IFLA

Contents

Editorial: Going to Gothenburg?

Stephen Parker

We open this second issue of the year in what has become a traditional way, with an extensive article on libraries in the host country for this year's World Library and Information Congress (WLIC), to be held in Gothenburg, Sweden, from 10–15 August. In her paper, 'Swedish libraries: An overview', Barbro Thomas – now retired, but with a distinguished professional career which included serving as a member of numerous professional boards and committees in Sweden and in IFLA – gives us a very readable overview of the Swedish library landscape. Her paper describes the background to public library development, the development of university and university college libraries and library legislation, and provides an overview of the national policy on literature and the remuneration system for Swedish writers, translators and illustrators. The paper concludes with a description of the new national structure with the National Library as the supervising authority for both academic and public libraries and suggests that co-operation between public and research libraries will deepen in future.

The second paper in this issue is a revised translation of a paper presented at the 2009 WLIC in Milan, by Margarita Pérez Pulido, a professor in the Faculty of Library and Information Science and a Director of the Documentation Service at the University of Extremadura in Spain, where she teaches planning and evaluation of information systems and professional ethics. Her paper, 'Programs promoting reading in Spanish prisons', focuses on a series of studies and findings that document the effectiveness of reading and writing as a tool for the rehabilitation of disadvantaged population groups, including prisoners. The paper provides an analysis of the current situation in Spain which identifies examples of best practices, analyzes methodologies, and examines the extent of innovation demonstrated by these programs within the unique prison environment, as well as in the context of the Spanish cultural and legal framework.

Innovative services of a different kind are the subject of the next paper, 'Innovative services for libraries through the Virtual Reading Rooms of the Digital Dissertation Library, Russian State Library', by Nina Avdeeva, Head of the Department of Support of Access to Digital Resources of the Russian State Library, Head Manager of the Digital Dissertation Library (DDL) project of the Russian State Library and Chief Developer of the DDL website. The paper describes how the Russian State Library started the DDL in 2003 to ensure that its valuable collection of dissertations was safely kept and widely accessible. Virtual Reading Rooms, where readers can access the resources of the DDL, have been set up in various libraries in Russia and the countries of the Commonwealth of Independent States. Within the framework of the DDL, the Open Digital Dissertation Library (ODDL) allows authors to place their dissertations or abstracts on open access at the DDL website. The Russian State Library continues to work on the development of the DDL in order to form a common information zone for researchers.

Another aspect of 'virtuality' is the subject of a revised version of another Milan WLIC paper, 'Virtual reunification as the future of 'codices dispersi': Practices and standards developed by e-codices – Virtual Manuscript Library of Switzerland', by Anne Marie Austenfeld, a research associate with the Library which is a joint project of the University of Fribourg Medieval Institute and the Abbey Library of St. Gall. Her paper describes how the advent of the online digital library has made possible the virtual reunification of valuable medieval and early modern manuscripts – known as 'codices dispersi' – which are physically dispersed in various library collections. The e-codices website of the Virtual Manuscript Library aims to make complete digital images of dispersed materials accessible to scholars as an identifiable collection or unit, provide a context for serious study, and offer participating owner libraries the

opportunity to collaborate, using tools and procedures developed by the e-codices project team which are used in its various re-unification sub-projects.

In a complete change of theme and continent, the next paper brings us a review and analysis of the challenges and opportunities inherent in 'Professionalizing the library and information science profession in Nigeria' by Umunna N. Opara, a Chief Lecturer/ Reader in Library and Information Science at the Federal Polytechnic, Nekede, in Nigeria. His paper briefly examines the concept of 'profession' and traces the origins of the professionalization of library and information science (LIS) in Nigeria. Using the six most widely accepted attributes of profession, the paper attempts to determine whether or not LIS in Nigeria can qualify as a profession. It concludes that LIS in Nigeria possesses four of six key attributes of a profession, the most important of which is legal recognition.

Another change of focus and continent comes with the next paper, by Mahdi Mohammadi, Fereydoon Azadeh and Fahimeh Babalhavaeji of the Islamic Azad University and the Iran University of Medical Sciences in Tehran, Iran. Their paper, 'Content analysis-based studies of Iranian literature for children and young adults, 1974–2007: A review', reviews 36 content analysis-based studies of Iranian literature for children and young adults produced in Iran between 1974 and 2007 and makes suggestions to improve the current status of children and young adult's literature in Iran.

The final paper in this issue brings the focus back to IFLA. In their paper, 'In search of marketing excellence in libraries: The IFLA International Marketing Award', Dinesh K. Gupta, Christie Koontz and Daisy McAdam, who have all been closely involved with the Award since its beginning in 2001, discuss the history of the award and the geographical representation of successful projects and present comments from the winners. The analysis covers the seven years of Award applications from 2002 to 2009 and includes the results for 2010.

This issue is due to be published a few weeks before the Gothenburg conference; we hope the first paper, in particular, will encourage you to be there!

The President's page

Ellen R. Tise, IFLA President 2009–2011

Dear IFLA Members

2010 has been a good start on many fronts and appears to have many prospects ahead. I'm sure you have read about the many activities in which I, IFLA staff and officers have been involved in the monthly Presidential newsletter. I would like to focus on two of the activities in which I participated, representing IFLA – reflecting the state of our profession and the key issues are we are facing today.

Firstly, I attended BOBCATSSS 2010 in January 2010 in Parma, Italy. The theme of the conference was 'Bridging the digital divide: Libraries providing access for all'. This theme relates to the role of libraries and other information and cultural institutions in actively facilitating the creation of knowledge and sharing information. This role requires creativity and vision, the exploitation of appropriate technologies and competing or collaborating with private sector information providers for best quality services.

My keynote address was entitled: 'Bridging the digital divide: libraries driving access to libraries'. As many of you know, 'Libraries Driving Access to Knowledge', is my leading theme for my two year IFLA presidential term and I believe strongly that to be able to advocate for the library as a driver for access to knowledge, libraries and librarians have to become themselves strong drivers for access to knowledge. The rapid development of technology has, paradoxically, contributed significantly to improving access and expediting growth and development.

However, the paradox lies in the fact that as much as technology has the magnetic capacity of bringing the world's information together and breaking geographic boundaries, it has created the converse effect of creating new boundaries and exacerbating information poverty.

Technology has created communities within communities and, widened the information gap for example between developed and developing countries. The divide between the information rich, that is, those that have unhindered access to information and the information poor, that is, those that do not have access to information as a result of the intervention of technology, is referred to as the digital divide.

The digital divide is arguably one of the most intriguing concepts that librarians have to come to terms with. It goes to the core of what libraries and librarians do and that is to make information accessible utilizing contemporary technology.

The challenge of libraries with respect to the digital divide is to pro-actively participate in bridging the digital divide and justify the role of libraries in the information society. Therefore, it becomes the responsibility of librarians to ensure that collections, whether in print or electronic format, reflect library user populations and foster greater inclusion, including digital inclusion.

This brings me to the second activity. In February and March I participated in the Special Library Association Arabian Gulf Chapter conference in Abu Dhabi. The title of my keynote address was, 'Librarianship in the digital era: Renew or die!' In my talk I highlighted the following main areas.

Libraries are at a critical juncture. Trends and emerging issues, influenced in the main by rapid advances in technology, point to the fact that libraries are evolving along a new continuum. The engagement of these new technologies, including the conversion of content into electronic format, demands a revisiting of the roles and functionalities of libraries and librarians in the digital era. Libraries have, without doubt, reached a watershed. The question is, do librarians have the commitment and valour to come to the fore and stake their claim as key drivers to access to knowledge. The choice is 'Renew or Die!'.

The new continuum that libraries are currently traversing is built on saving the reader's time and ensuring that libraries continue to grow with the changing influences that technology brings. This change in paradigm provides the space for the profession to move away from the traditional focus of

organising collections of books and related materials in libraries and of making those resources available to readers and others. This move away from traditional functions provides a relevant platform to focus on the 'larger social and cultural forces' which have transformed the nature of information through technology, the mass media and the Internet. Further, it enhances the capacity of the librarian to uphold the values of freedom and equitable access for all as a pillar of their professional approach to clients and a cornerstone of democratic societies.

In the current digital era, information seekers can satisfy their information needs, day or night, from anywhere in the world, including not going into a building that has traditionally been called a library. The Internet, library portals, and full-text electronic resources provide the users with a degree of access and utility that was impossible until the last few years of the 20th century.

The circulation of books, serials, and other materials has been one of the major yardsticks to measure the use of a library. Research confirms the decline in circulation statistics. However, in contradiction to this is the fact that gate counts have increased significantly. The decline in the physical use of collections lends itself to another paradigm shift, namely, from ownership to access. Librarians bought into this decades ago. However, the technology tsunami has forced librarians to move on to a higher plane – the fixation on adequacy of collections has been replaced by adequacy of access.

And, more recently, the exponential growth in institutional repositories and open access publishing models has swung the access paradigm wide open. The crème de la crème of these accomplishments is the issue of immediacy – opening the door for an iAccess paradigm.

Virtual access will never entirely replace physical access. Nonetheless, while the virtual use of electronic materials and systems has increased astronomically, the physical use of collections and services has declined. As this trend continues, a tipping point will be reached when virtual access, or iAccess, becomes the norm.

To the degree that this is true, we may, as indicated above, be at a historic juncture. We can hold on to the gathering of information as the focus of our professional attention, or step into new territory. We can adopt something fuzzy, far more process than product; something less tangible, though more valuable. If we begin to emphasize the attainment of knowledge as our primary mission, and stake out the area between information and knowledge as our common axis with information seekers, we will be taking appropriate advantage of the tremendous groundbreaking opportunities represented by the Internet. We will have seized the moment to be of greater service and value to users at a time when their need for us in our traditional roles has diminished significantly.

It is patently clear that the role of the librarian in the digital era is transforming at a rate of knots. The librarian can no longer be the ideal bystander: in fact the librarian must become an active partner in transformation processes, including exploiting the inherent efficiency of electronic resources.

Libraries must accept that their digital collections are inclusive of materials purchased or licensed by the library, those that are link resolved, on its website, published by the library or stored on its server. Libraries must use the inherent efficiency of this digital format to provide unhindered access, at the least, to their institutional communities. They have to use the technology, the skills of their staffs and all other tools to funnel information seekers to appropriate content. Modern information seekers, especially the time-constrained researchers, want easy, seamless access to collections and federated search services. Libraries should have no peers in terms of providing access to the largest number of resources with the greatest ease.

Libraries in the digital era are poised to play a crucial role in building communities and connecting people. The trend for the future of the profession of librarianship, therefore, is towards a community development role whereby librarians can act as facilitators and partners in the development of social capital for their local communities.

As libraries evolve to meet new challenges, they must retain the best of the past and a sense of the history of libraries and of scholarly communication. With a sense of history and a knowledge of enduring values and the continuity of our mission, there must also be the acceptance of the challenge of innovation.

Swedish libraries: An overview

Barbro Thomas
Swedish Library Association

Abstract

The Swedish library infrastructure is well developed. A substantial part of the Swedish population is library users. This article gives an overview of the library landscape. It gives a background to the public library development as well as the development of university and university college libraries. Some special library collections are mentioned. A background to the 1997 Library Act is given. There is an overview of the national policy on literature and the remuneration system for Swedish writers, translators and illustrators. The new national structure with the National Library as the supervising authority for both academic and public libraries concludes the article, and indicates that co-operation between public and research libraries will deepen.

Introduction

The Swedish library system is a well-developed nationwide library network. The network includes 290 public library systems with more than 2000 service points, about 4000 school libraries, 115 medical and patient libraries, one National Library, 39 university and university college libraries, and about 40 special libraries with about 200 service points, 20 county libraries, three lending centers, and one repository library. There is also a special library for talking books, The Swedish Library of Talking Books and Braille.

Public and school libraries are financed by local authorities, county libraries mainly by county councils and the research library system is financed, directly or indirectly, by the state. The total public expenditure for libraries could be estimated to about SEK 6 billion on an annual basis. The Library Act, introduced in 1997, regulates tasks and responsibilities for all publicly funded libraries.

libraries and university college libraries are heavily used. There is of course a strong link between library standards in a nation and the use of libraries. A well-developed library system attracts more users than one in a decline. The well developed Swedish public library system has no doubt contributed to maintain and to develop the interest for reading. The public library standard is of course not the only prerequisite to encourage reading and the interest for literature. Other important factors are the level of education and the level of literacy. To foster readers there has to exist some reading material, in other words a versatile book production and efficient distribution channels are necessary conditions. So also is the general standard of living. It might also be the case that in countries with long and dark winters the interest to read is stronger than in countries with more comfortable climate conditions. Due to electricity and the Edison invention of the electric light bulb the dark winter evenings became perfect for reading.

The library user

Sweden is a reading nation and there is a long and strong reading tradition. Almost 60 percent of the population are public library users. Also university

Corresponding author:
Barbro Thomas, Hornsgatan 151, 117 34 Stockholm, Sweden.
Tel. +46 8 658 53 75. Mobile: +46 70 658 53 77
Email: barbro.thomas@gmail.com

Figure 1. A young reader in Gothenburg Public Library. Photo: Jennie Smith.

Some decades ago public libraries and academic libraries in Sweden could operate in separate and closed circles. Library users could easily be divided into two main groups: the general public and the scholars. Public libraries could be found in almost every town and in larger villages in the countryside. The number of universities and, as a consequence, of university libraries, was limited and they were situated far from the main part of the population.

At that time the main part of the population left the classroom after having finished 6 or 7 years of compulsory schooling. Part of the young people had professional training, and that was the end of their education. Most people never returned to the classroom. Education was something you gained at an early age as a once-for-all event. Education, once gained, was supposed to last for a lifetime.

The level of compulsory education has gradually increased. So has access to higher education. As a consequence it has become more and more complicated to divide the library users into public library customers and research library users. Some 50 years ago about 90 percent of the population received compulsory schooling of 7 years. Ten percent continued to

secondary school and an even smaller proportion continued to university. Today the situation is more or less the opposite. Some 95 percent of young people today continue to upper secondary school and only 10 percent do not. According to government goals, 50 percent of the young people should continue to higher education. Figures from 2006 show that 54.5 percent of women between 20–24 and 40.5 percent of the young men continued their studies after upper secondary school. This educational revolution has, of course, had an impact on libraries. Until the 1970s university education was offered in very few places. Today higher education is highly decentralized and offered in about 40 cities. In addition there is a well-developed system of distance education. That means that university education is available in almost every corner of the country. It also means that a growing number of students at the local universities use the public library.

As a consequence it no longer makes sense to run two library systems in closed circles, as the distinctions between user groups are becoming more and more blurred. Public libraries are today heavily used by university students, so heavily that it sometimes causes conflicts with the service for the general public. (Whoever they are). University libraries are, in principle, open to the public, and not exclusive to the members of the academic community. So far the academic libraries have not experienced heavy use by the general public, except for interlibrary loans, where university libraries, by legislation, are obliged to provide literature from their own collections free of charge at the disposal of the public libraries and otherwise cooperate with the public and school libraries and support them in their efforts to offer borrowers good library services.

Libraries financed by public funding are in principle open to everyone. That means the general public should be able to use the National Library and the university libraries and libraries serving the general public should be open also to students. Library users no longer care very much for which is their "proper" library. They are inclined to use the most convenient or the library that is closest, regardless of financial or administrative borders. So far students have found their way to the public library, while the general public – but not to the same extent – have found their way to the academic institutions.

The use of the National Library has also undergone some changes. The National Library is situated in the most central and attractive part of Stockholm. Once a sanctuary for scholars, today it is heavily occupied by undergraduate students and the general public are frequent users. Sometimes conflicts arise, as the

Figure 2. Gothenburg public library, opened in 1968. Photo: Mikael Persson.

traditional users are not always happy about the numbers of newcomers.

According to current statistics[1] the 290 public library systems, on an annual basis, counted 2.6 million users, who made 68 million visits and borrowed almost 70 million items. For a population of 9 million that means about 7.6 loans per inhabitant. In an international context that is a fairly high figure, even if it is not the highest reported. (Figures from Denmark and Finland are even higher). About half of the loans from public libraries are children's books. A number of surveys have made evident that about 90 percent of children up to 13 years of age are library users. In addition to loans from the public library, the school libraries estimate 3.1 million loans per year[2]. (Had school library standards been better, the circulation rate could have been even higher).

The number of university students is about 400,000. In addition there are some 90,000 people participating in university distance education. Those students make 63,000 visits per day to university libraries. They borrow 3.2 million printed items and download more than 4 million e-books and other material on an annual basis. That means more than 30 loans per student annually and about 32 downloads per capita.

There is a tendency that the numbers of loans and visits are going down, not dramatically, but slightly. The use of libraries has changed character. The number of loans of printed material is decreasing while the use of electronic resources is increasing. So far this tendency is more evident in academic libraries, where the use of electronic resources now is higher than the use of books, periodicals, and other traditional material.

The development of information and communication technologies (ICT) has made it even more complicated to divide the population into very clear user groups. Bibliographical information, full text documents and digitized material can be downloaded from any library in the country – and outside. Libraries as well as their user groups have become more and more seamless.

All this indicates that library cooperation must improve. There are two examples that might be important as guidance for further development. In two middle-sized cities (Härnösand and Visby), new libraries were opened some years ago. Under the same roof there is the university library as well as the public library and the county library. Conditions permitting, similar solutions could be set up in other parts of the country.

Public library development

Swedish public library development is based on a solid tradition of education for all. Compulsory schooling was introduced with an act in 1842. The act also regulated the activities of the parish libraries. The vicars were responsible for the establishment of parish libraries in order to encourage reading. (Reading skills were primarily needed to study the Bible and other religious books). The parish library collections consisted of books on religion, housekeeping and agriculture in order to provide the population with moral and practical advice. However the parish libraries depended on individual enthusiasm. This enthusiasm gradually faded away. By the end of the 19th century it was evident that the parish libraries were incapable, and even unwilling, to cope with the challenges of a new time. As a consequence the field was open for a new generation of enthusiasts.

At the beginning of the 20th century, popular movements developed rapidly. These movements included the temperance movement, the nonconformist churches, and the labor movement. These organizations created and ran a nationwide network of study

Figure 3. Halmstad public library, opened in 2006.

circle libraries which played an important role in the democratic process. The idea behind the study circle libraries was to give the underprivileged classes access to education and culture. The study circle movement had a social mission and a social function. Knowledge was seen as a prerequisite to improve living conditions for the working class and to prepare them to participate in political life. But there was also a hope that access to education and reading would prevent people from drinking alcohol.

The modern public library

The move towards a modern public library system started in the early years of the 20th century with the American public library idea as a model. Libraries should be open for all, have open shelves and collections reflecting all kind of thoughts and ideas. The influence from the new world was brought to Sweden by Ms Valfrid Palmgren, who had had the opportunity to go for a study tour to the United States. She was impressed by what she learned, and in her report[3] she strongly argued that libraries should be a public service governed by local authorities. There should be central support as well as national standards. Libraries should be a public good and not a welfare institution for the poorest. Libraries should be opened for everybody on equal terms. Open shelves should facilitate browsing. All libraries should have a children's department with adequate books for children and young people. All libraries should be operated by professional staff. In 1912 Ms Palmgren was

appointed by the government to carry out a survey of the Swedish public library situation. Her report[4] was adopted by Parliament and that formed the base for the development of a modern public library service.

From the 1950s until the end of the 1970s Swedish public libraries faced a growth they had never faced before – and not later. Collections grew. Circulation increased. The number of staff increased. New services were added. New library buildings were inaugurated. Due to economic restrictions the development slowed down in the 1980s. Since then development has been slower. In the last three decades there have been ups and downs, but on the whole public libraries have undergone positive changes. Even if circulation rates show an annual decrease, public libraries are still heavily used. There might be several reasons for the decreasing circulation rates. Since the 1970s the number of library units has gradually been reduced. On the other hand, books have become more available. Due to the abolition of regulations in the book trade, books can now be purchased almost everywhere, and not only in bookshops. The paperback explosion that started in the 1960s has continued, and an increasing number of paperbacks, affordable for almost everybody, are available not only in bookstores, but also in department stores, grocery shops, railway stations, kiosks, and on the Internet. International bestsellers can be purchased at relatively low prices. The Internet has to some extent replaced the need to consult the library reference collection. However, children are

Figure 4. Luleå public library, opened in 2008.

still heavy library users. The reason could be that children's library services have high priority in most libraries.

According to the Library Act adopted in 1996[5] every local authority must have a public library. That means that all 290 local authorities have a public library system. The total number of service points is more than 2000, of which 554 are integrated public and school libraries. The total stock is approximately 40 million books and 3 million audiovisual media, with an annual acquisition of about 2 million volumes. The libraries offer access to more than 3000 commercial databases and library premises are equipped with some 6000 computers with Internet access. (As mentioned above, the number of customers amounts to 2.6 million. The number of library visits is estimated at 68 million per year. The annual circulation rate is 69 million loans, or an average of 7.6 loans per inhabitant and year).

By the end of the 1990s almost every main library operated in fairly new premises. The building boom experienced in the 1970s and 1980s seems to have slowed down, but library service is not static. Premises have to be renovated, and refurbished, new premises have to be built in order to adapt the service to current needs. Economic factors might, however, limit the process. Another restricting factor is that the planning procedure concerning libraries is paved with hesitation and disagreement. Nevertheless, in the 2000s, several new main library buildings have opened their doors, for instance in 2006 when the

Halmstad public library finally, after about 30 years of planning procedures, moved into new and extremely well designed premises. An example from the north is the new House of Culture in Luleå, opened in 2007, housing exhibition rooms, a small and a large concert hall, conference and meeting facilities, a restaurant and café, and the main public library.

In Stockholm, the capital of Sweden, the planning for a new main library has for long been on the agenda. (The procedure has at present come to a dead end). The Stockholm main library, designed by the famous Swedish architect Gunnar Asplund, opened in 1928. The building has since long run of space and been out of fashion. There is a desperate need for new premises to meet the demands of the citizens. To construct a new city library is, however, a great challenge. Cost is one limiting factor, perhaps exceeded by the problem of how to extend and re-build a library that has reached the status of a sanctuary. That is the real challenge.

School libraries

For the last 40 years school libraries have been the subject of several investigations and surveys. Several reports on how to improve the school library service have been presented. The result of these efforts have not been overwhelming. School libraries, as well as public libraries, are the responsibility of the local authorities. While public libraries have developed

Figure 5. Luleå public library, mobile library.

fairy well, school libraries in general have lagged behind. According to the Library Act there should be suitably distributed school libraries in order to stimulate the pupils' interest in reading and literature and also to provide material for their education.

Statistics for school libraries are far from satisfactory. According to a statistical survey[6] made by the Swedish Arts Council in 2008, 67 percent of pupils had access to a school library, while 18 percent, or 250,000 pupils, had no access at all to a school library. Since the 1960s there has been a trend to set up dual use libraries, which means combined public and school libraries. Today more than 500 public libraries also serve as a school library. Quite often the public library, willingly or unwillingly, serves as a substitute for the school library. The 1996 Library Act, which came into force in 1997, has so far made no difference. According to a Government Bill in 2009[7], regulations concerning school libraries will be moved from the Library Act to the school legislation in 2010. Whether this will help to improve school library standards remains to be seen.

Infrastructure and network

To support the public library systems there are 20 county libraries, three lending centers, one lending center for material in foreign languages, and one repository library.

The establishment of county libraries started in the 1930s, and the system was completed in the 1950s.

The system of county libraries formed the base for a national system for interlibrary loans within the public library sector. The primary task for the county libraries was to support the smaller public libraries within their region with book deposits and interlibrary loans. What should be kept in mind is that at that time Sweden had a very small scale system with more than 2200 local authorities, most of them with very limited resources to offer a decent library service. Amalgamations in the 1950s and the 1970s have reduced the number of local authorities to 290. The idea behind the county library system was to create a national infrastructure in order to make sure that all citizens should have equal access to knowledge and culture. Another task for the county libraries was, on behalf of the State, to carry out inspections in order to ensure that local authorities fulfilled the conditions required by the system of state subsidies.

The tasks of the county libraries have gradually changed as local authorities have become larger administrative units, and as a consequence their abilities to run the public service have improved. Today the 20 county library systems still support local public libraries with books and other media, but today individual interlibrary loans have replaced the circulation of book deposits. County libraries encourage cooperation and development through regional and inter-regional development projects, such as ICT development, professional training, reading promotion, development of library service for different target groups, lifelong learning, etc. The county

Figure 6. The Royal Library/National Library of Sweden.

libraries also have professional expertise in various fields, for instance, in library services for children and ICT development.

In the 1960s three lending centers were established as a complement to the county library system. The lending centers service was based on the comprehensive collections at the big city libraries in Malmö, Stockholm and Umeå. The host libraries opened their collections for interlibrary loans to public libraries in these three regions respectively. The service was, and is, fully compensated by the State. In the 1980s a national repository library was established in Umeå, and in the 1990s a lending center for literature in foreign languages was opened in Stockholm.

Today the county library and lending centers form the base for the public library infrastructure, and play an important role in the national public library network. Gradually the regional authorities have taken more responsibilities for the county libraries and government subsidies are financing a smaller part of the system. Current figures[8] show that county libraries are financed 75 percent by regional funding and 25 percent by the State.

Cooperation between research libraries has a long tradition. A joint national catalogue (AK Accessionskatalog för svenska forskningsbibliotek, was created in 1886 in which the major research libraries announced their acquisitions of foreign literature. At about the same time agreements on interlibrary loans

were established. During the 1960s, 1970s, and 1980s various authorities had the task to coordinate scientific and technical information. In 1988 the National Library was charged with this responsibility, and the National Cooperation Department was set up, with the mission of coordination and development of information provision in the university system. The National Coordination Department has played a leading role in negotiating for central license agreements on behalf of the Swedish universities. The Department has also played a leading role in the development of Open Access, and other efforts to facilitate access to scientific and other material. The Department also offers subsidies for development projects for research libraries in order to improve access to information.

In 1972 the joint catalogue was automated when the Library Information System (LIBRIS) was launched. From the 1980s the automated catalogue also included Swedish documents. Since 1988 the National Library hosts the system and is responsible for its maintenance as well as development. The system has gradually been developed and improved, and is today one of the most important sources for bibliographic information. LIBRIS contains more than 6 million titles from more than 300 libraries. Following a government decision, LIBRIS was made freely available online to the public in 1997. The number of searches exceeds 12 million on an annual basis. The system also gives access to full text documents and digitized material. The advanced routine for interlibrary loans with automatic ordering has been a success story, and is used by about 1300 libraries, of which one third are public libraries.

According to the Act on Library Services, county libraries, lending centers, university libraries and university college libraries, research libraries and other libraries funded by the state shall provide literature from their own collections free of charge at the disposal of the public libraries and otherwise cooperate with the public and school libraries and support them in their efforts to offer users good library services.

Interlibrary loans are a very small part of the total circulation, or 0.6 percent of the public libraries' total circulation and 1.1 percent of the research libraries' circulation. The total number of interlibrary loans is about 1.5 million per year. The public libraries borrow material within the system but also borrow to an equal extent from the research library system, while university and other research libraries mainly borrow from each other. The volume of interlibrary lending shows a decreasing tendency, which could partly be explained by the fact that an increasing number of periodicals are available in electronic form. Last January a survey on interlibrary lending[9] was presented,

which will probably cause a revision of principles and guidelines.

Switch to Dewey

However, one of the most radical current issues is the fact that Swedish libraries are about to change the classification scheme. Most Swedish libraries use the Swedish classification scheme SAB, and have done so since the system was launched in the 1920s. As library services have become more international, it has become more and more inconvenient to use a national classification system. That is the reason why the National Library took a decision to switch from the scheme SAB to Dewey. Many research libraries have already made decisions to switch and other are preparing a decision. There is also interest from public libraries.

The switch will facilitate the use of international bibliographic information without reclassification. The National Library is responsible for the preparations to facilitate the use of the DDC by Swedish libraries. The preparatory phase is estimated to be terminated in 2012. The National Library will switch to Dewey in 2011–2012. The switch in individual libraries is not part of the project, but will be planned, implemented, and financed by the library concerned.

National policy on literature

The Swedish language is spoken by almost 9 million people. To maintain diversity in book publishing for such a small target group entails some difficulties. The development of an international media market with an increasing concentration of international best sellers is a severe threat, especially to minority language areas.

