Professional Interest Committee.

Designing a training and conferencing facility

Much of the emphasis on in-house informal and formal training in Interlibrary Services requires an adequate learning environment. During planning for the remodelling of Interlibrary Services, I decided to allocate a large part of the office to a conference room that supports training webinars, web and phone conferencing, plenty of white boards, and multi-media presentations. The layout of the facility is shown in Figure 3.

How do we Share Training?

While local staff training and development can meet many of the needs of emergent resource sharing, cooperative training is a critical piece to expand the benefits in an information sharing network; however, distributed training can prove difficult to scale adequately and manage consistently.

Many of the regional resource sharing training workshops tend to be provided at local conferences and user meetings. Having organized the Northwest ILLiad users meeting in 2003, Western ILLiad users meeting in 2004, and participated in planning a few Northwest ILL conferences, I have found these venues very useful for staff training and development. In particular, a key to a successful training conference is identifying the needs and appropriately designing the forum to meet those needs. This year at the University of Virginia Library, because the ILS staff requested more scanning and imaging training and that appears to be a general need in our profession, we are organizing a Scanning Forum, to be held on 6-7 November 2006 in Charlottesville. The

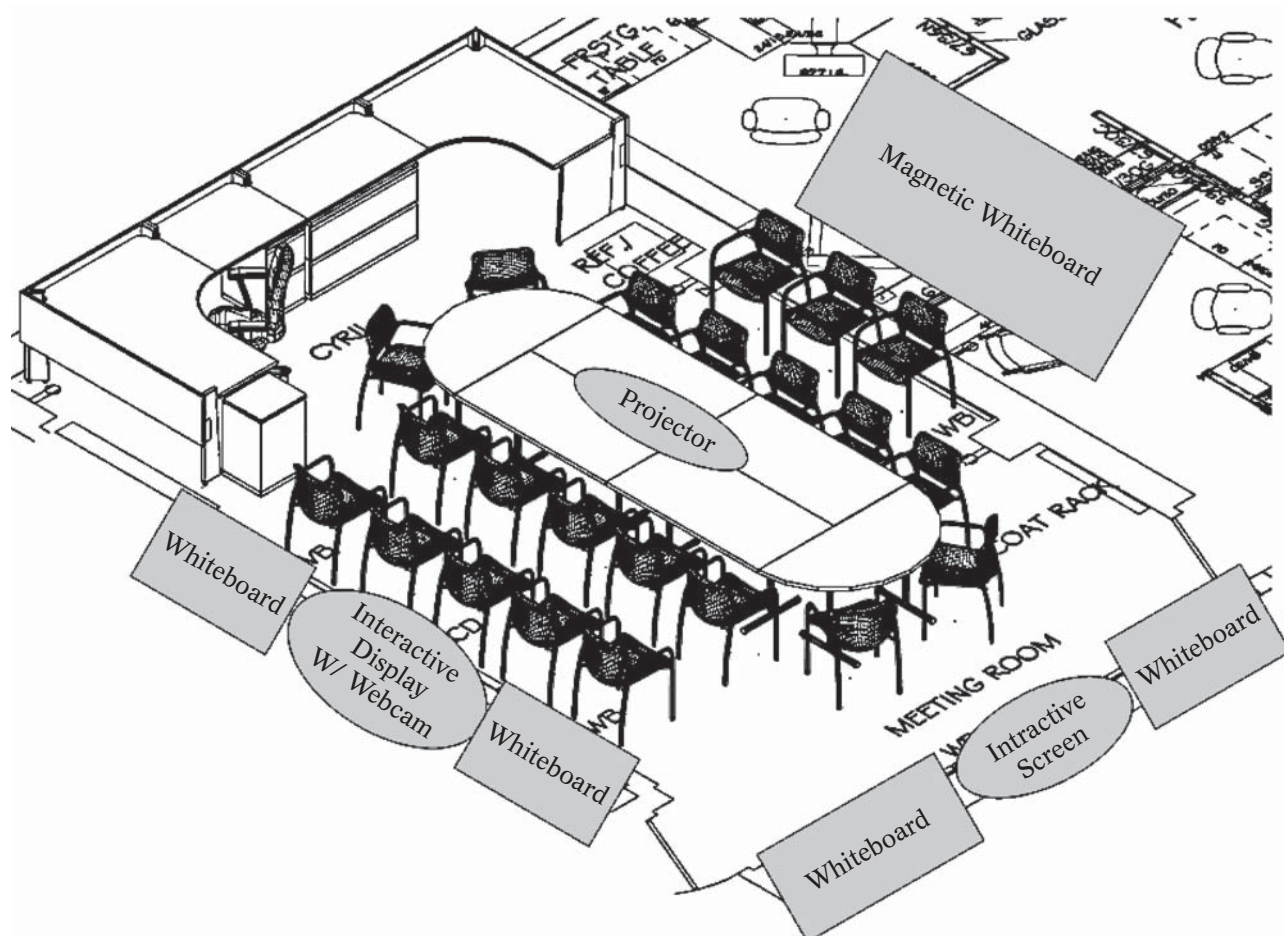


Figure 3. ILS Conference Room; a new environment for staff training & development.

idea is to provide a mix of vendor booths and presentations, practitioner presentations, and workflow tours. Besides focusing on the best practices of scanning and imaging, presenters and vendors will be asked if they can resolve some strategic problems posed to library workflows, in particular, how to automate some of the quality controls in the process. This type of conference focuses information sharing of best practices with strategic problem solving, which helps the migration from sharing practices at conferences, to implementing systemic changes.

To direct broad systemic changes to the resource sharing engine, we also have to look at the whole organization, or the library as dynamic engine. We have to find better ways to take local and regional generated knowledge and training, store it in a flexible space for sharing and repackaging among other interlibrary loan departments and across functional divides such as resource sharing, acquisitions, cataloging, access services, etc. One approach is to develop or use an existing central repository of library information documents, such as the E-prints in Library and Information Science available at: <http://eprints.rclis.org/>. Another approach is more community based and focuses on learning objects, for example we could use the Multimedia Educational Resource for Learning and Online Teaching (Merlot): <http://www.merlot.org/Home.po> which already has over 130 learning objects in library and information science (see: <http://www.merlot.org/artifact/BrowseArtifacts.po?catcode=235&brosecat=233>) Two community based examples are Online Programming for All Libraries: <http://www.opal-online.org/about.html> and the Blended Librarian: <http://blendedlibrarian.org/> which uses LearningTimes, LLC as their online learning environment located at: <http://home.learningtimes.net/library>

Perhaps our biggest challenge to developing a shared training repository and active community portal will be focusing the contributions of our global community. We have seeded so many successful projects that it is difficult to focus on any one of them. Two large scale alternative examples that illustrate very successful knowledge management community based portals are SourceForge, an Open Source software development website which has over 1.3 million users and supports over 120K projects (<http://sourceforge.net/>), and Wikipedia, which has over 1.1 million articles in English, one of which is a

Library and Information Science Wiki (http://www.liswiki.com/wiki/Main_Page). To combine the strengths of our community of professional associations and non-associates, we must look into better ways to share information and training, and to communicate.

I propose that to focus resource sharing contributions and community, we have to develop a highly functional global library directory and knowledge base, much like enhancing the OCLC's Policies Directory with something like Merlot or the Blended Librarian. This global library directory should support several essential functions and thereby be used often enough to sustain and grow as a vibrant online community resource. Example functions:

- provide a useful directory of libraries and library workers
- promote communications: phone numbers, e-mails, chat names, RSS, and VoIP
- connect individual profiles to learning communities, much like Source Forge, CiteSeer: <http://citeseer.ist.psu.edu/>, Google Groups: <http://groups.google.com/>, etc.
- peer to peer integration and referential awareness of collaborative tools including; e-mail, chat, VoIP, file sharing, social bookmarks (<http://del.icio.us/InterlibraryLoan>) into library systems
- accept community and vendor content contributions and annotations.

Conclusion

Going forward, our work must take a more experimental turn... ..we need to initiate conversations with new players and new partners. (Wittenberg, 2006. B20)

The future of the Library is emerging as a discussion between the strengths and engagement of our staff and the emergent consumer technologies that redefine user needs and expectations. In order to be a part of the discussion, staff exposure to and engaging in new technologies and web services is fundamental in guiding and extending the transformation process. This process spans traditional library functions and institutions, necessitating including all library employees as part of the organizational development, and working with traditional library and non-traditional vendors. Recognizing this is a time

to experiment with organization, service, and technology, we must serve as the library engine's change agent because we are highly experienced with distributed cooperation. In that role, we should lead education and training efforts because our work increasingly focuses on the more obscure materials and lastly, will be one of the most transformed in the next 5 years. Lastly, in order to strengthen our library engine as a distributed cooperative effort, we need a better communication tool that serves as both a knowledge base, and as a communication based directory.

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Note

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What Is the Question?

Lesley S. J. Farmer



Dr Lesley Farmer, Professor at California State University Long Beach, coordinates the Library Media Teacher program. She earned her MS in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. She has worked as a teacher-librarian in K-12 school settings (independent single-sex and public co-ed) as well as in public, special and academic libraries. A frequent presenter and writer for the profession, her recent books include *Librarians, Literacy and the Promotion of Gender Equity* (McFarland, 2005) and *Digital Inclusion, Teens, and Your Library* (Libraries Unlimited, 2005) Her research interests include information literacy, collaboration, and educational technology. E-mail: lfarmer@csulb.edu

Abstract

Asking questions is a vital part of information seeking: it begs an answer, it allows for modification in response to findings, it aids in comprehension, it fosters self-regulation, and it invites conversation. The skill of posing questions throughout the information-seeking process is often under-valued and under-taught. To ask quality, higher-level questions requires explicit instruction. Moreover, such instruction needs to take into account age-appropriate developmental processes. This paper examines the questioning behavior of youth, confronts the issue of question locus of control, and offers guidance in helping youth develop effective question strategies for comprehending information and questioning authority.

Keywords: Information literacy; Questions; Critical thinking; Youth; Evaluation

Introduction

The important thing is not to stop questioning. (Albert Einstein)

Little children ask questions spontaneously. Asking questions is a vital part of information seeking: it begs an answer, it allows for modification in response to findings, it aids in comprehension, it fosters self-regulation, and it invites conversation (Edwards and Bowman, 1996; Hord, 1995; Rosenshine, Meister and Chapman, 1996) As youth seek information, the ability to use good questioning techniques can make or break the task. However, to ask higher-level questions requires explicit instruction (Glaubman and Glaubman, 1997) Surprisingly, the skill of posing questions *throughout the information-seeking process* is often under-valued and under-taught. This paper examines the questioning behavior of youth, and offers guidance in helping them develop effective question strategies.

Question as Communication Process

Questioning is basically a communications issue. A person is engaged with another person, be it face to face or reader to text. A question asks for information, either for clarification (What does Q.E.D. mean?) for understanding (How does the electoral college choose the President?), for evaluation (What is this author's reputation?), or for confirmation (Is it true that Sacramento is the capital of California?) Questioning begins as a conscious response to some outside stimulus (e.g. a book passage, a noise, a glance) A question arises because some piece of information is lacking or because the stimulus conflicts with existing information (e.g. a man biting a dog); the mind is trying to re-establish equilibrium. Ciardiello (2003) uses discrepant events (e.g. a picture that appears to be illogical) as a way to provoke conceptual conflict and encourage question-finding.

The question that thus arises needs to match the informational need: “Why is the man biting the dog” is a better match than “Does the man have canine teeth?” Existing mental schema, vocabulary, and prior experience help craft the form of the question.

If the person decides to pursue the question, and cannot figure it out internally, then the questioning process becomes “public.” The individual has to determine who or what to answer the question: what source is most likely to give me the answer I want or need? It may be a book, the Internet, or another person. Prior experience determines the source; if a young person has been successful finding answers to questions by consulting an almanac, then that reference tool may be the default choice. Likewise, the attitude that “the Wikipedia has everything” will probably result in the youngster continuing to consult that source regardless of the question. Fine-tuning the choice of information to match the question comes with repeated and differentiated efforts (i.e. trial and error) as well as explicit instruction. Typically, children go to parents, family friends, and teachers for answers first.

The information seeker has to phrase the question accurately to elicit the desired answer, be it verbal or visual. If a human is the question target, then both parties have to navigate the obstacles and contexts between them: of space, time, distractions (noise, competing messages, weather, etc.), common (or unique) language and vocabulary, as well as prior experiences and expectations. Even if the question is well understood, the receiver might not know the answer to the question nor know how to find the answer – they may choose not to get involved for a variety of reasons (e.g. closed-mindedness, lack of interest, bad timing, etc.) For children, the responses they receive may depend more upon the answerer’s relationship with the child than the nature of the question itself (Shenton and Dixon, 2003) If the recipient of the question is static – say, a magazine article or website – then the human has to do all the negotiating work. While it may be said that a document does not impede this process, being unable to twist a questioner’s words around, a hypertext or other interactive document *may* impact the individual’s information seeking behavior as decision points are created by the developer who has to guess how the accessor will respond to the prompt.

Even when the information is given – or extracted, the question communication cycle has not finished. The questioner has to make meaning of the answer, usually by asking more questions. In other words, in reflective information seeking, questioning becomes a recursive and iterative process (Jolly and Radcliffe, 2000)

To this point, there has been a tacit assumption that the answer to a question is true. Part of understanding the answer involves verifying it, which can be a particularly challenging task for youngsters who have a small database of knowledge to draw upon; in general, they depend on adults to tell them the truth.

Nor is this process necessarily a one-time event. While one may get clarification or see an error as a result of questioning, the correction might not change the underlying belief system. On the other hand, when one *does* see the new information and then uses it to modify the original question and underlying assumptions, then ‘double-loop’ learning has occurred. A third loop may be introduced as well as the basis for subsequent learning.

Because successful questioning requires clear communication and common understanding throughout the process, it requires explicit planning, instruction, and evaluation (Callison, 2003)

What Is a Good Question?

No perfect question exists. A question’s quality is highly contextualized. “Why are you pale?” may be a way for a student to distract the teacher or a realization that someone has said something shocking; it may also be a physician’s initial question to help diagnose an illness. Timing also impacts the quality of the question; asking why a person is pale is not appreciated just before saying “I do” at the altar, for instance (although it might be the perfect time in order to avoid a bad marriage...) Each *type* of question has validity, depending on the objective, the content, and the context of the question (Busching, 1995)

Generally, undesirable questions are those which:

- have no discernable answer (e.g. What is reality?)

- are beyond the intellectual grasp of youth (e.g. How do you create a nuclear space station?)
- are very difficult to find with locally available resources (e.g. How many Peruvians have infected toe nails?)
- are overwhelming in the timeframe allotted (e.g. What is the chemical composition of every fast food in America?)