In the 1960s there was strong political concern of the future for the Swedish book market. Book prices were rising and publishers and booksellers were facing some problems. A government commission was appointed to examine the situation and to suggest a program in order to maintain diversity in the book production. One of the results was that state subsidies for book production were introduced in 1975. The subsidies were to be administered by the Swedish Arts Council that had been set up in 1974 as a result of a government commission on Swedish national cultural policy.

The aims and objectives of the Swedish national policy for literature were – and are – to make a variety of quality literature available to the population. This presumes a breadth and quality in publishing in order to satisfy individual reading interests and needs. The intention was to guarantee the reader a wide choice of quality literature in the Swedish language that might not be possible without state support.

The subsidies mentioned above cover support for some 800 titles annually. According to the Swedish National Bibliography some 15,000 titles of general literature are published in Sweden every year. The selection of titles for state subsidies is decided by groups of independent specialists. The criterion for selection is quality, and the title has to be published before an application can be forwarded. This is to avoid that the State should indirectly have an impact on what should be published. The system has worked for almost 30 years and has no doubt been a stimulus to the book market.

However, the system has been questioned for supporting only the production of literature and not the distribution of the titles supported. Evidently many of the titles which received financial support were not available in smaller and medium sized public libraries ot in the provincial bookshops. This was one of the reasons for the Minister of Culture to appoint a commission to carry out a survey of the situation of literature and reading. In 1998 a Government Bill was passed to Parliament, which decided, among other things, to guarantee a distribution of the titles that received publishing support. In 1999 the system of support for distribution was introduced. That means that one copy of each title that has received support is distributed to the 290 public library systems. As a consequence every library system receives about 800 titles annually, free of charge to add to the collection or to use for reading promotion. A total of almost 250,000 volumes are distributed each year. (The Swedish system is a modified model of the Norwegian literature support that was introduced in the 1960s).

The Swedish VAT level is comparatively high – in general, 25 percent. The high VAT level also applied to books. Several actors in the literary field had for long questioned the fact that books were treated like any other consumer goods, and also pointed to the fact that the high level of VAT contributed to the comparatively high Swedish book prices. Once again a commission was appointed to examine if books could be excluded from the general VAT level[10]. As a result, VAT for books was reduced to 6 percent in 2002. The immediate result was that book prices went down and that purchases of books showed an increase. The VAT reform happened to coincide with favorable economic conditions, which might also have contributed to the increasing book purchases. The positive trend did, however, change in 2008, which could at least partly be explained by the sudden global economic crisis.

Figure 7. The Royal Library: the main reading room.

Public lending right

Authors writing for an audience of about 9 million potential readers have some difficulties to earn a decent living just from writing. Even the most popular books are, in an international context, printed in very limited editions. There are of course a number of Swedish authors who are translated and published internationally, but very few books reach the status of international bestsellers such as those by, for instance, Stieg Larsson and Henning Mankell.

Part of the national policy on literature is the lending-based remuneration for Swedish authors. The system was introduced in 1954, when the State undertook to provide remuneration for public lending. According to Swedish copyright legislation[11], the originator has the right to compensation whenever his or her book is used. There are, however, exceptions to this principle. For instance, when a book is published it may be freely distributed. That means that libraries have the right to circulate it. The exception is based on the cultural political aims to allow free use of libraries.

Compensation is paid to authors, translators and illustrators for loans from public and school libraries. The compensation is based on loans, and the use of reference collections. The works should be written in Swedish, translated to or from Swedish or by authors permanently residing in Sweden.

The public lending right is part of the national cultural policy. The funds are provided by the State and administered by the Swedish Author's Fund. In 2009

the fund amounted to SEK 121 million (EUR 120,000). Since 1985 the amount of compensation is subject to negotiations between the Swedish Authors Association and the government. The Fund calculates the remuneration based on the frequency of loans of library books and disburses it to individual authors and translators. Data is collected from all computerized library systems in Sweden. Compensation is paid as lending-based remuneration and also in the form of working grants. Compensation to individual authors, based on lending frequency, shows a variation from SEK 1520 to SEK 220,000 (EUR 152 – 22,000) on an annual basis. About 3100 authors and some 1100 translators receive remuneration.

The remuneration system helps many authors to earn a living from their writing. However, nobody earns a fortune from the system, not even the authors at the top of the 'top 200' lists compiled by the Swedish Author's Fund.[12]

For many years Astrid Lindgren, the author of children's books, has been at the top of the list with about 1.1 million loans. The list is heavily dominated by authors who write for children. (Which reflects the fact that children are frequent library customers). Even many crime fiction writers are found at the top, while Doris Lessing, Nobel Prize winner in 2007, is number 146 on the list with 96,000 loans and the Swedish Nobel Prize winner for 1909, Selma Lagerlöf, is number 190 with 77,000 loans. What is clear from the list is that Swedish library users prefer Swedish literature: 62 percent of the titles on the list

Figure 8. Codex Gigas: the Devil's Bible.

have Swedish originators, while only 11 percent have British or American originators, 7 percent have Scandinavian originators, 6 percent come from the rest of Europe and only 3 percent represent translations from the rest of the world.

The Royal Library (KB) – National Library of Sweden

The royal book collections date as far back as the 1500s, but it was not until the 1600s that the library was created. In the 1800s developments in printing technology led to an increasing number of books being published.

The National Library is responsible for collecting and preserving all Swedish publications. That includes books, magazines, reports, newspapers, manuscripts, maps, pictures, printed music and ephemera such as railway timetables, telephone directories, posters, advertising material, etc. In 1997 KB was the first national library in the world to start to collect information from national websites. On January 1st 2009 the National Archive of Recorded Sound

and Moving Images for Audiovisual Material was integrated within the organization. According to Government instructions,[13] the main tasks for the National Library are:

- To collect and preserve all Swedish publications, and make the material available to the public
- To serve as the infrastructure for the Swedish research community
- To be a research library, with a primary emphasis on the humanities and social sciences

Originally the library was housed in the Royal Palace, Tre Kronor (Three Crowns). The history dates back to the 16th century. In 1661 a legal deposit act[14] was introduced that required printers to send at least one copy of every publication to the Royal Library before it was distributed to the public. The aims and objectives for the act were not to ensure that publications were preserved for eternity, but to ensure that the content of what was printed was not subversive. The collection developed not entirely due to the legal deposit publications; in addition collections were developed by exchange, donations, war booty and purchases.

In 1697 the Tre Kronor castle burned and three fourths of the library collection (17,386 books and 1103 manuscripts) was lost in the flames. However, the most spectacular war booty, the Devil's Bible, added to the collection in 1664, was saved. After the fire the library was housed in provisional premises until 1768 when it could move back to the Royal Castle. In 1878 the Royal Library moved into a new library building in Humlegården, at that time on the outskirts of the city and with a bad reputation, but today one of the most fashionable parts of Stockholm. During the last 130 years several extensions and reconstructions have been undertaken. A radical extension took place between 1992 and 1997 when two underground stack buildings of 9000 square meters each were constructed. As the library is situated in a park that is protected, the only possible extension was downwards.

The National Library serves as a research library in the humanities and social sciences. Due not only to its rich collections, but also to its central location, the National Library is heavily used by students and scholars and also by the general public.

The National Library also has an important role as base for the infrastructure for the research community, and as coordinator of activities for Sweden's research libraries. As mentioned above, the National Library is responsible for maintenance and development of the union catalogue, LIBRIS. The system has

Figure 9. Plundering of the Jagellonian Library in Krakow,1655. Detail of a paintingby Michal Stachowicz, 1768&ndash1825. The picture is based on a photo by an unknown photographer.

gradually been developed and improved and is today one of the most important sources of information.

The National Library is also responsible for the national bibliography.[15] Swedish material is catalogued almost immediately after publishing and made available in LIBRIS free of charge for libraries. The National Library also supports and runs a number of development projects for the research library community, for instance in the field of digitization and long term preservation.

Since 1979 the National Library has been responsible for the microfilming of Swedish daily newspapers. Daily papers are microfilmed immediately upon issue at the same time as retrospective microfilming is in progress. The microfilming has contributed to making the newspaper material available to researchers, to students, and not least to the general public. The material is highly demanded, and the microfilm reading room in the National Library is one of the most heavily used spots. Researchers as well as amateur genealogists are found behind the reader printers. However, the microfilming technique might have come to an end. And at present the National Library is preparing to replace the microfilming with digitization.

The collections

The underground repositories constructed in the late 1990s contain two archives, each of which is 9000 square meters. The Swedish collection contains more

than 3 million books, with an annual growth of some 1000 meters of shelf space. In addition to the printed collections the Audiovisual Media Department contains more than 7 million hours of recorded material. The Swedish National Archive of Recorded Sound and Moving Images has, since 1979, ensured that audio and motion picture media is recorded and stored. The audiovisual collections are mainly comprised of radio, television, cinema, video music and multimedia recordings. This collection was integrated in the National Library in 2009.

The holdings of the National Library should in principle cover everything that has been printed in Sweden since 1661. In addition the library has during the centuries developed a rich collection of foreign books, and has, as a consequence, very rich historic foreign collections.

The collection of posters is one of the biggest in the world and contains more than 500,000 items. There is also a unique collection of ephemera. (About 10,000 meters of shelf space).

In the collection you also find authors' archives such as Astrid Lindgren's manuscripts, shorthand pads and correspondence, as well as August Strindberg's literary remains. The Astrid Lindgren collection is on the UNESCO Memory of the World List.

The foreign collections consist of material dating back to the introduction of the art of printing. There are, for instance, 500 Swedish and about 1500 foreign incunabula. The older holdings include donations of various origins, to a certain extent from earlier royal collections.

The most known, or spectacular, item in the collection is no doubt *Codex Gigas* or the Devil's Bible. (According to legend, this Bible was written in just one night by a monk who was trying to buy himself free from sin. Once he realized that he would not succeed, he asked the Devil for help). The Bible was written some time during the 1200s in Bohemia. During the 17th century Sweden made no secret of its ambition to establish itself as a major power intent on conquering desirable areas of the Continent. The Swedish Army fought throughout Germany, Poland, Bohemia and Russia. If these wars had been successful Sweden would have been a major power today. The wars were, however, not completely in vain. When the remnants of the Swedish Army returned home their baggage contained war booty, including among other things, books. These had been plundered from churches and monasteries. The books were divided among the larger academic libraries and provincial diocese and college libraries. The Devil's Bible was brought to Sweden as war booty in 1649 and included in the Royal Library collection. It is the biggest book

in the collection, and weights about 75 kilograms. The Bible has not been available to the public, except for the years it was placed in a showcase in the exhibition space. The Bible was digitized in 2007 and can be viewed page-by-page on the national Library website – www.kb.se

University libraries and other research libraries

The number of institutions for higher education has increased significantly during the past decades. Gradually the new university colleges have been given university status. Today there are 39 universities and university colleges situated in 30 cities. In addition there are about 40 special libraries with various collections. The university and university college libraries are part of the Swedish higher education system, and under the jurisdiction of the Ministry of Education. The oldest universities are the University of Uppsala that was founded in 1477 and the University of Lund that dates back to 1666. The university library was founded at the same time.

The University Library in Uppsala dates back to 1620. The library is now housing the largest book collection in Sweden. In the 1600s the collections grew due to donations and to war booty. Parts of the Jesuit libraries in Riga, Braunsberg and, Frauenburg and also collections from Würzburg, Mainz, and other German cities were brought to Uppsala University. In the 17th and 18th centuries the legal deposit act required that Uppsala University Library and some other libraries should receive copies of what was printed in Sweden. In 1841 the library moved to a new building – Carolina Rediviva – where it still remains. The collection has continued to grow, not only due to the legal deposit material and regular purchases, but to a great extent due to a number of valuable donations of rare books and manuscripts, for instance the Waller collection, which, in an international context, is one of the most comprehensive manuscript collections. The collection covers the period from the medieval time until 1956. The collection contains original manuscripts from scientists, doctors, philosophers and explorers, for instance, Emanuel Swedenborg, Tycho Brahe, Nils Bohr, Immanuel Kant, Johannes Kepler, Sigmund Freud, Albert Einstein, Charles Darwin, Isaac Newton, James Cook, Voltaire, Napoleon and Gandhi. The manuscripts came to Uppsala in 1955. In 2000, due to external funding and later also extra funding from the university, the library could start the project to catalogue and to digitize the collection. The Waller collection is now accessible on the Internet. The library also has a complete collection of Carl von

Figure 10. Uppsala University Library. Photograph by Lars Munkhammar.

Linné's printed works as well as manuscripts and letters. The most spectacular item in the collection is the *Codex Argenteus*, a Gothic manuscript from the 6th century, probably from Ravenna, Italy. The Bible is written on parchment with gold and silver ink. It is one of the most comprehensively preserved documents written in the Gothic language. The Bible was taken as war booty in 1664 and integrated in Queen Kristina's library. At her abdication parts of her library came into the ownership of her librarian, and the *Codex Argenteus* was taken to Holland. However, it was bought back and donated to the Uppsala University Library in 1669.

The Lund University Library has large collections of printed material and manuscripts from a long period of time, and covering all languages and subject fields. In 1698 the university library was made a legal deposit library. Today, beside the National Library, Lund University Library has a statutory requirement to keep Swedish publications in printed form into eternity. (Due to a change in the Legal Deposit Act in the 1980s the other legal deposit libraries are allowed to discard what is not needed in their collections). The University Library in Lund has played a leading role to develop scientific publishing, especially within the Open Access program. The library is also developing services for electronic publishing of university research and undergraduate theses. Lund University Library is part of the network of 14 Swedish and

Danish universities and university colleges in the Öresund region. Through the lending agreement students and researchers can borrow material from the participating libraries. A library card gives the user the right to use collections in accordance with the rules at each library. Electronic resources may be used when visiting the library, but does not through remote access.

For a long period of time the universities in Uppsala and Lund were the only universities in Sweden. Gradually higher education was extended to other parts of the country. The next generation of universities was established in Gothenburg, Stockholm, Umeå and Linköping.

The Gothenburg university college was established in 1861, and got status as a university in 1954; in 1961 the library became a university library. Already in 1891 a library had been set up, to serve the students as well as the general public. In 1900 the library moved into new premises. This building later turned into a newspaper library as a new library building was opened in 1954. The main library is still in these premises. In 1950 the library became a legal deposit library. Today the holdings amount to some 2.7 million volumes.

The Stockholm University College got university status in 1960. Higher education had started already in 1878, and had been extended gradually. In the 1970s the university moved to a campus, Frescati, just north of the city center. In the 1970s the university

Bibliotekarier.

Isak Collijn Sweden

Conte A. Boselli Italien

SGN Bogle U.S.A.

C.A. Bernardo Manila

Biblioteken befinna sig i uppgående.

Figure 11. Delegates at the 1930 IFLA Conference in Stockholm. Published in Svenska Dagbladet, August 21, 1930. By Arthur Fischer, 1897–1991.

library got its own building at the campus. In 1985 the library moved into the new building designed by the architect Ralph Erskine. The Stockholm University Library is one of the biggest research libraries, with 12 branches and 1.5 million visits annually. The collection includes various valuable donations such as the Swedenborg Collection, now on the UNESCO Memory of the World List.

In 1965 the fifth university was inaugurated. That was the University in Umeå in the north of the country. Since 1956, there had been a university college there offering education for dentists and for doctors. Initially, when the university was established, there were some 2000 students. Today the number of students is 33,000 of which about 9000 are following their courses through distance learning. The University Library had opened already in 1964, and moved into a new building in 1968. Before the university library was established, the city library in Umeå received the legal deposit copies. From 1964 the university library is a legal deposit library and the collection has grown to some 1.5 million volumes. The collection also includes a number of valuable donations.

In Linköping, in the middle of Sweden, higher education was offered already in the 1960s, when the Stockholm University opened a branch. In 1970 the university college was established, and in 1975 the university was inaugurated. The Linköping University Library was the 6th to become a legal deposit library. The collection includes some 400,000 items, among other things a number of valuable special collections. For instance, in 1990 the university library bought the collection from the German Democratic Republic's Cultural Center. There is also a collection on literature in the Faroe language as well as literature on the Faroe Islands.

Due to radical reforms in the higher education system, new university colleges were established rapidly from the 1980s and onwards. Some of these university colleges later got university status. At the very beginning of this development the library did not have the highest priority. Sometimes the city libraries, voluntarily or involuntarily, served as college libraries. However, the situation has changed. Today most of the newer university and university college libraries have their own buildings, well designed, and well equipped. Collections, however, need time to be developed.

Some other research libraries

As mentioned above, there are almost 40 special libraries, some of which have very old and rich collections. These libraries are used by students and researchers but also by the general public. Here just a few examples:

The Dag Hammarskjöld library in Uppsala was established in 1966 as a memorial to Dag Hammarskjöld, Secretary General of United Nations 1953–1960. The library is a national repository library for UN documents. The collections are focused on the social sciences and the services have a strong focus on international relations. The Dag Hammarskjöld

library belongs to the Uppsala University Library organization.

The Swedish Institute for Children's Books (Sbi) in Stockholm was founded in 1965. It is a foundation, but the library is mainly financed by the Ministry of Education. The institute has a rich collection of children's books. The first book for young readers was published in Sweden in 1591. The collections of the institute contain most of the books for young readers published in Sweden ever since.

The Library of the Swedish Academy of Letters, History, and Antiquities in Stockholm is part of the National Heritage Board. The origin of the library goes back to the early years of the Swedish Academy in the late 1700s. The library has a large collection. The main subject areas are archaeology, medieval art and architecture, numismatics and Sweden's cultural heritage and its protection and preservation. The numismatic collection contains literature from all over the world, as well as Swedish bank history and Swedish economic history. The library also owns a collection of books on classical archeology, ancient history and Egyptology. The collection has to a great extent been developed by donations, for instance the Rosenhane Collection of Topographical and Historical Books and Pictures, donated to the library in 1822 by the heirs of Schering Rosenhane, member of the Academy.

Diocese and grammar school libraries were set up in different parts of the country in medieval times. The collections were developed by donations and in part by war booty. In the mid-1900s the historic collections were incorporated in the local public library or in the school library. From the 1920s until the 1950s four special diocese and county libraries were established in the cities of Linköping, Skara, Västerås and Växjö. These libraries were funded by the state and under the jurisdiction of the National Library. Due to administrative reforms, responsibility for the diocese and county libraries were transferred to the local authorities in the 1970s. The rich historic collections passed into local ownership. Some of the rest of the diocese and grammar school libraries remained at the local public library, while some were moved to a neighboring university library. As the preservation of historic collections is not the highest priority for public libraries some of the collections have been neglected or even destroyed. However, the four diocese and county libraries in Linköping, Skara, Västerås and Växjö have managed to take care of their old collections. In 1968 the National Library took over one of the most comprehensive diocese and grammar school libraries, The Rogge Library, located in a building from the 1400s, in Strängnäs some 70 kilometers from Stockholm. The Rogge Library is a division of the National Library. The collection is one of the best preserved diocese and grammar school collection in the country.

The Swedish Library of Talking Books and Braille, TPB

The first library for the blind in Sweden was founded in 1892 through the initiative of a philanthropic Braille association. In 1911 the Swedish Association for the Blind took charge of the library. Since 1980 TPB is a government authority under the Ministry of Culture and is entirely funded by the government. In collaboration with local libraries, TPB provides access to printed materials for people with print disability. TPB produces and lends talking books and books in Braille. The library has a stock of about 80,000 talking books, and is a national lending center for talking books. The target group is estimated to comprise 6 percent of the population, and the number of borrowers at the local libraries is estimated to 50,000. The library also gives advice and information on matters concerning talking books and Braille. TPB has a special service aimed at disabled students at university level. A new service was introduced in 2009 that allows students to download books individually. In 2010 a similar service will be initiated towards borrowers in public libraries. The DAISY project started in 1988, and, since 2001 all talking book production is in the DAISY format. The Swedish Copyright law permits libraries and organizations, officially authorized by the government, to produce published books and phonograms for lending to print disabled, without permission of authors and publishers.

The Nobel Library was founded in 1909. The library assists the Swedish Academy in their evaluations for the Nobel Prize in Literature. The Swedish Academy has awarded the Nobel Prize in Literature since 1901. The library collection consists of about 200,000 volumes and is specialized on literature. The focus is on contemporary literature in the original languages. The Nobel Library is a private library serving the members of the Swedish Academy, but the library is also open for the public to borrow from the collections, and to use reference material, magazines and periodicals.

Legal deposit

The act introduced in 1661 was one of the very early legal deposit acts. Originally two copies of every publication were to be delivered: one to the Royal Chancery and one to His Majesty's Archive. The original purpose was to control what was written, not

to ensure that publications should be saved as the nation's printed cultural heritage. In 1707 the number of legal deposit copies was increased to six. They were distributed to the Royal Library, to the universities in Lund, Uppsala, Turku (Finland) and Dorpat (Estonia). Today the publishers are required to send seven copies. In addition to the copy sent to the Royal Library/National Library copies are to be distributed to the university libraries in Lund, Uppsala, Stockholm, Gothenburg, Umeå, and Linköping. The National Library and the University Library in Lund are obliged to preserve all the legal deposit material for the future, while the other university libraries are allowed to discard what is not needed in their collections. Since 1661 a number of enactments on legal deposit have taken place – more and more frequently in the last few decades. In 1993 provisions were extended to cover electronic documents, such as CD-ROMs. But the new act did not cover online electronic publishing. As a consequence, legislation has for long been obsolete as new technology has changed the conditions for publishing, and more and more material is published only in electronic form. A revision of the legal deposit act has been under preparation for some years.

In 2009 a Government Commission presented a proposal on a revised legal deposit act, which should include electronic publishing as well as printed material. The new act could come into force in 2011. However there must be some transitional regulations and the full effect of the new act is estimated to be realized in 2013.

Library legislation

In 1905 an ordinance regulating the public library service was introduced. Due to changes in the system of State subsidies to local authorities the ordinance was abolished in 1965.

Between 1965 and 1997 Sweden was the only Scandinavian country without library legislation. When Frank Gardner prepared his survey on library legislation in the late 1960s he was astonished at the fact that: "Sweden is a unique example in library legislation of a highly developed country which has, in effect, abolished its library law, in the sense in which the law is intended to coerce local authorities into providing a service they might not otherwise provide, and to induce them to improve that service by means of assistance, financial and otherwise, from the State. Compared with the detailed law of, for example, the neighboring countries of Denmark and Finland, Swedish library law is non-existent." [16]

The ordinance on public library service had been strongly connected to the general state subsidies to public libraries. When the system of earmarked grants was replaced in 1966 by general grants to local authorities the regulation concerning libraries was abolished as a consequence. The public library profession had been strongly opposed to the new system. The arguing for a new library act continued. However, the library profession could be divided in two groups: those who were in favor of library legislation and those who argued against. The argument against library legislation was, above all, that local authorities would take care of the public library development without "restricting" legislation. Those in favor of legislation argued that a law was necessary to force local authorities who had neglected their libraries to develop the service. Several government commissions on the public library service were forced to examine the matter, but until 1994 they all had come to the conclusion that Swedish public libraries had developed well, and there was no need to interfere in local authority territory with a library act. An embarrassing fact was, however, that the gap between the good and poor public library systems remained, even if the difference had been gradually reduced. What finally paved the way for a new act was the troublesome financial situation in the early 1990s. Public expenditure had to be reduced – including library services. Some public libraries faced severe cuts, book funds were reduced, outreach activities suffered, and so did the library service to children. But there was also a threat against the free of charge library service, as some local authorities came up with the idea of charging for book loans in order to save money. This fact inspired the social democratic party to change its attitudes to library legislation and propose a library act. In 1996 the Parliament took the decision to introduce the Act on Library Services. The decision was far from unanimous as the right wing Members of Parliament voted against. The majority in favor of the act was not very strong.

The act came into force from January 1st in 1997. Usually library legislation is equivalent to legislation for public libraries, or libraries serving the general public. In this respect the Swedish library act is an exception, as the first clause includes regulations about all libraries provided by public funds. That means that not only public and school libraries, but also university libraries and special libraries and all other publicly funded library service were regulated by the act. The basic principles of the library act are that:

- Every local authority must have a public library.
- Libraries must lend literature free of charge.

The second clause in the act expresses the aims and objectives with respect to public libraries: in order to promote interest in reading and literature, information, enlightenment and education and culture, every citizen should have access to a public library. The clause also states that every municipality should have a public library. In the third clause it is stated that the public shall be able to borrow literature free of charge. In the fourth clause it is regulated that there should be a county library in every county, to support the public libraries within the county with supplementary provision of media and other regional library functions. The fifth clause regulates the school library service and states that there should be suitably distributed school libraries in order to stimulate interest in reading and literature, and to satisfy the needs for material in education. In the sixth clause, concerning university libraries, it is stipulated that students at all university and university colleges should have access to library service.

The last clauses regulate responsibilities for local authorities, county councils and universities. It is also stated that the publicly funded libraries should cooperate.

There are also regulations about what services public libraries should offer. It is also stated that county libraries, lending centers, university, and university college libraries, research libraries, and other libraries funded by the state shall provide literature from their own collections free of charge at the disposal of the public libraries, and otherwise cooperate with the public and school libraries, and support them in their efforts to offer the public good library service.

The library act has been in operation for more than 10 years. So far the act has not caused any radical change in library services. The debate on legislation, however, has continued. The act has been questioned for being too permissive, especially concerning school libraries, and also for the lack of regulations about the organization of the public library systems. That is: would it be enough to have just one public library service point in a municipality, no matter of what size? What has also been questioned is that the act only regulates that book loans should be free of charge, while the increasing amount of electronic published material leaves the field open for charging. There is so far no central authority charged with the duty to superintend and to secure the proper discharge of the act. The act therefore could be regarded rather as a statement of intention than a legislative instrument.

The library act has not only been questioned by the profession. The political support has been far from solid. The act has been a subject for debate in Parliament ever since it came into force.

The social democratic party, who had introduced the act when in government, has continued to defend the act, while conservative and liberal parties have expressed their ambitions to abolish it. As the act has been questioned continuously, the new government (now conservative) decided to evaluate the act in order to make changes. The result of the evaluation was to be presented in early 2010. The evaluation might result in slight changes in the legislation during 2010.

Professional organizations

Swedish citizens are well organized. The library field is no exception. The Swedish Library Association (SAB) was founded in 1915. The overall aims and objectives were to promote Swedish library development. The association was open for institutional as well as individual members. In the first years the association focused on the publishing of the library journal, (*Biblioteksbladet (BBL)*) and on professional publications, for instance on cataloguing and classification for Swedish libraries. The association played an active role in the creation of the Swedish classification scheme, the SAB-system, launched in the 1920s. The system is still used in most Swedish libraries. (A switch to Dewey is under preparation as mentioned above). The association became a member of IFLA in 1930.

In 2000 the time had come to merge the SAB with the association for academic libraries, Svenska Bibliotekariesamfundet (SBS) that had been founded in 1921. The new association, Svensk biblioteksförening, has about 3700 members. The association is an important pressure group, and has taken an active part in the promotion of library legislation and to pave the way for a national library policy. The association has a continuous dialogue with politicians and other decision makers in order to promote library services. In 2007 the association launched a nationwide campaign, Library Lovers, which draws attention to the importance of well-developed library resources.

In the radical 1960s a left wing library association (Bibliotek I Samhälle (Libraries in Society) was born as a protest against the 'establishment'. To the establishment also belonged the existing library associations. The movement started at the library school for public librarians. The original aims and objectives were to promote democracy and distribution of power within the library, and to expose the 'economic principles' of the culture and indoctrination through the popular press. In 1970 the objectives were changed; the association should now work on a socialist basis to promote progressive libraries. The ideas were put

forward in the association's journal *BiS*. In 2009 the association celebrated its 40th anniversary. Its focus has now changed to include more international cooperation. The left wing library association never reached the same size and power as the 'establishment' organizations. However, it has been a thorn in the flesh and has no doubt had a healthy impact on the library debate.

In addition to membership in a library association, most Swedish librarians belong to a trade union. The majority of professional librarians are members of the Swedish Confederation of Professional Associations (Saco), that organizes university graduates or professionals with a college degree, such as lawyers, doctors, economists, and professionals in the cultural field such as librarians. The special trade union for librarians was founded in the 1930s. The original union later merged with other unions within the field of culture, and created the Saco affiliate association DIK, which stands for Documentation, Information, and Culture. The primary goals for the trade union are to improve wages and general working conditions for their members. However, the DIK association plays an active role in the library debate and as a pressure group to promote libraries. Beside the DIK association there are two alternative trade unions for librarians and library assistants in research libraries and public and school libraries.

IFLA and the Swedish library community

The Swedish library community has for long taken an active part in international library cooperation and collaboration. The third annual IFLA conference was held August 1930 in Stockholm. The conference was hosted by the national librarian, Mr Isak Collijn. Mr Collijn had been elected the first president, and was charged with this position from 1927 to 1931. To host the conference the Ministry of Education offered extra grants. Financial support was also given from the Knut and Alice Wallenberg Foundation. Twenty nations were represented at the conference by a total of 40 delegates, some of whom had special invitations. The Swedish Government was represented by the Secretary of State. Also represented were the League of Nations, and the Commission for Intellectual Cooperation. The majority of the delegations came from European countries such as England, France, Germany, Poland, The Netherlands, Belgium, and the Nordic and Baltic countries. The Philippines and Mexico were represented by their ministers from their embassies. Vice president for the meeting was Ms Sarah C.N. Bogle from the American Library Association.

The meeting took place in the Swedish Parliament building. In his welcoming address Mr Collijn stressed the importance of the library profession and the importance of libraries as protectors of the nation's cultural heritage. However, he added, this important task has not always been appreciated to its full value. Finally he expressed his wishes that the result of the meeting should exceed the delegates' efforts to travel to Ultima Thule.

During the three days of meetings several matters were discussed, among other things the question of international loans and exchanges. According to an article[17] in one of the Stockholm daily papers, the conference was held in a friendly atmosphere, and the reporter stressed that those who believe that librarians are boring book addicts should reconsider their opinion. At the conference dinner the atmosphere was more than merry and a number of speeches were given, some serious, some humorous, and some even panegyric. Mr Collijn gave his dinner speech in no less than seven languages. As a response, Count Boselli from Italy gave his speech in Latin. The most impressive speech, according to the article, was presented by the American Library Association representative, Ms Bogle, who expressed her thanks to the old world for its intellectual leadership.

The next time Sweden hosted an IFLA conference was in 1960. This time the conference was held in the neighboring cities of Malmö and Lund in the southern part of the country. The number of delegates had now increased to 160. Still the European dominance was heavy. One topic was the venue for future conferences. It was recommended that the annual meetings should also be held in parts of the world outside Europe. Beside professional matters, for instance interlibrary loans and exchanges, there was time for some social events with a local touch, such as to experience an old style smorgasbord at the same time as a group of folk dancers in native costumes performed on the lawn. A conference report in *Biblioteksbladet* gives a vivid summary, and concludes: "So far IFLA conferences have been held in Sweden only every 30th year. If you have experienced the inspiration and joy to participate in this kind of international cooperation and company, you will hope that it shall not last another generation before the Swedish library society shall have the opportunity to host the conference."[18]

But it did. The third IFLA conference on Swedish soil was held in Stockholm in 1990. The conference was hosted by the city of Stockholm, but also generously financed by the Ministry of Culture and Education. A number of other institutions and organizations contributed financially or otherwise. The whole

Swedish library community took part in the preparations for the successful event. The amount of delegates exceeded by far the two former IFLA conferences held in Sweden: 95 countries were represented and the total number of delegates and visitors reached almost 5000. The delegates spent a warm and sunny week in Stockholm. The organizers were relieved, as part of the social events had been planned to take place outdoors – which was rather irresponsible as the August weather in Sweden is quite unforeseeable.

IFLA/ALP

The IFLA Action for Development through Libraries Programme (ALP) was launched in Nairobi in 1984. In 1988 it was decided to be one of IFLA's core programs. On their mission to the Scandinavian countries in the late 1980s, Ms Else Granheim, IFLA President 1979–1985, and Ms Margreet Wijnstrom, Secretary General of IFLA, promoted the idea that the ALP office should be set up in a Nordic country. As a result, the IFLA-ALP focal point was established at Uppsala University in 1992. The university generously offered office space and additional facilities, and the Swedish International Development Cooperation Agency (Sida) offered substantial financial support from the very beginning. Sida also financed the implementation phase. Financial contributions were also given by the other Nordic development agencies. The Nordic library community, library associations, the National Library of Sweden, the Swedish Arts Council and individual libraries have, since the very beginning, offered annual financial support. When the ALP office moved to IFLA Headquarters in 2010 the Swedish, and Nordic, library community could look back on 18 years of successful cooperation with IFLA, and with the Third World library community.

Current trends

Swedish libraries are facing the same challenges as libraries all over the world. There is an increasing need to develop and coordinate ICT solutions. There is also an increasing demand to provide access to digitized material, and to digitize library collections, hopefully with adequate funding. But digitization is not only a matter of funding, it also raises the question of copyright restrictions.

As mentioned above, libraries can no longer operate in closed circles as library users can no longer be clearly divided into public library users and research library users. Administratively, Swedish libraries have so far had two state supervisory authorities. The State supervisory body for public libraries was set up

in 1913. Since 1974 this central advisory body has been part of the Swedish Arts Council. For the university and university college libraries there have been different supervising authorities for cooperation and coordination. Since 1988 the National Library has been charged with some coordination tasks for the research library field.

The idea to set up a library policy for the whole library system has been on the agenda for years, and has been strongly promoted by the Swedish Library Association. In 2009 a government commission presented a report[19] including, among other things, that the National Library should be the state library authority for academic as well as for public libraries. A Government Bill in September 2009[20] followed the recommendations from the Commission and charged the National Library to plan for its future extended responsibilities. According to the Government Bill the National Library should promote cooperation, encourage development, and, in cooperation with the county libraries, report and follow up what is going on in the library field. The National Library should also take the overall responsibility for library statistics, including all kind of libraries. The plan is to be reported to the Ministry of Culture in April 2010, in order to be in operation from the beginning of 2011.

The new national structure will form a base for closer cooperation between the different kinds of publicly funded libraries. There are a number of common fields for public as well as for academic libraries, for instance to develop a union catalogue including academic as well as public library holdings, to develop library statistics, to coordinate digitization, to develop new services and methods, and to improve professional education. The overall goals and objectives for closer cooperation between libraries should be to respond to the interests of the library user. It will, no doubt, be a challenge for the National Library to orchestrate the large number of independent library institutions.

References

1. (Websites referred to usually have an English version).
2. Kulturen i siffror. *Folkbiblioteken 2007*. 2008:3.
3. *Skolbiblioteken 2008*. Kulturen i siffror. 2009.
4. Palmgren, V. (1908) Amerikanska bibliotek och bibliotekssträfanden.
5. Palmgren, V. (1911) Förslag angående de åtgärder, som från statens sida böra vidtagas för främjande af det allmänna biblioteksväsendet i Sverige.
6. Svensk författningssamling (SFS1996:1596).
7. *Skolbiblioteken 2008*. Kulturen i siffror. 2009.
8. Den nya skollagen – för kunskap, valfrihet och trygghet. (Ds 2009:25).
9. Kulturen i siffror. Kulturens finansiering 2007. 2008:7.

10. Lätt att hitta – lätt att låna. Ny modell för bibliotekens nationella mediesamarbete - en utredning av bibliotekens fjärrlån. Kungl. biblioteket och Statens kulturråd. 2010.
11. Riksdagens snabbprotokoll 2000/01:88.
12. Lag (1960:729) om upphovsrätt till litterära och konstnärliga verk.
13. http://www.svff.se
14. Förordning (2008:1421) med instruktion för Kungl. Biblioteket.
15. *The history of the Royal Library. A national library*. Kungl. Biblioteket. 1997.
16. Förordning (2008:1421) med instruktion för Kungl. Biblioteket.
17. Gardner, F.M. *Public library legislation: A comparative study*. Paris, UNESCO, 1971.
18. *Svenska Dagbladet*, 25 augusti 1930.
19. Biblioteksbladet, 1960, s. 572–573.
20. Betänkande av Kulturutredningen. SOU 2009:16.
21. Tid för kultur (prop. 2009/10:3).

About the author

Barbro Thomas obtained her MA at Gothenburg University in 1970 and finished her library education at the College of Librarianship in 1973. She has been head of department at Gothenburg Public Library, Deputy Director, and Director and County Librarian at Halmstad Public and County Library. Between 1984 and 2000 she was Head of Department, Libraries and Literature at the Swedish Arts Council, and from 2000 to 2007 Senior Director at the Royal Library/National Library of Sweden. From 2007 to 2009 she was responsible for a library development project in South East Asia. From 1973 to 1980 she was a member of the Executive Committee in the Swedish Trade Union for Librarians. She has also been a board member of the Swedish Library Association, the Delegation for Scientific and Technical Information, the Swedish Council for Planning and Coordination of Research, and the National Library Board.

She was Secretary (1987–1989) and Chair (1989–1993) of the IFLA Standing Committee for Public Libraries, and Secretary of the Coordination Board, Division III 1989–1993. She has also served as advisory editor for *Libri*, and as Chair of the *IFLA Journal* Editorial Committee.

She has published a several articles on libraries and library related matters in a number of periodicals and books. In 2009 she was charged by the Swedish Library Association to make a report on library legislation that was published September 2009. (Bibliotekslagstiftning – perspektiv och exempel. Svensk biblioteksförening. www.biblioteks-foreningen.org)

She retired in 2009, and may be contacted at: barbro.thomas@gmail.com

Programs promoting reading in Spanish prisons

Margarita Pérez Pulido
University of Extremadura

Abstract

This paper focuses on a series of studies and findings that document the effectiveness of reading and writing as a tool for the rehabilitation of disadvantaged population groups, including incarcerated people. Today, programs that raise awareness of and encourage reading in prison have been implemented in many countries around the world, but the specific nature and content of these programs, as well as the extent to which they are actually functioning, differ among countries according to both the cultural and legal contexts. Hence the importance of the current analysis of the situation in Spain, which draws attention to the most recent and effective techniques and their application for possible future comparative studies. With this objective, the author identifies examples of best practices, analyzes methodologies, and examines the extent of innovation demonstrated by these programs within the unique prison environment, as well as in the context of the Spanish cultural and legal framework.

Introduction

The role of the prison in the reintegration and readjustment of inmates is supported by current Spanish law. This role is the result of intellectual trends that developed during the 19th century. The fundamental principle of imposing the shortest and least restrictive sentence is related to the practice of providing the inmates with educational opportunities that help them prepare for reintegration into the community. From a correctional point of view, the key factor to a successful readjustment is the rehabilitative treatment during incarceration. Treatment elements are geared to the individual's specific needs, as evidenced by an assessment of the inmate's adaptability, criminal history and potential, personality profile, as well as his participation in social, cultural, recreational, and work activities.

An individual's right of access to culture and to pursue personal development is guaranteed by the Spanish Constitution and correctional legislation. This right forms the foundation on which all educational programs in the correctional institutions are built. Correctional legislation, in particular, elaborates on the requirements for inmate training and education. These requirements are then further detailed in the administrative policies for prison operations.[1]

During recent governmental restructuring in Spain, two areas related to the delivery of prison education and training were directly affected: 1) the transfer of the regional prison administration from the central government to the autonomous government of Catalonia (1998), and 2) the termination of the central government's authority over prison teachers (1999). In the first case, the Catalan government issued its own regulations and procedures.[2] In the second case, the prison library, which had traditionally been part of the school and been supervised by teachers, was removed from the control of the education department. School and library became two separate, but cooperative, units within the same organization. In 2008, a royal decree led to major changes in the structure of the Spanish Ministry of the Interior,[3] elevating the Directorate-General for Prisons to the rank of Secretariat. The Directorate-General for Territorial Coordination and the Environment was given authority over the Subdirectorate-General for

Corresponding author:
Dra. Margarita Pérez Pulido, Facultad de Biblioteconomía
y Documentación, Universidad de Extremadura, Alcazaba s/n
06071, Badajoz, Spain. Tel. +34 924 286 400. Fax: +34 924 286 401
Email: marga@alcazaba.unex.es

Prison Treatment and Management. The Office for Cultural and Sports Programs now assumed responsibility for prison training, and the Office for Occupational Workshops and Educational Programs took over the formal education.

Today, Spain has 82 prisons, 9 of which are in Catalonia. They are considered self-sufficient urban centers with modern, functional buildings that have been adapted to the needs of the prison population. When the law was last modified in 2008, the reintegration (re-entry) centers took on more importance, along with the open prisons that permit prisoners to serve their sentences at weekends and with no loss of freedom.

The Spanish prison population today is 75,270: 69,276 men and 5994 women. Catalan prisons hold 10,253 (9515 men and 738 women). Non-Spanish nationals account for 36 percent of the prison population. Youthful offenders, aged 21 to 25 years, make up 14 percent of the population.[4]

Libraries and the Spanish prison system

In Spain, every prison is legally required to have a library that meets the educational, recreational and informational needs of the inmates. Traditionally, the organizational structure under which libraries were supervised by the education departments determined how the functions and purposes of the libraries were defined. Under the 1999 reorganization, the library was placed directly under the Subdirectorate-General for Treatment and a new administrative position designated as the Instruction Coordinator. Library roles and functions were standardized by the new program of Library Organization and Management, now a part the Cultural Activities Program, established by the autonomous Work and Penal Facilities Board. In 2001, directives for library organization and functions within the new structure were first published.[5] These directives emphasized the promotion of reading and the collaborative role of the library and the education department.

In 1983, the Spanish government transferred responsibility for prison administration in Catalonia to the Catalan authorities.[6] This gave Catalonia total freedom with respect to library management. In fact, Catalonia developed its own guidelines for prison libraries.[7] At that time the libraries were still part of the prisons' education departments, which were administered by the Catalan Department of Justice. Today, the libraries are administered by the Subdirectorate for Prison Treatment and are defined as so-called "informal" education programs. While not officially part of the school, they collaborate closely with it on a variety of joint programs.

The hiring of professional librarians on the staff of Catalan prisons has contributed immensely to the professionalism and independence of prison library services. It should also be noted that since 2001, the Spanish Ministry of the Interior has hired professional librarians in eleven prisons – although such recruitments do not occur on a regular and consistent basis.

Another important factor for the development of training activities in prison libraries is the participation of these institutions in public library networks with the purpose of promoting reading. These collaborative efforts were outlined in a joint agreement between the Ministry of the Interior and the Ministry of Culture. So since the 1980s, two key factors have impacted on the establishment of prison library services in Spain: 1) the creation of the autonomous regional governments and the subsequent regional legislation for libraries and reading policy, and 2) the 1983 Library Cooperation Agreement between the Ministry of Culture and the Ministry of Justice, which is still in effect.

In 2005, the two ministries signed an agreement[8] to include prisons in the new national Reading Promotion agenda, which was the result of new central government policies on books and libraries.[9] This agreement introduced two new initiatives: the creation of so-called 'Reading Initiation' teams in prisons, made up of prison staff, librarians, and reading experts, who were supervised by a technical commission. This commission consists of representatives from both ministries, and it is responsible for planning and evaluating all team activities, especially meetings with authors and other cultural figures. The second initiative deals with regional government efforts to collaborate with community organizations on activities related to training and education of inmates.

Since then, subsequent Reading Promotion agendas have been integrated by library professionals into other instructional and advisory activities for the use of the reading animation teams. Donations of reading materials from the Ministry of Culture have also contributed to the library management program. The regional governments have continued their agreements with other agencies and organizations to create reading clubs, support education courses, or prepare reports on library activities.[10] Since 2006, collaboration agreements have been signed with information technology companies, such as Red.is, and the libraries have continued to work with the Avanza@ Program and the Ómnia offices in Catalonia.

Characteristics of the prison population

Stake[11] defines a case study as the study of the specific nature and complexity of a particular case in order to understand comprehend the actions involved

and their relevant circumstances. It is the analysis within a specific time period of an actual problematic situation for which a resolution must be found or a decision made. The value of the case study lies in the complexity of the case and in the study of its peculiarities. The methodology focuses on the uniqueness of the case, the individual context, and the critical impact. The case has no precedents, but the author must still have knowledge of other cases, events, or activities, in order to make a generalization. User studies, as a form of social research, systematize the characteristics, needs and behaviors of existing and potential users. Such studies are essential to prison library planning, because they supply valuable information about behavior patterns of user groups inside closed, stressful, or marginalized environments.

Studies of this kind have been conducted in prison environments in the United States, France and England.[12] These studies, using questionnaire surveys, examined data related to inmates' personality profiles, their social and informational needs, reading habits, and library use. All the authors agree on the particular difficulties presented by a study of this kind. Firstly, not all inmates want to or can participate because of their special circumstances, a fact which makes it difficult to obtain an adequate sample. Secondly, the high prison illiteracy rate limits researchers' chances of conducting an adequate study of all potential users in the institution. Thirdly, despite legal mandates, for a certain numbers of inmates access to the library and library services is still partially restricted, making any study of library use very difficult.

A 2001 research project at Badajoz prison[13] used a methodology appropriate for this type of user study. It involved case studies, observation techniques, interviews, and questionnaires, all of which were triangulated to verify results. A series of observation periods were established to determine the complexity of the study and to gain awareness of the institution's dynamics. Key individuals were also identified, who would be able to help the inmates complete the questionnaire or who could themselves be interviewed. The information gathered helped develop the final questionnaire and was particularly useful in clarifying questions that had initially been confusing for some participants.

Finally, a three-part questionnaire was developed based on data from the preliminary study, the findings from the observation periods, and the preliminary interviews. Part One had eight questions designed to elicit the user profile; Part Two had fifteen questions, designed to obtain information on the user's current information needs and reading habits, as well as to project any future information needs; and Part Three had sixteen questions about the extent of the prisoner's use of the library for specific purposes and about his satisfaction with the library services provided. The pilot study had shown the need for certain changes in the design of the questionnaire, and a simple box-check format was found to be preferable. The pilot study had also shown that very long questions, questionnaires with multiple choice answers, as well as questions that could be perceived as intimidating, were left unanswered. Similarly, the inmates tended to give an 'official' positive answer on the written questionnaire, which sometimes contradicted the answers given in the interviews, when they were more relaxed and expressed more credible opinions. This discrepancy was found to be a significant factor, i.e., the tendency of inmates to react strongly in a negative or positive manner, all according to how this reaction might benefit them personally.

In spite of the difficulties, a statistically valid sample of the inmate population was finally obtained and an analysis of the data performed. Chi-squared models of the contingency tables were used to analyze the association of the different variables.

The findings of this study show that the demographic inmate profile of the Badajoz prison is similar to that found elsewhere in Spain. The consolidated profile shows a progressively ageing prison population with an average age of 30-40 years, a high rate of recidivism, and a sentence length of 4-8 years – the latter often the result of multiple crimes. Most inmates come from a very violent environment. Their educational level falls below the national average, and their rate of illiteracy is high. Their parents' level of education is often lower than their own. The authors also noted a significant increase in the number of non-Spanish nationals.

Among inmates, watching the mass media is the preferred leisure activity, followed by the reading of books, newspapers and magazines. The time inmates spend reading is limited by individual circumstances and preferences, including the physical space available for reading activities. For instance, the quiet of the prison cell, rather than the library, makes it the preferred place to read; inmates generally spend less than one hour a day reading, with the exception of 'compulsive' readers, who read more than 4 hours a day. The extent to which reading is considered a 'normal' activity is exemplified by the profile of a so-called 'good' reader: an adult person with a certain level education and an urban background. The inmates select their books from the catalog, which contains all the titles available in the prison library collections. Some inmates, however, complain that

they lack sufficient information to make informed decisions. Their friends and prison staff also play an important role in making reading recommendations. Inmates prefer novels and poetry, and comic books are popular among beginning readers who find it helpful to associate text with images. Reference books are very important for those involved in formal as well as informal education.

When studying inmates' purposes for reading, one can see that they consider this activity as both a practical tool and a valuable pursuit in and by itself. They find reading useful for obtaining knowledge, but also for passing time and escaping from reality. Being associated with reading and writing also gives a person a certain level of power and prestige within a group hierarchy. Participating in a literary workshop or radio program, writing for a newspaper, or pursuing similar activities give an individual the power that comes with the opportunity to protest, to express feelings and ideas, and to access certain areas of the prison. Being in the position to solve reading and writing problems for fellow inmates also conveys a certain level of power. Inmates with good reading and writing skills often communicate through the genre of letter writing, using literary and poetic texts as models.

Bahloul believes that life in prison can convince those who did not previously engage in reading that this is a rewarding activity, and that some of these individuals may indeed become model readers.[14] Fabiani calls this "limited or occasional reading," i.e. reading as the result of being deprived of an active life. Most inmates, however, believe that once they have started reading, they will continue to do so after leaving prison. These positive statements are typical: "Now I read more than before; here you have an opportunity to read that you didn't have before; if you used to read, you can continue doing it here; and, if I had read or studied before, my life would be different." These sentiments are not universal, however, since some inmates do not want to change or do not consider prison the right place to do so.

The inmates' knowledge and appreciation of the library are directly related to their educational level and whether or not they are attending classes. The educational role of the library is particularly important for foreign inmates. The extent of library access provided, however, is a determining factor in how well inmates understand library services and how much they use them. Limited access leads to general disinterest and low use. Inmates also tend to follow the opinions and tastes of their peer groups when it comes to selecting reading materials.

Finally, in a prison environment, the role of the library as a social place must be added to its traditional roles of circulating materials, providing a reading area, and offering reference and referral services. The library becomes a place for informal interaction among the inmates themselves, as well as a center for institution activities. This use is what Goffman[15] defines as "secondary adaptation," i.e., a place where a person can exercise his own free choice and relax for a while.

Innovation as a model for best practice

The extent to which prison libraries have adopted new information technologies (IT) is related to the ability of the various applications to meet the requirements of library processes, network participation, and the optimal use of the collection. In Lehmann's opinion,[16] IT is being adopted in five main areas: circulation, electronic catalogs, networking with other libraries, information/reference services, and instructional purposes.

The 2005 IFLA guidelines for prison libraries strongly recommend access to the Internet for education and training purposes – even if only in a limited manner.[17] In Spain, a royal decree[18] restricts inmates' access to personal computers to educational and training use only. Such use must be well justified by the inmate and must be approved by an instructor. The use of portable storage devices and connection to telecommunication networks are prohibited. Ultimately, however, the decree leaves the final decision on computer use up to each institution. Access to the Internet and to email accounts is regulated at the national level by policies related to bandwidth and security issues. These policies specify three different Internet user profiles, each of which limits access according to user needs and workstation capability. Inmate Internet use must also be documented in monthly reports. They can use the Internet only under staff supervision and as part of a designated institution activity.

In the context of Internet use, in 1997 a particularly interesting project was introduced at the Brians prison (Catalonia) in collaboration with the country of Argentina. In a 'Communication without Borders' workshop, inmates in both countries were able to communicate, gain new knowledge, and learn new forms of expression. The project produced many positive results through the contact established with people from the outside. Electronic discussion lists became the tool for reading and writing sessions about topics of current interest. The workshop provided the opportunity for reading of funny texts and humorous expressions, and these exchanges also enabled the participants to study the language and literature of another country. All these experiences were published

in the magazine *Without Walls or Borders*. Today, writing electronic journals has become one of the most popular uses of electronic resources in Spanish prisons.[19]

Without a doubt, the most interesting Internet related activity to date is the 'Bloggers from Prison' project, which was started in 2006 in the library at the youthful offender prison in Barcelona under the collaboration of the University of Barcelona and the Catalan government's Ómnia offices.[20] This project allows inmates aged 18-24 to express themselves in an Internet blog. The project was awarded the 2007 IGC City of Knowledge Award and the 2007 Municipal Council for Social Welfare and Mass Media Award. It is just one of the many current activities in the institution. An examination of this project confirms previous findings about reading and writing in prison. But this innovative initiative also demonstrates that in a closed marginalized environment, the use of information technology can be a powerful tool for learning and re-adjustment to society.

Studies of prison communities, and those composed of youthful offenders in particular, have provided much insight into the obstacles these individuals face as they begin serving their sentence. The problems include learning difficulties, cultural inequality, language deficiencies, social prejudices, the particular behavior codes of socially excluded groups (including gang culture), the rejection of social rules and conventions, psychological disorders, and attention deficit disorders. At first, an inmate may take part in an activity as a way of breaking the daily routine or avoiding going to the recreation yard. Today, however, blogs have become 'fashionable' tools for publishing on the Internet and are contributing to the new definition of the library as a social space, where one can use electronic tools for artistic creation and communication, where one can establish new relationships, share experiences, and learn collectively.[21]

The framework for the 'Bloggers from Prison' project involved selecting 20 inmate participants according to three basic criteria: 1) their level of computer skills, 2) the frequency of their library use, and 3) the extent of their use of the Ómnia offices. The workshop consisted of five 5-hour sessions. During the first three sessions, the fundamental concepts of Internet tools and how to use them were explained. In each session written study guides were provided, written according to the IFLA *Guidelines for Easy-to-Read* to ensure that participants had no difficulty with comprehension.

The main purpose of these activities is to learn collaboration on the Internet and to demonstrate the broad range of free applications and functions available on the web. The first two sessions demonstrate what a blog is (http://blogger.com), and explain the uses of copyleft licenses and Flickr. The third session shows participants YouTube and graphic resources. The fourth session focuses on writing techniques, writing styles, and reading. The last session discusses controversial and subjective opinion content, censorship, and living in virtual communities.[22] After these sessions, the participants are on their own to create their blogs, update the content, and answer comments posted on the blogs. Once these activities are completed, the participants, the educators, the librarian, and the Ómnia office representative will make a written evaluation.

This project has many benefits. The inmates learn computer skills and responsible use of the Internet and information technology. Their vocabulary improves as they abandon their slang expressions, they learn new technical concepts, and they learn to correct their spelling errors. They learn how to search for information, to use dictionaries, and they increase their reading activities in order to be able to debate and to provide content for their blogs. They learn to express themselves with more than complaints, to express their feelings with no fear of retribution, to choose topics outside stereotypical prison themes, and to accept criticism. Their self-esteem increases as they become aware that people from outside read their postings and they begin to feel like any other citizen. Unfortunately, they cannot maintain their blogs after they are released, which can be quite disappointing. They will have to create a new blog if they want to continue with this experience.

The success of the 'Bloggers from Prison' project has been further evident in two areas with social impact: the inmates' direct participation in professional forums and the mass media, and the transformation of certain library specific activities into a permanent institution treatment program.[23]

Conclusions

Fabiani believes that reading activities in a prison environment should constitute an element of a new prison sentencing philosophy - a philosophy that reflects a more humanitarian definition of what a prison is.[24] He sees reading as a tool not only to acquire knowledge, but also as a path for moral improvement and material enrichment. It is also a recreational pursuit that helps the reader escape from his everyday reality through entertainment and daydreaming. Waples et al.[25] show the positive effects of reading: it provides practical information and the

knowledge to resolve problems; a person's self-esteem is increased when he reads opinions that support his own beliefs, or even when he changes his opinion through rational persuasion. The aesthetic enjoyment of reading a literary work and the feeling of contentment and relaxation resulting from reading are also powerful experiences.

It is very important that studies of prison communities consider the information needs of the persons incarcerated in this very unique environment, since their information needs and use of information are directly influenced by this environment, where they acquire certain habits by performing the same activity over a long period. Of course, the extent of reading in prison is directly related to the educational level of the prison population. Most inmates have not finished compulsory education or have not read much since leaving school. Their literacy level is very low. For many, reading is not a part of 'normal' daily life, a fact that makes the roles of educators and librarians even more important, as they familiarize inmates with the written word and try to make them what Stella Maris Fernández[26] calls "multipurpose readers," i.e. individuals who are able to understand and enjoy many different forms and levels of expression - be they in print, multimedia or virtual formats – for their own intellectual and spiritual development, and who are also comfortable reading in any location.