Ideally, questions should engage the information seeker intellectually and emotionally, cause them to think (Loertscher and Woolls, 2002).

Several question taxonomies exist. One set of categories would be considered nominal; that is, they do not posit that one is 'better' than another, just more appropriate in certain circumstances than another. Elder and Paul (1997) posit three types of questions: one-system (right/wrong answers), no-system (opinion, such as flavor preferences), and multi-system (calling for critical judgment) Dahlgren and Oberg (2003) posit five categories of questions: encyclopedic (e.g. What is the gross national product of Egypt?), meaning-oriented (e.g. What does natural law mean?), relational (e.g. What are the effects of globalization?), value-oriented (e.g. What languages should be preserved and why?), and solution-oriented (e.g. What can we do to reduce oil pollution?)

Other question taxonomies appear more hierarchical in nature. Sunda (2003) suggests having students generate and classify questions according to Bloom's taxonomy, from knowledge (e.g. How many moons does Mars have?) to evaluation (e.g. Should marijuana be legalized?) De Jesus, Almeida and Watts (2004) suggest a hierarchy of questions based on Kohl's learning theory model: acquisition (basic information), specialization (linked to one's own knowledge base), and integration (elaboration). Glaubman and Glaubman (1997) categorized question types as factual, convergent comprehending, and divergent integrative. Ciardiello's (2003) question types are similar: memory, convergent, divergent, and evaluative.

Vogler (2004) synthesizes question pattern research, categorizing sequences of questions into six groups: circular (asking a series of questions that finish at the starting position), extending (asking a series of questions at the same cognitive level), extending and lifting (asking extending questions and then asking higher-level questions), narrow to broad (asking specific low-level questions

and then higher-level general questions), broad to narrow (asking general, low-level questions and then asking specific, higher-level questions), and backbone of questions (asking all types of questions based on their relationship to the central issue).

While much pedagogical emphasis has been placed recently on in-depth 'essential questions,' factual questions have their place. Sometimes youth really do need to know how much one Japanese yen is worth in US dollars. Reference librarians encounter these types of 'ready reference' questions all the time. Likewise, procedural questions are also important: how to cite a source correctly, how to insert clip art into a document, how to take Cornell notes, as well as how to whistle or titrate a solution or buy a car. Traditional reference questions, which reflect traditional research papers, consist of those questions that might have a complex answer or which require several steps to answer the question: "How did the Civil War's outcome affect the status of Negroes in the South?" or "What is the reason for seasons?" Deeper-level research questions, as exemplified by Wiggins and McTighe's (1998) essential questions, require searching a variety of sources and analyzing possibly conflicting information: "How would the United States of today differ if the South had won the Civil War?" or "Do new technologies always lead to progress?" (Bopp and Smith, 2000).

Even the most sophisticated information seeking process requires some simple factual question such as how to spell a name correctly -- or procedural questions such as how to request an interlibrary loan. On the other hand, if an academic course consists merely of right/wrong factoid questions and answers, then young people will likely learn little of consequence. Sadly, teachers tend to ask lower-level cognitive questions in class, even though students tend to engage at the level of the questions asked and will rise to the occasion if higher-level critical questions are posed (Edwards and Bowman, 1996).

Developmental Issues in Questioning

Beyond the obvious issue of prior experience, librarians sometimes overlook the developmental issues that compound the difficulties students encounter when posing questions. Youngsters deal with concrete reality and so may make

false generalizations about abstract concepts such as volume conservation. Sometimes they cannot distinguish between main concepts and distracting details, and have difficulty categorizing information. Moreover, young children have a difficult time when faced with conflicting information such as maps with different keys or terms with different meanings (Moore, 1995; Leong and Jerred, 2001).

As children mature cognitively, the types of questions they generate – and the way they use those questions – change. Norris and Foxcroft (1996) noted that with cognitive growth, youth:

- ask more abstract questions
- develop more questions based on abstract categories
- build on prior questions more systematically
- use more inferential reasoning in their questions
- self-regulate their questions more.

They suggest that librarians should target adolescents in learning sophisticated questioning strategies because teenagers are most likely to have developed their formal logic and have more experiences to draw upon. Nevertheless, Glaubman and Glaubman (1997) found that even kindergarteners could understand and use metacognitive methods to generate high-level questions; explicit training in questioning also improved reading comprehension and retention.

Youth also vary in the amount of information they need to ask a question. Some individuals are high risk-takers, asking questions as soon as they encounter information. Others need to know enough facts or background information before they can posit a question comfortably. Especially among this latter group, the amount of prior experience impacts their questioning behavior significantly. One might think that as children get older they would ask more questions because they gain knowledge, but the problems or assignments they face get increasingly complex as well, so the overall effect is that some continue to ask more questions than others (de Jesus, Almeida and Watts, 2004).

Sadly, the socialization process of education can negatively impact students' questioning behavior. Low-achieving kindergarten males ask more questions than their female counterparts or

high-achieving kindergarteners. However, over the years, lower-achieving students tend to ask fewer questions than higher-achieving students, becoming more passive learners; they do not want to look stupid. Likewise, adolescent girls tend to ask fewer questions than boys because they do not want to appear aggressive (Good et al., 1997). In both cases, students change their behaviors based on peer response.

To compensate for this social 'norming,' librarians should also set a positive learning atmosphere that encourages intellectual risk taking: "No question is too stupid." This phrase is supposed to ease the questioner's anxiety and indicate that the listener is open-minded. The type of question asked can also serve as a diagnostic tool to determine how clearly one has communicated or how well the questioner understands a concept. Nevertheless, body language or voice tonality may betray the listener's inner feelings of frustration, defensiveness, or condescension toward the questioner. Therefore, librarians should also facilitate confidential ways to question: through writing or private conversations at the reference desk; online reference help offers an excellent way to ask questions in a non-threatening and non-competitive way.

Who Owns the Question?

One of the main difficulties in asking questions emerges when the information-seeking task does not originate with the youngster. Oftentimes, the teacher or some other adult imposes the task (Gross, 1999). So rather than focusing on an intellectually stimulating question, the students' initial questions focus on clarification of the imposer's demand: "What do you want us to do?" "What do you mean by X?" They have to make sense of the other person's question. Students realize that if they 'translate' the task incorrectly, their grades will suffer. Most students really do seek the teacher's approval, but, in the process, their own intellectual curiosity may take second place. Usually, teachers do not reward students who ignore the assignment's question in favor of pursuing a self-initiated question. Thus, the basis for questions may reside in student-teacher relationships rather than on subject matter conceptualization.

In the same vein, the next questions students pose often speak to the grading ramifications of the task:

“When is the project due?” “How long should it be?” “Should the paper be double-spaced?” While some teachers dismiss these questions, they reflect two intellectual tasks: managing time and framing the task itself. Experienced students realize that writing a twenty-page report entails a different set of questions and tasks than creating a five-screen PowerPoint presentation. These same students also realize that when a teacher says, “Write as long as it takes,” some students will write volumes in the hope that longer is better; students who ask about length are, in fact, trying to define the parameters to insure equity and reinforce group norms.

When the task is initiated by youngsters themselves, they feel more ownership and more control, and their questions are more apt to be personally meaningful. They know their own vocabulary and prior experience, so they can draw upon those to frame questions that can drive their information seeking more easily. On the other hand, self-initiated tasks may be difficult to actualize, such as finding the ideal date or how to make a million dollars without working. I-searches, a popular way to merge research processes and personal interests, can be very frustrating if students do not know what relevant sources of information are available. The librarian can ameliorate this situation by helping students modify their research topic to coincide with accessible information, thus enabling students to ‘own’ the topic and the questions.

Comprehending the Information

Questioning information is an intuitive action that needs to be made explicit in order to prioritize important aspects of the document at hand in light of the pre-identified task. At the point of interacting with the information, the first question is usually: what does this mean? Librarians help students answer this query by showing them how to skim a document to get an overall sense of the content, looking at headings and images and reading the introduction and conclusion. Feldt (2001) found that once primary students learned how a text was organized (e.g. cause and effect, compare-contrast, problem-solution), they could more easily develop appropriate questions – and answer them – about the information.

Asking more specific questions as one encounters new facts or contexts needs to be a conscious action, recorded in some fashion, be it Cornell

notes or iPod dictation. As with overall analysis, librarians model the process of questioning information by thinking out loud or showing commentary from sample readings. Likewise, they can examine youngsters’ personal questioning practices and suggest ways to improve them.

Because individuals bring different interests and experiences to the learning process, micro-managing question techniques is probably not an effective approach. Instead, young people should be encouraged to document their question naturally – and then highlight the most important or relevant questions that they think worthy of pursuing. Several lessons are embedded in this process: that it is not enough to ask the question – one needs to answer the question if it is important – that some questions can be ignored, that prioritizing questions can lead to discovering the most relevant aspects of the information, and that some questions need to be answered immediately but others can wait or be answered automatically by reading further. Librarians can then look at those questions deemed *by the information seeker* to be the most significant ones, and give feedback at that level (e.g. seeing if the student recognizes the difference between main ideas and sidebar details, checking students’ understanding and prior knowledge, etc.)

Another activity to reflect on questioning practices consists of having young people categorize their questions as follows: personal (e.g. “When is it wrong to help?”), factual (e.g. “When was he born?”), procedural (e.g. “How was that graph made?”), psychological (e.g. “Why would a mother drown her own child?”), convergent (e.g. “Why do hurricanes move in a clockwise direction?”), divergent (e.g. “What would have happened if Marco Polo hadn’t returned to Italy?”), evaluative (e.g. “Why do some countries permit capital punishment and others don’t?”), or author-centric (e.g. “Why did the author use that quotation?”) This process helps young people (and adults) become more aware of their own question patterns. It also shows how individualized each person’s perceptions can be; by encouraging youngsters to generate their own questions, many more issues can surface and be examined (Busching, 1995).

Questioning Authority

In general, children trust adults so they have a predilection for trusting published information

(Fitzgerald, 1999). If the answer contradicts the information seeker's existing knowledge base, s/he has to decide whether to reject the new information, reject the old information, or somehow accommodate the two. One of the main bases for rejecting conflicting information is falsehood. Thus, one subset of questions needs to deal with evaluating the information source itself. If not prompted to look for inconsistencies or falsehoods, young children will not be aware of them (Markham, 1979).

This questioning process has been widely addressed since the introduction of the Internet. In the big wide world, information seekers have always needed to cast a critical eye on sources of information. However, information seekers used to be able to depend on the professional librarian to select sources that were credible. Now the library cannot control the authority of all the information that is *accessible* from the library. Asking questions about the author's reputation, viewpoint, assumptions, objective, and communication quality is now necessary to determine the source's legitimacy. Information seekers also need to question the content's validity, currency, and citations or links (Shively and Van Fossen, 1999; Browne and Keeley, 2003).

The evaluative criteria for questioning themselves reveal the quality of the information seeker's knowledge base and cognitive maturity. Young people, for instance, tend to give high marks for websites that are attractive, novel, and personally appealing (Hirsch, 1999). For that reason, librarians should provide tested criteria for young people to use as they form evaluative questions. As they become more experienced in evaluating information, young information seekers can modify those criteria to suit their particular needs and expertise.

Teaching How to Question

As long as the teacher or librarian frames the questions, student will not learn how to ask and answer questions independently. Modeling good question strategies and demonstrating appropriate questions for different objectives only begin the process; young people need to be actively engaged in the questioning process. When librarians ask questions to help young people seek information, they need to think about the central objective and content, certainly, but they also need to consider

the students' learning gap, the context for learning, and the underlying assumptions about teaching and learning (van Zee and Minstrell, 1997).

Socratic circles and Paideia seminars exemplify dialogic discussion where students pose critical questions and share understanding; the teacher acts as a guide to facilitate an effective learning environment and scaffold meaning. Socratic questioning methods are especially structured to pose questions for clarification and to test assumptions and consequences (Copeland, 2005). Part of the process consists of peer and teacher review of questioning techniques through checklists, paragraphing, restatement, or elaboration (Billings and Fitzgerald, 2002). Of course, for this interactive questioning to be successful, teachers as well as students need training since this type of classroom management is not a typical part of basic pre-service training. The process also presupposes that students have read the materials to be discussed so they can ask relevant questions. In that respect, these dialogues have a 'closed universe' nature to them, seeking information *within* a text, rather than an open-ended search for *potentially* relevant information.

The concept of questioning strategies, *per se*, however, can be an open-ended experience. As with dialectic conversation, librarians can help students use prior experience and knowledge to develop questions that uncover rules and relationships. Both the process of questioning and the knowledge of when to use a particular process need to be taught (King, 1991). Librarians can provide contextual information and give timely, specific feedback that help youth redirect and recraft questions to better fit the intellectual investigation of gathering, evaluating, and using information (Grabowski, Koszalka and McCarthy, 1998).

Rosenshine, Meister and Chapman (1996) conducted a meta-analysis of different methods of teaching questioning strategies. They found five types of prompts: signal (key) words, generic question stems, main idea of a passage, question types (similar to types of reference questions), and story grammar categories (i.e. setting, plot, character, theme). They found that signal words and generic question stems were the most effective methods to stimulate relevant questions and facilitate learning.

King (1991) found that students who were given question ‘stems’ (e.g. “How are _____ and _____ alike?” and “What would happen if _____?”) to guide their questioning strategies performed better than students who were given no prompts or were given pre-set, closed questions. By having generic question starters, students generated higher order questions and engaged more deeply in problem solving. Self- and peer-questioning also helped students to reflect metacognitively on their own information seeking strategies, even as early as fifth grade. King also found that when students pair up to ask and answer their questions, they give more elaborate answers and keep on task better.

One appropriate use of straightforward, factual questions is in helping young people use ready reference sources: tool-centric information seeking. It is important to note that the objective is procedural knowledge: how to determine the critical features of a reference source and how to extract information from it. To give this controlled inquiry some legitimacy, librarians should contextualize the process in terms of potential academically-grounded questions to be answered. For instance, if one has questions about topography or political boundaries, then atlases would be a good source to consult. To understand information represented in maps, one needs to know how to apply legends. To help students learn how to read maps, librarians and teachers should start by developing well-structured activities to create clear, unambiguous questions that can be found in the atlases to be used by students. Other tips in question generation include:

- determining the right/acceptable answer
- using simple, precise vocabulary
- avoiding ‘feeling’ and ‘value’ words
- avoiding yes/no questions
- avoiding compound and embedded questions
- matching the question to the student’s level
- pilot-testing the question (Braddon, 1997)

This process mirrors the approach used in mathematics or engineering as students learn how to calculate algebraic equations or do long division for the first time; the teacher creates problems that result in whole numbers as a way for students to make reasoned guesses about the solution. The emphasis is on the process. Once students become more comfortable with the mathematical formula – or the protocols for interpreting maps – then they can pose their own

questions. More complex questions can also be posed in order to help students take the next step and analyze several sources or draw conclusions from mapped representations for information; that is, they can concentrate on the content more than the format (e.g. “How did the geography of Mesopotamia impact its designation as the cradle of civilization?”) (Rosenshein, Meister and Chapman, 1996; Jolly and Radcliffe, 2000).

On the other hand, open-ended questions and divergent-thinking questions facilitate creative thinking, encourage alternative meaning and solutions, and foster different viewpoints (Ciardiello, 2003). Problem-based learning, inquiry-based learning, and constructivist methods all call upon divergent questions (to pose alternative solutions) and convergent questions (to ultimately find a solution or arrive at a consensus). Even so, these open-ended learning activities also need to be structured to optimize successful learning. (Dahlgren and Oberg, 2003) They suggest several principles:

- connect to students’ prior knowledge and experience
- provide complexity but not an overload of factors
- present relevant concepts
- be intellectually provocative and emotionally evocative
- facilitate different perspectives
- encourage self-directed learning
- enhance student interest in the subject matter.

They also found that the design of the activity, particularly scenarios, impacts the kinds of questions posed. Key words presented at the start tend to focus student attention, sometimes causing them to overlook alternative approaches. Thus, having students brainstorm numerous potential terms and connotations helps students generate more questions and modify unproductive questions more readily. Even questioning definitions can open students’ eyes to the complexities and assumptions made about heretofore simplistic terms (e.g. ecology, freedom, culture). Having all students read the same thought-provoking article as a starting point in a learning activity, and individually generating questions, helps the class see different points of view early on in the information-seeking process. Nevertheless, a variety of question types should emerge for deep learning.

Conclusions

Questions emerge throughout the information seeking process. Taking a metacognitive look at information seeking using the Big Six research process (Eisenberg and Berkowitz, 1990) as a model, generic process questions might include:

Task Definition

- a) Frame the query or assignment. What am I supposed to do? What problem am I trying to solve?
- b) Identify the information needed. What do I need to know? What kind of information should I gather?

Information Seeking Strategies

- a) Identify possible sources. Where am I likely to find the answer?
- b) Select the sources. Which source is best for answering the question or solving the problem?

Location and Access

- a) Locate the source. Where can I find it?
- b) Locate the information within the source. What information is within the source? How do I find it?

Use of Information

- a) Comprehend the information: read, listen, view. How do I 'get at' the information?
- b) Extract the useful information? What part of the source is useful? How do I document my findings?

Synthesis

- a) Organize the information. What is the logical way to put the findings together?
- b) Present the information. What is the most effective way to share the findings?

Evaluation

- a) Complete the task. Did I answer the question? Did I solve the problem? Did I do the assignment fully?
- b) Assess the process and the product. How could I improve?

While it is useful to share these questions with information-seekers, it is important to convey that these steps may be revisited and repositioned depending on the context, task, strategy, and needs of each individual. Moreover, evaluative questions arise at every point, not just at the end.

The central issue is clear communication between the information seeker and the potential source of information. This meshing of minds requires a common understanding in order to transmit the needed information. Questions help frame the information need and provide a means to assess the information received. With their knowledge of information sources and processes, librarians can be instrumental in helping youth ask questions that will give them the answers they want and need.

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Note

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Changing Society, Role of Information Professionals and Strategy for Libraries

Hisamichi Yamazaki



Hisamichi Yamazaki is currently a professor in the Socioinformatics Course, the Faculty of Letters, Chuo University, Tokyo. He has been the Director of Center for Information Technology and Computing Services of Chuo University for more than three years. Yamazaki obtained his PhD from Tohoku University, Sendai, Japan. Before becoming a professor, he had a distinguished career at Mitsubishi Research Institute where he headed varied and important assignments and research projects in the area of information management. His current interests include management of information centers and special libraries, designing in-house databases and indexing of information. E-mail: hyama@tamacc.chuo-u.ac.jp

Abstract

This paper is intended to review the key aspects of the environmental changes now occurring around libraries, information centers and library professionals, followed by a tentative proposal with the aim of making a breakthrough for them in the digital era. We will focus our attention on information professionals in special libraries, information centers and so on. They have been exposing themselves to the risk that the resources assigned to their libraries would be easily reduced, influenced by the difficulties in finance and the renewal of management plans of parent organizations, mainly due to economic depression. This makes them even more sensitive to efficient and effective management of their libraries. By analyzing them, we are able to acquire some 'leading indicators' in library services management and human resource management for library people.

Keywords: Social change; Technological change; Information Professionals; Strategy

Introduction

The environment surrounding libraries and information centers has been seriously altered because of the social and technological changes that took place in these last 10 years. Four types of change trends or four aspects of the whole change process have been observed which have to be managed and overcome by libraries and library professionals. They are:

1. Information technology (IT) has made a great advance by popularizing Internet access and its use by people throughout the world.
2. The volume and variety of information being produced day by day have reached an alarming extent, especially on the Web.
3. Striking changes have been brought about by end-users of information and information systems, one of which is that end-users have become able to gather information through the Internet without visiting libraries or consulting librarians; the other is that end-users' view of information access has altered from a discipline-oriented one to a problem-oriented one.
4. The value of information itself has been enhanced in business scenarios as well as in daily life.

A Great Advance in Information Technology

According to the *OECD Science, Technology and Industry Scoreboard 2005*¹, information and communication technologies (ICT) have been playing the leading role in terms of prominent productivity growth. In most OECD countries, ICT services have increased their relative share of value added business services because of the development of telecommunication services and

the software industry. This has brought a general shift towards a service economy, mainly because of the achievement of computerization in most industries.

With regard to Internet access, more than 60 percent of households in Denmark, Germany, Iceland, Korea, Norway and Switzerland had Internet access by 2004, as compared with only about 20 percent or less in the Czech Republic, Greece, Hungary, Mexico and Turkey.

From this viewpoint, one may say that the key factors in the development of information technology are the telecommunication and networking services, symbolized by the Internet and computers, with the emphasis on software.

A Tremendous Explosion of Information

The information explosion has been observed worldwide mainly as the result of economic growth, technological advancement and the spread of Internet use. Table 1 shows long-term changes in the sales or use of various information media in Japan, as an example of a highly developed information society. We can see from Table 1 that information produced through various media has been increasing in volume during the decade starting in 1990. Interpreting the data contained in Table 1, we have to pay attention to the following two points:

1. The long depression in Japanese economy in the 1990s had a serious effect on the consumption of and investment in information goods and services.
2. Commercial Internet service began in Japan in 1995.

While sales of traditional media such as books and magazines increased between 1990 and 1995, they declined somewhat between 1995 and 2000, whereas sales of most other media, except audio CDs, increased – in some cases, very substantially – over the whole of the 10-year period. Similar trends could be observed in most countries.

The important point here is that people are now familiar with such digital information media and can employ them to send and receive various sorts of information every day. They have their hands on much larger amounts of information than ever before.

A Behavioral Transition in the End-Use of Information

From Where Do They Gather Information? – Transformation of Information Gathering Activities by End-Users

Before the Internet became familiar, end-users gathered information at libraries and consulted librarians to have access to information resources. The popularization of access to information resources on the Internet encouraged end-users to search and get documents through Internet providers by themselves without any assistance from librarians. Peter McDonald compared this phenomenon to the transition from the ‘Ptolemaic’ view to the ‘Copernican’ view.² Libraries have now fallen to become local nodes in the information network, whereas they occupied the central place in the information universe in the past.

This clearly shows that end users live in the environment that enables them to enjoy more varied and spontaneous options in seeking information than ever before.

What Kinds of Information Do They Seek? – The Change of Scope in Information Seeking

The character of our society is becoming more and more complex. This means that the problems or issues we are confronted with become of a complicated nature. In other words, the numbers of problems or issues that could be solved with the help of knowledge within a single discipline may decrease, while the knowledge to be obtained by the connection of or coordination among plural disciplines will be requested to solve most problems. Therefore, multidisciplinary or interdisciplinary information will be needed for problem solving.

For instance, if we have a problem in the field of physics and wish to solve it, we will refer to the documents and journal articles in physics. Thus, we are able to find a solution of the problem by making use of the knowledge in physics. In other words, we can solve the problem with the information within a single discipline.

On the other hand, if we are going to build and start a day service center for elderly people to realize social care of the aged, we can hardly expect all the information necessary for this

project to be found in documents within one single discipline, as we did for the problem in physics. Instead, there will be a need for multidisciplinary approaches.

Librarians are not experts in a single discipline except that of library and information science. They are non-professionals in most disciplines and subjects, yet they have universal and homogeneous

Information media	Unit	1990	1995	2000	Index 1990	Index 1995	Index 2000
Book sales	Hundred million yen	8,660	10,470	9,706	100	121	112
Magazine sales	Hundred million yen	12,638	15,427	14,261	100	122	113
Newspapers	Circulation	51,908	52,855	53,709	100	102	103
Audio CD production	Hundred million yen	3,233	5,512	5,239	100	170	162
Television industry sales	Hundred million yen	23,967	25,608	29,978	100	107	125
Satellite broadcast sales	Hundred million yen	952	1,300	2,924	100	137	307
Videogame software shipment	Ten thousand	5,357	7,190	8,126	100	134	152
Personal computers (hardware) shipment	Hundred million yen	5,859	13,916	21,442	100	238	366
Software for personal computers shipment	Hundred million yen	1,486	3,728	7,056	100	251	475
Host computers connected with the Internet (world)	Thousand	535	8,200	125,888	100	1533	23530
Internet service providers sales	Hundred million yen	434	1,062	7,067	100	245	1628
Online database service sales	Hundred million yen	1,886	1,973	2,916	100	105	155
Mobile phones (incl. PHS)	Million	138	1,171	6,679	100	849	4840
Public libraries	Number	1,984	2,297	2,639	100	116	133
Public library holdings	Million	17,498	22,372	28,749			

Table 1. Production and distribution of information on various media in Japan, 1990–2000.

Source: Dentsu Communication Institute, Inc. *A Research for Information and Media Survey*. 2006.

knowledge throughout most disciplines as they are walking classification schedules such as DDC and UDC. They are accustomed to grasp the nature of various current problems from multidisciplinary or interdisciplinary points of view in order to find solutions for them.

Enhancement of the Value of Information

Nowadays, both in business and in the home, we spend information as a kind of valuable resource like money and energy. We may say that the value of information for individuals and organizations has enhanced to a level beyond anything we have ever experienced.

There is enough evidence to show that this is true. From the macroeconomic viewpoint, investment in information devices and tools as a percentage of Gross Domestic Product in Japan increased from 1.74 percent in the first quarter of 1985 to 3.35 percent in the first quarter of 2000. On the microeconomic side, the corporate rating service industry has grown influential and powerful in the business world and can be classified as an information service industry. The downgrading of companies by such corporate rating services may destroy the companies themselves.

Most of the industrial products we consume every day include so-called information costs within their prices. Consider a T-shirt for example. We call a T-shirt 'a textile product.' What does this mean? Do we pay money for the piece of cloth? The prime cost of the cloth prepared for a T-shirt is estimated at only 5–10 percent of the selling price of the T-shirt. Most of the cost is devoted to the designers' fee or royalties on copyright. In truth, we pay for information instead of cloth through the action of buying a T-shirt. There are other numerous examples of 'information-based' or 'information-shifted' products.

Failures in information management have brought some reputable companies to a crisis in Japan as in other countries. Some major companies were in an impasse due to illegitimate accounting, unanticipated outflow of confidential information and the loss or less retrievability of important documents. On the other hand, home delivery services and chains of convenience stores profit with enterprise information systems that treat information elaborately and timely. These cases

lead us to the conclusion that information management is a key factor to success these days.

Strategic Guidelines for Information Professionals

Based on consideration of the above points, some strategic programs as a set of guidelines for libraries and information professionals may be suggested, as follows. These would be helpful to overcome the environmental changes around them and bring further development and a brighter future.

Begin Strategic Planning After An Insightful Conceptual Model.³

A library is an organization with various kinds of managerial resources, like a company. This indicates that libraries should be managed through a strategic planning process.

The matrix shown in Figure 1 is an example of a SWOT (Strengths, Weaknesses, Opportunities and Threats) matrix, which is one of the key factors in the whole process of strategic planning for libraries.

Through this chart, we can realize the present position of information professionals.

Coordinate Existing Commercial Information Services, Databases and E-Journals to Develop New Library Services

We must redesign our service menu for our customers through thinking functionally. Under the present conditions where the Internet has become very popular as a means for everyone to have access to information, it is important for us to concentrate the service focus on the services which can be provided only by libraries or information professionals. For this purpose, we need to clarify our service concept and invent a set of new services. It will be practical to coordinate existing commercial information services, databases, e-journals and IT applications to develop a new product or service from the library. For that purpose, we need to review the various IT devices and information services available and examine which can be employed to present an effective library service.

<p>Strengths</p> <p>Elaborate knowledge and skills to order and organize information</p> <p>Rich experience in reference and information service and searching various databases</p> <p>A bird's-eye view to the present disciplines and subjects</p>	<p>Weaknesses</p> <p>Not deep knowledge and judgment in an individual discipline or on a subject</p> <p>Difficulties to understand end-users' information needs completely</p>
<p>Opportunities</p> <p>Explosion of information</p> <p>Problem-oriented access to information</p> <p>Multidisciplinary approach</p> <p>Higher cost to search commercial databases</p> <p>New rights on databases</p>	<p>Threats</p> <p>End-user searching</p> <p>Decrease of bibliographic databases well-indexed</p> <p>The development of search engine services on the Internet</p>

Figure 1. SWOT matrix for information professionals.

Examine Cost-Effectiveness of an Individual Activity or Service Before Determining a Service Menu

When information professionals decide the menu of information services to be offered to users, they should make comparative studies on the balance between the benefits which end-users will obtain through each service and the costs of executing the service so as to select the more cost-effective set of services to offer. For that purpose, they may make use of a table such as that shown in Table 2.

A service for rating websites in academic and professional subjects and consultant-like services based on their level of expertise would also be effective and worth examining.

Consider Carefully What Types of Documents or Information Can Be Served Successfully and Effectively

There are quite a few types of documents or information used for decision-making by companies and other organizations. These can be grouped under many kinds of factors, two of which are adopted here to show the necessary information for 'product development.' One factor relates to the descriptive nature of the information: numeric or non-numeric. The other is the place or location where the documents and information are produced and circulated: inside an organization or outside an organization.

Table 3⁴ shows how various kinds of documents and information may be classified using this schema.