Finally, we must make pay attention to the new concept of information literacy and its importance for reader development in prisons. Information literacy is seen there as both an enhancement of basic literacy (reading and writing) and as a necessity to understand new technology, to locate and use information, and to develop personal values. Information literacy also requires the ability to adapt to new social patterns and to stay in contact with the rest of the world. In this context, reading and writing skills can be considered the links that connect pieces of information together; reading becomes hypertext, and graphic images become more important as tools of expression and communication. Being information literate has therapeutic value in the sense that an individual can choose among many ways to express himself and is capable of understanding and accepting the feelings and thoughts of other people. This 'empowerment' promotes tolerance, personal enrichment, and social coexistence.

Acknowledgement

References

1. España. *Ley Orgánica General Penitenciaria 1/1979*, 26 September, 1979. *Real Decreto 190/1996*, 9 February, for which the Penal Regulation is approved, reform of the 1981 provision.
2. Cataluña. Autonomous Regional Government. Department of Justice. *Programes de rehabilitació*. http://www.gencat.cat/justicia/temes/reinsercio_i_serveis_penitenciaris/activitats/progcat
3. España. Royal decree 1181/2008, July, 2008, by which the structure of the Spanish Interior ministry is modified.
4. Data gathered in March 2009. Statistics from the Secretariat for Prisons.
5. España. *Real Decreto 1203/1999, de 9 de julio, por el que se integran en el Cuerpo de Maestros a los funcionarios pertenecientes al Cuerpo de Profesores de Educación General Básica de Instituciones Penitenciarias y se disponen normas de funcionamiento de las unidades educativas de los establecimientos penitenciarios*. BOE, n.173, 21st of July, 1999. SPAIN. Autonomous Body for Employment and Penal Facilities. I 9/1999 TP. SPAIN.Autonomous Body for Employment and Penal Facilities. *Instrucción sobre criterios a seguir para elaborar the programación de actividades de the penitenciarias del curso 2001/2002*. I 8/2001 TP.
6. España. *Real Decreto 3482/83, de 28 de diciembre, sobre traspaso de servicios del estado a la Generalitat en materia de administración penitenciaria*. BOE, n.43, 20th of Febraury, 1984. *Real Decreto 131/86, de 10 de enero, sobre ampliación de medios adscritos a los servicios de la Generalitat en materia de administración penitenciaria*. BOE, n.28, 1st of February, 1986.
7. Comalat Navarra, M.; Sule Duesa, A. *Directrius per a les biblioteques de presó de Catalunya*. Barcelona: Col.legi oficial de Bibliotecaris-Documentalistes de Catalunya, 2007. http://www.cobdc.org/publica/directrius/directrius_ preso.pdf
8. Sectarian agreement between the Ministry of Culture and the Spanish Interior ministry for the development of the Reading Promotion Agenda among inmates in Spanish penitentiaries. 21 September, 2005. http://www.mcu.is/libro/MC/PFL/Actividades/ColInstitu/ColInstitupenit.html
9. Reading Promotion Agenda. http://www.mcu.is/libro/CE/FomentoLectura.html
10. Some examples can be seen in the collaboration of Catalonia and Castilla-La Mancha on the publication of a monograph dedicated to prison libraries in the journal *Educación y Bibliotecas*, n.158, March/April 2007.
11. Stake, R.E. *Investigación con estudio de casos*. Madrid: Ediciones Morata, 1998.
12. Brenda Vogel's papers in 1995 in the United States, Jean Louis Fabiani in France that same year, or Susan Lithgow in 1994 in England and Wales.
13. Pérez Pulido, M. Prácticas de lectura en prisión: estudio de actitudes y comportamiento de los reclusos

en el centro penitenciario de Badajoz. *Anales de Documentación*, n. 4, 2001, pp. 193-213, and Análisis de la percepción de una biblioteca de prisión por parte de la comunidad reclusa: propuesta metodológica basada en un estudio de caso. *Forinfo: revista iberoamericana de usuarios de información*, n. 18, 2002, pp. 6-34.

14. Bahloul, J. *Lectures précaires: études sociologiques sur les faibles lecteurs*. París: Centre Georges Pompidou, 1988, pp. 37 and 63. *Lecturas precarias. Study sociológico sobre los "poco lectores"*. México: FCE, 2002.

15. Goffman, E. *Asiles, essai sur la condition social des malades mentaux*. París: Minuit, 1968, p. 99.

16. Lehmann, V. Automation. *In:* Rubin, R.J.; Suvak, D. (eds). *Libraries incide: a practical guide for prison librarians*. Jefferson (NC): McFrland& Co., 1995, chapter 11.

17. Lehmann, V.; Locke, J. *Guidelines for library services to prisoners*. The Hague, IFLA, 2005. http://www.ifla.org/VII/s9/nd1/iflapr-92.pdf

18. ESPAÑA. Real Decreto 190/1996, de 9 de febrero, por la que se aprueba el reglamento penitenciario. Art. 129.

19. There is an example in the journal *Génesis Magazine*, from Logroño prison.

20. The Ómnia offices are telecentres belonging to the Catalan Department of Justice and the Fundació Innovació per l'Acció Social (FIAS) and are located in Catalan prisons as part of the Ómnia project, which consists of permitting access to the Internet under surveillance.

21. Burgos Olivan, L.; García Villar, A.; Tomás Humbert, C. El blog desde la prisión: un instrumento de inclusión social. *Educación y Bibliotecas*, n. 158, 2007, pp. 102-109.

22. For more information regarding the methodology used: Franganillo, J. et al. Alfabetización digital en la prisión: una experiencia con jóvenes internos. *In: II Congreso Internacional de Alfabetización Tecnológica*. Badajoz, 29, 30 Nov and 1 Dec., 2006 . . . http://rprints.rclis.org/8001/1/franganillo2006.pdf

23. Some blogs: Carlos. *JASP*. Reflexiones sobre problemáticas e inquietudes juveniles. http://jovenesjasp.blogspot.com Daniel. *Nuestros libros*. Reseñas de algunas novelas leídas recientemente http://club-dellibro. blogspot.com José Luís. *Cultura and arte*. Impresiones and opiniones sobre algunas obras de arte http://cultura-arte.blogspot.com José Luís. *Memorias cautivas*. Pensamientos profundos and personales http://memoriascautivas.blogspot.com Michael and Álex. *Amigos tras las rejas*. Comentarios sobre lo que va sucediendo en el mundo http://dabura8.blogspot.com.

24. Fabiani, J.L. *Lire en prison: un étude sociologique*. París: BPI, Centre Georges Pompidou, 1998.

25. Waples, D. et al. *What reading does to people: a summary of evidence on the social effects of reading and a statement of problems for research.* Chicago: University of Chicago Press, 1940.

26. Fernández, Stella M. Ambientes y tiempos para que viva la lectura. *In:* 62nd IFLA General Conference, August, 25-31, 1996 http://ifla.inist.fr/IV/ifla62/62-fers.htm

About the author

Margarita Pérez Pulido is a professor in the Faculty of Library and Information Science at the University of Extremadura, where she teaches planning and evaluation of information systems and professional ethics. She defended her PhD thesis on prison libraries. She is the author of two manuals of librarianship and she has published a several articles and congress contributions on prison libraries and other issues of librarianship. In addition, she has been a Director of the Documentation Service of the University of Extremadura for several years. Contact: Facultad de Biblioteconomía y Documentación, Universidad de Extremadura, Alcazaba s/n 06071, Badajoz, Spain. Tel. +34 924 286 400. Fax: +34 924 286 401. Email: marga@alcazaba.unex.es

Innovative services for libraries through the Virtual Reading Rooms of the Digital Dissertation Library, Russian State Library

Nina Avdeeva
Russian State Library

Abstract

The Russian State Library (RSL) is a unique repository of candidates' and doctors' dissertations on all subjects except medicine and pharmacy that have been defended in the country since 1944. In 2003, the RSL started the Digital Dissertation Library (DDL) to ensure that the valuable collection was safely kept and also widely accessible. To enable potential readers to access the resources of the DDL, Virtual Reading Rooms have been set up in the libraries of various organizations in Russia and the countries of the Commonwealth of Independent States. The DDL catalogue and search engine are on open access at the DDL website. A licensed programme, DefView, allows the viewing of copyright protected documents and prevents unauthorized copying. Within the framework of the DDL project there exists the Open Digital Dissertation Library (ODDL), which allows authors to place their dissertations or abstracts on open access at the DDL website. The Russian State Library is constantly working on the development of the DDL in order to form a common information zone.

Scientific dissertations and abstracts procedures in the Russian Federation

A dissertation (Latin – *dissertatio* – discourse) is a document that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification. In Russia there exists a two-stage path for obtaining a research degree, which is generally equal to the doctorate system in Europe.

The first stage is named 'Candidate of < . . . > Sciences' (for example, Candidate of Medical Sciences), which is usually recognized as the equivalent of a Doctor of Philosophy (PhD) degree and requires at least 3 years of postgraduate research with the defense of a dissertation (Candidate's Dissertation). Additionally, the seeker of the degree has to pass three examinations (a so-called 'Candidate's minimum') in his or her special field, in a foreign language, and in the history and philosophy of science. The second stage, 'Doctor of < . . . > Sciences', requires many years of research experience and writing of a second dissertation (Doctor's Dissertation). The degrees of Candidate and Doctor of Sciences are only awarded by the special governmental agency, the Higher Attestation Commission (HAC).

An author's abstract is a brief summary of the main results of the dissertation research accomplished by the author of the dissertation in order to introduce the subject to the scientific society.

An author's abstract possesses the qualities of a legal document, for only after its publication can the defense of the dissertation take place. The basic aim of any author's abstract is to inform the scientific society about the accomplishment of the dissertation research, to present the scientific results of the

Corresponding author:
Nina Avdeeva, Russian State Library, 3/5 Vozdvizhenka St., Moscow, 119019, Russian Federation. Tel./fax: + 7 (495) 695-92-34
Email: avdeeva@rsl.ru. Website: http://diss.rsl.ru

research, and to introduce those results into the sphere of scientific communication. Apart from this, an author's abstract plays its own important role. It introduces new information on the researched scientific issue, and it also contributes to the national and the world's scientific historiography.

For scientists, author's abstracts represent a kind of guide in the sphere of the scientific matters dealt with by the authors of dissertations. On encountering certain scientific facts of interest in the abstract, the scientist may then turn to the dissertation itself.

Author's abstracts contain about 40,000 characters (or 16–24 pages). Dissertations themselves contain about 120–150 pages.

The author's abstract of a dissertation must be printed. The number of copies is stated by the Dissertation Committee (about 100 copies). Author's abstracts are sent to the members of the Dissertation Committee and to interested organizations not later than one month before the defense procedure takes place.

Dissertations in the Russian State Library

Since 1944 the Russian State Library (RSL) possesses a unique collection of original Candidates' and Doctors' dissertations on all subjects, except medicine and pharmacy. (Dissertations in medicine and pharmacy before 2007 are stored at the Central Scientific Medical Library of the I.M.Sechenov Medical Academy under the Ministry of Public Health of the Russian Federation.) The All-Russian (until 1991, the USSR) Collection of Dissertations was started in 1944 by the order of the All-Union Committee on the Affairs of the Graduate School of the USSR CNK (Council of Narkoms). At that time, the dissertations were typewritten. According to that order, all authors of dissertations had to add a copy of their dissertation and author's abstract to the stock of the RSL. Nowadays the collection of dissertations is kept at the RSL's affiliate Department of Dissertations in the town of Khimki. It comprises more than 900,000 volumes.

As a result of the great popularity of the Collection of Dissertations with users of scientific information, problems emerged.

Firstly, the problem of decrepitude. On being looked through by several readers, the volume of a dissertation undergoes certain changes. How many times can a volume be looked through to remain in good condition? As experience showed, the most popular volumes of dissertations became decrepit within one year. But after the process of digitizing, the physical volume is kept safe, while readers can use its electronic full-text-searchable version.

Secondly, there is a problem of lack of space. The RSL accepts about 30,000 dissertations annually. Much space is needed to store such a huge collection. To understand the true dimensions of the problem, you should imagine a railroad carriage full of printed works.

Then, we have to acknowledge the problem of limited access. Until 2004, the dissertations defended in Russia (or the Soviet Union) were available in full at only one place in the world – the RSL's affiliate Department in Khimki (Moscow region). The reading rooms were overcrowded. People joined queues to have the possibility to get acquainted with the texts. Readers looked for a chance to go to Moscow over thousands of kilometers – from such distant places as Kamchatka, Kaliningrad, Irkutsk, Murmansk . . . Days spent at the library cost weeks of journeys. Scientists and postgraduates from all over Russia and the other countries of the Commonwealth of Independent States tried to obtain the access to the dissertations and authors' abstracts containing the latest knowledge in the field of science.

To solve the above mentioned problems – namely, that of decrepitude, and, what is more important, the lack of wide access – the RSL decided in 2001 to establish the Digital Dissertation Library (DDL) on the basis of new information technologies. In 2003 the project of the Digital Dissertation Library of the RSL was initiated, which has been successfully functioning and developing ever since.

The Digital Dissertation Library of the RSL

New information technologies have made it possible to digitize large amounts of printed documents – without losing the quality of the originals – in a short time and at low cost. The costs of storing printed works are impressively higher than those for storing digital units. Also, there is no difficulty in organizing simultaneous access to the digital resource by several readers.

In 2003 a pilot package of dissertations on the most demanded subjects – economics, law, pedagogy, psychology and philosophy – was digitized (all in all about 28,000 full texts). Beginning in 2004, the DDL of the RSL accepted all dissertations on all subjects (except medicine and pharmacy), which comprise approximately 30,000 dissertations annually, including 20,000 for Candidates' and 10,000 for Doctors' degrees. Within the framework of the project of retro-conversion, in 2006 all the dissertations defended in 1985 were digitized. Since 2007, the DDL of the RSL has been receiving dissertations on all subjects and specializations, including medicine and pharmacy.
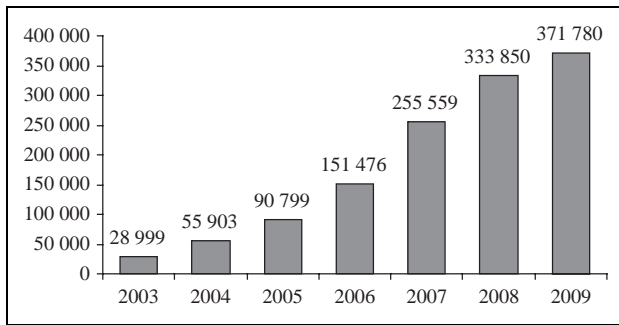
Figure 1. Growth of the collections at the DDL of the RSL, 2003–2009.

Figure 2. Growth in the numbers of Virtual Reading Rooms, 2002–2009.

The full texts of dissertations and author's abstracts are presented in PDF format.

At present, the Digital Dissertation Library is developing successfully. It is composed of 371,780 full texts, of which 226,419 are dissertations and 145,361 are authors' abstracts, all full-text searchable.

Figure 1 shows the rate of increase of the collections of the Digital Dissertation Library of the RSL. Due to retroconversion, the quantity of annual entries exceeds 30,000 full texts. Retroconversion is carried out in response to the demand for scientific works of previous years; that is why the DDL contains 38,239 full texts defended before 2000, and 333,541 texts of dissertations and author's abstracts defended after 2000.

The catalogue of the Digital Dissertation Library of the RSL and the search engine are on open access for any user of the Internet. Searches can also be realized through the Union Catalogue of the Russian State Library at www.rsl.ru.

Virtual Reading Rooms

Nowadays the Russian State Library provides the opportunity to access full texts of dissertations and author's abstracts in electronic form, which gives numerous users a unique chance to obtain the information they are interested in without leaving their cities. To make the resources of the DDL of the RSL available, Virtual Reading Rooms are created in the libraries of the cities.

A Virtual Reading Room (VRR) is a room with workplaces for virtual readers, equipped with personal computers with permanent IP addresses, and with access to the Internet. Virtual Reading Rooms can be organized only on the premises of a library, so the libraries of higher education institutions, public libraries, and the libraries of other organizations and institutions can sign contracts with the RSL and establish VRRs. The contracts regulate the activity
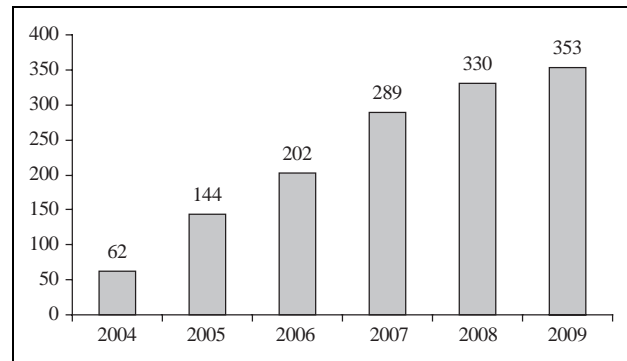
of the VRRs (conditions of work, rights and duties of the parties, prices, etc.). Municipal, rural and school libraries get access to the resources of the DDL for RUB 10,000 per year, regional and federal libraries for RUB 99,710 per year and higher education institutions and other organizations for RUB 153,400 per year. Access from school libraries is important because a lot of students, including postgraduates, have their teaching practice in schools. Some teachers also need access to scientific literature to help their further education and self development. Sixty rural libraries have already obtained access to the DDL RSL resources within the framework of the project, 'Model Rural Libraries'. Work with rural areas is considered to be the priority for library development in Russia. Public libraries, though they may seem to be not quite appropriate for doctors' dissertations, still work with the RSL because their resources are available to a wide circle of readers of scientific literature (namely, for scientists working in private organizations), while the resources of libraries of higher education institutions, for example, are usually provided for students or staff. The first Virtual Reading Room was opened at the Russian State University of Tourism, Sports and Physical Education (Moscow, Russia) in January 2004.

The rate of increase in the numbers of VRRs from 2004 to 2009 years can be seen in Figure 2.

Since the beginning of the project, 353 Virtual Reading Rooms have been registered almost in all the regions of Russia (see Figure 3) and in the eleven countries of the CIS: Belarus, the Ukraine, Kazakhstan, Moldova, Uzbekistan, Azerbaijan, Armenia, Georgia, Kyrgyzstan, Tajikistan.

VRRs are distributed among the different kinds of organization as follows: libraries of higher educational institutions: 68 percent; public libraries: 23 percent; libraries of other organizations: 9 percent. VRRs for school libraries are still at the planning stage.

Figure 3. Map of Russia, showing cities with VRRs of the DDL.

The DDL website

The increase in the number of users and the popularity of the resource caused the creation of a new website for the Digital Dissertation Library of the RSL at the beginning of 2009. The new site is characterized by better navigation. All the pages of the site are specially designed for users' convenience. The concept and structure of the site are accurately worked out. One can find all the necessary topics.

The *About the Project* page contains information on the history of the project, its contents and opportunities for access.

On the *Virtual Reading Rooms* page, users can look through the list of all the reading rooms in different cities and CIS countries. This means that everyone who wants to know if there is a Virtual Reading Room in the place where he or she lives can find it out easily. First, he or she chooses the country, then the city; then on the screen there appears a list of all the Virtual Reading Rooms in the city, with contact information. Virtual Reading Rooms are functioning in more than 300 cities of Russia and the CIS countries.

An organization that intends to set up a Virtual Reading Room in its library can access the page *For Clients*, where they will find detailed information on the conditions of getting access to the DDL, contracts for consideration, and a list of the necessary documents.

The page *Our Agents* presents contact information on the organizations which act as representatives of the RSL in the CIS countries.

The page *Contacts* is divided into two parts: contact information for individuals, and contact information for corporations.

The search engine enables readers to realize an extended search for a work in the catalogue of specializations of the HAC.

The site has an identical English language version (http://diss.rsl.ru/?lang=en) where one can find all the pages and all the necessary contracts in English.

The DDL of the RSL today is a compound unit composed of two main parts:

1) The hardware programme complex of the DDL of the RSL which is destined to solve problems of storage of information, processing, replenishment, search and diversification of access to electronic documents.
2) The Virtual Reading Rooms of the RSL, i.e. the network of computerized rooms all over Russia and CIS Countries, providing secure access to the digital resources of the RSL.

DDL projects

For the support and creation of new Virtual Reading Rooms, some organizations have successfully implemented projects to provide access to different libraries. The first project was realized together with the Main Information and Calculation Centre (the MICC) of Rusculture, which in 2004–2005 started

Virtual Reading Rooms in 48 public libraries all over Russia. A contract with the National Electronic and Information Consortium (NEIC) provided 31 libraries in Russian higher education institutions with Virtual Reading Rooms in 2006.

In the summer of 2008, under the project 'Virtual Reading Rooms of the Digital Dissertation Library of the Russian State Library in the National Libraries of the Countries of the CIS' the Russian State Library opened Virtual Reading Rooms in the Azerbaijan National Library named after M.F.Akhundov, the Armenia National Library, the National Parliamentary Library of Georgia named after I.Chavchavadze, the National Library of the Republic of Kazakhstan, the National Library of the Republic of Kyrgyzstan, the National Library of the Republic of Moldova, the A. Firdawsi National Library of the Republic of Tajikistan, the National Library of Uzbekistan named after Alisher Navoii, as well as in the Scientific Library of the Russia-Tajikistan Slavic University. Special one-year contracts were signed with these libraries in order to open Virtual Reading Rooms in them.

The project has given guaranteed access to all the full texts of candidates' and doctors' dissertations and authors' abstracts at the Digital Dissertation Library. The RSL thus makes a considerable input into the development of culture, science and education in the above mentioned countries, and also into the process of forming the generations of researchers ho will train their successors and into the creation of a common information zone in the countries of the CIS.

The accomplishment of the project became possible owing to financial support by The Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation of the Countries of the CIS (IFESCCO) – a completely new structure for these countries. Based on the principles of authoritative international human cultural organizations such as UNESCO, the Foundation is expected to be a catalyst and a sponsor for multidisciplinary projects dealing with the development of the CIS countries in the spheres of education, science, culture, mass media and communications, sports, tourism and work with young people.

In 2009, IFESCCO foundation continued its cooperation with the Russian State Library and increased considerably the list of the libraries. Thirteen libraries of the CIS countries got the access to the resources of the DDL of the RSL, for the major direction of its functioning is cooperation with the libraries of the above mentioned states – first of all, with the national libraries.

The foundation financed the access contracts with the Digital Dissertation Library of the RSL for 2009 for: the libraries mentioned above, as well as the National Academic Library of the Republic of Kazakhstan, the Vernadsky National Library of Ukraine, the National Parliamentary Library of the Ukraine, the Crimean Republican Universal Scientific Library named after I. Franko, and the Vasyl Stefanyk Lviv National Scientific Library under the National Academy of Sciences of the Ukraine.

As a common project with the IFESCCO, the Virtual Reading Room in the National Library of the Republic of Kyrgyzstan was opened during festive ceremonies to celebrate the 75th anniversary of the library (6–9 September 2009). A grand opening of the Virtual Reading Room at the Vasyl Stefanyk Lviv National Scientific Library of Ukraine took place within the framework of the International Forum 'Problems of Development of the Information Society' (6–9 October 2009), while a grand opening of the Virtual Reading Room in the Vernadsky National Library of Ukraine was held in Kiev on 19–20 October 2009.

On 6 November 2009, the Russian State Library hosted a seminar for rural libraries on the use of DDL resources. The seminar, which was part of the project 'Model Rural Libraries', gathered 60 representatives of rural libraries in which there are Virtual Reading Rooms – all from different regions of the Russian Federation. The project itself is a component part of the Federal Programme 'Culture of Russia (2006–2011)'. The Model Rural Libraries Project was preceded by hard work of miscellaneous organizations (both state and private) at different levels, aimed at overcoming the crisis of rural libraries, eliminating contrasts between cities and rural areas in opportunities of access to information, and satisfying the information needs of citizens living in rural areas. The non-commercial foundation 'Poushkin Library', which has been carrying out the programme 'Rural Library from 2001, is the executor of the government order for the 'Model Rural Libraries' project realized by the Ministry of Culture of the Russian Federation. Rural libraries can be considered to be the basis of the library system of the Russian Federation. There are approximately 38,000 rural libraries which serve about 49 million people. According to the statistics, of the 80 percent of rural libraries which are within the competence of the Ministry of Culture, only 9 percent are equipped with computers, and only 2 percent have access to the Internet. For rural libraries, work with the Digital Dissertation Library of the RSL provides their clients and staff with the opportunity to access the latest knowledge in all fields of science.

Protecting information

Part 4 of the Civil Code of the Russian Federation, in force from January 1 2008, states that

> "In cases when a library places samples of works sanctioned into civil circulation for temporary unpaid usage, such usage does not require the author's – or any other owner's – consent, or any reward payment. In this connection, the digitized samples of works placed by the library into temporary unpaid usage, this including the cases of mutual usage by libraries of each other's resources, can be accessed **only inside libraries on the conditions that all possibilities to make digital copies should be excluded**" [Author's emphasis].

To meet the demands of this law, the Limited Liability Corporation Shoft, which specializes in information technologies, worked out a system for viewing protected documents known as 'DefView', which enables readers to carry out:

- viewing of an electronic document protected from unauthorized copying;
- full-text search in the chosen document (in PDF format) with highlighting of the found words and word combinations in the full text;
- a direct linking to the found word combinations;
- transmitting the chosen pages to the recycle bin (with different percent restrictions dependent on the size of the document).

The DefView system for viewing of protected documents is intended for organization of access to digitized works which are under copyright. With its help, libraries will be able to ensure the fulfillment of Chapter 4 of the Civil Code of the Russian Federation.

The Open Digital Dissertation Library (ODDL)

The Open Digital Dissertation Library (ODDL) is a component part of the Digital Dissertation Library of the RSL. The project of the ODDL was worked out in several stages:

1. At first, in 2002–2003, a poll conducted was among the readers of the Russian State Library. The results showed that almost everybody was ready to place their dissertations in the Internet on the website of the RSL. Those questioned also acknowledged the necessity of developing this project.
2. Secondly, work on the ODDL was carried out under the grant 'The Digital Dissertation Library in Remote Access' (with the support of the Russian Foundation of Fundamental Research (RFFR) project 01-07-90310).
3. Thirdly, from 2004 on, under the grant 'The Integrated Library of Dissertations' (with support from the RFFR project 04-07-90154) there were realized an independent test site and an ODDL catalogue using Extensible Markup Language (XML). Before March 2009 all dissertations and authors' abstracts were available on open access at this site. However, this site was later dissolved.
4. The directors of the RSL then decided to transfer the resources of the ODDL to the site of the DDL of the RSL, and to create a union catalogue. This stage is still in progress.

The ODDL includes about 3,000 full PDF texts of dissertations and authors' abstracts on all subjects and specializations given by the scientists themselves to be put on open access on the Digital Dissertation Library site of the Russian State Library (http://diss.rsl.ru). Any author from Russia (or, before 1991, the USSR), can place his or her work on the site after signing a Licence Contract. The dissertation or author's abstract can be sent by e-mail or delivered on data storage media (CD, DVD, flashcard, etc.). If the text already exists in the catalogue of the DDL of the RSL, the author may just mention the transition to open access in the contract.

Search of dissertations and authors' abstracts is performed in the union catalogue on all the available search features of simple or extended search: keywords and combinations, author's name, etc.

Each dissertation and author's abstract has a sign to indicate its availability: dissertations in open access (i.e. the ODDL) are marked by a green tick. Such marked works can be consulted in PDF using Adobe Reader or DefView, which is installed in all Virtual Reading Rooms of the DDL. DefView makes it possible to use a wider range of functions for working with full texts.

Conclusion

The Digital Dissertation Library of the RSL is a unique chance for thousands of scientists to realize their own potential and those of their staff, to reduce the costs of research, and to form their scientific views based on the knowledge created over decades. It represents an authoritative source of scientific knowledge. It is a priceless collection of digital dissertations and authors' abstracts. The catalogue and search engine developed for the project are on open access

for all users of the Internet. Millions of readers thus get access to unique scientific knowledge. Thus, the main aims of this project were achieved. The works are kept safe from decrepitude. The electronic collection needs and occupies much less space than the same collection in printed form. More importantly, wide access to the dissertations and author's abstracts is provided, for Virtual Reading Rooms function, not only on the territory of the Russian Federation, but also in the CIS countries. Moreover, the Russian State Library is at present making contacts with other countries, so that the DDL is broadening its geographic scope and its creators are planning world-wide cooperation with other libraries interested in the project.