Among them, the documents in the area 'C' (non-numeric information produced outside an

organization) have traditionally been collected and provided to users by special libraries, while the documents in the area 'A' (non-numeric information produced inside an organization) are now attracting attention due to the effective introduction of knowledge management and the reinforcement of intellectual property management in organizations. Area 'B' is of interest to people with an accounting perspective, while area 'D' includes important materials for researchers in the fields of market and economy. As for statistical data, they usually form an important part of the collection of a special library.

Limiting the argument to a special library or an information center, its mission can be stated as "seeking and acquiring widely and exhaustively documents and information on the conditions and details of the external environment surrounding the parent organization to provide them to the top management, staff and experts inside that organization." This explains the critical importance of the documents located in area 'C.'

Define the Social Function of Libraries and Information Professionals and Appeal to People Outside

Figure 2 shows the functions of libraries and associated services.

As shown in Figure 2, libraries stand between end-users and existing information resources to act as an agent for end-users to seek and acquire documents or information they want. In this sense, libraries can be compared to other intermediaries in the information flow process such as databases and Internet search engines. What information professionals in libraries provide to end-users

Details of benefit or resources Type of service	Benefits that users receive through support by IP							Resources spent by libraries and IP				
	Benefits that users receive through support by IP							Personnel expenses			Monetary resource: direct cost	Equipment
	Educational effect	Problem solving	Idea generating	Choosing a future course	Information search	Expertise	Service	Preparation				
Reference and information service		B			RB		ER	R	R			
Referral service		B		RB			R	R				
Library use education	RB			B	B			ER	R			
Printed guide for users	B			RB	B				ER	ER	R	
Online database search service		B			RB		ER	ER	ER	ER	ER	
CD-ROM database search service		B			RB		R		R		ER	
Readers' advisory service	B		R	RB			R	ER				
Current awareness service	B		RB	B	B				ER		R	
Learners' advisory service	RB			B			R		ER			
Community information service		B		RB	B		R		ER			
Information and referral service		B		RB			R	R				

Table 2. Characteristics of individual information services.
 Note: IP = information professionals; RB = remarkably beneficial; B = beneficial; ER = extremely resource intensive; R = resources needed.

	Non-numeric information (text)	Numeric information
Produced inside an organization	(A) Business diaries Reports by branch offices Engineers' memoranda R&D reports Trouble settlement reports Call center reports (customer-contact systems) Customer order sheets Unfilled orders Patent documents Reports by test marketers	(B) Sales data of related products including POS data Financial statements Cost accounting data Cash flow data Market research Product tests
Published outside an organization	(C) Financial statement Annual reports Patent specification Various kinds of standards Product catalogs Economic and industrial paper articles Economic and industrial magazine articles Trade paper articles Industry magazine articles Science and technology information (articles and reports) Patent information of competitors Public opinion polls	(D) Government statistics Industry statistics Sales data of related products by competitors

Table 3. Examples of documents and publications needed for new product development.

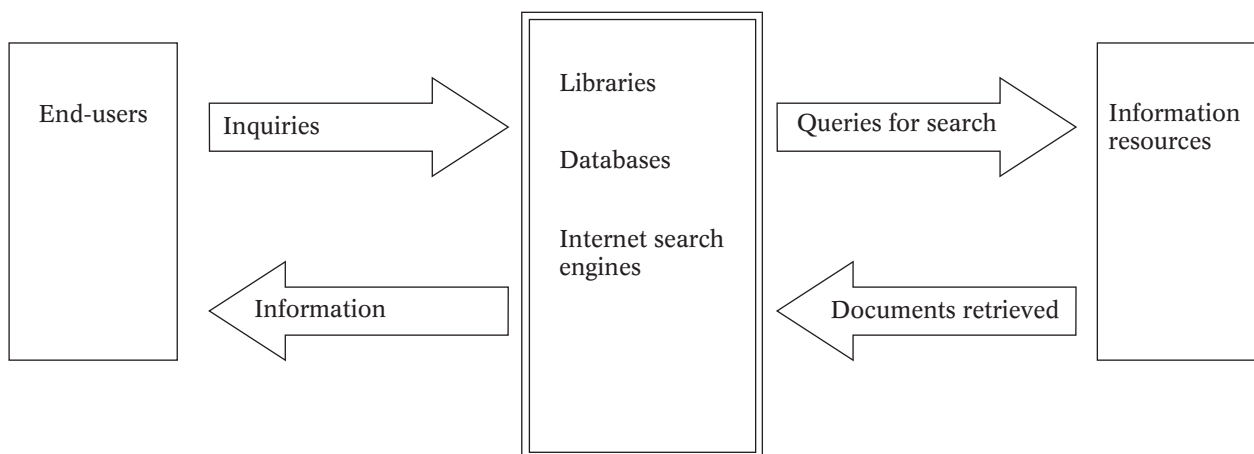


Figure 2. Functions of libraries, databases and Internet search engines.

is strong support on the basis of a skillful and elaborative method of subject access which is difficult for end-users to realize by themselves in searching the Internet.

In addition, information professionals usually have rich experiences in indexing and searching

databases which have made them skillful searchers and careful indexers. This kind of experience may become the basis for building elaborate in-house databases for the internal and managerial needs of the parent organizations to carry out knowledge management and share information among their staff.

What is important is to apply such skills and experiences to knowledge and document management inside the organization. This means that information professionals are able to enter into the management of the documents and information in area 'A' in Table 3 if they want and are required to do so. To support problem-oriented or phenomenon-oriented approaches to the textual information inside the organization, it is helpful to construct and introduce a thesaurus for in-house use to obtain better indexing and retrieval capability and performance similar to that of commercial online databases.

Clarify the Characteristics of Information Professionals on the Basis of Human Resource Management

The Special Libraries Association (SLA) released a revised edition of its 'Competencies for Information Professionals of the 21st Century' in June 2003, which included core competencies, professional competencies and personal competencies.

Core competencies are defined as follows:

- I. Information professionals contribute to the knowledge base of the profession by sharing best practices and experiences, and continue to learn about information products, services, and management practices throughout the life of his/her career.
- II. Information professionals commit to professional excellence and ethics, and to the values and principles of the profession.⁵

Professional competencies include:

- A. Managing Information Organizations
- B. Managing Information Resources
- C. Managing Information Services
- D. Applying Information Tools and Technologies.

As for personal competencies, it is recommended to keep a positive and challenging attitude to work.

Corrall and Brewerton⁶ proposed a professional competence model consisting of six parts:

1. generic personal skills (communication, problem-solving, etc.)
2. professional/specialist information skills (collection development and management, knowledge organization, etc.)

3. IT skills
4. business and management skills (accounting, budgeting and costing, marketing, etc.)
5. organizational knowledge and subject understanding (culture and climate, terminology of the field, etc.)
6. personal work behavior (achievement/results orientation, leadership/initiative, strategic perspective, etc.)

An experimental postgraduate curriculum shown below reflects this competence model.

Introduction to information centers (special libraries)
Management of information centers (special libraries)
Accounting
Cost accounting
Financial statements
Research & development
Marketing
Information system development
Networking
Information retrieval
Databases
Knowledge management
Information service
Project design
Project management
Decision making
Language representation
Subject access and indexing

Figure 3. A model curriculum for post graduates.

Peter McDonald stated that:

I am a librarian, and my profession is at a crossroads. I see ahead a changing landscape, and the going is uncertain. In truth, I am not sure that my profession will even survive the revolution that is ahead without reassessing how we go about our business.⁷

It will be indispensable that information professionals in the near future are equipped with the ability of efficient communication, basic knowledge of business processes and literacy on computers and networks. Besides, they are expected to be leaders like conductors of symphony orchestras to carry all the members working together to a single goal. Information professionals have to find optimum solutions in library service and information management after analyzing the present conditions both inside and

outside their organizations. At the same time, they should put through needed reforms permanently with full conviction and bravery. This would certainly suggest a brighter future for libraries and information professionals.

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IFLA Policies and Plans

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IFLA CODE of Ethics for the Members of the Governing Board and Officers

Preamble

This Code of Ethics has been drawn up for the Governing Board and Officers within the context of existing, approved Statutes, Rules of Procedure, Policies, Statements and Core Values. It outlines a set of fundamental principles in order to help the Governing Board define what is right, fair, just and good for IFLA in meeting its mission and purpose. It is also intended to assist a member of the Governing Board and an officer serving in its various structures in better understanding and meeting the requirements of holding an IFLA office.

(IFLA is a federation of library and information associations and institutions from every part of the world. Many of these members have formal professional code of ethics. These may be found on IFLANET at: www.ifla/faife/ethics/codes.htm).

The Code of Ethics

General Articles on Governance

IFLA shall be governed fairly, impartially and responsibly by its

Governing Board, to ensure that the best interests of the organization are upheld and advanced;

IFLA shall have an independent, active, conscientious and informed Governing Board whose members serve as directors, without compensation or material profit, to the best of their ability;

Governing Board members agree to endorse and promote the mission, purpose, policies, statements and core values of IFLA and contribute to its strategic directions;

The Governing Board shall ensure that IFLA reports regularly to its members and its constituencies on the results of its programmes and services and their range, scope and impact;

Governing Board members shall act with respect, trust, confidentiality and transparency within the Board, between and among Board members and officers, recognising the need to protect personal and privileged information;

IFLA shall adopt a policy which prohibits direct and indirect conflicts of interest by the directors of the Governing Board. Such a policy should address issues related to: the receiving of gifts from or an affiliation with an actual or potential supplier of goods and services; affiliation with an organization with competing or conflicting interests; the degree of disclosure required by the person in the potential conflict of interest; and the consequences of not upholding the policy;

IFLA's Governing Board will ensure that its Statutes, Rules of Procedure, Policies and Statements are current, clear and inclusive of all

matters related to good governance, transparency, accountability, human rights and public trust;

Relations with Members and Partners

The Governing Board shall ensure that IFLA reports regularly to its members and its constituencies on the results of its programmes and services and their range, scope and impact;

Governing Board members shall act with responsiveness and respect to the members and partners who make up IFLA constituencies, following the principles of the core values, professional ethics and this Code of Ethics;

Governing Board members shall recognise the importance of the IFLA staff and volunteers to accomplish its desired results and place a high value on providing the training, mentorship, tools and current information necessary for them to excel in their work;

The Governing Board shall ensure that there are useful tools and dedicated sessions to support the orientation and training of board members and officers;

IFLA's Governing Board shall be committed to full, open, timely and accurate information regarding its goals, plans, programmes, finances and governance and be ready to respond to questions;

The Governing Board shall adopt a policy requiring that no person be refused membership or be excluded from participation or otherwise subjected to discrimination by IFLA, on the basis of race, national or ethnic origin, colour, religion,

sex, sexual orientation, age, or mental or physical disability;

Accountability

The Governing Board shall approve and implement policies related directly to the sound management of its fiscal responsibilities and to ethical conduct in fundraising;

The Governing Board shall have approved policies and plans that work toward gender equity, the participation of minorities and the greater use of all the IFLA languages in conferences and communications;

The Governing Board shall periodically reassess its respective mission, policies and operations in light of the changing world environment through ongoing planning, monitoring and assessment processes;

The Governing Board will develop policies and processes for the regular self-evaluation of its effectiveness and the timely review and application of policies and statements, such as the Code of Ethics.

Implementation of the Code of Ethics

This Code of Ethics shall be an element in the orientation of new Governing Board members and officers;

Each member of the Governing Board will be asked to sign a statement that certifies that he/she has read and understood the Code of Ethics and is prepared to adhere to it;

The Governing Board will ensure that there is a policy of due process for members of the Governing Board who do not follow the Code of Ethics;

The Code of Ethics will be reviewed on a regular basis to ensure its relevance and its support

of good governance and public trust.

Approved by the Governing Board of IFLA, December 2006

Contacts:

Dr Alex Byrne, IFLA President.
Tel +61 2 9514 1465. E-mail alex.byrne@uts.edu.au

Dr Peter Lor, IFLA Secretary General. Tel +31 70 31 40 884. E-mail ifla@ifla.org

Guidelines on IFLA Branding

IFLA (The International Federation of Library Associations and Institutions) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession.

IFLA's primary objective for allowing its name to be used or entering into relationships with other organizations and business enterprises should be:

- a. To help IFLA achieve its mission to be the global voice of the library and information profession, or to assist libraries in achieving their mission.
- b. To fulfill a specific need related to current IFLA goals and objectives or to contribute in a significant way to the cooperating organization while using IFLA's name and its resources effectively.
- c. To benefit as much as possible from a reciprocal relationship in the form of finances, expertise, experience, public relations, or other advantages.

The following are the exclusive property of IFLA:

- The IFLA logo
- The full name of IFLA

- The acronym IFLA, when used in the context of, or relating to, librarianship and information work or products and services for librarianship and information work. [The acronym IFLA by itself is not unique to IFLA, but is used by a number of other organisations around the world, e.g. the International Federation of Landscape Architects).

Formal relationships should be entered into with other organizations and business enterprises whose strength and reputation have been evaluated. Relationships should be based on the following criteria:

- a. The relationship is reciprocal in that there are mutual needs and a sharing of purposes.
- b. The structure and level of the relationship represents the best method of accomplishing the purpose or meeting the need.
- c. The appropriate personnel are available and the time and talent are being or will be used effectively.
- d. Costs in time and money are justified by the results.
- e. The need for the relationship is evaluated periodically.

Formal relationships which permit the other organization to use the name of IFLA must be based on a written agreement pursuant to which IFLA retains control of the use of its name.

Formal relationships with other organizations or business enterprises do not necessarily imply IFLA endorsement of their policies, products, or services. None of IFLA's published reports, findings, etc. shall be circulated by the cooperating agency without the permission of IFLA.

There are three levels of use of the IFLA logo, name and acronym.

1. The name, acronym and logo of IFLA may be used by IFLA professional units. The governance structures of professional units (e.g. Standing

Committees of sections), directors of core activities and regional office managers shall decide on this. In cases of doubt, they will refer the matter to the Coordinator of Professional Activities or the Secretary General. IFLA units may use the IFLA name without charge.

* Events co-hosted, co-organised, sponsored or supported by IFLA or one of its constituent parts, provided the nature, purpose and program outline are acceptable in terms of IFLA's mission and core values. [Examples: regional or specialised seminars and conferences.]

2. The name and acronym of IFLA may be used freely by anyone who wants to refer to IFLA, except when the statement or text implies an endorsement by IFLA of any events, products or services. For such statements the prior permission of the Secretary General is required. The logo of IFLA may not be used by other parties without the permission of the Secretary General. There may be fees for the use of the IFLA name and/or logo. The Secretary General may or may not give permission for the use of the logo, acronym and name of IFLA in the promotion, branding or endorsement of events, products, services, academic and training programs in the following cases:

* Products sold or distributed on behalf of IFLA to raise funds for or awareness of IFLA, provided the nature and design of these products are acceptable to IFLA in terms of IFLA's mission and core values. [Examples: T-shirts and memorabilia, books]

* Services offered with the endorsement of IFLA, provided these are acceptable to IFLA in terms of IFLA's mission and core values. [Examples: library tours, IFLA interlending vouchers]. IFLA will only

endorse services if it has the capacity to evaluate them.

* Academic and training programmes not initiated by IFLA will not be endorsed by IFLA.

3. The name, acronym and logo of IFLA shall not be used by unrelated organizations or for unrelated issues or when approval has been denied.
4. Adaptations of the IFLA logo may be made and used for specific purposes, such as the identification and marketing of the annual congress, only with the explicit permission of the Governing Board.

When needed the Secretary General may forward issues to the Governing Board. The ultimate responsibility for the use of the International Federation of Library Associations and Institutions name rests with the IFLA Governing Board.

Approved by the Governing Board of IFLA, December 2006.

IFLA Strategic Plan 2006–2009

Introduction

The International Federation of Library Associations and Institutions (IFLA), founded in 1927, is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession.

IFLA pursues its priorities within the framework of the three pillars:

Society – Libraries and information services serve society by preserving memory; feeding development; enabling education and research; supporting international understanding; improving information access, sharing, and use; and supporting community well being.

Profession – As the global voice for libraries and information services

and the profession, IFLA has always been vitally concerned with improving methods, technical means and standards as well as increasing the awareness of new theories, developments, and best practices in library and information work.

Members – As a membership organisation, IFLA serves the interests of its members and draws both its mandate and global reach from them.

This plan establishes the priorities of the IFLA Governing Board for the period 2006–2009 and is intended to guide both its work and that of IFLA's divisions, sections and other activities. It will be reviewed annually by the Governing Board and presented to Council.

Vision

Libraries and information services are essential to the effective operation of the inclusive Information Society. IFLA and libraries and information services share the common vision of an Information Society for all, as adopted by the World Summit on the Information Society in Geneva in November 2003. That vision promotes an inclusive society in which everyone will be able to find, create, access, use and share information and knowledge.

To enable access to information by all peoples, the International Federation of Library Associations and Institutions is committed to the fundamental human rights to know, learn and communicate without restriction. It opposes censorship and supports balance and fairness in intellectual property regulation. IFLA is also vitally concerned to promote multilingual content, cultural diversity and the special needs of Indigenous peoples, minorities and those with disabilities.

IFLA, working with its members, the profession and other partners, will advance the position of libraries

and information services and their capacity to contribute to the development of individuals and communities through access to information and culture.

(Adapted from *Alexandria Manifesto on Libraries, the Information Society in Action*, IFLA, 11 November 2005).

Mission

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

- Promote high standards of provision and delivery of library and information services
- Encourage widespread understanding of the value of good library and information services
- Represent the interests of our members throughout the world.

(From *IFLA Statutes*)

Core Values

In pursuing these aims, IFLA embraces the following core values:

1. The endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights.
2. 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.
3. The conviction that delivery of high quality library and information services helps guarantee that access.
4. The commitment to enable all members of the Federation to engage in, and benefit from, its activities without regard to

citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race or religion.

(From *IFLA Statutes*)

Strategic Directions

Profession Pillar

IFLA will assist libraries and information services to fulfil their purposes and shape responses to the needs of clients in a rapidly changing information environment.

1. IFLA will take the lead in collaborative efforts to establish **guidelines and standards** for the organization of information for access across international boundaries and over social, cultural, and economic barriers.

Strategic Actions

- a. Develop guidelines and best practices through its professional groups to provide guidance to libraries and promote cooperation.
- b. Enable users to find, identify, select, and obtain information through internationally agreed standards and guidelines (metadata, resource control, document supply, etc.).
- c. Support an integrated approach to the management of digital resources.
- d. Promote resource sharing to assist library users to access and receive needed resources from beyond their own library.
- e. Promote cooperation, resource sharing, and seamless access among libraries, museums, and archives.
- f. Develop and disseminate guidelines for teaching various aspects of library work, both in the academic courses and in lifelong professional programs.

2. IFLA will promote the development of **quality library and information services** in all parts of the world.

Strategic Actions

- a. Develop and deliver programs and activities of IFLA professional groups.
 - b. Work with colleagues and local library stakeholders in developing countries to assist in capacity building for the library profession, library institutions, and library and information services through the Action for Development through Libraries Programme (ALP).
 - c. Support IFLA professional groups in the development and delivery of quality programs and activities.
3. IFLA will produce **professional publications** to assist libraries and information services in improving their governance, management, and services.

Strategic Actions

- a. Revitalize IFLA's website for professional development and exchange.
 - b. Produce print and electronic publications on topics of high interest to the profession and in the widest possible range of languages (*IFLA Journal*, the various books and reports series, section publications).
4. IFLA will work to **strengthen library associations**, especially in developing countries.

Strategic Actions

- a. Develop and roll out the GLAD (Global Library Association Development) Programme.
- b. Develop and deliver workshops and other training events to train and equip office-bearers of national library associations for the democratic, effective and efficient governance of their associations.
- c. Develop a set of guidelines for associations on how to identify potential membership target groups, increase and sustain members (especially young professionals).

5. IFLA will assist libraries and information services to **avoid and recover from destruction** resulting from natural disasters, neglect, and conflict.

Strategic Actions

- a. Publish guidelines for disaster prevention and recovery (Preservation and Conservation, PAC).
- b. Promote the protection of cultural heritage especially in times of conflict (International Committee of the Blue Shield (ICBS) and others).
- c. Facilitate provision of advice or assistance following disasters.

Society Pillar

IFLA, working with libraries and information services, will assist people throughout the world to create and participate in an equitable information/knowledge society and to exercise their rights of freedom of access to information and freedom of expression in their daily lives.

6. IFLA will develop and conduct an effective **advocacy programme**, in cooperation with National Library Associations in support of libraries, librarians, and library users worldwide.

Strategic Actions

- a. Create an advocacy capability at IFLA/HQ and develop an advocacy campaign focusing on the following themes:
 - Freedom of access to information and freedom of expression and its implementation through library and information services.
 - Equity in the area of copyright; information flow among rich and poor nations; and intellectual property.
 - Inclusion in the areas of information access in an information society and building information/knowledge societies.

- b. Strengthen IFLA's advocacy capacity through consolidation and the building of partnerships.

7. IFLA will materially **affect international policies and practices** in key areas relating to libraries and information services.

Strategic Actions

- a. Influence international copyright law and intellectual property law so that library users have access to information under principles of fair use (CLM).
- b. Promote the need to respect the rights to information and freedom of expression (FAIFE).
- c. Advance the protection of and access to information and cultural resources throughout the world (FAIFE, ALP, PAC, World Digital Library).
- d. Defend and promote linguistic and cultural diversity.
- e. Promote implementation of the recommendations from the World Summit on the Information Society (WSIS)
- f. Implement *Libraries on the Agenda* campaign
- g. Promote reading, information literacy and life long learning as keys to participation in the information society.
- h. Support the basic right to health through worldwide access to professional and consumer health literacy training.

Members Pillar

IFLA will be well managed and will provide services to members through efficient communication, exemplary programs, and learning opportunities that increase their ability to provide quality service to their clientele, increasing their involvement in IFLA.

8. IFLA will **communicate** with its professional groups as well as with current and potential members **systematically** and effectively.

Strategic Actions

- a. Establish an electronic newsletter directed to officers and members.
- b. Improve communication with, and services to officers, including orientation for new officers and a discussion list for officers.
- c. Provide a multi-lingual service to its members – where feasible and appropriate – through documents, website, conference programming and staffing.
9. IFLA will provide **forums** and other opportunities for **networking** to assist the professional development of current and potential members.

Strategic Actions

- a. Organize an annual World Library and Information Congress that is efficiently managed, financially beneficial to IFLA, sustainable, and reasonably priced for members
- b. Deliver exemplary continuing education programs and other events that allow attendees to gain knowledge about their field and about international librarianship
- c. Promote other IFLA-branded conferences and meetings that allow members to present and exchange information and expertise
10. IFLA will manage the organisation effectively and will manage IFLA/HQ and other offices efficiently to meet the needs of current and potential members.

Strategic Actions

- a. Increase capacity of all IFLA offices to support the Strategic Directions and Actions.
- b. Recruit and retain staff with professional competencies.
- c. Implement assertive management of services for members and corporate partners, and

- recruitment of new members including electronic renewals.
- d. Initiate a systematic and continuous process of monitoring the needs and wishes of our membership, by undertaking a membership survey, and following this up by continuous monitoring in subsequent years.
- e. Following the initial survey, develop an integrated communication strategy and plan that reaches out to IFLA's "indirect" members (the members of Library Association members and the staff of institutional members).
- f. Develop a toolkit for IFLA divisions, sections, and discussion

groups that helps to identify potential membership markets, retain current members, and recruit new members.

- 11. IFLA will **develop and diversify its financial support** through increased membership and fund raising to support current and increased services to members.

Strategic Actions

- a. Allocate and manage IFLA's finances effectively and efficiently to enable achievement of its goals
- b. Recruit and retain members.
- c. Recruit and retain corporate partners.

- d. Develop diverse, broad based and stable sources of funding, other than membership.
- 12. IFLA will **align its structure** to support the strategic directions of the organization.

Strategic Actions

- a. Review IFLA professional groups, taking a life-cycle approach, streamlining IFLA, to ensure that they remain relevant and effective.
- b. Review and revise IFLA statutes.

Approved by the Governing Board of IFLA, December 2006.

Membership

IFLA Membership Manager Changes

Au Revoir from Kelly Moore



Kelly Moore

I will be leaving IFLA Headquarters as from 22 December to work on assignment for 18 months at Library and Archives Canada.

It has been a pleasure to work with you all over the past seven years, and a privilege to have been part of the IFLA HQ staff.

Cynthia Mouanda has been appointed as Membership Manager,

and she is already hard at work. She can be contacted at membership@ifla.org. You will be able to find out more about Cynthia in a forthcoming issue of the IFLA Journal.

I wish you all the very best, and hope to have the opportunity to work with many of you again in future.

Best regards

Kelly Moore

20 December 2006

Hello from Cynthia Mouanda



Cynthia Mouanda

Before I started working at IFLA, I had never met anyone who actually had much to say about libraries. I never thought about libraries or what it takes to have a well-run library. Unlike many students, throughout my studies, I spent many hours in libraries, elbows-deep in books, searching through electronic journals, making use of inter-library loans, not once suspecting that I would one day have something to do with this field of work. Now that I am thinking about it, I can honestly say that I have always enjoyed being in libraries. There is something to be said about the general atmosphere which inspires creativity, being one of many huddled over a book all in the pursuit of knowledge. And just to put my gripe to rest – I definitely have something to say about that rather final and annoying warning system which alerts the user to the fact that their time is up and THIS library is going to close!

Anyway in the short time that I have been working at IFLA, my perception of this new world is changing, for the better. I am rapidly (Kelly is soon Canada bound!) being introduced to the IFLA organisation and to my new role as IFLA's new

Membership Manager. As we are on the subject of introductions, let me introduce myself.

My name is Cynthia Mouanda. In a nutshell, I am of Ghanaian descent, born and raised in England, married to a German national, of Gabonese descent, and mother to a 19 month child who is both a British and German passport holder. I studied French, German and Economics with International Business at the University of Surrey, Guildford, England. Since graduating, I have had a variety of roles and changed my country of residence from England to France, where I lived and worked for three years, and to Germany, where I lived for six years working for Deutsche Boerse, the Frankfurt Stock Exchange. In 2002, I embarked on an MBA. For the last year and half, Holland has become my home.

My jobs have predominantly been in the finance sector but one thing which has remained central to each of the roles I have had has been the strong 'people' element; communicating and interacting with people from different backgrounds and cultures. By definition IFLA headquarters staff is almost a microcosm of the larger IFLA community – one of the facets that drew me to IFLA in the first instance. I have always enjoyed the inter-relational aspect of my work and I believe this will stand me in good stead for my role here at IFLA.

Over the last two weeks, I have had the chance to work with Kelly Moore and get to grips with the task in hand. I am amazed by the complexity of this field of work, about the extent of IFLA's work and about how many lives are touched by a mere library. I have gained a good understanding and appreciation of the work, not only of that which has been carried out so far, but also of that which awaits me. I would like to use this opportunity to wish Kelly every success in her new role.

As your Membership Manager, I will endeavour to ensure that the excellent relations and work continue. I am looking forward to hearing from you and to meeting as many of you as possible. Until then.

Cynthia Mouanda

29 December 2006

New Members

We bid a warm welcome to the following 44 members who have joined the Federation between 4 October and 31 December 2006.

National Associations

Asociación Colombiana de Bibliotecólogos/Colombian Librarians Association (ASCOLBI), Colombia
 Georgian Library Association, Georgia
 Chief Officers of State Library Agencies, United States

Institutions

Bangladesh National Library, Bangladesh
 Central Bank of Belize, Belize
 Tertiary Education Council, Botswana
 McMaster University, University Library, Canada
 The Hong Kong Institute of Education Library, China
 United Nations Economic Commission for Africa Library (UNECA), Ethiopia
 National Parliamentary Library of Georgia, Georgia
 Indian Institute of Technology Bombay, India
 Chambre des Députés du Grand Duché de Luxembourg, Luxembourg
 Solomon Islands College of Higher Education (SICHE), Library Division, Solomon Islands
 University of Fort Hare, Library, South Africa

Human Sciences Research Council (HSRC), South Africa
 Cape Peninsula University of Technology, South Africa
 Biblioteca Castilla-La Mancha, Spain
 Universidad de Cantabria, Biblioteca Universitaria, Spain
 Biblioteca de Castilla y León, Spain
 Mälardalen University Library, Sweden
 Aargauer Kantonsbibliothek, Switzerland
 Bank of Tanzania Library, Tanzania
 Huron University USA in London, United Kingdom
 Duke University, United States

Institutional Sub-units

Architecture, Landscape and Design Library (Shore + Moffat Library), Canada
 Augustana Faculty, University of Alberta, Canada
 Center for Global Studies, United States
 University of Missouri Kansas City, Law Library, United States

Personal Affiliates

Ms Marie E. Bryan, Egypt
 Georgios Glossiotis, Greece
 Ms Elena Corradini, Italy
 Cho Aye, Myanmar
 Ms Nancy Achebe, Nigeria
 Larry Nash White, United States
 Ms Judith Prowse Roach, United States
 Ms Suzanne Bremer, United States
 Ms Kim Thompson, United States

Student Affiliates

Ms Valeria Baudo, Italy
 Ms Heather R. Doran, United States
 Ms Barbara Duggal, United States
 Ms Rebecca Buchmann, United States
 Ms Alison Shea, United States
 Steven Chichi, United States
 Ms Elizabeth Petsan, United States

Future IFLA Conferences and Meetings

WLIC Durban, South Africa, 2007

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

Exhibition

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

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

Sessions and Satellite Meetings

Sessions and Satellite Meetings known so far:

Academic and Research Libraries Section. Theme to be announced.