Bibliography

http://diss.rsl.ru

http://wikipedia.org/

www.mfgs-sng.org

Авдеева Н.В., Лавренова О.А. Интегрированная библиотека электронных диссертаций // Информационные технологии, компьютерные системы и издательская продукция для библиотек: Доклады и тезисы докладов. - М.: ГПНТБ России, 2004. - С. 110–117 ("LIBCOM-2004") (Integrated Digital Library of Dissertations // Information Technologies, Computer Systems and Publications for Libraries: Reports and Theses).

Авдеева Н.В., Чаднова И.В. Виртуальные читальные залы Электронной библиотеки диссертаций Российской государственной библиотеки (ЭБД РГБ) в национальных библиотеках стран Содружества Независимых Государств (СНГ) // Вестник Библиотечной Ассамблеи Евразии: Научно-практический журнал. – М.: ФГУ «Российская государственная библиотека», 2009. №1 (Virtual Reading Rooms of the Digital Dissertations Library of the Russian State Library (the DDL of the RSL) in National Libraries of the CIS Countries // The Bulletin of the Assembly of Libraries in Euro – Asia: Scientific and Practical Magazine).

Авдеева Н.В. Новый виртуальный читальный зал РГБ // ВЕСТНИК РГБ – 2005.- Апрель - /Рос. гос. б-ка. - М.: Издательство «Пашков дом», 2006 – 52 с. (New Virtual Reading Room of the RSL. // Bulletin of the RSL – 2005.– April – /Rus. St. libr.).

Авдеева Н.В. Новое в порядке услуг по копированию // ВЕСТНИК Российской государственной библиотеки. – 2008.- 1(74) Январь / Рос. гос. б-ка. - М.: Издательство «Пашков дом», 2008 – 100 с. (New in Services of Making Copies // Bulletin of the Russian State Library. – 2008.– 1(74) January / Rus. st. libr.).

Авдеева Н.В. Электронная библиотека диссертаций Российской государственной библиотеки // Статья в материалах конференции «Инфокоммуникационные технологии в региональном развитии» г. Смоленск, февраль 2009 г. (Digital Dissertations Library of the Russian State Library // the article from the proceedings of the conference *Info – communicational Technologies in Regional Development*, Smolensk).

Авдеева Н.В. Структура и возможности электронной библиотеки диссертаций РГБ // Доклад и презентация в рамках Пятой международной конференции "SCIENCE ONLINE: электронные информационные ресурсы для науки и образования" 10–17 мая 2005 г. (Structure and Opportunities of the Digital Dissertations Library of the RSL // Report and presentation at the Fifth International Conference *SCIENCE ONLINE*: 'Digital Information Resources for Science and Education').

Авдеева Н.В. Электронная библиотека диссертаций Российской государственной библиотеки: история создания и перспективы развития// Информационные ресурсы России. – 2009.- №5- С.7-21 (The Digital dissertation library of the Russian State Library: history of creation and prospects // Information resources of Russia/ - 2009/-№5-P.7–21).

About the author

Nina Avdeeva is Head of the Department of Support of Access to Digital Resources of the Russian State Library, Head Manager of the Digital Dissertation Library project of the Russian State Library and Chief Developer of the DDL website. In 2004 she graduated from the Moscow State University of Printing Arts with the qualification of Specialist in Management and Information Sciences in Technical Systems. She then obtained a second degree in Accounting, Analysis and Audit at the Moscow Accounting Institute (2006) and completed a number of courses at the Centre of Computer Study under the Moscow State Technical University named after N.E. Bauman (MSTU). Ms Avdeeva has been working for the RSL since 2002. She has taken part in various international and Russian conferences concerning the creation and support of digital libraries. She is the author of more than 30 reports and articles on the subject of digital resources of the RSL. *Contact*: Russian State Library, 3/5 Vozdvizhenka St., Moscow, 119019, Russian Federation. Tel./fax: + 7 (495) 695-92-34. Email: avdeeva @rsl.ru. Website: http://diss.rsl.ru.

Virtual reunification as the future of 'codices dispersi': Practices and standards developed by e-codices – Virtual Manuscript Library of Switzerland

Anne Marie Austenfeld
Mediävistisches Institut, Universität Freiburg

Abstract

Although the libraries and collections of Switzerland were spared the ravages of war during the 20th century, earlier wars and religious reforms often resulted in the dispersal of valuable medieval and early modern manuscripts from library collections. The advent of the online digital library has made the virtual reunification of some of these 'codices dispersi' on the e-codices website (www.e-codices.unifr.ch) possible. To be useful to scholars, a virtual re-unification project should make complete digital images of dispersed materials accessible to scholars as an identifiable collection or unit, provide a context for serious study, and offer participating owner libraries the opportunity to collaborate. The e-codices project team has developed tools and procedures which are used in its re-unification sub-projects, and we are alert to the opportunities offered by virtual reunification.

Keywords

virtual reunification, digital libraries, manuscripts, collaboration, websites

Introduction

Although the libraries and collections of Switzerland were spared the ravages of war during the 20th century, earlier wars and religious reforms often resulted in the dispersal of valuable medieval and early modern manuscripts from library collections. The advent of the online digital library has made the virtual reunification of these 'codices dispersi' possible on the e-codices website (www.e-codices.unifr.ch) and its precursor site, Codices Electronici Sangallensis (CESG) (www.cesg.unifr.ch).

History

Following the 9th century "Golden Age" of Abbey of St. Gall scriptorium production, removals and dispersals of manuscripts became a repeated feature of Abbey Library history. In the year 926, the manuscripts were moved to the island monastery of Reichenau for security against the invading Magyars (Duft and Zeigler, 1984: 26–27; Duft et al., 1986: 11). The library collection was saved, only to suffer damage and looting as the result of a fire at the abbey in 937 (Duft, Gössi and Vogler, 1986: 30).

After several centuries during which military and political conflicts dominated abbey life at St. Gall, 15th century humanists under the direction of Poggius Bracciolini visited St. Gall and other monasteries in the area around Lake Constance with the aim of 'liberating' classic Latin works from the hands of the monks (Bischoff, 1994: 134, 148). While the humanists limited themselves to copying some works, one letter from Poggius Bracciolini to Guarinus Veronensis records the removal of a Quintilian manuscript

Corresponding author:
Anne Marie Austenfeld, Scientific Collaborator, cesg / e-codices, Mediävistisches Institut, Universität Freiburg, Rue de l'Hôpital 4, 1700 Fribourg, Switzerland. Tel.: +41 26 300 7158. Fax: +41 26 300 9627. Email: annemarie.austenfeld@unifr.ch. Website: http://www.e-codices.ch

from St. Gall (Gordan, 1991: 195). Later, when Zurich and Bern defeated St. Gall in the Toggenburg War of 1712, thousands of items, including manuscripts, were removed from the Abbey of St. Gall and taken to Zurich and Bern as victor's spoils. After the peace of 1718, all materials that had been taken to Bern and most that had been taken to Zurich were returned, but 100 or more manuscripts were retained in Zurich (Schmuki, 2006: 10).

Manuscript collections may seem safe in 21st century Switzerland, but we should never become complacent. A group of manuscripts originally from the Lake Constance area now held by the Badische Landesbibliothek at Karlsruhe narrowly escaped broad dispersal in 2006, when state officials unsuccessfully made plans to sell off a portion of the collection (Graf, 2006). Recently, we have seen a planned, temporary dispersal of materials as a side-effect of the cave-in at the Cologne Archives in March 2009 (Association of National Committees of the Blue Shield, 2009a, 2009b). Saad Eskander, director of Iraq's National Library and Archives reports that 95 percent of Ottoman records going back to the 16th century were lost to looting and fires during the 2003 invasion (Eskander, 2007). In addition, historical documents of the Baath Party were removed from the library by an activist group in 2006, without Eskander's permission, and deposited in the Hoover Institution at Stanford University, an operation currently regarded by archival professionals as an "act of pillage" rather than a rescue (Wiener, 2008). In the short term, and possibly in the longer term, virtual reunifications may prove the optimal method of providing coherent access to unique documents, manuscripts, and other materials dispersed by 21st century events as well as those dispersed in previous centuries.

Virtual reunification in the context of larger project goals

Quality is vital to any digitization project, and a virtual reunification is no exception. Because a digitally reunified document, or collection of documents or manuscripts, is a new entity, its makers must take adequate care to construct the user interface to adequately meet the needs of scholars. Marlene Manoff asserts that though study methods may need to be adjusted with the move from physical to electronic artifacts, the "immateriality" of digital materials should never precipitate a decision to "forego the level of bibliographic control that is possible in the print environment" when working in the electronic environment (Manoff, 2006: 317). She bases her assertion in part

on Alan Liu's insight that, because academic knowledge needs to be transmitted in the richness of its completeness rather than in overly-standardized form, overly pre-scripted options in an online access application can "disempower" academic users, (Liu, 2004; 52, 63). These cautions certainly apply to the creation of applications that provide access to digitally reunified primary sources of all kinds. The application in which the digitally reunified materials are housed must be responsibly constructed in a way that reflects the requirements of humanities scholarship. As a matter of fact, the creators of any digital reunification project take upon themselves many of the same responsibilities as the editors of quality facsimile editions of texts or other artifacts, including the obligation to provide a clear identification of the content, contextual information for further study of that content, and proper acknowledgement of the owners of the physical originals.

It follows that, like any good digitization project, a virtual reunification must serve a clearly defined set of goals in a flexible way: it needs to make its content materials accessible to scholars as an identifiable collection or unit, to present them in a context that encourages thoughtful and constructive study of their origins, provenance, and cultural content, and to offer the various owner libraries a chance to work together while not feeling pressured to give up control of materials they have come to cherish as their own. These goals clearly motivate the work of highly-regarded web presentation projects such as the Penn-Cambridge Genizah and Codex Sinaiticus projects, in which teams of scholars and technical specialists at multiple institutions have taken advantage of the nearly universal reach of the Internet to present comprehensive single points of access to widely distributed fragments of a collection or single manuscript of great scholarly value. These same goals are an integral part of the overall aim of e-codices–Virtual Manuscript Library of Switzerland, which is to provide scholars and the general public with access to medieval manuscripts from all over Switzerland via a virtual library, as well as to the particular aim of the 'codices dispersi' sub-project, to bring together manuscripts of St. Gall origin and/or provenance within the context of the larger website.

The first virtual reunification project undertaken by our project group involved the manuscripts that had been removed from the Abbey Library of St. Gall at the end of the Toggenburg Wars in 1712. After nearly 300 years, the Abbey Library of St. Gall signed an agreement with the Central Library of Zurich in 2006 for the return of a group of those manuscripts to St. Gall on long-term loan. The agreement required
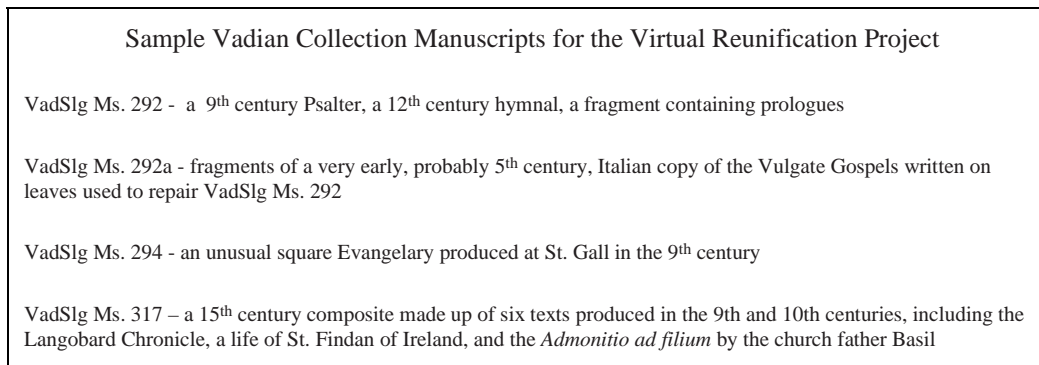
Sample Vadian Collection Manuscripts for the Virtual Reunification Project

VadSlg Ms. 292 - a 9th century Psalter, a 12th century hymnal, a fragment containing prologues

VadSlg Ms. 292a - fragments of a very early, probably 5th century, Italian copy of the Vulgate Gospels written on leaves used to repair VadSlg Ms. 292

VadSlg Ms. 294 - an unusual square Evangelary produced at St. Gall in the 9th century

VadSlg Ms. 317 – a 15th century composite made up of six texts produced in the 9th and 10th centuries, including the Langobard Chronicle, a life of St. Findan of Ireland, and the *Admonitio ad filium* by the church father Basil

Figure 1.

the Abbey Library of St. Gall to digitize the manuscripts on loan from Zurich by the end of the year 2007. The digitization was performed by Codices Electronici AG, which was already working on a project to digitize manuscripts held by the Abbey Library of St. Gall and present them on the CESG website (www.cesg.ch) for free access by the public. Funding was provided by the Catholic Community of the Canton of St. Gall and the St. Gall Bureau of Culture. Once the Zurich/St. Gall manuscript group had been digitized, the logical next step was to virtually reunify these materials with the online St. Gall collection, so they were added to the existing CESG website. In 2008 CESG and e-codices sites were joined, and both St. Gall and Zurich manuscripts are now available at www.e-codices.ch.

Under the guidance of the curatorium Codices Electronici Confoederationis Helveticae, e-codices continues to build the Virtual Manuscript Library of Switzerland, adding culturally and artistically significant manuscripts from libraries all over Switzerland. Several criteria, including rarity, artistic or textual value, and scholarly interest, are used to prioritize items for addition to the website; reunification of 'dispersi' is one of those criteria. Important codices dispersed from core libraries such as the Abbey Library of St. Gall are among the items we actively seek to include on the website. Examples of locations in Switzerland that hold 'codices dispersi' produced or previously owned by the Abbey Library of St. Gall include: Basel University Library, the Abbey Library of Einsiedeln, the Geneva Library, the Cantonal Library of St. Gallen (Vadian Collection), the Schaffhausen City Library, the Zurich City Archive, and the Central Library of Zurich (von Euw, 2008: 559–61).

A second interesting group of dispersed manuscripts added to the e-codices website in 2009 came from the Vadian Collection. These manuscripts, now held by the Cantonal Library of St. Gall, were removed from the Abbey Library of St. Gall by Vadian, a scholar, religious reformer, and mayor of the city of St. Gallen during the 16th century. They include a Psalter, some leaves containing fragments of an early Vulgate Gospel, a 9th century Evangelary produced at St. Gall, and a composite manuscript from the 9th and 10th centuries (see Figure 1 for details). Reunification of the Vadian manuscripts with the larger Abbey Library of St. Gall collection on the e-codices website allows these manuscripts to be studied in context, side by side with other Abbey of St. Gall manuscripts, to discover relationships among the texts they contain, the writing and illumination styles, physical characteristics and condition, notes and glosses added by users, and evidence of conservation efforts.

Despite wars and other upheavals, the manuscript collection of the Abbey Library of St. Gall has remained remarkably intact since the middle ages, but over the centuries some St. Gall manuscripts have been dispersed to locations outside Switzerland. While we at e-codices are interested in virtually reunifying manuscripts that have remained in Switzerland, dispersed codices held outside Switzerland are currently beyond the scope of our project. We are interested in developing tools for leading our users to those materials though. Agreements to use link-outs or other virtual path-markers leading to related dispersed materials available on other websites could be practical alternative methods of virtual reunification.

Some examples of 'codices dispersi' that have traveled outside Switzerland include:

- Württemberg State Library (WLB) in Stuttgart manuscript HB 11 54, a 9th century product of St. Gall long held at Constance, which traveled to Weingarten in the 17th century, then on to the WLB.
- Vatican Ms. Vaticana, Reg. Lat. 1128, a 9th century possession of the Abbey Library of St. Gall,
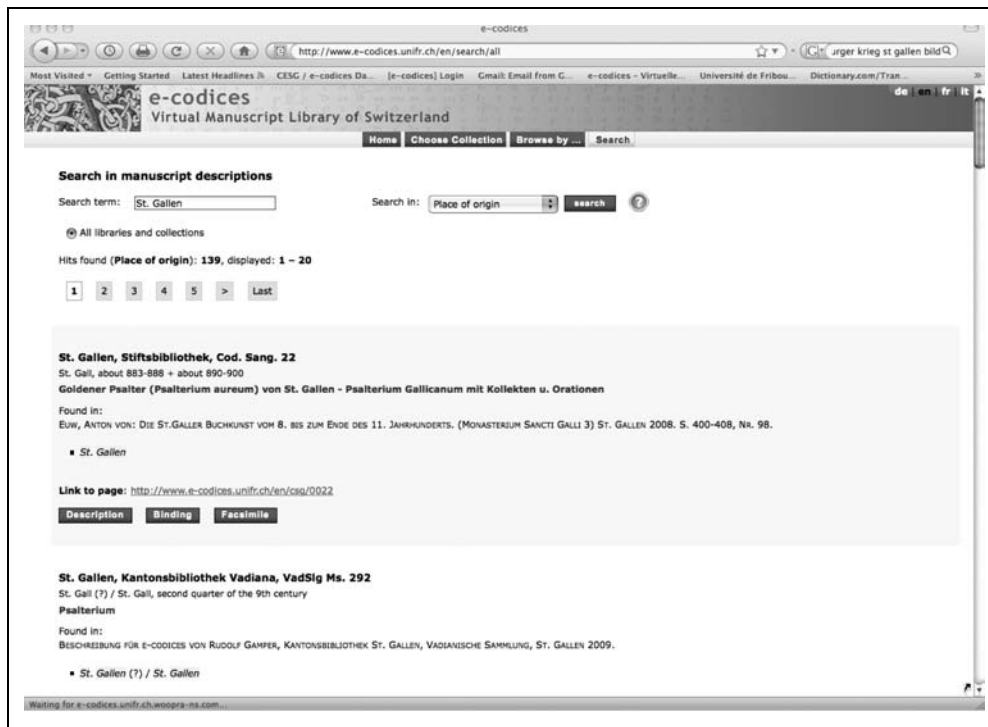
Figure 2.

removed during the Reformation and carried to Paris and Sweden before being sent to the Vatican in the late 17th century.

- A number of manuscripts held by the Badische Landesbibliothek in Karlsruhe which probably originated at St. Gall, dispersed when the monastery of Reichenau was dissolved in 1805.
- Fragments such as the missing sections of Abbey Library of St. Gall's Cod. Sang. 645, held by the Berlin Library's Prussian Cultural Collection (Staatsbibliothek zu Berlin Preussischer Kulturbesitz).

  (List derived from Bischoff, 1994: 36; Scarpatetti, 2003: 278; von Euw, 2008: 559–61.)

This sample list shows that efforts to build an international reunification website for manuscripts of St. Gall origin alone would require cooperation among libraries in Switzerland, Germany, and the Vatican. The technological tools for international reunifications exist, but it is up to us as the virtual librarians of the future to decide how to build the administrative structures and web applications needed for international scale reunifications.

Virtual library function

A curious thing happens when historical events lead to the dispersal of collections built over centuries: the dispersed items can lose contextual relevance related to their production or purchase as part of a particular library's collection, but they can also gain new and interesting contexts as they change hands and become part of new library collections. When manuscripts from historic collections are virtually reunified for access via the Internet, researchers gain a new tool for studying manuscripts in light of the multiple contexts in which they have existed.

A virtual library has the ability to provide unified record lists for dispersed collections and immediate Internet access to digital copies of works. At present, e-codices presents record lists using collection menus that indicate discrete collections by name and location. The collection of materials of St. Gall origin owned by the Zentralbibliothek Zurich and currently on long-term loan to St. Gall is included in the e-codices 'Libraries' menu under the title Zentralbibliothek (in der Stiftsbibliothek St. Gallen), indicating both the ownership and the physical location. The website links scholarly descriptions to all works available in the virtual library to supply a full range of searchable bibliographic information. For example, a search for the term 'St. Gallen' in the Place of origin category will return a list of all manuscripts on the site produced at the Abbey Library of St. Gall, no matter where they are now held.

In addition, a search for the term 'St. Gallen' in the Full text category will return a list of all items whose scholarly descriptions mention St. Gallen in any field, including Place of origin and Provenance. Since some

Figure 3. Photographer Patricia Hanniman in the digitization studio at the Abbey Library of St. Gall (Photo: Urs Baumann)

published scholarly descriptions lack full provenance information, this access point is not yet perfect. We continue to work closely with librarians and scholars to enhance the descriptive metadata used on our website, add multiple descriptions written by scholars from varied fields of study where possible, deepen search interface access to the scholarly descriptions we use, and improve collocation of related materials by improving our access points. For example, during the past two years, we have begun to use author Personal Name Designators (PNDs), as used by the German National Library in our encoded descriptions, providing more accurate author access (information on PNDs at: www.dnb.de/standardisierung/normdateien/pnd.htm).

Technical considerations

In a reunification project, as in any digitization project, imaging equipment and practices should be chosen based on the materials to be digitized and the needs of the user group. Manfred Thaller advises those engaged in building digital libraries to consider

the target audience and the quality of digital objects those users desire when selecting digital imaging tools and resolutions (Thaller, 2001: §1–3). Because we digitize delicate medieval manuscripts that can not be opened flat, and because we need to offer what Thaller terms "paleographic" quality images for scholarly use, e-codices employs professional photographers and uses the most up-to-date equipment possible. Our medium format cameras are mounted on camera tables designed specifically for use in manuscript photography, and our procedural guidelines ensure that each virtual manuscript consists of a set of identically sized and oriented images with the same color index, photographed against a matte black background for uniformity. As of 2010, e-codices has two in-house photographic work stations at one location and one work station in a separate location at a partner institution. Our experiences and those of other projects, such as the Penn/Cambridge Genizah Project (Lerner and Jerchower, 2006) and the Codex Sinaiticus project (Henschke, 2007), clearly show that careful planning, use of written production standards, and attentive management are vital to the success of a project using multiple parallel digital imaging workflows. It is always wise to keep some general principles in mind: (a) parallel production standards and processes are especially important in reunification projects, where images produced by multiple studios are intended for presentation side by side on the same web site, (b) image metadata also must be consistent in all production locations, (c) such regularized production standards produce the most esthetically pleasing and functional online research environment for users. Adherence to these principles can easily be achieved by having all photographers or digitization technicians develop and sign an agreement to follow a specific set of rules and standards.

Jerome McGann of the University of Virginia's Dante Gabriel Rosetti hypermedia research archive project has noted that digital images themselves are not open to automated search and analysis, but must be deliberately re-shaped to produce "a true critical representation" of a physical object in a digital format (McGann, 2004: 147–48). In the case of a manuscript, this re-shaping is achieved by creating a multitude of separate image files, one for each page or other surface, then incorporating metadata for each image file as well as for the manuscript as a whole in the presentation database.

Manuscript metadata on a website like e-codices has multiple layers: image files, short record and detailed record. First, the photographers add image creation information and image file identifiers following our file numbering convention during the digital

```
60        <msItem n="4"><locus from="42r">42r</locus>
61           <incipit>Quot sint genera elocutionis... Ergo altius repetamus</incipit>
62           <explicit><locus from="66v">66v</locus> prolixior est historiographorum</explicit>
63           <bibl>P. Piper, I, S. XVII-XLIX</bibl>
64        </msItem>
65        <msItem>
66           <locus from="67r">Folgt: 67r</locus>
67           <incipit>Comparativum est quod significat</incipit>
68           <explicit><locus from="67v">67v</locus> plenus sensus positivi.</explicit>
69        </msItem>
70     </msContents>
71     <physDesc>
72        <objectDesc>
73           <supportDesc material="parch">
74              <support>Perg.</support>
75              <extent>
76                 <measure type="leavesCount" n="68">68 Bll.</measure>
77                 <measure type="pageDimensions" n="18-19.4 x 14.0 cm">18,0 (19,4) x 14,0 cm</measure>
78              </extent>
79              <condition><locus from="66" to="68">66-68</locus> durch Mäusefrass beschädigt.</condition>
80           </supportDesc>
81        </objectDesc>
82        <handDesc><p>Mehrere Schreiber.</p></handDesc>
83        <decoDesc>
84           <decoNote>Rote Titel zum Teil auf dem Rande.</decoNote>
85        </decoDesc>
86        <bindingDesc>
87           <binding><p>Hellbrauner Pappband mit weissem Lederrücken und -ecken.</p></binding>
88        </bindingDesc>
89     </physDesc>
90     <history>
91        <origin><p><locus from="1r">1r</locus> St. Galler Klosterstempel. <locus from="68r">68r</locus> Stück
91 eines <quote>Arbor</quote>.</p></origin>
92     </history>
```
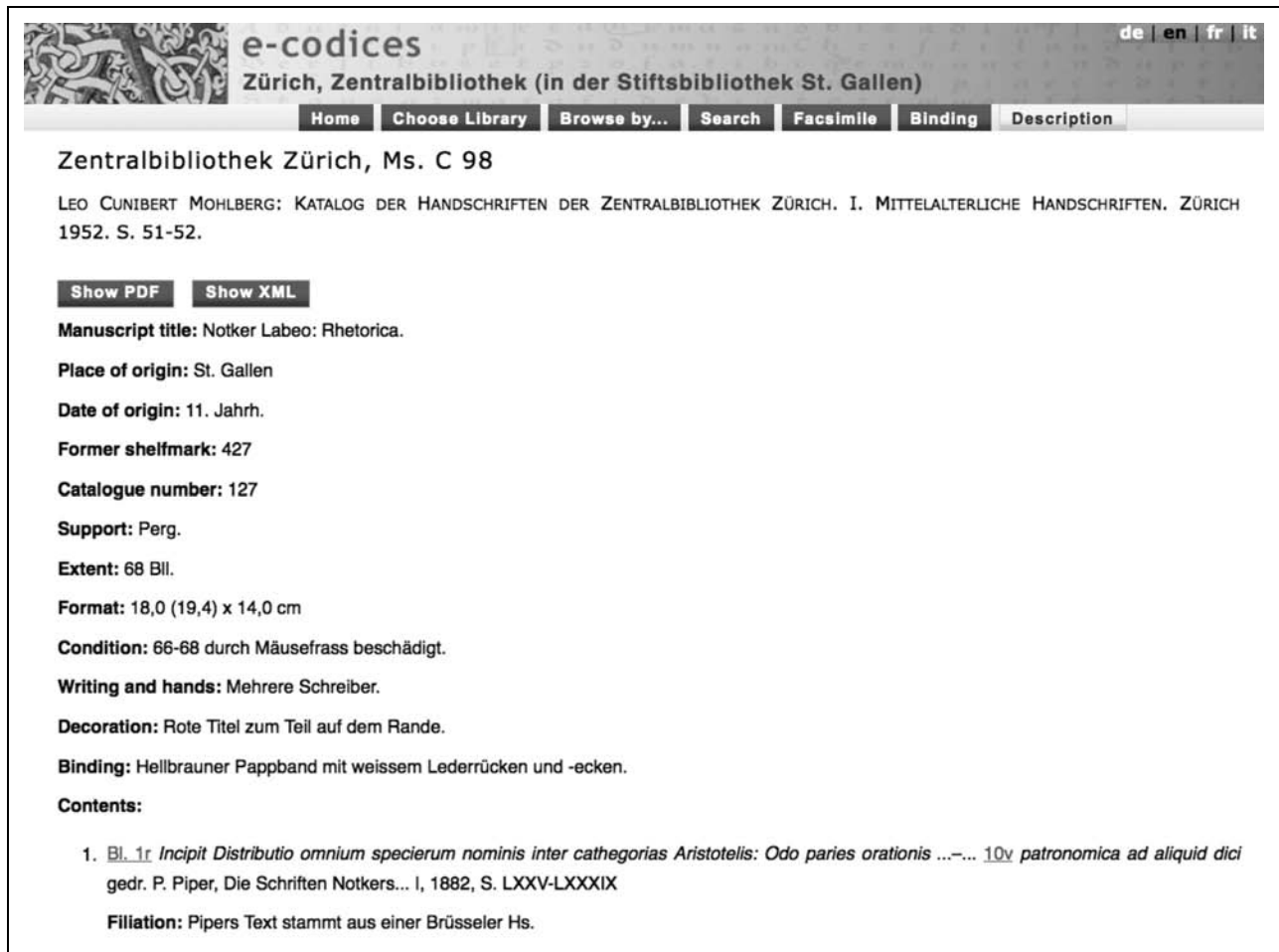
Figure 4. Sample section of an XML encoded manuscript description.

imaging process. Torsten Schassan provides excellent instructions for constructing file numbering systems (Schassan, 2003). Later, additional metadata, including shelf marks, titles, dates, short characterizations for use in the browse list, and detailed scholarly descriptions are added in various steps to build a full manuscript package for presentation on the website. Each library/collection menu display uses short descriptions with title, author, origin, date, and short characterization in four languages. Searchable scholarly descriptions are encoded using Extensible Markup Language (XML) (information at: www.w3.org/XML/) and TEI-P5 electronic text encoding guidelines (information at: www.tei-c.org/release/doc/tei-p5-doc/en/html/index.html). Scholarly descriptions are presented in conjunction with manuscript facsimiles and include links to manuscript page images.