Acquisition and Collection Development Section. Collection description models – next generation initiatives.

Africa Section. Looking into the future: models of African libraries in the 21st century and beyond.

Agricultural Libraries Discussion Group. Impact of globalization on small farmers worldwide: implications on information transfer.

Asia & Oceania Open Session. Information providers coping with disaster in Asia-Oceania.

Cataloguing Section. Cataloguing partnerships

Classification and Indexing Section. Partners for subject access to bring libraries and users together

Continuing Professional Development and Workplace Learning Section. Pathways to library leadership.

Continuing Professional Development and Workplace Learning Section. 7th World Conference on Continuing Professional Development & Workplace Learning for the Library and Information Professions. *Theme:* Continuing professional development: pathways to leadership in the library & information world. 14–16 August 2007, Johannesburg – South Africa.

Division III. Libraries Serving the General Public. Social Inclusion: how can public libraries embrace the challenge of reaching out to serve all people in their community?

Document Delivery and Resource Sharing Section. Using technology to improve interlending and resource sharing services.

Genealogy and Local History Section. Stories without writing: local and family history beyond the written word.

Government Information and Official Publications Section. Government and science: progress, development and partnerships for libraries of the future.

Health and Biosciences Libraries Section. Library frontiers: disasters, emergency preparedness and emerging diseases.

IFLA/FAIFE. Libraries in the struggle against corruption.

Information Literacy Section. Developing the library into a learning centre.

Information Technology Section. Second life for libraries.

Knowledge Management Section. Best practices or lessons learned.

Library and Research Services for Parliaments Section. Parliamentary libraries and research services of the future: partnerships for change.

Library Buildings and Equipment Section. The changing role of libraries as meeting and learning spaces: the third place.

Library Services to Multicultural Populations Section. Innovative multicultural library services for all: literacy, learning and linguistic diversity.

Library Theory and Research Section. The cultural heritage and LIS-research.

Management and Marketing Section. Managing technologies and library automated systems in developing countries.

National Library of Angola. 5th International Meeting of Portuguese Speaking Librarians.

Newspapers Section. African newspapers: access and technology.

Preservation and Conservation Section. Mold, pests, terrorism and dust: preservation policies and management.

Public Libraries, Reading and School Libraries' Sections. Libraries in good health: resources and practices designed to support community development and outreach in health-related issues.

Reading Section with the Libraries for Children and Young Adults Section. Publishing, distributing and promoting children's books in local languages: African experience.

Reference and Information Services Section. Getting and Keeping Ahead: educating for reference and information services for the future.

Science and Technology Libraries Section. Changing trends in higher education and its impact on the delivery of science and technology information

Serials and other Continuing Resources Section. Handling

serials and other continuing resources.

Social Science Libraries Section. Evidence based practice in social science libraries: using research and empirical data to improve service.

Statistics and Evaluation Section. 7th Northumbria International Conference on Performance Measurements in Libraries and Information Services. Quality assurance and outcomes assessment in libraries and information services.

Important Addresses

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

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

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

IFLA WLIC 2007 Website

For updated information on the conference please visit the IFLA WLIC 2007 website at <http://www.ifla.org/IV/ifla73/index.htm> IFLA World Library and Information Congress 2007

WLIC Quebec, 2008

World Library and Information Congress: 74th IFLA General Conference and Council,

Québec, Canada, 10–15 August 2008. *Theme:* Libraries without borders: navigating towards global understanding.

Contact Details

IFLA Headquarters and WLIC Conference Secretariat – as above.

Quebec City National Committee, WLIC 2008 Québec, Canada, Association pour l'avancement des sciences et des techniques de la documentation (ASTED), 3414, avenue du Parc, bureau 202, Montréal, Québec, Canada, H2X 2H5. Tel: (514) 281-5012 Fax: (514) 281-8219 get. E-mail: info@asted.org Website: www.asted.org

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

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

Secrétariat de l'IFLA: Casier postal 95312, 2509 CH La Haye, Pays-Bas. Tél.: +31 70 314 0884. Fax: + 31 70 383 4827. Courriel: ifla@ifla.org. Site Web: www.ifla.org

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

Comité d'organisation – Québec, WLIC 2008 Québec, Canada, Association pour l'avancement des sciences et des techniques de la documentation (ASTED), 3414, avenue du Parc, bureau 202, Montréal, Québec, Canada, H2X 2H5. Tél. +1 (514) 281-5012. Fax: (514) 281-8219. Courriel: info@asted.org. Site Web: www.asted.org

ILDS Singapore, 2007

International IFLA Interlending and Document Supply Conference, National Library of Singapore, 29–31 October 2007. *Theme:* Resource sharing for the future, building blocks for success.

Topics to be covered include:

Resource sharing Cooperative support, collaborations in terms of collection sharing or access, interlibrary lending and document delivery are topics that would be covered within resource sharing.

Tools and building block for success Policies, tools and processes that are used to help libraries share knowledge with each other with regards to resources available, to help libraries effectively communicate about their needs and to help libraries deliver and support each other.

Rights & Distribution How issues pertaining to the rights of dissemination, sharing and distribution of contents impact libraries. Changes to the legal landscape and changes that owners of content are implementing and how they impact libraries.

Future Directions Sharing of new ideas and service developments that are being explored to improve services to library customers.

Further information: Poul Erlandsen, Chair, IFLA Document Delivery and Resource Sharing Section. E-mail: poer@dpu.dk

Conference home page at: <http://www.nlbconference.com/ilds/index.htm>

IFLA Publications

Changing Roles of NGOs in the Creation, Storage, and Dissemination of Information in Developing Countries. Edited by Steve W. Witt. München: K.G. Saur, 2006, 146 p. (IFLA Publications; 123) ISBN-13: 978-3-598-22030-2. ISBN-10: 3-598-22030-8. Price: EUR 78.00 (IFLA Members: EUR 58.00)

Non-governmental organizations (NGOs) are growing exponentially. In 1993, the Yearbook of International Organizations listed 16,000 internationally recognized NGOs. By 2004, this number was 63,000. With this increase comes a staggering growth in the activities and intellectual output of NGOs working on a local and international level. As the mission of both libraries and NGOs increasingly intersect, these organizations must collaborate to provide essential services that revolve around the creation, dissemination, and storage of information. This volume's eight essays focus on collaborative work between NGOs and libraries in the study and resolution of global issues ranging from AIDS to food security, and social transformation.

Newspapers of the World Online: U.S. and International Perspectives. Proceedings of Conferences in Salt Lake City and Seoul, 2006. Edited by Hartmut Walravens. München: K.G. Saur, 2006, 195 p. (IFLA Publications; 122) ISBN-13: 978-3-598-21849-1. ISBN-10: 3-598-21849-4. Price: EUR 78.00 (IFLA Members: EUR 58.00)

Digitization has been a hot topic in newspaper librarianship for some years now; it came as a godsend for many bulky and space-consuming collections. The major part of this volume comprises the papers given at the international conference on newspaper digitization held at the University of Utah, Salt Lake City (May 2006) and presents

the state of the art, including experiences from current British and North American projects. This material is complemented by presentations at the World Library and Information Congress in Seoul (August 2006), focusing on the East Asian Newspaper situation.

IFLA Publications published by: K.G. Saur Verlag, PO Box 701620, 81316 Munich, Germany. Tel: +49-89-76902-300. Fax: +49-89-76902-150/250). E-mail: info@saur.de. Website: www.saur.de

IFLA UNESCO Internet Manifesto Guidelines. Prepared by IFLA/FAIFE. Sponsored by UNESCO's Intergovernmental Council for the Information for All Programme (IFAP); and the Swedish International Development Cooperation Agency (Sida). Available online at: <http://www.ifla.org/faife/policy/iflastat/Internet-ManifestoGuidelines.pdf>

The guidelines are based on the principles stated in the IFLA Internet Manifesto (<http://www.ifla.org/III/misc/internetmanif/htm>) that was prepared by IFLA/FAIFE and adopted unanimously by the Council of IFLA in August 2002. The Manifesto was created out of a perceived need for a policy document that brought the traditional library values of freedom of expression and freedom of access to information into the age of the Internet. Following the adoption, the manifesto has been translated into 19 languages, and adopted by national library associations in 30 countries. IFLA is following the implementation of the Manifesto through the bi-annual IFLA/FAIFE World Report. To achieve the aims of the Internet Manifesto, IFLA decided to prepare a set of guidelines that are specific to Internet access programmes in libraries, and concern service policies and procedures that will

lead to the implementation of the Internet Manifesto's values in everyday library work.

The guidelines offer guidance to library and information professionals, policymakers, and politicians in drawing up policies concerning public access to networked information in libraries. They provide a framework for implementation of policies guaranteeing freedom of access to information and freedom of expression on the Internet as well as access to information held by cultural institutions such as libraries, and will hopefully be of practical help when objectives, priorities and services in relation to national and local community needs be defined. For the Guidelines to be relevant to all members of the international library community, efforts have made to ensure that the specific needs and challenges of the developing world are addressed. Consultative workshops have been held in Africa (June 2004), Eastern Europe (March 2005), Central America and the Caribbean (November 2005) and Latin America (January 2006); followed by a meeting for senior library and information professionals in London (March 2006). Likewise helpful input to the development process has been provided by individual library professional from all over the world, including members of the IFLA/FAIFE Committee.

The guidelines will be translated and published in print versions.

Contact information

Paul Sturges, Chair of IFLA/FAIFE, Department of Information Science, Loughborough University, Leicestershire, UK, LE 11 3TU. Tel.: +44 (0) 1509 22 8069, Fax: +44 (0) 1509 22 3053, Email: R.P.Sturges@lboro.ac.uk

Peter Lor, Secretary-General,
International Federations of Library
Associations and Institutions, The
Hague, Netherlands. Tel: +31 70

3140884 Fax: +31 70 3834827
Email: peter.lor@ifla.org

Susanne Seidelin, Director, IFLA

FAIFE Office, Copenhagen,
Denmark. Tel: +45 32 34 15 32.
Fax: +45 32 84 02 01 Email:
suanne.seidelin@ifla.org

Other Publications

CDNLAO Newsletter, No.57.
Available online at <http://www.ndl.go.jp/en/publication/cdnlaio/057/57ind.html>

CDNLAO Newsletter is published every four months to carry information from national libraries and other institutions in the Asia and Oceania region. This newsletter is edited and distributed by the National Diet Library of Japan on behalf of the members of the Conference of Directors of National Libraries in Asia and Oceania (CDNLAO). *CDNLAO Newsletter* No.57 carries the following articles:

- Special topic: Rare Books and Their Management
- Result of Questionnaire Survey on Rare Book Collections
- Questionnaire response from Australia, Japan, Mongolia, Philippines and Taiwan
- [Japan] Rare Book Collection and its Storage in the National Diet Library
- News from member libraries
- [Singapore] 10th IFLA International Interlending & Document Supply (ILDS) Conference 2007, Singapore

Further information: Kazuto Yamaguchi, Director, Branch

Libraries and Cooperation Division,
Administrative Department,
National Diet Library, Japan.
E-mail: newsl@ndl.go.jp

Implementing Persistent Identifiers. Overview of concepts, guidelines and recommendations.
Hans-Werner Hilse and Jochen Kothe. European Commission on Preservation and Access (ECPA) and Consortium of European Research Libraries. ISBN 90-6984-508-3. Price: EUR 40.00 plus postage and handling. Also available online in PDF at <http://www.cerl.org> and <http://www.knaw.nl/ecpa>

Traditionally, references to web content have been made by using URL hyperlinks. However, as links are 'broken' when content is moved to another location, a reference system based on URLs is inherently unstable and poses risks for continued access to web resources. To create a more reliable system for referring to published material on the web, from the mid-1990s a number of schemes have been developed that use name spaces to identify resources, enabling retrieval even if the location on the web is unknown.

This recently published report explains the principle of persistent

identifiers and helps institutions decide which scheme would best fit their needs. It discusses Handles, Digital Object Identifiers (DOIs), Archival Resource Keys (ARKs), Persistent Uniform Resource Locators (PURLs), Uniform Resource Names (URNs), National Bibliography Numbers (NBNs), and the Open URL, providing examples and extensive references for each.

The report was written by the Research and Development Department of the Goettingen State and University Library (Niedersächsische Staats- und Universitätsbibliothek Göttingen) at the request of the Advisory Task Group (ATG) of the Consortium of European Research Libraries. It is co-published by CERL and ECPA.

Copies can be ordered from the ECPA Secretariat at the address below or through the ECPA website.

European Commission on Preservation and Access (ECPA),
c/o Royal Netherlands Academy of Arts and Sciences, PO Box 19121,
NL-1000 GC Amsterdam, The Netherlands. Tel. ++31-20-551 08 39. Fax ++31-20-620 49 41. E-mail: Ecpa@bureau.knaw.nl. Website: <http://www.knaw.nl/ecpa>

INTERNATIONAL CALENDAR

2007

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

May 28–30, 2007. São Paulo, Brazil.
9th International Conference on Social Implications of Computers in Developing Countries. *Theme:* Taking stock of e-development.
Further information: ifip94@planetevents.com.br

June 3–7 2007. Innsbruck, Austria.
ESWC 2007 – 4th European Semantic Web Conference.
Further information: Enrico Franconi (Free University of Bozen-Bolzano, Italy) franconi@inf.unibz.it

June 4–5, 2007. The Hague, Netherlands.
Information Access for the Global Community: an international seminar on the Universal Decimal Classification.
For further information and early notification of interest, please contact: Dr Patricia Alkhoven, Director UDC Consortium, Bezuidenhoutseweg 2, PO Box 90407, 2509 LK The Hague, The Netherlands. Tel: +31.70-3140509. E-mail: udc@kb.nl. Website: www.udcc.org.

July 11–13, 2007. Vancouver, British Columbia, Canada.

First International Public Knowledge Project Scholarly Publishing Conference.

Contact: Lynn Copeland. E-mail: copeland@sfu.ca. Tel: +1 (604)291-3265. Fax: +1 (604)291-3023. blog: <http://blogs.lib.sfu.ca/index.php/copeland>.

August 19–23, 2007. Durban, South Africa.

World Library and Information Congress: 73rd IFLA Council and General Conference. *Theme:*

Libraries for the future: progress, development and partnerships.
Further information from the IFLA WLIC 2007 website: <http://www.ifla.org/IV/ifla73/index.htm>

October 29–31, 2007. Singapore.