The best metadata tools for 'virtual collection' access remain open to debate. The e-codices project uses searchable XML-encoded scholarly manuscript description files. Library-based projects may want to use MARC records to incorporate digitized manuscripts in their catalogs, as the Bavarian State Library is doing (Fabian, Ikas and Kratzer, 2007). Website builders have sometimes complained about the inflexibility of various metadata standards (Manoff, 2006: 320; Liu, 2004), but the tools available actually offer a good level of depth

indexing. XML/TEI-P5 encoding allows the use of a complex tag structure for a deeper level analysis of origin and provenance information, providing for access points such as "alternate item identifier", "provenance", "manuscript items" by separate authors, "manuscript parts" with different origins or dates, and many other dedicated information fields.

The e-codices search engine and XML tagging structures are informed by the ways in which paleographers, historians, and art historians write manuscript descriptions. We have recently begun working with musicologists as well, in hopes of enhancing the construction of music-related access points. The categories of information presented in scholarly descriptions of medieval manuscripts indicate access points preferred by our user groups. Description headers include collection and shelf mark, while author, title, and date information are incorporated into the text of the description. In "physical description", manuscript descriptions include not only the basic dimension information that a MARC record requires, but also usually include information on the material from which pages are made, collation (how groups of pages have been assembled for binding), page layout, decoration, calligraphy styles, and inks used. The way a web database for manuscript or document presentation is built must take specific requirements such as these into account.

Figure 5. The same description as displayed on the e-codices website.

The following is a sequence of formats in which a scholarly manuscript description exists during the process of converting it from a print document for web presentation. We begin by creating a high-quality PDF of a published description and processing it for optical character recognition (OCR). Text from the PDF is then hand encoded in XML/TEI-P5 using XML editing software (Figure 4). The encoding itself is an analytical process that requires the application of human intellect in order to re-structure the content of a print description into a standardized machine-readable format that can be accessed by the site search engine and that will mesh with a template to create an HTML screen display (Figure 5).

Purpose and audience of the virtual reunification

Because our primary user group consists of manuscript scholars, the primary purpose of e-codices is to further the development of scriptorium and manuscript history research. Every scholar approaches a virtual manuscript collection with unique needs, so flexible tools are desirable. In order to enhance our service to the disciplines we serve, we will begin a series of small collaborative manuscript digitization and description projects with individual scholars from a wide range of fields during the year 2010. As luck would have it, some of these small projects include the goal of reunifying related manuscripts or texts for scholarly use, showing that scholars themselves have been quick to appreciate the virtual reunification potential of cultural history research sites.

Cooperation and interactions between librarians and scholars in the disciplines we serve can greatly enhance the quality of our websites. A Medieval Studies Institute project like e-codices works closely with librarians to ensure that a coherent access structure is built, and with members of the disciplines it serves to ensure that materials are presented in a proper scholarly manner. Similarly, a library-based project needs

List of Grammatical Manuscripts Compiled by Gorman & Bischoff (1994, 113-14)
(Modified to show items available on the e-codices site)

GRAMMATICAL MANUSCRIPTS FROM
THE AGE OF CHARLEMAGNE AND LOUIS THE PIOUS

Amiens 426, saec. VIII/IX–IX^I Corbie (CLA 6.712)
Angers 493, saec. IX med., West France
Berlin Diez. B.66, saec. VII ex., court of Charlemagne (CLA 8.1044)
Berne 123, saec. IX med., central France
Berne 207, saec. VII/IX, Fleury + Paris lat. 7520 (CLA 5.568)
Berne 432, saec. IX med., France
Berne 522, saec. IX 1/3, Paris
Chartres 92, saec. IX
Erfurt 2⁰ 10, *c.* saec. IX in., Austrasia
Karlsruhe, Aug. CXII, saec. IX^I, Reichenau
Leiden, Voss. lat. Q.33, saec. IX med., West France
Montpellier 306, saec. IX^I, Auxerre ?
Munich Clm 6281, saec. IX^I, Freising
Munich Clm 6411, saec. IX^I, France
Nancy 317, saec. IX^I, Bobbio?
Naples IV.A.34, saec. IX^I, Luxeuil
Paris lat. 7491, saec. IX^I, North France
Paris lat. 7520, saec. IX^I, near Corbie (CLA 5.568)
Paris lat. 7530, saec. VIII ex., Monte Cassino (CLA 5.569)
Paris lat. 7533 (partly), saec. IX^I, Tours
Paris lat. 13025, saec. IX in., Corbie
Paris lat. 13026, saec. IX^I, near Paris
*St Gall 855, saec. IX^I, West Germany, http://www.e–codices.unifr.ch/de/csg/0855
*St Gall 877, saec. IX in., Switzerland? http://www.e–codices.unifr.ch/de/csg/0877
*St Gall 882, saec. IX^I, St Gall? http://www.e–codices.unifr.ch/de/csg/0882
Tours 876, saec. IX, Tours
Valenciennes 393, saec. IX^I, West France
Vatican Pal. lat. 1746, saec. VIII ex., Lorsch (CLA 12.1775)
Vatican Pal. lat. 1753, saec. VIII ex., Lorsch (CLA 12.1776)

Figure 6.

to involve scholars from target disciplines in decision making processes to ensure the product of its efforts meets the needs of those disciplines. This might be done by including interested scholars in an advisory council, for example, or by asking them to contribute introductory and descriptive material to the virtual reunification website.

When building a virtual reunification, it is wise to remember that nothing is ever complete in the scholarly realm, and websites are no exception. Dagenais reminds us that the medieval page was always "subject to modification" (Dagemais, 2004: 38), that is, subject to corrections by the supervising scribe as well as to the addition of identifying marks, glosses, annotations, illustrations, and comments by later users. Virtual reunification projects can continue this tradition by including multiple descriptions of the same manuscript, offering forums where users can make queries, comments, and suggestions, and developing new applications to support the field of collaborative manuscript scholarship.

Planning for the future

As more medieval manuscripts become available online, individual scholars and teachers will likely want to use virtual research software and course management software to virtually reunify texts from different virtual libraries for study and teaching. Just as sports fans construct imaginary "dream teams" manned by their favorite all-star players, manuscript scholars should be able to use their favorite digitized manuscripts from a variety of virtual libraries to create "dream libraries" for teaching and research. For example, a certain list of "Grammatical Manuscripts from the Age of Charlemagne and Louis the Pious" compiled by Gorman and found in his translated edition of Bischoff (Bischoff, 1994: 113–14) could be used as the basis for a mini-reunification of educational texts.

The texts in Bischoff's list reside in various places from Amiens, to St. Gall, to the Vatican, but if they were all available online, they could be gathered from different virtual libraries for study in one digital

workspace, if the access metadata and digitization file formats on all virtual library websites support it. Ideally, online digitized manuscripts should be available to scholars for tailor-made virtual reunification (or first-time unification) in manuscript catalog portals, online courseware, or web applications specifically built for this purpose (such as that used by Max Bänzinger's experimental website, www.monumenta. ch). The use of recognized international standards and clean, machine-readable access metadata by all virtual manuscript libraries would enable all these libraries to support those seeking to build virtual reunifications, even if they are not providing collection reunifications on their own websites. High quality, openly accessible metadata and shared standards for digital image creation and presentation will prove vital to the success of such cross-website reunifications in the future.

Conclusion

In order to further manuscript study, librarians and scholars make an effort to trace the movement of dispersed items, catalog them according to location, and, when possible, reunify them in some way for purposes of comparison and parallel study. In many cases the physical reunification of a collection is unlikely or impossible for economic, political, or logistical reasons. The technology available in the 21st century offers an opportunity to diffuse the political tensions and logistical problems associated with dispersed collections by allowing us to reunify them virtually. A virtual reunification project calls on the current holders of dispersed portions of a collection to collaborate with other holders of related materials, but not to give up or sell precious materials that have come to be considered parts of a local collection during the time since their removal from the previous location.

In future, e-codices hopes to provide reunification of additional 'codices dispersi' in Switzerland, and we welcome dialogue with other libraries and institutions seeking to provide virtual reunifications of dispersed medieval and early modern collections. We look forward to the development of user-initiated collection reunifications, union catalog gateways for manuscript finding, and the development of research workspaces tailored to the needs of virtual manuscript scholarship. Reunification of dispersed materials generally involves a concentrated cooperative effort by multiple entities. Working together, manuscript libraries can achieve reunifications that scholars and librarians only dreamed of in the past.

References

Association of National Committees of the Blue Shield. (2009a) Appeal for volunteers from the Director of the Cologne archives. http://www.ancbs.org/images/stories /resources/cologne_en.pdf. (Accessed March 12, 2010).

Association of National Committees of the Blue Shield. (2009b) Blue Shield Rescue Mission for the destroyed City Archive of Cologne. http://www.ancbs.org/ index.php?option=com_content&view=article&id=99: blue-shield-mission-april2009&catid=22:calendar. (Accessed March 12, 2010).

Bischoff, Bernhard. (1994) *Manuscripts and libraries in the Age of Charlemagne*. Translated and edited by Michael Gorman. Cambridge: Cambridge University Press.

Dagenais, John. (2004) Decolonizing the medieval page. In *The future of the page*. Peter Stoicheff and Andrew Taylor, eds. Toronto: University of Toronto Press, 37–70.

Duft, Johannes and Ernst Ziegler. (1984) *St. Gallen, Kloster unde Stadt*. Bern: Verlag Paul Haupt.

Duft, Johannes, Anton Gössi and Werner Vogler. (1986) *Die Abtei St. Gallen: Abriss der Geschichtes, Kurtzbiographen der Äbte, das stift-sanktgallische Officialat*. St. Gallen: Verlag am Klosterhof.

Eskander, Saad. (2007) Interview in *American Libraries Online*, April. http://www.ala.org/ala/alonline/resources /selectedarticles/eskanderinterview.cfm. (Accessed April 28, 2009).

Euw, Anton von. (2008) *Die St. Galler Buchkunst vom 8. bis zum Ende des 11. Jahrhunderts (Monasterium Sancti Galli 3), Band 1: Textband*. St. Gallen: Verlag am Klosterhof.

Fabian, Claudia, Wolfgang-Valentin Ikas and Mathias Kratzer. (2007) Vom Nutzen der Vernetzung und den Chancen der Digitalisierung: neue Wege der Handschriftenerschliessung in der Bayerischen Staatsbibliothek. *Zeitschrift für Bibliothekswesen und Bibliograpie*, 54(6), 322–335.

Gordan, Phyllis Walter Goodhart. (1991) *Two Renaissance book hunters: The letters of Poggius Bracciolini to Nicolaus de Niccolis*. Translated from the Latin and annotated by Phyllis Walter Goodhart Gordan. New York: Columbia University Press, 1991.

Graf, Klaus. (2006) International librarians concerned about manuscripts of Baden-Württemberg. *Archivalia*, Oct. 5. http://archiv.twoday.net/stories/2765565/. (Accessed April 29, 2009).

Henschke, Ekkehard. (2007) Digitising the hand-written Bible: The *Codex Sinaiticus*, its history and modern presentation. *Libri*, 57, 45–51.

Lerner, Heidi G. and Seth Jerchower. (2006) The Penn/ Cambridge Genizah Fragment Project: Issues in

description, access, and reunification. *Catalog & Classification Quarterly*, 42(1), 21–39.

Liu, Alan. (2004) Transcendental data: Toward a cultural history and aesthetics of the new encoded discourse. Special issue, *Critical Inquiry*, 31(1), 49–84.

McGann, Jerome. (2004) Visible and invisible books: Hermetic images in n-dimensional space. In *The Future of the Page*. Peter Stoicheff and Andrew Taylor, eds. Toronto: University of Toronto Press, 143–158.

Manoff, Marlene. (2006) The materiality of digital collections: Theoretical and historical perspectives. *portal: Libraries and the Academy*, 6(3), 311–325.

Scarpatetti, Beat Mattias von. (2003) *Die Handschriften der Stiftsbibiliothek St. Gallen*, Band I, Abt. IV: Codices 547–669. Wiesbaden: Harrassowitz Verlag.

Schassan, Torsten. (2003) Codices Electronici Ecclesiae Coloniensis. Ein bibliothekarisches Digitalisierungsprojekt. *Archivar*, 56(1), 33–37.

Schmuki, Karl. (2006) Historische Einführung (Historical Introduction), in *Von der Limmat Zurück an die Steinach. St. Galler Kulturgüter aus Zürich* (exhibit catalog of items on long-term loan to the Abbey Library of St. Gall from the Central Library of Zurich). St. Gallen: Verlag am Klosterhof, 9–14.

Thaller, Manfred. (2001) From the digitized to the digital library. *D-Lib Magazine*, 7(2). http://www.dlib.org/dlib/february01/thaller/02thaller.html. (Accessed March 12, 2010) (auch verfügbar als "Die Handschriftenbibliothek des Kölner Doms im Internet", *Fundus* Beiheft 1: Codices Electronici Ecclesiae Coloniensis, Göttingen: Duehrkohp & Radicke, 2001, 21–39.).

Wiener, John. (2008) Over Pages, war rages. *Los Angeles Times*, August 8, 2008, online version: http://articles.latimes.com/2008/aug/08/opinion/oe-wiener8. (Accessed March 12, 2010).

Website references

CESG (Codices electronici Sangallensis). http://www.cesg.unifr.ch. (Accessed March 12, 2010).

e-codices virtual manuscript library of Switzerland. www.e-codices.unifr.ch. (Accessed March 12, 2010).

monumenta.ch. http://monumenta.ch/latein/. (Accessed March 12, 2010).

PND – Information at the German National Library (DNB). English: http://www.d-nb.de/eng/standardisierung/normdateien/pnd.htm#inhalt, Deutsch: http://www.d-nb.de/standardisierung/normdateien/pnd.htm. (Accessed March 12, 2010).

TEI-P5. Text Encoding Initiative. http://www.tei-c.org/release/doc/tei-p5-doc/en/html/index.html. (Accessed March 12, 2010).

XML. Extensible Markup Language (resolves to Wikipedia article). http//:www.w3.org/XML/. (Accessed March 12, 2010).

Additional background sources

Schmuki, Karl, Peter Ochsenbein and Cornel Dora. (2000) *Cimelia Sangallensia: Hundert Kostbarkeiten aus der Stiftsbibliothek St. Gallen*. St. Gallen: Verlag am Klosterhof.

Tremp, Ernst, Johannes Huber and Karl Schmuki. (2007) Stiftsbibliothek St. Gallen. Ein Rundgang durch Geschichte, Räumlichkeiten und Sammlungen. St. Gallen: Verlag am Klosterhof.

More about e-codices

Kwasnitza, Stefan. (2009) Feuilleter les manuscrits médiévaux dans e-codices. *Librarium*, 52(1), 61–63.

About the author

Anne Marie Austenfeld, MA in English, University of Virginia, 1986; MLIS University of Alabama, 2007, has taught at high school and university levels and has experience in library collection development, cataloging and cultural artifact digitization. She has published in the areas of narrative theory and library collection development. She is currently a research associate with e-codices–Virtual Manuscript Library of Switzerland, a joint project of the University of Fribourg Medieval Institute and the Abbey Library of St. Gall. Contact: cesg / e-codices, Mediävistisches Institut, Universität Freiburg, Rue de l'Hôpital 4, 1700 Fribourg, Switzerland. Tel.: +41 26 300 7158. Fax: +41 26 300 9627. Email: annemarie.austenfeld@unifr.ch. Website: http://www.e-codices.ch.

Professionalizing the library and information science profession in Nigeria

Umunna N. Opara
Federal Polytechnic, Nekede

This paper examines briefly the concept of profession and traced the origin of professionalization of library and information science (LIS) in Nigeria. Using the six most widely accepted attributes of profession, the paper assesses library and information science in Nigeria with a view to determining whether or not LIS in Nigeria could qualify as a profession. The result is that LIS in Nigeria possesses four of the six attributes, most important of which is legal recognition. The paper identifies some challenges facing the professionalization of LIS in Nigeria as well as opportunities.

The concept of profession

Usage of the term 'profession' can be traced from 1915 when Flexner (1915) proposed certain criteria as the basis of determining whether or not social work could qualify as a profession. Since then various people have defined it in various ways such that no single definition of the term enjoys a consensual acceptance among sociologists. This is even more so as more occupations claim to be professions. Elias (1964) defines 'profession' as an occupation which demands highly specialized knowledge and skill, acquired at least in part by courses of a more or less theoretical nature and not by practice alone, tested by some form of examination either at a university or some other authorized institution and conveying to the persons who possess them considerable authority in relation to 'clients'. The fact of expert knowledge and skill is a recurring theme in most of the definitions. For instance, Logan (1953) sees a profession as a vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science, and upon the abilities accompanying such understanding. Thus, it is a distinctive type of occupation which society separates from other occupations by according such a profession a distinct status (Millerson, 1964). The 'distinct status' is usually achieved through legal recognition, and may be reflected by restricted entry (occupational closure),

prestige and, in varied ways, a reward system. All these are in appreciation of the distinctive significance of the services provided by the profession.

To justify social recognition, Flexner (1915) submitted that a profession should be intellectual, learned, practical, expert in relevant technique, formally organized and altruistic. According to him, a profession is intellectual in that it carries with it personal responsibility for the exercise of choice and judgment. It is learned because its exercise is based on a substantial body of knowledge which could be passed on from generation to generation. It is also practical in that its corpus of knowledge is put to practical benefit of society. Finally, Flexner stated that a profession is characterized by idealism, which in theory puts the aims and practice of the profession above mere monetary rewards. It is doubtful if this is true of many professions in contemporary times. The fact of monetary reward is highlighted by Chadwick (1998), who defined a profession as a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to

Corresponding author:
Umunna N. Opara, PhD, Department of Library and Information Science, Federal Polytechnic, Nekede, PMB 1036, Owerri, Imo State, Nigeria.
Email: nenii20022003@yahoo.com

others, for a *direct and definite compensation, wholly apart from expectation of other business gain* (emphasis added).

However, implicit in the preceding and some other definitions is the emphasis on learning and status. These traits vary from one profession to another. In order words, all occupations claiming to be professions do not achieve the same level of professionalization. It is in view of this diversity that Millerson (1964) lamented that, of all sociological ideas, one of the most difficult to analyze satisfactorily is the concept of 'profession'. As sociologists are not all agreed on a single definition of profession, efforts have been shifted to defining the term by listing its characteristics (the trait approach). Even this has defied the ingenuity of numerous investigators (Millerson, 1964), as there is no consensus on the compositional elements of 'profession'. Rather, professional attributes are possessed by different professions in varying degrees due to varying levels of professionalization.

Although the discipline of library science is a relatively young one, having been established in 1887, the occupation from which it is derived, that is librarianship, is among the oldest. Notwithstanding this, library and information science in some countries is yet to attain professional status. Benge (1979) noted that the irony in the situation of the librarian is that, unlike the doctor or the lawyer or even the priest, he is not suddenly required in time of crisis or dismay; he is just there all the time like the weather. He argued that the librarian is part of the foundation of a civilized life whereas neither doctor nor lawyer is needed all the time. Benge contended that librarians, like teachers, are embedded in the foundation of the cultural process. However, the tragedy is that their absence ought to be most noticeable, but in many countries this does not happen. This may have to do with the mute nature of the profession.

Supporting the cultural significance of the library, Saracevic (1995) stated that librarianship has a long and proud history devoted to organization, preservation and use of graphic records. This is done through libraries, not only as a particular organization or type of information system, but even more so as an indispensable social, cultural and educational institution whose value has been proven manifold throughout human history, and across all geographic and cultural boundaries. However, librarianship appears not to have done too well on the question of attainment of 'full' professional status (Asheim, 1979). In the same vein, Lancour, as cited by Asheim (1979) argues that of all the characteristics identified or associated with profession, which library and information science has

been striving to attain, the one in which LIS practitioners have been least successful is what he calls "sanction of the community" which means societal or social recognition. Societal recognition is indeed very critical and has been the bane of LIS growth, especially in less literate societies. As Harris (1970) has noted, a library profession can only come to full development in a society favourable to libraries for the many. According to him, it is not a matter of being born, but of finding circumstances favourable to the profession's growth. Librarians themselves have a greater role to play in creating the enabling environment.

Library and information science in Nigeria

It may be necessary to undertake a brief historical excursion to the beginning of the practice of librarianship in Nigeria in order to determine whether or not this marked the beginning of the library and information science (LIS) profession, or professionalization, in Nigeria. According to Aguolu and Aguolu (2002), there is scanty information on Nigerian libraries prior to 1930. According to them, the only type of library with any kind of official or institutional support was the special library. However, the history of the library in Nigeria can be traced to the Arabic collections that had existed in various parts of Northern Nigeria for centuries, as extensions of the Timbuctoo centre of learning (Ogunsheye, 1970 as cited by Aguolu and Aguolu, 2002). Also, the inhabitants of Lagos in southwest Nigeria had had some form of library service in the Tom Jones Library, founded between 1910 and 1920. Available historical records (Aguolu and Aguolu, 2002) indicate that other than the Arabic collections earlier mentioned, the private collections of Tom Jones, Henry Carr and Herbert Macaulay, there were other libraries, mostly special libraries, before 1948. These included the law library that was established in 1900 in Lagos, which later became the library of the Federal Ministry of Justice. This was followed in 1905 by the library of the British Cotton Growers' Association Research Station, and in 1909 the library of the Medical Research Institute, Lagos. Subsequently, there were the libraries of the Samaru Research Station in Zaria in 1925 and the Lagos City Library in 1932. The library of the Yaba Higher College, Lagos, whose collection later formed the nucleus of the library of the then University College, Ibadan was established in 1934.

Before the first Nigerian chartered as a librarian in 1953, there had been librarians in Nigeria such as Miss K.D. Ferguson of the Lagos Public Library and

John Harris of the Library of the University College, Ibadan. However, it was with the establishment of the library of the University College, Ibadan in 1948 that Nigeria acquired a library in the fullest sense, equipped for reference and research, permanently established, professionally directed and staffed, and provided with an assured budget and an appropriate building (Harris, 1964). In supporting this view, Ogunsheye (1970), as cited by Aguolu and Aguolu (2002), argued that the period of proper library history in Nigeria can be said to start with the establishment of the University College Library, Ibadan in 1948. As undisputable as this is, it will however be incorrect to think that this historical epoch marked the beginning of librarianship as a profession in Nigeria. As Harris (1970) has argued, there could be libraries and librarians in a country without the combination adding up to the existence of a profession. This is so because such a combination alone falls short of certain other essential elements of profession.

Unfortunately, Harris (1970) stated that librarianship as a profession was born in Nigeria in August 1949 for the mere reason that a group of experienced librarians from different countries and different types of libraries got together on that date and considered how their professional knowledge and skills could best be adapted to the Nigerian situation, and then proceeded to impart them to Nigerians. This he regarded as the beginning of professional LIS education in Nigeria. To Harris, the two most important elements of a profession are the possession of a common body of knowledge and an educational process based on that common body of knowledge and skills. By the date under reference, there was no LIS school in Nigeria, no library association, no legal recognition for LIS in Nigeria, and no Nigerian had qualified as a librarian. Therefore, rather than the event of August 1949 marking the birth of librarianship as a profession in Nigeria, it was perhaps, the beginning of the professionalization of the practice of librarianship in the country. Professionalization, according to Carroll (1969) is:

> that dynamic social process whereby an occupation, or a facet of an occupation such as its educational system, can be observed to change certain of its crucial characteristics in the direction of a profession, thereby taking on more of the elements of an ideal type of profession. It seeks to clothe a given area with standards of excellence, to establish roles of conduct, to assert collective control over the area, and to elevate it to a position of dignity and social standing.

In the same vein, Hetcher (2004) and Edwards and Cromwell (2005) see professionalization as a process that tends to establish the group norms of conduct and qualification of members of a profession and tends also to insist that members of the profession achieve conformity to the norm, and abide more or less strictly with the established procedures and any agreed code of conduct. Through professionalization, occupations attain or acquire the different characteristics and traits which eventually differentiate them from other general occupations (Kaniki, 1992). It is debatable if the "dynamic social process" or professionalization was what was initiated in August 1949. There is no doubt that the UNESCO Seminar on Public Library Development in Africa, which was held at the then University College (now University of Ibadan) Ibadan from 27th July to 21st August 1953, was a watershed in the annals of LIS in Nigeria. As a result of the seminar, the West African Library Association (WALA) was formed in 1954. This Association was not only the precursor to the Nigerian Library Association in 1962, it attracted the assistance of the Carnegie Corporation of New York in setting up the premier library school in the then University College, Ibadan in 1959. Therefore, it is reasonable to infer that the "dynamic social process" or the beginning of professionalization of LIS in Nigeria started in 1954 with the formation of the West African Library Association, which led to the establishment of LIS schools, conferences on standard of education for LIS professionals and the Nigerian Library Association (NLA), and culminated in the promulgation of the Librarians (Registration, etc.) Council of Nigeria Act of 1995 (Librarians, 1995). The thrust of this legal and societal recognition is to clothe library and information science in Nigeria with standards of excellence, to establish rules of conduct, to assert collective control over the area, and to elevate it to a position of dignity and social standing. Therefore, the two elements of a profession referred to by Harris cannot alone make a profession without the other essential attributes of a profession, such as legal recognition, being present. It is against this background that this paper sets out to examine the level of professionalization of LIS in Nigeria. There are certain attributes which the exponents of the 'traits' method of defining 'profession' such as Flexner (1915), Carr-Saunders and Wilson (1933), Logan (1953), Parsons (1959) and Millerson (1964) are agreed upon as characterizing a profession. These will be used as assessment criteria of library and information science in Nigeria.

A common body of knowledge and skills

A profession must have a body of knowledge and skills based on that knowledge and extended by united effort. This attribute cuts across national and cultural

boundaries. The body of knowledge and skills must be unique to the profession and must not easily be assimilated by a non-professional. Library and information science in Nigeria and elsewhere, possesses this attribute. The techniques of exploiting recorded communication for the fullest benefit of man constitute the core of the science and skill of library and information science. Cataloguing and classification, indexing, abstracting, bibliographies, etc. are unique to library and information science. Through empirical and comparative studies and recorded history, an organized body of knowledge has been developed in library and information science. As in other countries, this body of knowledge is transmitted by library and information science schools in Nigeria. In Nigeria, many library and information science educators and practising librarians in academic, research, and national libraries contribute to library and information science scholarship by performing original scholarly library and information science research and thus contribute to the academic end of the profession.

Formal system of education and training

Closely related to the common body of knowledge and skills is the possession of a formal system of education and training. The importance of this attribute lies in the fact that a professional body without a formal system of education and training cannot regenerate itself and cannot extend or expand its accumulated body of knowledge. Formal education for LIS in Nigeria commenced in October 1960 when the Institute of Librarianship was established at the then University College, Ibadan (Ita, 1991–1992). As at 2007, there were no less than 21 university-based library and information science schools in Nigeria (Opara, 2007).