International IFLA Inter-lending and Document Supply Conference.

Further information: Poul Erlandsen (Chair, IFLA Document Delivery and Resource Sharing Section. E-mail: poer@dpu.dk

November 11–17, 2007. Quebec, Canada.

XLth International Conference of the Round Table on Archives.

Theme: Cooperation to preserve diversity.

Further information: Conseil international des Archives, 60 rue des Francs-Bourgeois, 75003

PARIS, France. Tel: +33 1 40 27 63 06. Fax: +33 1 42 72 20 65. E-mail: ica@ica.org

December 10–13, 2007, Hanoi, Vietnam.

10th International Conference on Asian Digital Libraries (ICADL 2007).

Further information: Conference web site: <http://www.vista.gov.vn/icadl2007/>

2008

August 10–15, 2008, Québec, Canada.

World Library and Information Congress: 74th IFLA General Conference and Council. *Theme:*

Libraries without borders: navigating towards global understanding.

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

2009

July 27–31, 2009. Florianópolis, SC, Brazil.

WCCE 2009: 9th IFIP World Conference on Computers in Education.

Further information: E-mail: coordenacao@wcce2009.org

SOMMAIRES

Eric Weber. **Improving the Integration of Public Reading in Cultural Policies of Francophone Developing Countries. [Améliorer l'intégration de la lecture publique dans les politiques culturelles des pays francophones en voie de développement.]**

IFLA Journal 33 (2007) No. 1, pp. 7-15

La question de la lecture publique – de l'accès aux publications, aux journaux et aux informations en général – est un défi majeur dans les pays en voie de développement. La lecture publique ne remplace par l'éducation ou les politiques d'alphabétisation. Elle est beaucoup plus importante, dans la mesure où elle établit fermement l'accès au savoir dans la réalité quotidienne, et donne à chacun la possibilité d'une ouverture sur le monde. Elle répond aux attentes des populations locales, à savoir celles des régions reculées, comme le montrent près de 3 millions d'entrées et plus d'1 million de livres empruntés chaque année dans les 213 centres de lecture et d'activités culturelles mis en place par l'Organisation Internationale de la Francophonie (OIF) dans 18 pays en Afrique, dans l'Océan Indien, aux Caraïbes et au Moyen Orient. En plus de procurer l'accès aux livres et aux journaux, les centres permettent l'accès aux médias (radio, télévision, vidéo), aux ordinateurs, quelquefois à Internet. Outre le fait qu'ils sont des bibliothèques publiques, ces centres accueillent des activités culturelles telles que conférences, manifestations théâtrales et musicales, sessions de formation (sur la santé, l'agriculture, etc.). Constatant ce succès, de nombreux gouvernements de pays en voie de développement souhaitent mettre en place une véritable politique de lecture publique au niveau national.

Martyn Wade. **New Customers through New Partnerships – experience in Scotland and**

elsewhere. [De nouveaux clients grâce à de nouveaux partenariats – l'expérience vécue en Écosse et ailleurspp.]

IFLA Journal, 33 (2007) No. 1, pp. 16-22

La Bibliothèque Nationale d'Écosse (BNE) s'est fixé une mission et une vision d'un type nouveau en mettant en place sa nouvelle stratégie intitulée 'Faire tomber les murs'. Les collections et leur accès ont été distingués comme ayant une importance stratégique. Dans le cadre de cette stratégie, la BNE s'est employée à identifier ses clients et leurs besoins, en particulier par le biais d'un programme d'enquête de marché. Avec des projets tels que la BNE numérique, la bibliothèque s'emploie à créer différentes voies d'accès pour un public qui autrement n'utiliserait peut-être pas ses ressources. Afin d'élargir encore les possibilités d'accès, la BNE entretient des partenariats avec divers organismes qui offrent aux nouveaux clients de nouvelles façons d'utiliser la bibliothèque. Cela permet à la bibliothèque d'établir des relations avec des groupes et des minorités sous représentés, et aide ceux-ci à s'instruire en accédant aux informations de la collection et en profitant de ses richesses. L'article donne des exemples d'autres bibliothèques nationales qui ont élargi avec succès l'accès à leurs collections et se sont engagées dans de nouveaux partenariats.

Zsolt Silberer and David Baspp. **Battle for eBook Mindshare: it's all about the rights. [La bataille pour le livre électronique: une question de droits.]**

IFLA Journal, 33 (2007) No. 1, pp. 23-31

Cet article aborde diverses options dont disposent les bibliothèques universitaires qui envisagent l'acquisition de livres électroniques. Il examine en détail l'impact des livres électroniques sur la procédure de commandes, les modèles d'achat,

les options de distribution et l'utilité globale. L'article évoque également certaines questions essentielles et les orientations futures éventuelles pour les livres électroniques.

Cyril Oberlander. **Transforming the Document Delivery and Resource Sharing Engine. [Transformer le moteur de fourniture de documents et de partage de ressources.]**

IFLA Journal 33 (2007) No. 1, pp. 32-40

Cet article explore la périphérie des technologies émergentes et les rôles joués par la fourniture de document et le partage des ressources, en mettant l'accent sur la mise en commun des pratiques d'excellence pour des stratégies adaptatives, utilisant des exemples pratiques tels que nouveaux programmes et méthodes de formation afin d'explorer et d'adopter de façon collaborative des technologies émergentes et des services Web, ainsi que de nouveaux partenariats. Parmi les exemples de technologies émergentes et de services Web: Voice over Internet Protocol (VoIP), technologies mobiles, logiciels et services de réseautage personnel. Parmi les exemples de nouveaux partenariats: stratégies de collaboration pour le partage des ressources au sein des bibliothèques; acquisitions, bibliothèques numériques, références et partenariat avec les fournisseurs. Parmi les exemples de nouveaux programmes de formation: Comité de formation ALA RUSA STARS, programmes de formation à la bibliothèque de l'Université de Virginia et autres ressources.

Lesley S. J. Farmer. **What Is the Question? [Quelle est la question?]**

IFLA Journal, 33 (2007) No. 1, pp. 41-49

Poser des questions fait partie intégrante de la recherche

d'informations : cela appelle une réponse, permet des modifications en fonction des résultats, aide à la compréhension, favorise l'auto-régulation et invite à la conversation. L'aptitude à poser des questions au cours du processus de consultation des informations est souvent sous-estimée et insuffisamment enseignée. Poser des questions de qualité et de plus haut niveau exige un enseignement explicite. En outre, un tel enseignement doit prendre en compte des processus de développement en rapport avec l'âge. Cet article examine la façon dont les jeunes posent des questions, aborde le sujet du point de contrôle des questions, et donne des conseils pour aider les jeunes à développer des stratégies

efficaces de questionnement afin de comprendre les informations et questionner l'autorité.

Hisamichi Yamazaki. **Changing Society, Role of Information Professionals and Strategy for Libraries.** [Évolution de la société, rôle des professionnels de l'information et stratégie des bibliothèques.]

IFLA Journal, 33 (2007) No. 1, pp. 50–58

Cet article examine les aspects essentiels des changements se produisant à l'heure actuelle autour des bibliothèques, des centres d'information et des bibliothécaires, et se poursuit avec un projet de proposition devant leur ouvrir de nouvelles perspectives dans

l'ère numérique. L'attention se concentre particulièrement sur les professionnels de l'information dans certains centres d'information et bibliothèques. Ils se sont exposés au risque de voir facilement réduire les ressources attribuées à leurs bibliothèques, sous l'influence de difficultés financières et du renouvellement des plans de gestion des organismes les parrainant, ce essentiellement en raison de la crise économique. Cela les rend encore plus réceptifs à une gestion efficace et rentable de leurs bibliothèques. En les analysant, nous pouvons obtenir quelques indications déterminantes concernant la gestion des services bibliothécaires et la gestion des ressources humaines pour le personnel des bibliothèques.

ZUSAMMENFASSUNGEN

Eric Weber. **Improving the Integration of Public Reading in Cultural Policies of Francophone Developing Countries.** [Verbesserung der Verankerung öffentlicher Lesungen in den kulturellen Grundsätzen frankophoner Entwicklungsländer.]

IFLA Journal 33 (2007) No. 1, pp. 7–15

Die Frage der öffentlichen Lesung – oder des Zugangs zu veröffentlichten Arbeiten, Zeitungen und Informationen im Allgemeinen – ist eine erhebliche Herausforderung für die Entwicklungsländer. Die öffentliche Lesung ist kein Ersatz für Bildung oder für Alphabetisierungsprogramme. Sie ist viel wichtiger, da sie den Zugriff auf das Wissen fest in die tägliche Realität einbindet und allen Menschen die Möglichkeit bietet, sich der Welt zu öffnen. Dies erfüllt die Erwartungen der lokalen Bevölkerungsgruppen in abgelegenen Gebieten der Welt. Das belegen die fast 3 Millionen Anmeldungen und die mehr als eine Million Bücher, die jährlich

in den 213 von der Organisation Internationale de la Francophonie (OIF) eingerichteten Bibliotheks- und Kulturaktivitätszentren in 18 Ländern Afrikas, im Indischen Ozean, in der Karibik und dem Mittleren Osten ausgeliehen werden. Diese Zentren bieten nicht nur Zugang zu Büchern und Zeitungen, sondern erlauben auch den Zugriff auf die Medien (Radio, Fernsehen, Video), den Zugang zu Computern und in manchen Fällen auch auf das Internet. Abgesehen von ihrer Rolle als öffentliche Bibliotheken veranstalten diese Zentren auch kulturelle Aktivitäten, wie beispielsweise Konferenzen, Theatervorführungen sowie Konzerte und auch Schulungen (über Gesundheit, Landwirtschaft usw.). Angesichts dieser Erfolge möchten viele Regierungen von Entwicklungsländern gern eine wirkliche Politik zur Förderung öffentlicher Lesungen auf landesweiter Ebene einführen.

Martyn Wade. **New Customers through New Partnerships – experience in Scotland and**

elsewhere. [Neue Kunden durch neue Partnerschaften – Erfahrungen in Schottland und in anderen Ländern.]

IFLA Journal, 33 (2007) No. 1, pp. 16–22

Die schottische Nationalbibliothek (National Library of Scotland, NLS) hat eine neue Mission und Vision zur Unterstützung einer neuen Strategie mit dem Titel „Breaking Through the Walls“ (Wände durchbrechen) entwickelt. Schwerpunktmäßig werden in diesem Artikel einige strategisch wichtige Aspekte hervorgehoben, insbesondere die Sammlungen selbst und auch der Zugriff darauf. Im Rahmen dieser Strategie hat sich die NLS darum bemüht, ihre Kunden und deren Anforderungen insbesondere über ein entsprechendes Marktforschungsprogramm zu ermitteln und zu definieren. Mit Projekten wie beispielsweise der Digital NLS eröffnet die Bibliothek auch andersartige Zugangswege für Menschen, die die bereitstehenden Ressourcen andernfalls überhaupt nicht nutzen würden. Um einer

noch breiteren Bevölkerung der Zugang nahezubringen, hat die NLS Partnerschaften mit diversen Organisationen ins Leben gerufen und gepflegt, wobei neue Wege der Bibliotheksnutzung für neue Kunden erschlossen werden. Damit wird die Bibliothek bei ihren Bemühungen um die Einbindung von Randgruppen und Minderheiten unterstützt und kann diesen dabei helfen, sich Zugriff auf den in der Sammlung vorhandenen Informationsreichtum zu verschaffen, davon zu lernen und das auch zu genießen. Zudem bezieht sich der Artikel beispielhaft auf einige andere Nationalbibliotheken, denen es gelungen ist, einem breiteren Publikum den Zugang zu ihren Sammlungen zu ermöglichen und entsprechende Partnerschaften einzugehen.

Zsolt Silberer and David Baspp. **Battle for eBook Mindshare: it's all about the right**pp. [Der Kampf um das E-Book Mindshare-Konzept: Alles dreht sich um die Rechte.] IFLA Journal, 33 (2007) No. 1, pp. 23–31

Dieser Artikel bespricht eine Reihe von Möglichkeiten, die sich bei der Akquisition von E-Books an Unibibliotheken bieten. Um die Auswirkungen der E-Books auf die Bestellverfahren, die Kaufmodelle, die Verteilungsoptionen und auch den allgemeinen Nutzen ermitteln zu können, wurde eine entsprechende Detailstudie durchgeführt. Zudem spricht der Artikel einige wichtige Themen sowie potenzielle zukünftige Entwicklungsrichtungen für E-Books an.

Cyril Oberlander. **Transforming the Document Delivery and Resource Sharing Engine.** [Umwandlung der Document Delivery und Resource-Sharing-Engine.] IFLA Journal 33 (2007) No. 1, pp. 32–40

Dieser Artikel und die entsprechende Präsentation untersuchen die

Peripherie der aufstrebenden Technologien und der Rollen des Document Delivery und Resource Sharing. Dabei liegt der Schwerpunkt auf dem Austausch der optimalen Vorgehensweisen (Best Practices) für adaptative Strategien. Dies wird anhand praktischer Beispiele erläutert, beispielsweise durch die Beschreibung neuer Schulungsprogramme und Verfahren zur kollaborativen Erforschung und Übernahme neu entstehender Technologien und Webservices sowie neuer Partnerschaften. Beispiele für solche neuen Technologien und Webservices beinhalten das Voice over Internet Protocol (VoIP), mobile Technologien, Social Networking Software und Services. Beispiele für neue Partnerschaften beinhalten kollaborative Strategien für das Resource Sharing innerhalb von Bibliotheken, Akquisitionen, digitale Bibliotheken, Referenz und mit den Anbietern. Beispiele für neue Schulungsprogramme beinhalten das ALA RUSA STARS - Bildungskomitee, entsprechende Schulungsprogramme an den Bibliotheken der University of Virginia sowie weitere Ressourcen.

Lesley S. J. Farmer. **What Is the Question? [Wie lautet die Frage?]** IFLA Journal, 33 (2007) No. 1, pp. 41–49

Das Stellen von Fragen ist ein wichtiger Aspekt der Informationssuche: Es drängt um eine Antwort, es ermöglicht eine Änderung als Reaktion auf die Befunde, es unterstützt das Verständnis, es verbessert die Selbstbestimmung und fördert die Konversation. Die Kunst der Fragestellung im Rahmen der Informationssuche wird oft unterschätzt und nicht besonders gut vermittelt. Um qualifizierte Fragen auf höherem Niveau formulieren zu können, bedarf es expliziter Anweisungen. Zudem müssen bei solchen Anweisungen auch die altersgemäßen Entwicklungsprozesse berücksichtigt

werden. Der vorliegende Beitrag untersucht das Befragungsverhalten junger Menschen, befasst sich mit dem Thema der fragenbezogenen Kontrollüberzeugung und bietet Hilfestellung bei der Unterstützung junger Menschen bei der Entwicklung effektiver Fragestrategien für das Verständnis der Informations- und Fragestellungskompetenz.