Among the critical ingredients of this attribute is the length of training required for entrants to a profession. The duration of education for a profession is not only associated with the difficulty of the body of professional knowledge and skills, but also with the level of difficulty needed to practise the profession (Fasanya, 1984). Ita (1991–1992) notes that the history of LIS education in Nigeria has from the very beginning featured a schism of opinion on the level of pre-professional education needed for would-be professional librarians. Whereas Williamson (1923) had recommended a broad, general education, represented at its minimum by a thorough college course of 4 years, plus at least one year of graduate study in a properly organized library school, there are two entry-level qualifications in LIS in the professional cadre in Nigeria – the BLS and MLS degrees. Ita (1991–1992) had explained that the preference for undergraduate programmes in LIS in those universities that started it was more of a stop-gap dictated by scarcity of graduate students. He therefore queried the continuing retention of the BLS programmes when scarcity of graduate students has eased considerably. It is worth noting that in America and Canada, LIS education is a graduate programme, while in Britain the pre-professional education requirement is both a first degree and a high school certificate. As has been noted by Aguolu and Aguolu (2002), in any profession, no issue is more contentious than the form of professional education and training required of its practitioners. Differences in the form of professional education in various countries should be seen as a reflection of the differences in the socio-cultural, economic and political levels of development. What should be of more concern is whether the body of knowledge shared meets minimum international standards.

However, some writers such as McGarry (1981) and Osman (1995) have queried the intellectual foundations of LIS education and have attributed the weakness of the profession to this deficiency. McGarry argues that librarianship is not a body of autonomous knowledge, that there is no paradigm or world picture to give it an authentic identity. He argued that the theoretical foundations must be organized in demonstrable laws and theories of wide generality. However, library and information science is inter-disciplinary. As Norman and Tania (1991) have observed, exclusivity of knowledge and techniques is not the sole criterion or benchmark by which a profession is determined. Professions, these authors argue, are not defined or determined in terms of significance of associated consequences. They therefore posited that the integration of different knowledge bases and common techniques in the pursuit of distinctive purposes has to be taken into account. It must also be remembered that education for librarianship has only recently been the focus of systemic study. It will be recalled that the first library school was established in 1887 by Dr. Melville Dewey (Kumar, 2002). As an evolving discipline, the observed deficiencies are likely to be taken care of with time.

Professional ethics

Most professions are regulated by their code of ethics, which concerns one's conduct or behaviour and practice when carrying out professional duties. A professional code of conduct sets out in general terms the standards and duties which it is reasonable to expect a professional to observe. This is not only to the benefit of the client but also to the benefit of those

belonging to the profession. A professional code of ethics engenders public trust and confidence in the profession. Generally, ethical rules are agreed and subscribed to by all the practitioners in each profession (Stevenson, 1968). Salisu (2001) notes that, in some particular cases, new entrants into some professions are expected to swear an oath binding them to certain ethics in the day-to-day performance of their duties. However, no two codes of ethics are identical. While the principles may be the same, the emphasis and priorities may differ from country to country.

They vary by cultural group, by profession and by discipline. Cultural variations means that no universal ethical principles for a profession exist. In countries such as the USA, there are professional codes of ethics for librarians. The American Library Association (ALA) code of ethics dates back to 1939; the current code was adopted in 1997 and amended in 2008 (American Library Association, 2008). Serverson (1995) notes that these codes of ethics have further broadened the scope of ethical issues in library management. Unfortunately, there is not yet a code of ethics for LIS practitioners in Nigeria. However, sections 16 and 17 of the Librarians (Registration, etc.) Council of Nigeria Act of 1995 (Librarians, 1995) provide for the establishment of a Librarian's Disciplinary Committee and punishment for unprofessional conduct respectively. In order words, these sections of the law recognizing LIS as a profession in Nigeria anticipate a code of ethics for LIS practitioners in Nigeria.

Professional association

A profession must be organized into a professional association of practitioners. Membership of such a body is an indication that a person is a member of the profession. It is the statutory responsibility of a professional association to ensure that institutions providing professional education maintain the standards set by the association (Oderinde, 1969). For LIS education, this system of accreditation ensures that LIS schools are not established without full consultation with, or approval of, the professional association. A professional association is a byproduct of the legal recognition of a profession. However, LIS professionals in Nigeria are yet to form such a body. The Nigerian Library Association, which has been trying to fill the gap, does not enjoy legal recognition. Furthermore, its membership is made up of both professional and para-professionals.

Legal recognition

Perhaps the most important characteristic of a profession is the possession of legal recognition. It is through legal recognition that society expresses the importance of the services a professional body renders to it. This recognition enhances the social image of the profession. Without legal empowerment, no profession can regulate the practice of the profession in any given society and the other attributes may not be attained or strengthened. Legal recognition presupposes that the body seeking recognition has a common body of knowledge and skills as well as a formal system of education and training. Therefore, legal recognition will be pivotal to the attainment of the other traits. The library and information science profession in Nigeria was accorded this recognition through the promulgation of the Librarians (Registration, etc.) Council of Nigeria Act of 1995 (Librarians, 1995). This act establishes the Librarians (Registration, etc.) Council of Nigeria (LRCN) "for the registration of librarians and to make provisions for the practice of the profession and for matters connected therewith." The LRCN, according to the law, is to determine who is a librarian; maintain discipline within the profession; determine standards of knowledge and skills to be attained by persons seeking to become registered as librarians and maintain a register of librarians. The legal recognition of LIS in Nigeria is a unique achievement and the most significant event in the professionalization effort of LIS in the country. It is also the most important achievement of the Nigerian Library Association.

Service orientation

A profession must be characterized by an idealism which in theory, if not in practice, puts the aims and practice of the profession above mere money making. This implies that a profession provides a service for public good. It requires that members of the profession should adhere strictly to a sense of social responsibility. This means that a profession must possess a service principle that places the welfare of society above personal gains. Library and information science in Nigeria, like elsewhere, is a social service. It is a helping profession, a catalyst in the socio-economic and cultural transformation of the society it is serves. It does not place undue emphasis on monetary rewards.

The challenges of professionalization of library and information science in Nigeria

From the preceding discussion it would be seen that LIS in Nigeria possesses four of the six attributes of a profession. Among the attributes possessed, legal recognition is the most crucial characteristic of a profession. It is worthwhile at this juncture to examine

some of the challenges facing the professionalization of library and information science in Nigeria.

Professionalization of LIS in Nigeria has been dogged with a number of challenges, among which are:

Legal and societal recognition

According to Lawal (2002), the strength and effectiveness of a professional association normally derives from the possession of a legal instrument by which powers and privileges are conferred by the state on a body of persons for a special object. It is true that library and information science in Nigeria has been accorded legal recognition by the Librarians (Registration, etc.) Council Act of 1995 (Librarians, 1995) but the Council has not been given the required support from the authorities. In the first place, it took about 7 years after the promulgation of the Act in 1995 to get the Federal Government of Nigeria to inaugurate the first LRCN on 28th May 2002. Since the expiration of the tenure of this Council on 28th May 2005, it has been very difficult to get the government to reconstitute the Council, which was also not provided for in the federal budget, unlike other legally recognized professional bodies in Nigeria (Okojie, 2007). Thus, the Council was seriously constrained by lack of funds and could not achieve much within the 3 years of its existence. It only managed to establish the qualifications for persons to register as librarians and thereafter chartered some librarians. However, the cheering news is that financial provision was made for the LRCN in the 2009 federal budget. What remains is the reconstitution of the LRCN to enable it to resume work. Presently, three of the state public libraries are headed by non-librarians. The absence of the LRCN means that there is no legal professional body to challenge this aberration. The Nigerian Library Association's approach in dealing with this and other similar matters has been through dialogue, as it lacks the legal authority to challenge them.

Lack of a professional code of conduct

A professional code of ethics is used to regulate the conduct and behaviour of professionals in the discharge of their professional duties. However, LIS professionals in Nigeria are yet to have such a code. Even though the first LRCN established a disciplinary committee (Okojie, 2007), no code of ethics was formulated by it before its tenure expired. Thus, there is no point of reference in dealing with disciplinary procedures against erring librarians in Nigeria. The preamble to the original (1939) Code of Ethics for Librarians of the American Library Association declares:

> Those who enter the library profession assume an obligation to maintain ethical standards of behaviour in relation to the governing authority under which they work, to the library constituency, to the library as an institution and to fellow workers on the staff, to other members of the library profession, and to society in general. (American Library Association, 1939)

Library and information science practitioners in Nigeria do not have such a code that defines their relation with persons or bodies with whom they relate in the course of their professional duties. It is hoped that with the recent budgetary provision for the LRCN and the likely reconstitution of the Council a code of ethics may be formulated sooner than later.

Setting and maintaining standards in LIS education and practice

Standards are crucial in any profession in that they represent quality and excellence. Every profession requires standardization of its curriculum. This should incorporate best practices which will enhance staff and students' mobility and exchange programmes. It is often difficult to reach consensus on what should constitute minimum standards. Cultural, social, economic and political variables often intervene to make unanimity difficult. This may have prompted Aguolu and Aguolu (2002) to declare that in any profession, no issue is more contentious than formulation of a relevant curriculum. In the same vein, Ita (1991–1992) has also noted that the history of LIS education in Nigeria has from the very beginning featured a schism of opinion on the level of pre-professional education needed for would-be professional librarians. Therefore, it is not surprising that Akinyotu (1971) observed a lack of uniformity in the curricula of LIS schools in the early years of LIS education in Nigeria. To address this issue, a Colloquium on Education and Training for Librarianship in Nigeria was held at Ibadan between 15th and 19th March, 1974 (Aguolu and Aguolu, 2002). This was followed by the National Conference on Education for Librarianship in Kano in April, 1984. This later effort gave birth to the National Association of Library and Information Science Educators (NALISE). However, these meetings did not produce any standard curriculum for LIS schools in Nigeria. An attempt to fill this gap was made by the National Universities Commission in 1985 when, in the exercise of its statutory responsibility of regulating academic programmes in Nigerian

universities, it issued Minimum Academic Standards (MASs) in Library and Information Science. This document was widely criticized and was reviewed 10 years later (Ifidon, 2008). The major flaw in these standards was the lack of input by the country's librarians. Revised Minimum Academic Standards, which took effect from 1999 (Lawal, 2007) did not enjoy acceptance by LIS educators. This was why the National Association of Library and Information Science Educators chose to deliberate on 'Standards for Library and Information Science Programmes in Nigerian Universities' at its biannual national conference, held at Imo State University, Owerri in 2007. In its communiqué at the conference, the Association, among other things, called for the setting up of a curriculum committee to harmonize the curricula of LIS schools in Nigeria (Nwosu and Okoro, 2009). This is a step in the right direction. As Lawal (2002) has noted, concern with education and training should be one of the preferred priorities of a professional association. In the same vein, Ogundipe (2005) stressed that one of the areas in which any professional association, including the library association, should actively function is in the development and maintenance of a high standard of professional education. In recognition of this responsibility the Nigerian Library Association set up an Accreditation and Curriculum Review Committee with the mandate to produce acceptable minimum standards for LIS schools in Nigeria. The committee has since submitted its report and a workshop is being proposed to critique the report. Furthermore, a two-day workshop on the review of LIS schools curricula in West Africa, sponsored by the IFLA Action for Development through Libraries Programme (ALP), was held in Lagos in July 2008. The workshop came up with a menu of courses for LIS undergraduate programmes in the West African sub-region. It is hoped that this menu of courses will be harmonized with the curriculum proposed for Nigerian LIS schools. The outcome of these efforts will strengthen the LIS profession in Nigeria. However, variations in the resource capacities of LIS schools might adversely affect the implementation of the standards.

Poor social image

Library and information science is one of the least understood professions in Nigeria. This accounts for the poor image that has dogged the profession over the years. According to Ramjaun (1997), it is important for members of any profession to be well perceived by their clients and the community at large. If an occupational group feels misunderstood and suffers from poor image, this can have far-reaching social consequences and personal repercussions. Fasanya (1984) describes professional image as a dynamic issue that is often influenced by external factors. However, the way librarians see themselves (their self-image) ultimately affects their public image.

Efforts at changing the poor social image of the LIS profession have not been successful. As noted by Asheim (1979), of all the characteristics associated with a profession, which LIS has been striving to attain, the one in which LIS practitioners have been least successful is what he called 'sanction of the community', which means societal or social recognition. This problem is not peculiar to LIS in Nigeria. Bowden (1979), while explaining the reason for this, states that the public knows little of the classification and cataloguing skills or the skills of acquisition and information retrieval, or, more importantly, those required for active information dissemination. According to him, the librarian's image is encompassed within the buildings in which he works. Thus, the mute nature of librarianship is largely responsible for its poor social image. In a country like Nigeria, with low literacy levels and a poor reading culture, the image of librarianship can be no better. Library and information science professionals have a lot to do to make their impact felt in the communities they serve. It is in this regard that Chen and Hermon (1982) have called on LIS professionals to integrate the library to the community they serve and view every member of the community as an individual with an information need who moves fluidly from one information provider to another until the need is met, or gives up trying. The social image of LIS profession in Nigeria will improve if society is made to understand the role of the profession in the social, economic and cultural transformation of the country.

Absence of National Commission for Library and Information Science

The Nigerian Library Association has for years clamoured, to no avail, for the establishment of a National Commission for Library and Information Science. Okojie (2009), in her presidential address to the 47th Annual National Conference and AGM of the Nigerian Library Association, renewed this call. The absence of such a body has no doubt slowed down LIS development in Nigeria. When established, it will be composed of representatives of government, the library and information science profession, educationists, and relevant influential citizens who may not be LIS practitioners. Its objective thrust would be to

coordinate and promote library and information science and development in Nigeria, constantly draw the attention of government and the profession to matters affecting libraries and proffer solutions.

Absence of a professional association

A professional association serves as the mouthpiece of a profession. A major characteristic of a professional association is that it has carefully controlled entrance requirements. The NLA has been trying to play the role of a professional body but lacks the legal clout necessary for effective performance as a professional association. According to Ifidon (2008), "membership of the Nigerian Library Association is riddled in controversy." Whereas in practice the Association is made up of both professionals and para-professionals, the constitution of the Association appears not to provide for the latter as members (Nigerian Library Association, 2004). The constitution begins "Whereas there is need for an all embracing Association of Librarians, Archivists and Information Scientists in Nigeria..." and defines 'Librarians' to "include Bibliographers, Information Scientists, Archivists and Indexers...". Categories of membership include Fellows, Associates, Personal Members, Honorary Members and Affiliated Members. Personal Members are defined in Section 2.5 as "Librarians, whether in employment or retirement...", while Personal Affiliates are "Persons who are interested in the objectives of the Association but are not Honorary or Personal members and are not employed as Librarians or Information Scientists." Unless Section 2.5 is liberally interpreted to include para-professionals as Personal Members, one is tempted to say that the constitution is unfair to them and that urgent steps need to be taken to amend it accordingly. These and other issues have led to a call (Ifidon, 2008) for a separate association for LIS professionals. A truly professional association will enhance the image of the profession.

Inadequate financial support to libraries and LIS schools

The low priority of library and information science in Nigeria is reflected most in poor budgetary allocations. This has been acknowledged in the literature (Lawal, 2002; Ajidahun, 2004; Maidabino, 2009). That academic libraries fair better is understandable. They are the heart of their parent institutions as they are statutorily required to provide materials in support of teaching, learning and research. Even so, but for the efforts of the Academic Staff Union of Universities (ASUU) and the Committee of University Librarians

of Nigerian Universities (CULNU), the present level of funding of Nigerian university libraries could not have been achieved. Public and ministry libraries (particularly state ministries) are the most neglected. Opara (2008) has noted that stock building in Nigerian public libraries has suffered serious setback as a result of non-release of book funds. He noted that but for the assistance of the Book Aid International (BAI), the Education Trust Fund (ETF) set up by the Nigerian Government and donor agencies, the stocks of these libraries would have been completely obsolete. The sadder news is that BAI withdrew its support to Nigerian libraries in 2008 and the ETF has also withdrawn its intervention programme to public libraries. All these have serious implications on professionalism.

Many of the LIS schools suffer from a number of inadequacies ranging from staffing to lack of teaching tools. It was against this background that Ochogwu (1988), as cited by Maidabino (2009), observed that library education and librarianship as a whole cannot develop without adequate funds to train LIS professionals. It needs to be emphasized that financial support to the library and information science sector is a measure of the priority rating of the LIS profession in Nigeria and indeed elsewhere.

What opportunities?

Despite the challenges of professionalization, library and information science has bright prospects in Nigeria.

Libraries and national development

Economists believe that human resources are part of the wealth of a nation. As a corollary, it is believed that the higher the level of literacy in a country the greater its per capita income tends to be in relation to other countries. It is for this reason that development planners have urged governments that economic progress can only be achieved by investing huge sums of money in education programmes. Education and libraries are two sister services. There can be no meaningful improvement in any education programme without a well planned and generously supported library system. That is why Nwalo (2000) argues that, in every society, the library is the most dependable source of information for development. This is so because the library remains the agency where users can obtain current and unbiased answers to their needs (Opara, 2006). Nwalo further argues that, since government is the prime mover of development, its support or apathy over library development will chart a path for the libraries, for better or for

worse. In the same vein, Vitro (1984) posits that the causative difference between the developed and developing countries is the way they use, or do not use, information. Nigeria is eager to be among the top 20 economies in the world. She has therefore embraced some development strategies, one of which is the Millennium Development Goals (MDGs). The realization that these goals may not be attained without library and information support has led Okojie (2009) to call on the Federal Government of Nigeria to give more support to the library and information science sector. It is hoped that the government will heed this and other calls and provide the means to enhance the growth and development of the library system of the country as an engine of growth.

Employment opportunities

There is a general unemployment problem in Nigeria. However, LIS graduates appear to have brighter job opportunities than graduates of some other professions. There are numerous paths and opportunities open to fresh graduates of LIS, particularly for those with the MLS or good BLS degrees. With about 103 universities, many polytechnics and colleges of education, 36 state Library Boards, the National Library of Nigeria (with branches in some states), numerous research institutes and many other bodies owning libraries, LIS graduates have an edge over graduates of some other professions. Furthermore, the versatile nature of the LIS curriculum means that LIS graduates can (and do) work in positions other than as librarians in some organizations. When the proposed minimum academic standards take effect, LIS schools will be expected to produce professionals who should be able to create jobs.

Conclusion

Professionalization of library and information science in Nigeria has been slow due to an unfavourable socio-cultural and political environment. The present level of professionalization is a result of the tenacity of purpose of successive generation of librarians. Professionalization is a dynamic process, a continuous process of improvement on the levels already attained. Therefore, no profession ceases to professionalize. The most vital attributes an occupation needs to be considered as a profession are legal recognition, a body of knowledge, and a formal system of education and training. Library and information science in Nigeria possesses these attributes. LIS professionals in Nigeria are determined to improve the rating of the profession. This will be realized faster if government development programmes and policies become more favourable to library and information science development.

References

Aguolu, C.C. and Aguolu, I.E. (2002) *Libraries and information management in Nigeria: seminal essays on themes and problems*. Maiduguri: Ed-Linform Services.

Ajidahun, C.O. (2004) The state of information technology in Nigerian university libraries. *The Nigerian Library Link*, 11(2): 22–29.

Akinyotu, A. (1971) Proposal for restructuring library education in Nigeria. *Nigerian Libraries*, 7 (1 and 2): 33–42.

American Library Association. (1939) Code of Ethics for Librarians. Midwinter Council Minutes. *American Library Association Bulletin*, 33(2): 128–129.

American Library Association. (2008) *Code of Ethics*. http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm

Asheim, L.E. (1979) Librarians as professionals. *Library Trends*, 27(3): 225–257.

Benge, Ronald C. (1979) *Cultural crisis and libraries in the third world*. London: Bingley.

Bowden, R. (1979) *Professionalism in public libraries*. London: L.A.

Carr-Saunders, A.M. and Wilson, P.A. (1933) *The profession*. London: Oxford University Press.

Carroll, Carmal E. (1969) *The professionalization of education for librarianship with special reference to years, 1940–1960*. Doctoral dissertation submitted to the University of California, Berkeley.

Chadwick, Ruth. (1998) Professional ethics. In E. Craig (Ed.). *Routledge encyclopedia of philosophy*. London: Routledge.

Chen, Ching-Chih and Hermon, Peter. (1982) *Information seeking: assessing and anticipating user needs*. New York: Neal-Schuman Publishers.

Edwards, David and Cromwell, David. (2005) *Guardians of power: the myth of the liberal media*. Medialens. Retrieved August 17, 2009 from http//www.medialens.org/bookshop/guardians of power.php.

Elias, N. (1964) Professions. In Gould, J. and Koll, W.L. (eds.) *Dictionary of the social sciences*. New York: Free Press.

Fasanya, J.O. (1984) The image of the librarian. *Lagos Libraries*, 11: 53–57.

Flexner, A. (1915) Is social work a profession? *Social and Society*, 1 (26): 901–906.

Harris, John. (1964) Why a professional association? as cited by Aguolu, C.C. and Aguolu, I.E. (2002) *Libraries and information management in Nigeria: seminal essays on themes and problems*. Maiduguri. Ed-Linform Services.

Harris, John. (1970) Twenty years of library development: libraries and librarianship in Nigeria at mid-century. *Nigerian Libraries*, 6(1 and 2): 26–40.

Hetcher, Steven. (2004) *Norms in a wired world*. Cambridge: Cambridge University Press.

Ifidon, Elizabeth. (2008) Education and training of Nigerian librarians: the unrecognized crises. A paper delivered at the 46th Annual National Conference and AGM of the Nigerian Library Association in Kaduna, 1st–6th June, 2008.

Ita, Nduntuei, O. (1991–1992) Education for librarianship in Nigeria: a reassessment. *Nigerian Libraries*, 25 and 26 (1 and 2): 86–99.

Kaniki, Andrew M. (1992) Library education and training and the professionalization of librarianship in Zambia. *African Journal of Library, Archives and Information Science*, 2(2): 111–118.

Kumar, P.S.G. (2002) *A student's manual of library and information science*. On the line of the NET syllabus of UGC, Vol. 1, Delhi: B.R. Publishing Corporation.

Lawal, Olu Olat. (2002) *The library profession in Nigeria*. Calabar: The University of Calabar Press.

Logan, Morris L. (1953) Towards a definition of profession. *Harvard Education Review*, 23(1): 33–50.

Librarians. (1995) Librarians' (Registration, etc) Council of Nigeria Act, Chapter L 13 (Decree no. 12 of 1995).

Maidabino, Abbas Atiku. (2009) Funding standardization for library and information science programmes in Nigerian universities. In Nwosu, Chidi and Okoro, Okee. (eds.) *Standards for library and information science programmes in Nigerian universities*. Owerri: Kosoko Press Ltd. 124–136.

McGarry, R.J. (1981) *The changing context of information: an introductory analysis*. London: Clive Bingley.

Millerson, G. (1964) *The qualifying association: a study in professionalization*. London: Routledge and Kegan Paul.

Nigerian Library Association. (2004) *Nigerian Library Association Revised Constitution*.

Norman, R. and Tania, K. (1991) *Librarians and professional status: continuing professional development and academic librarians*. London: The Library Association.

Nwalo, Kenneth Ivo Ngozi. (2000) Managing information for development in the 21st century: prospects for African libraries, challenges to the world. 66th IFLA Council and General Conference, Jerusalem, Israel, 13th–18th August, 2000.

Nwosu, Chidi and Okoro, Okee. (2009) *Standards for library and information science programmes in Nigerian universities*. Owerri: Kosoko Press Ltd.

Ochogwu, M.G. (1988) as cited by Maidabino, Abbas Atiku. (2009) Funding standardization for library and information science programmes in Nigerian universities. In Nwosu, Chidi and Okoro, Okee. (eds). *Standards for library and information science programmes in Nigerian universities*. Owerri: Kosoko Press Ltd. 124–136.

Oderinde, N.O. (1969) *The path to professional recognition*. Lagos: College of Education Library, University of Lagos.

Ogundipe, O.O. (2005) *The librarianship of developing countries: the librarianship of diminished resources*. Lagos: Ikofa Press.

Ogunsheye, F.A. (1970) Planning for national building as cited by Aguolu, C.C. and Aguolu, I.E. (2002) *Libraries and information management in Nigeria: seminal essays on themes and problems*. Maiduguri: Ed-Linform Services.

Okojie, Victoria. (2007) Librarians' Registration Council of Nigeria (LRCN): the journey so far. *Nigerian Library Association Newsletter*, 18 (2 and 3): 4.

Okojie, Victoria. (2009) Welcome address delivered at the 47th annual national conference and AGM of the Nigerian Library Association at Ibadan on 28th July, 2009.

Opara, Genevieve Chinedu. (2007) Archival component of undergraduate curricula of the library and information science schools in Nigeria. *Nigerian Libraries*, 40: 41–53.

Opara, Umunna N. (2006) Projecting a positive image of public libraries in Nigeria through public relations. *African Journal of Library, Archives and Information Science*, 16(2): 129–135.

Opara, Umunna N. (2008) The public library in contemporary Nigeria: challenges and the way forward. *IFLA Journal*, 34(4): 349–358.

Osman, Zaiton. (1995) Enhancement of the library profession. 16th IFLA General conference. Conference Proceedings, August 20–25. Retrieved May 29, 2008 from http://www.ifla.org

Parsons, T. (1939) The professions and social structure. *Social Forces*, 17(4) as cited by Lawal, Olu Olat. (2002) *The library profession in Nigeria*. Calabar: The University of Calabar Press.

Ramjaun, Ibrahim. (1997) The library profession in Mauritius: improving its status and image. *Information Development*, 12(3): 135–141.

Salisu, Taofiq, M. (2001) Ethical issues in library management: a critical perspective. *Nigerian Libraries*, 35(1): 56–62.

Saracevic, Tefko. (1995) Interdisciplinary nature of information science. *Ciência da Informação*, 24(1): 12–18.

Serverson, R. (1995) The recovery of ethics in librarianship. *Journal of Information Ethics*, 4(1): 11–16.

Stevenson, G.T. (1968) American Library Association. In Kent, Allen and Lancour, Harold (eds.) *Encyclopedia of library and information science*. New York: Marcel Dekker. 284.

Vitro, Robert A. (1984) The information engine. *Managing International Development*, 1(1): 26–32.

Williamson, Charles C. (1923) *Training for library service: A report prepared for the Carnegie Corporation of New York*. New York: Carnegie Corp.

About the author

Dr. Umunna Opara is a Chief Lecturer/Reader in Library and Information Science of the Federal Polytechnic, Nekede, Owerri, Imo State, Nigeria and currently an adjunct Senior Lecturer in Library and Information Science of the Imo State University, Owerri. He attended the University of Ibadan, Nigeria where he obtained B.Ed (Hons),

MLS and Ph.D degrees. He was until December 2008 the Imo State Chairman of the Nigerian Library Association and member of Council of the Nigerian Library Association. He is currently a member of the Accreditation and Curriculum Review Committee of the NLA. Contact: Department of Library and Information Science, Federal Polytechnic, Nekede, PMB 1036, Owerri, Imo State, Nigeria. Email: nenii20022003@yahoo.com.

Content analysis-based studies of Iranian literature for children and young adults, 1974–2007: A review

Mahdi Mohammadi
Islamic Azad University

Fereydoon Azadeh
Tehran University of Medical Sciences

Fahimeh Babalhavaeji
Islamic Azad University

Abstract
Content analysis-based studies of Iranian literature for children and young adults began 33 years ago in Iran, pioneered by Tehran University. Since then, 36 such studies have been done, including 9 articles and 27 master's theses. The present paper attempts to review these studies and categorize them in three groups: content analysis studies of written stories, content analysis studies of translated stories, and content analysis studies of poems. Finally, some suggestions are proposed to improve the current status of children and young adult's literature in Iran.

Introduction

Content analysis is one of the valuable research methods which have been used widely in several areas of human sciences such as history, social sciences and communicative sciences. Library and information science is also a branch of those disciplines which concerns itself with this research method. It has adopted content analysis widely to incarnate and quantify messages through certain symbols. Content analysis is a procedure which can be utilized to identify the linguistic properties of a text, a stretch of speech or a piece of writing realistically, objectively and systematically, which can be later used as grounds for making inferences regarding the announcer's or the writer's individual or social characteristics, as well as some non-linguistic information (Tahmasian, 2007: 55).

The significance of this technique comes from its usability regardless of time and place for analyzing the contents of resources produced in earlier times or in other cultures and also from its cost-effective style of yielding much valuable information regarding the phenomenon under investigation (ibid., 56).