Hisamichi Yamazaki. **Changing Society, Role of Information Professionals and Strategy for Libraries.** [Die wechselhafte Gesellschaft, die Rolle der Informationsfachleute und eine Strategie für Bibliotheken.] IFLA Journal, 33 (2007) No. 1, pp. 50–58

In diesem Beitrag geht es um die Besprechung der Schlüsselaspekte der Umweltveränderungen, mit denen sich die Bibliotheken, Informationszentren und Bibliotheksfachleute heute konfrontiert sehen, gefolgt von einem tentativen Vorschlag bezüglich eines Durchbruchs der Bibliotheken im digitalen Zeitalter. Schwerpunktmäßig befassen wir uns dabei mit den Informationsfachleuten in Spezialbibliotheken, Informationszentren und so weiter. Diese haben sich der Gefahr ausgesetzt, dass die ihren Bibliotheken zugewiesenen Ressourcen aufgrund finanzieller Engpässe sowie neuer Verwaltungspläne der Dachorganisationen, die im Wesentlichen aus der Wirtschaftskrise erwachsen, leicht gekürzt werden können. Das verstärkt die Bedeutung der effizienten und effektiven Verwaltung ihrer Bibliotheken. Durch eine entsprechende Analyse kristallisieren sich einige wichtige Indikatoren im Hinblick auf das Library Services Management (die Bibliotheksverwaltung) und das Human Resource Management (das Personalmanagement) für alle diejenigen heraus, die mit Bibliotheken zu tun haben.

RESÚMENES

Eric Weber. **Improving the Integration of Public Reading in Cultural Policies of Francophone Developing Countries.** [Mejorar la integración de la lectura pública en las políticas culturales de países francófonos en vías de desarrollo.]

IFLA Journal 33 (2007) No. 1, pp. 7-15

La cuestión de la lectura pública – el acceso a obras publicadas, periódicos e información en general – constituye un reto importante para los países en vías de desarrollo. La lectura pública no sustituye a las políticas de educación o alfabetización; se trata de una cuestión mucho más importante, ya que sienta bases sólidas para acceder al conocimiento en la realidad cotidiana, y ofrece a todos la posibilidad de abrirse al mundo. Asimismo, cumple las expectativas de las poblaciones locales, principalmente en zonas remotas, tal y como demuestra las casi 3 millones de admisiones y el más de 1 millón de libros que se prestan cada año en 213 centros de lectura y actividades culturales que la Organisation Internationale de la Francophonie (OIF) ha levantado en 18 países de África, el Océano Índico, el Caribe y Oriente Próximo. Aparte de facilitar acceso a libros y periódicos, estos centros también permiten el contacto con los medios (radio, televisión y vídeo), con equipos informáticos y, a veces, con Internet. Estos centros, además de ser bibliotecas públicas, también albergan actividades culturales, como conferencias, obras teatrales, actuaciones musicales y sesiones formativas (sobre salud, agricultura, etc.). En vista del éxito obtenido, muchos gobiernos de países en vías de desarrollo desean crear una verdadera política de lectura pública a escala nacional.

Martyn Wade. **New Customers through New Partnerships – experience in Scotland and elsewhere.** [Más clientes con

nuevas alianzas: la experiencia de Escocia y otros lugares.]

IFLA Journal, 33 (2007) No. 1, pp. 16-22

La Biblioteca Nacional de Escocia (NLS) ha creado una nueva misión y visión para apoyar una estrategia novedosa denominada “Breaking Through the Walls”. En este sentido, se han señalado las colecciones y el acceso como áreas de importancia estratégica. Como parte de esta iniciativa, NLS ha definido quienes son sus clientes y cuáles son sus necesidades, principalmente mediante un programa de investigación de mercado. Con proyectos como Digital NLS, la biblioteca está creando distintas rutas de acceso para aquellas personas que, de otro modo, no podrían utilizar sus recursos. Para ampliar aún más el acceso, NLS ha creado alianzas con distintas organizaciones que proporcionan nuevas vías para que los clientes utilicen la biblioteca. Esto ayuda a la biblioteca a entrar en contacto con grupos y minorías que no están debidamente representados, les ayuda en su aprendizaje, y les permite disfrutar de la riqueza de información que presenta la colección. También ofrece ejemplos de otras bibliotecas nacionales que han logrado ampliar el acceso a sus colecciones y que han establecido alianzas.

Zsolt Silberer and David Baspp. **Battle for eBook Mindshare: it's all about the rights.** [Batalla para captar la atención hacia el eBook: todo es cuestión de derechos].

IFLA Journal, 33 (2007) No. 1, pp. 23-31

Este documento aborda distintas opciones disponibles para las bibliotecas académicas que estén considerando la adquisición de eBookpp. Realiza un examen detallado sobre el impacto de los eBooks en el proceso de pedidos, modalidades de compra, opciones de distribución y utilidad general. El

documento también señala algunos problemas clave y las posibles direcciones que pueden tomar los eBooks

Cyril Oberlander. **Transforming the Document Delivery and Resource Sharing Engine.** [Transformación del motor de entrega de documentos e intercambio de recursos.]

IFLA Journal 33 (2007) No. 1, pp. 32-40

El documento hacen un recorrido por las tecnologías emergentes y las funciones para la entrega de documentos y el intercambio de recursos, con el propósito de compartir las mejores prácticas para crear estrategias de adaptación mediante ejemplos, como los nuevos programas de formación y los métodos para analizar y adoptar tecnologías y servicios web en colaboración con otras partes, así como nuevas alianzas. Algunos ejemplos de tecnologías emergentes y servicios web son: Protocolo de voz sobre protocolo de Internet (VoIP), tecnologías móviles, así como software y servicios para establecer relaciones sociales. Algunos ejemplos de nuevas alianzas son: estrategias de colaboración para compartir recursos en las bibliotecas; adquisiciones, bibliotecas digitales, referencias y proveedores. Entre los ejemplos de nuevos programas de formación cabe señalar los siguientes: Comité de Educación ALA RUSA STARS, programas de formación en las Bibliotecas de la Universidad de Virginia y otros recursos.

Lesley S. J. Farmer. **What Is the Question? [¿Cuál es la cuestión?]**

IFLA Journal, 33 (2007) No. 1, pp. 41-49

Formular preguntas es una parte esencial del proceso de búsqueda de información: permite solicitar una respuesta, realizar modificaciones en función de las conclusiones,

ayuda a comprender mejor las cosas, promueve la autorregulación e invita a la conversación. Sin embargo, las habilidades para formular preguntas a lo largo del proceso de búsqueda de información suele estar infravalorada y, a menudo, nos encontramos con que no se enseña de forma adecuada. Para formular preguntas de calidad y más avanzadas es necesario contar con unos conocimientos explícitos. Es más, en dicha enseñanza es necesario tener en cuenta el proceso de desarrollo adecuado para cada edad. Este documento examina la actitud que adopta la juventud a la hora de formular preguntas, se enfrenta al problema del punto de control de las preguntas, y ofrece orientación para ayudar a los jóvenes a desarrollar estrategias efectivas para formular preguntas

con el fin de obtener información y desarrollar su autoridad para esta labor.

Hisamichi Yamazaki. **Changing Society, Role of Information Professionals and Strategy for Librarians.** [Cambios de la sociedad: el papel de los profesionales de la información y estrategia para las bibliotecas.] IFLA Journal, 33 (2007) No. 1, pp. 50–58

Este documento tiene como objetivo analizar los aspectos clave de los cambios que se están produciendo actualmente en el entorno de las bibliotecas, centros de información y profesionales de la biblioteconomía, y va seguido de una propuesta provisional para

que se abran paso en la era digital. Centraremos nuestra atención en los profesionales que desempeñan su labor en bibliotecas especiales, centros de información, etc. Estas personas han estado expuestas al riesgo de que los recursos asignados a sus bibliotecas se vean fácilmente reducidos, debido a las dificultades de financiación y renovación de los planes de dirección de sus organizaciones matrices, principalmente a consecuencia de la crisis económica. Esto les hace más sensibles a la gestión efectiva y eficaz de sus bibliotecas. Su análisis nos permite conocer algunos “indicadores principales” de la gestión de los servicios de bibliotecas, así como de la gestión de recursos humanos para estos profesionales.

Рефераты статей

Эрик Вебер. **Improving the Integration of Public Reading in Cultural Policies of Francophone Developing Countries.** [Интеграция вопросов чтения населения в культурную политику франкоговорящих развивающихся стран] IFLA Journal 33 (2007) No. 1, pp. 7–15

Чтение населения, доступ к опубликованным книгам, газетам и, в целом, к информации представляет собой серьезную проблему в развивающихся странах. Публичное чтение не заменяет собой образование или развитие грамотности. Но оно крайне важно, поскольку четко соотносит доступ к знаниям и каждодневную реальность, а также предоставляет возможность познания окружающего мира. Чтение отвечает потребностям местного населения, в особенности живущего в отдаленных районах. Это подтверждается тем, что каждый год в 213 Центрах чтения и культурной деятельности, организованных Международной организацией Франкофонии (OIF) в 18 странах Африки, Индийского океана,

Карибского бассейна и Ближнего Востока, регистрируется около 3 миллионов посещений и берется для прочтения более 1 миллиона книг. В дополнение к предоставлению доступа к книгам и газетам эти центры позволяют пользоваться средствами информации (радио, телевидением, видео), компьютерами, иногда Интернетом. Помимо того, что эти центры исполняют функции публичных библиотек, они организуют в своих стенах культурные мероприятия, такие как конференции, театральные и музыкальные представления, учебные курсы (по вопросам здоровья, сельского хозяйства и т.д.). Ввиду достигнутого успеха многие правительства развивающихся стран стремятся к разработке оригинальной политики в области публичного чтения на национальном уровне.

Мартин Уэйд. **New Customers through New Partnerships – Experience in Scotland and elsewhere.** [Обретение новых клиентов через Новое партнерство; опыт Шотландии и других стран.] IFLA Journal, 33 (2007) No. 1, pp. 16–22

Цель Национальной библиотеки Шотландии (NLS) — разработать современное видение в поддержку новой стратегии под названием «Прорываясь сквозь стены». В числе областей стратегической важности названы накопление ресурсов и доступ к ним. Частью этой стратегии стала работа по выявлению пользователей библиотеки и их запросов, в особенности через программу маркетинговых исследований. Используя такие проекты, как Цифровая NLS, библиотека создает различные пути доступа для людей, которые в ином случае могли бы не воспользоваться ее ресурсами. Для дальнейшего расширения доступа NLS развивает партнерство с различными организациями, обеспечивающими новые пути использования ресурсов библиотеки для новых клиентов. Это позволяет ей выходить налаживать контакты с недопредставленными группами и меньшинствами, помогая им узнавать особенности библиотеки, получать доступ к и работать с многообразием информации из ее фондов. Приводятся примеры других национальных библиотек, которые успешно расширили доступ к своим фондам и вступили в партнерства.

Золт Зилберер и Дэвид Басс. **Battle for eBook Mindshare: it's all about the rights.** [Битва за привлечение внимания к электронной книге eBook: все дело в правах.] IFLA Journal, 33 (2007) No. 1, pp. 23–31

В данной работе обсуждаются альтернативы, в рамках которых академические библиотеки, имеют возможность приобретать электронные книги (eBooks). Детальное исследование выявляет влияния eBooks на процесс заказа книг, покупку образцов, выбор вариантов распространения и общее использование. В работе также излагаются некоторые ключевые вопросы и дальнейшие пути развития eBooks.

Сирил Оберландер. **Transforming the Document Delivery and Resource Sharing Engine.** [Трансформация процесса доставки документов и механизма совместного использования ресурсов.] IFLA Journal 33 (2007) No. 1, pp. 32–40

В работе и презентации исследуются возможности появляющихся на свет новых технологий, роль доставки документов и совместного использования ресурсов с акцентом на популяризации лучших методик адаптации и практических примерах, таких как новые образовательные программы и методики совместной разработки и применению новых технологий и сетевых услуг, новых партнерств. Примеры новых технологий и сетевых услуг включают: передачу голосовых сообщений через сеть с пакетной коммутацией

(VoIP), мобильные технологии, социально-сетевое программное обеспечение и услуги. Примеры новых партнерств: межбиблиотечные стратегии по использованию ресурсов; приобретение знаний, цифровые библиотеки, справочные услуги, а также партнерства с участием коммерческих структур. Примеры новых образовательных программ: Образовательный комитет ALARUSA STARS, программы подготовки в библиотеках Университета Виргиния, а также другие ресурсы.

Лесли С. Дж. Фармер. **What Is the Question? [В чем заключается вопрос?]** IFLA Journal, 33 (2007) No. 1, pp. 41–49

Формулирование запросов является важным компонентом поиска информации: при помощи этого навыка запрашивается ответ, вносятся изменения с учетом полученных сведений. Он помогает пониманию, способствует саморегуляции, а также приглашает к разговору. Важность умения задавать вопросы в процессе поиска информации зачастую недооценивается и этому навыку недостаточно обучают. Для того чтобы научиться задавать качественные вопросы высокого уровня необходимы подробно разработанные инструкции. Более того, такие инструкции должны принимать во внимание особенности возрастного развития. В данной работе исследуются поведенческие аспекты задающей вопросы молодежи, рассматриваются ключевые вопросы контроля, и предлагаются рекомендации, помогающие молодым людям выработать эффективную стратегию при формулировании

запросов, осмысливании информации и оспаривании авторитетов.

Хизамичи Ямазаки. **Changing Society, Role of Information Professionals and Strategy for Libraries.** [Изменяя общество: роль профессионалов в области информатики и разработка стратегий для библиотек.] IFLA Journal, 33 (2007) No. 1, pp. 50–58

В данной работе предпринимается попытка обзора ключевых аспектов изменений, происходящих в настоящее время в среде библиотек, информационных центров и профессионалов библиотечного дела, после чего делается пробное предложение по их прорыву в информационную эру. Наше внимание будет сфокусировано на профессионалах в области информатики, работающих в специализированных библиотеках, информационных центрах и т.д. Они работают в условиях риска, поскольку предназначенные для их библиотек ресурсы сокращаются по причине трудностей с финансированием и обновлением управленческих планов вышестоящих организаций, в основном, в силу экономической депрессии. Это обстоятельство вынуждает быть более внимательными к вопросам рациональности и эффективности управления библиотеками. Аналитическим путем мы можем получить некоторые «основные показатели» деятельности в области менеджмента библиотечных услуг и управления кадрами библиотечных специалистов.