Formerly, content analysis was mostly used to describe communicative messages, but it went so far in its developmental process that it was able to provide answers to research questions through measuring the co-efficiency of the different variables that appear in a text. One major feature of content analysis is that it is the meaning of the words that is significant for the researcher instead of the word itself. Consequently, two synonyms or two words with a very close meaning can be put in the same category. Some kinds of

Corresponding author:
Mahdi Mohammadi, Department of Library and Information Science, Science and Research Branch, Islamic Azad University, Tehran, Iran
Email: mahdi.mohammadi203@gmail.com

studies, especially those which aim to focus on the content of a phenomenon, are only possible by using content analysis; other quantitative procedures are incapable of providing answers.

Content analysis-based studies in Iranian children's and young adults' literature

The Iranian literature related to content analysis of works for children and young adults is very rich, mostly in the form of masters' theses with some articles and reports in scientific journals. About 36 studies could be found after searching the Internet, the websites of specialized institutions like the Research Center for Scientific Information and Documents and The National Library of Iran, assessing the theses present in the libraries of specialized centers including the Child Book Council (CBC) and the Intellectually Educating Center for Children and Young Adults, (IECCYA), and searching in the thesis sections in the libraries of Iranian universities. These studies are put in three categories, as follows:

A. Studies related to content analysis of children's' and young adults' stories

Stories are an influential element in the development of the child's and young adult's personality, since youngsters very easily build relationships with stories and get fascinated by them. A child assumes himself in the position of the protagonist and enjoys with his joy and feels sorry for his sorrow. Successes achieved by the heroes are indirect ways of encouraging children to follow them and finally to succeed. Sometimes the memory of a story will remain in a child's mind forever. Stories can be exploited to familiarize children with the realities of the world and acceptable concepts and also with unacceptable and anathematic realities. Stories play a magnificent role in forming a child's personality, mind and beliefs. Researchers also have recognized the importance of stories and carried out numerous studies on them. Some of these studies have looked at the contents of stories as a whole while others have focused on a particular subject within the story. Therefore, the following two categories can be mentioned in this area.

A-1. Analyzing the contents of children's stories without emphasizing a certain subject. Many researchers analyzed the content of children's stories without emphasizing a certain subject:

Sanagoo Rad (1975) in his master's thesis investigated the characteristics of readings for children in the publications of the Intellectually Educating Center for Children and Young Adults (IECCYA).

Sarmadi and Mir Khajavi (1975) studied children's and young adults' literature to relate it to educational goals.

Ketabi (1979) examined 80 publications (40 of which were published between 1971 and 1977, and the other 40 in the years after the Islamic Revolution, 1978–1988) using random sampling in a study which aimed to investigate the concepts introduced in both censored and uncensored books.

Khazaeli (1983) studied story books for children between 6 and 9 years of age produced by writers before and after the Islamic Revolution and examined 178 publications (58 published before the Islamic Revolution and 120 afterwards), categorizing them in six groups in terms of: 1) political-social elements; 2) ethical elements; 3) emotional elements; 4) scientific elements; 5) religious elements; 6) information-related elements.

Kadivar (1983) investigated the contents of story books by the IECCYA in the pre- and post-revolution periods, ending in June 1983.

Agah (1983) attempted to compare story books written for children aged between 6 and 9 during two-year periods before and after the Islamic Revolution using lists of publications provided by two organizations: the Child Book Council, (CBC) and the Intellectually Educating Center for Children and Young Adults (IECCYA).

Chizari (1991) analyzed the contents of 70 story books rated for children in groups 'B' and 'C'[1] of IECCYA publications ranging from 1979 to 1989. She divided these books in six categories: 'social'; 'expressing social life'; 'active and emotional expression'; 'expressing traditions, customs and rituals'; 'mental and artistic expression of nature' and 'religious expression'.

Neyshaboori (1998) attempted to analyze the contents of story books published by IECCYA during the first decade after the Islamic Revolution (1978–1988).

Geranpaye (2000) attempted to adopt a discourse analysis design in investigating the cultural patterns in IECCYA publications between 1989 and 1993. He read 72 books and divided them into three groups: realistic, emotional and imaginary.

Abdoli (2004) investigated the topic inclinations of child story books published during 1997–2001.

A-2. Analyzing the contents of children's story books with emphasis on a particular subject. Many studies were interested in specific subjects reflected in children's story books:

Razpoosh (1978), using the list of suitable books provided by Child Book Council (CBC), investigated

188 books suitable for children up to elementary school age. She investigated social concepts in children's books by Iranian authors.

Seyed Ahmadiyan (1978), in a study following the work of Razpoosh (1978), also attempted to investigate social concepts in suitable children's story books by Iranian authors using the list of suitable books provided by CBC.

Mirzaye (1981) investigated the impacts of political change on writing for children and examined 200 books compiled during the years 1978–1979.

Eshraghi (1995), in order to investigate women's role in relation to the top three male and female characters in stories, selected 62 books published during the 1980s for children aged between 11 and 16.

Vandi (1995) examined 108 books published by Iranian writers during 1989–1993 using content analysis to investigate sexual factors in children and young adults.

Mohammadi (1996) investigated stories relating to the Iran-Iraq war and examined 199 stories (127 short stories and 72 story books) published during 1980–1994 using content analysis.

Sattari (1998) decided to investigate social concepts in realistic children and young adult's stories published during 1979–1988. After reading the stories, he categorized them in six groups: 1) social conduct; 2) social sites; 3) family; 4) social trends; 5) business groups; 6) social problems.

Mohammadi (1998) investigated the role of animals in stories published by IECCYA during 1966–1999.

Hoseyni Nesar (2000) investigated the role of the Islamic Revolution in stories for children and young adults, and identified 82 works related to the theme of the Islamic Revolution after examining 3500 stories published during 1978–1998.

Zare Gavgani (2000) investigated the role of Islamic concepts in children's and young adults' stories. She analyzed the contents of 283 stories published during 1979–1999 which had been selected as year books by official centers and organizations.

Nore'i Pasvishe (2001) investigated the degree of co-coverage of stories in the three divine books, the Koran, the Bible and the Torah. She analyzed the contents of 12 stories shared by the Koran and the Torah and 2 shared by the Koran and the Bible, but identified no story shared by the Torah and the Bible.

Maghsoodi (2001) investigated and compared aspects of the social status of men and women such as job, characteristics, class status, kind of leisure, political activities, decision making, temper, power, beauty and so on, in children's story books published between 1990 and 1999.

Amin Dehghan and Parirokh (2003) attempted to "analyze suitable stories for children and evaluating their effect in the decrease or solution of the four psychological disorders of aggression, low self-confidence, fear and chagrin" in group 'B' children. They examined 460 stories selected by the Child Book Council (CBC), published between 1991 and 2001.

Moosavi (2004) in identifying manifestations of divine love and theosophy in children literature, identified 27 theosophical themes after reading 750 stories.

Malek Tojar (2005) investigated concepts related to peace in realistic Persian stories written by Iranian writers during 1998–2003 and which were suitable for children aged between 7 and 11, based on the list of selected books provided by CBC.

Parirokh and Majdi (2007), in continuation of Amin Dehghan and Parirokh's (2003) study, after analyzing the content of 132 group 'B' children's books selected by CBC, divided the main concepts into four groups: aggression, self-confidence, fear and chagrin.

Tahmasian (2007) investigated the impact of story books rated for children in groups 'B' and 'C' and published during 2001–2006 on the decrease or elimination of the psychological disorders of fear, anxiety and depression.

Mahdiyan (2007) in a study presented to the International Conference on Children's Literature in the United States, investigated children's and young adults' literature produced in Iran during the revolution period (1966–1980) and its influences on the revolutionary movement.

B. Studies related to children's reading and translated stories

There is only one study on content analysis of children's and young adults' readings.

Soltan Mohammadi (1979), in her master's thesis, analyzed the contents of pre-school children's readings of 1961–1979. After examining 98 translated stories and poems, she found that the two concepts, 'the expression of reality' and 'life style' were the most frequent, while emotional concepts were the least frequent.

There was no study based on translated stories; but some related studies may be identified as follows:

Mir Hoseyni (1987), in a study of topic development in translated children's and young adults' stories published during 1961–1979, examined 454 works.

Ibrahimi Kalheroodi (1999) investigated translated books for children aged from 3 to 11 published during 1987–1996.

Mir Kermanshahi (2004) investigated topic development in translated stories published during 1999–2001, and after examining 2243 publications found that 60 percent of the stories had been translated by male translators and 40 percent by females; 928 were factual stories, 673 new imaginary ones and 217 were folk tales. The three most frequent types of story were ethical-social stories (369), animal stories (357) and historical stories (137).

C. Content analysis studies in children's poems

Researchers have not been negligent of this area and have investigated it in a number of efforts:

Nazar Ahari (2000) investigated 818 poems written for children and young adults by 16 poets and published during 1981–1998. She found that 54 poets had been concerned primarily with nature and natural elements like wind, rain, rainbow, sky, etc. Political and social subjects like revolution, the imposed war; religious issues like God, the Koran, prayers, fasting, Imams; and family-related concepts like father, mother, grandmother, etc. had been used frequently in the poems, but in most cases they had been employed superficially, in the form of mere descriptions or explanations of feelings.

Osareh (2001) investigated the theme of divinity and religious teachings in children's poems and analyzed the contents of poems written during 1951–2001. The aim was to determine how theoretical and applied monotheism had been manifested in the poems and whether the divine atmosphere was congruent with their age or not.

Raisi (2003), in her study which aimed to propose suggestions for poets in writing up-to-date poems, analyzed the contents of 500 poems in 168 books for group 'A' to 'C' children published in the 1980s. She found that 37 of the books included instructive poems, like poems for teaching the alphabet, numbers, saying the time and knowing fruits, 26 books included ethical poems, like poems valuing respect for parents, liking for fellows and animals, while the remainder were adventure poems telling incidents from children's lives and so on. The researcher argues that the poetry of the 1980s was partially influenced by politics and war; however, she notes that the influence was not substantial since the number of poems written for adults dealing with the theme of war was much higher than those written for children.

Abbaspoor Noghani (2007), in a critical investigation of religious poems of the 1990s for children in groups 'A', 'B' and 'C', analyzed 1099 poems in 84 books and found that only 191 of the poems (17.37 percent) dealt with religion.
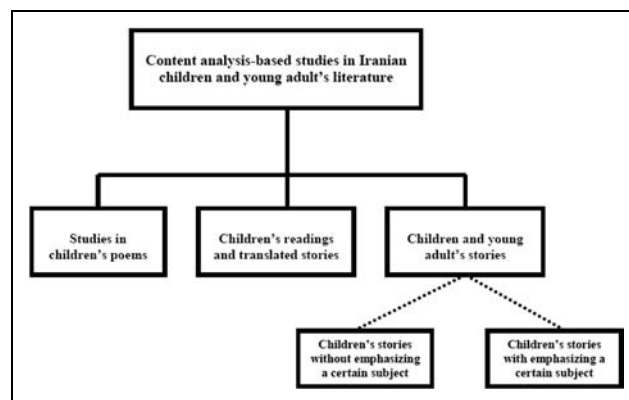
Figure 1. Content analysis-based studies concerning Iranian children's and young adults' literature.

From what has been already said, we can illustrate content analysis-based studies concerning Iranian children and young adult's literature during 1974–2007 in the form of Figure 1.

Analyzing the studies

Table 1 presents an overview of the of the studies referred to above.

Table 1 shows that content analysis-based studies on children's and young adults' literature in Iran began in 1975. Of the 36 studies listed, 27 (75 percent) were academic theses, while 9 (25 percent) were research reports derived from master's theses or project reports published in journals.

Table 2 presents the number of studies per decade, and shows that the lowest numbers of researches took place in the 1970s and 1980s. This may be due to the advent of the Islamic Revolution and also to the period of the Cultural Revolution, during which time universities were closed down in Iran. But the last two decades have seen a rise in the number of these studies, and although the decade of the 2000s is not over yet, the number of studies done during it so far is remarkable as compared to previous decades.

Table 3 shows the distribution of the 27 academic theses by university, and indicates that Tehran University is the pioneering college in the area of children's literature with 13 studies (48 percent). This may be due in part to faculty members who are interested in children's literature, among whom are Sorayya Qezel-Ayaq, one of the jurors for the International Hans Christian Andersen Award, and Dr Abbas Horri, and may also depend on connections with Nooshafarin Ansari, founder of CBC, her close relationship with Tooran Mirhadi, another of the jurors for the International Hans Christian Andersen Award, and Layli Iman Ahi, one of the co-founders

Table 1. Overview of the studies.

No.	Author	Year	Article	Thesis	Field of study	University
1	Sanagoo Rad, Fereydoon	1975	–	*	Library and Information Science	Tehran University
2	Sarmadi, Abbas; Mir Khajavi, Abdollah	1975	–	*	Educational sciences	Tarbiyat Mo'allem University
3	Razpoosh, Shahla	1978	–	*	Library and Information Science	Tehran University
4	Seyd Ahmadiyan, Elahe	1978	–	*	Library and Information Science	Tehran University
5	Ketabi, Nahid	1979	–	*	Communication sciences	Broadcasting College
6	Soltan Mohammadi, Soosan	1979	–	*	Library and Information Science	Tehran University
7	Mirzaye, Ali	1981	–	*	Library and Information Science	Tehran University
8	Kadivar, Mansoor	1983	–	*	Cultural planning	Arts College
9	Agah, Azam Sadat	1983	–	*	Communication sciences	Broadcasting College
10	Khazaeli, Azra	1983	–	*	Communication sciences	Broadcasting College
11	Mir Hoseyni, Zohre	1987	–	*	Library and Information Science	Tehran University
12	Chizari, Malek	1991	–	*	Sociology	Tehran University
13	Eshraghi, Sakine	1995	–	*	Persian literature	Tarbiyat Mo'allem University
14	Vandi, Majid Ibrahim	1995	–	*	Educational sciences	Tarbiyat Mo'allem University
15	Mohammadi, Mahdi	1996	–	*	Library and Information Science	Islamic Azad University (IAU)
16	Neyshaboori, Akhtar	1998	–	*	Library and Information Science	Tehran University
17	Sattari, Mansoor	1998	–	*	Library and Information Science	Tehran University
18	Mohammadi, Maryam	1998	–	*	Library and Information Science	Islamic Azad University (IAU)
19	Ibrahimi Kalherodi, Khadije	1999	–	*	Library and Information Science	Tehran University
20	Geranpaye, Behrooz	2000	*	–	–	–
21	Hoseyni Nesar, Hoseyn	2000	–	*	Library and Information Science	Islamic Azad University (IAU)
22	Zare Gavgani, Vahideh	2000	–	*	Library and Information Science	Tehran University
23	Nazar Ahari, Erfan	2000	*	–	–	–
24	Nore'i Pasvisheh, Marziye	2001	–	*	Library and Information Science	Tehran University
25	Maghsoodi, Soode	2001	–	*	Persian literature	Bahonar University
26	Osareh, Farideh	2001	*	–	–	–
27	Amindehgan, Nasrin; Parirokh, Mehri	2003	*	–	–	–
28	Raisi, Fariba	2003	–	*	Persian literature	Islamic Azad University (IAU)
29	Mossavi, Zohre	2004	*	–	–	–
30	Abdoli, Mahshid	2004	*	–	–	–
31	Mir Kermanshahi, Mehrangiz	2004	–	*	Library and Information Science	Islamic Azad University (IAU)
32	Malek Tojar, Naz Afarin	2005	–	*	Library and Information Science	Tehran University

Table 1 (continued)

No.	Author	Year	Article	Thesis	Field of study	University
33	Parirokh, Mehri; Majdi, Zahra	2007	*	–	–	–
34	Tahmasian, Negin	2007	–	*	Library and Information Science	Islamic Azad University (IAU)
35	Mahdiyan, Niloofar	2007	*	–	–	–
36	Abbaspoor Noghani, Mahbobeh	2007	*	–	–	–

Table 2. Number of studies per decade.

Decade	Frequency	Percentage
1970s	6	17
1980s	5	14
1990	8	22
2000s	17	47
Total	36	100

Table 3. University-based representation of the theses.

University	Number	Percentage
Tehran University	13	48
Islamic Azad University (IAU)	6	22
Broadcasting College	3	11
Tarbiyat Mo'allem University	3	11
Arts College	1	4
Bahonar University	1	4
Total	27	100

Table 4. The fields corresponding to the theses.

Discipline	Number	Percentage
Library and Information Sciences	16	59
Communication Sciences	4	15
Persian Literature	3	11
Educational Sciences	2	7
Cultural Planning	1	4
Sociology	1	4
Total	27	100

of CBC, and exploiting their expertise in doing research studies.

Children literature is an inter-disciplinary area with experts of various fields exploring a certain sub-field in relation to their own field of specialization. Table 4 lists the researchers' fields of studies.

Table 4 indicates that almost 60 percent of the theses are related to the field of library and information science, with Persian literature standing in next place in this regard. One can reasonably argue that

regarding the large amount of diversity in the field of library and information science and its relatively greater concern with children literature, compared to other disciplines, the number of theses done in this field cannot be considered sufficient.

Conclusion

Content analysis-based studies in each discipline constitute the most noticeable body of researches corresponding to that particular subject area and can be regarded to be its historical treasure. Bearing the importance of such works in mind, the significance of the area under discussion can be mentioned in four dimensions:

1. Helping later researchers with information on earlier works and providing them with help to find existing gaps to be filled by later studies.
2. Helping cultural policy-makers devise systematic mechanisms based on the needs of the society and scientific standards.
3. Providing authors with opportunities in order to approach the issues for producing new works according to research -based works.
4. Helping publishers identify addressee needs and the scientific criteria in a specific area and make investments on more valuable works.

Regarding some of the studies, it can be pointed out that doing 36 studies in about 34 years is far from enough, and it calls for the attention of universities and research institutions to be turned to such works.

The following conclusions can be made regarding the articles reviewed:

- The reviews indicate that 6 out of 36 studies have concentrated on books published by IECCYA. The point can be reasonably made that overemphasis put on the products of a single publisher and disregard of others cannot be deemed to be an appropriate strategy.

- The existence of CBC as a social institution, the participation of its highly-ranked faculty members in advising students do their theses and the students' reliance on the list of suitable books provided only by the council has turned it to a kind of chief institute in doing the researches.
- In most of the studies the focus was on the list of books provided by CBC. It can be argued that the private ownership of the council, its budget limitation in purchasing books and disharmony in the distribution mechanisms are possible explanations why some of the published books have been neglected in the studies.
- In view of the multiple views in children and young adult's literature in Iran and the disparity between some of these views and the CBC approach, which some people accuse as being mono-dimensional, it seems necessary that researchers show their awareness of all the existing views and avoid taking up a single-dimensional position.
- Familiarizing children and young adults with the global culture is considered to be one goal of children and young adult's literature. Nevertheless, taking into consideration the cultural dissimilarities, no content analysis study has been carried out on translated stories which would otherwise detect the unfavorable dimensions of these works and pave the way for later measures.
- Regarding national-religious education, introducing patterns, the promotion of ethical behavior has been proposed as a part of children and young adult's literature's objectives by some experts (Agha Yari, 1996: 30–32) and regarding religious books having received a high share of school library collections (Ghorbani, 2001: 41), unfortunately, no content analysis study on the religious and ethical concepts in children literature has been done.
- 'Preparing the child for knowing, loving, and building the environment', has been nominated as a goal for children literature by some experts (Iman Ahi, Khomarloo and Dolatabadi, 1977: 3). Nonetheless, no study has investigated the different aspects of the life conditions of religious groups, such as their geographical positions, cultures and rituals.
- The fact that two studies have been carried out in Ferdowsi University under the supervision of Mehri Parirokh on bibliotherapy in children's and young adults' literature and they have then been pursued by another researcher in Islamic Azad University, acknowledges the presence of a scientific view in this field.

- A number of research studies carried out in the area of children's literature have been published in the journals related to the field of library and information science. On the other hand, in most cases the active agents in the area of children literature are unfamiliar with such journals and this lack of familiarity may cause them fail to exploit the promising perspectives offered in these studies.

The following points can further be made regarding the studies:

- The number of research studies done in the context of other disciplines is not high if we take into account the diversity of topics found in those fields related to the field of children's literature; this requires serious measures to be taken by the authorities.
- Although the 2000s was the time when there was a surge of interest in research studies, the amount of growth in such studies is not concordant with the amount of growth in university intakes, especially in the field of library and information science.
- The retirement of elites who were interested in the area of children's literature, among whom are Nooshafarin Ansari, Sorayya Qezel-Ayaq, Abbas Horri and Ali Shakooii, and their replacement by younger persons who have exhibited little interest in the field gives warning of the danger of a decrease in the number of theses done in this field.
- The inauguration of new MA subdisciplines and their over-enthusiastic concern with information technology subjects which have replaced children's literature courses in the schedule even decreases the possibility of students' doing theses on this subject.

Suggestions

A short glance at the volume of publications in children's and young adult's literature, which constitutes the area of interest for many researchers, writers, translators, illustrators and publishers, emphasizes the need for a scientific approach. The following suggestions pursue a similar goal:

1. The fact that the Child Book Council (CBC), its board members and its resources have been the axis of researches in the last decades, and the abundance of activists in various areas such as writing, translating, illustrating, publishing, etc., necessitates the foundation of a research department which can engage in instructional and

research activities in the related institutions like IECCYA, CBC, the children's book section of the National Library and the headquarters for the Documents of the Islamic Republic of Iran or the Child Literature Study Center of Shiraz University.

2. The limitations imposed on children's literature journals and their lack of scientific ratings have led to the flow of research reports being published by non-expert journals. The establishment of specializing journals with scientific research ratings which would publish the latest findings in this field is thus an indisputable priority, waiting for the responsible institutions to take the necessary measures.

3. The undeniable role of social institutions in the growth and flourishing of specialized activities, as has already been discussed for CBC, calls for the establishment of institutions for children's and young adults' literature which can involve all those active in this area, including researchers, writers, poets, translators, editors, publishers, librarians and those who simply take interest in the field; this could be another leap toward the systematization of researches in this field.

4. It is suggested that specialized centers like IEC-CYA, CBC and/or the Council of Writers for Children pay more attention to university theses and nominate the top studies every year; a measure which can motivate students to show more interest in this field.

5. Another suggestion is to inaugurate university courses in children's and young adults' literature at several levels.

6. The final suggestion is to think of new mechanisms through which the retired elites, their experiences and viewpoints can be exploited for further research purposes.

Acknowledgements

Note

1. Group A refers to Preschool children, B grade 1 & 2 in primary school; C grade 3,4,5 in Primary school, group D scondary school children, and group E high school children.

References

Abbaspoor Noghani, M. (2007) The critical investigation of religious children's poems in the 1991s (groups "A", "B" and "C"). *Children and Young Adults Book of the Month*, 10(4–6) 72–80.

Abdoli, M. (2004) Topical inclinations in children story books. *Faslname-Ye Ketab*, 15(2) 107–114.

Agah, A.S. (1983) *Comparing story books for children aged 6–9 written by Iranian writers during the two years before and after the revolution*. Master's thesis on Communication Sciences. College of Iran's National Broadcasting Organization.

Aghayari, K. (1996) *An introduction to children and young adult's literature and the criteria for criticism*. Tehran: Sar Amad Kavosh.

Amin Dehghan, N. and Parirokh, M. (2003) Content analysis of the stories for group "B" children; a bibliotherapy approach. *Library and Information Science*, 6(4) 19–51.

Chizari, M. (1991) *Child and book message: Content analysis of IECCT publications during 1979–1989*. Master's thesis in Sociology. Faculty of Social Sciences, Tehran University.

Eshraghi, S. (1995) *Content analysis of the stories for teenagers published during 1361–1370: the case of men's and women's characters*. Master's thesis in Persian literature. Tarbiyat Mo'allem University.

Geranpaye, B. (2000) Discourse analysis of cultural patterns in IECCYA publications. *Journal of Children Literature*, 5, 3–18.

Ghorbani, V. (2001) The investigation of information needs of high school students in Mashhad and assessing the effectiveness of libraries in meeting these needs. *Library and Information Science*, 4(1) 87–108.

Hoseyni Nesar, H. (2000) *The Islamic Revolution in children's and young adults' stories during 1978–1998*. Master's thesis in Library and Information Sciences, Sciences and Researches Branch, Islamic Azad University (IAU).

Ibrahimi Kalheroodi, K. (1999) *An investigation of the status of the translated stories for children aged between 3–11, published during 1978–1996* Master's thesis on Library and Information Science. Psychology and Educational Sciences Faculty, Tehran University.

Iman Ahi, L., Khomarloo, T. and Dolatabadi, M. (1977) *A survey of children's literature*. Tehran: Children Book Council.

Kadivar, M. (1983) *Analyzing the contents of IECCYA publications in two periods before and after the Revolution*. Master's thesis in Cultural Planning. Art Colleges Complex.

Ketabi, N. (1979) *Content analysis of stories for children published during 1982–2006 and comparing the concepts introduced in both censored and uncensored books during this period*. Master thesis on Educational Technology, Communication Sciences. The Grand School for Television and Cinema.

Khazaeli, A. (1983) *Comparing stories for children aged 6–9 written by Iranian writers during the two years before and after the Islamic Revolution*. Master' thesis on Communication Sciences. College of Iran's National Broadcasting Organization.

Maghsoodi, S. (2001) *Comparing men's and women's social roles and status in child story books published*

during 1991–1999. Master thesis in Persian Literature. Faculty of Humanities, Bahonar University.

Mahdiyan, N. (2007) Literature of the Revolution: investigating children's and young adults' literature during the Revolution, (1966–1980). *Journal of Children's and Young Adults' Literature*, 12, 69–88.

Malek Tojar, N. (2005) *Investigating peace-related concepts in Persian child story books for children aged 7–11, published during 1994–2003*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Mir Hoseyni, Z. (1987) *Topic development in children and young adults stories during 1978–1988*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Mir Kermanshahi, M. (2004) *Topic development in translated story books for children and young adults during 1993-2001*. Master thesis in Library and Information Sciences. Sciences and Researches Branch, Islamic Azad University (IAU).

Mirzaye, A. (1981) *A study of the stories for children and young adults published during 1978–1978*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Mohammadi, M. (1996) *Investigating children and young adult's stories of Iran-Iraq war*. Master thesis in Library and Information Sciences. Islamic Azad University, North Tehran Branch. (IAU).

Mohammadi, M. (1998) *The investigation of the role of animals in Persian child stories published by IECCYA during 1967–1999*. Master thesis in Library and Information Sciences. Islamic Azad University, North Tehran Branch. (IAU).

Moosavi, Z. (2004) Manifestations of divine love and Erfan in children's literature. Paper presented at the Conference on Children's and Young Adults' Literature. Birjand, *Proceeding of the first Seminar on Children's Literature University*.

Nazar Ahari, E. (2000) There is not a wolf in ambush in our young adults poetry: Topic investigation of the poems of 16 children and young adults poets during 1981–1998. Journal of Children's Literature, 6, 3–23.

Neyshaboori, A. (1998) *Content analysis of the books published by IECCYA during the ten years after the Revolution*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Nore'i Pasvishe, M. (2001) *The investigation of the amount of co-coverage of the stories in the three divine books, the Koran, the Bible and the Torah*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Osareh, F. (2001) *Investigating children's poems in terms of theology and its role in religious education, presented at the Conference on Pathology of Religious Education in the Educational System*. Tehran, the Office for Co-operation among Mosques, (Research and Curriculum Development Organization and Jahad-e-Daneshgahi): 126–127.

Parirokh, M. and Majdi, Z. (2007) Stories as devices for helping children and young adults face problems: investigating child stories with a bibliotherapy approach. *Journal of Children's Literature*, 12, 68–49.

Raisi, F. (2003) *Investigating concepts in children poems in 1981s*. Master thesis in Persian Literature, Islamic Azad University, Fasa Branch. (IAU).

Razpoosh, S. (1978) *The investigation of social concepts in the suitable books for children in Iran written by Iranian writers*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Sanagoo Rad, F. (1975) *Content analysis of children's and young adults' readings of IECCYA publications*. Master's thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Sarmadi, A., and Mir Khajavi, A. (1975) *Quantitative and qualitative investigation of the books published during 1973 and comparing the concepts with major educational goals*. Master's thesis in Educational Science, Tarbiyat Mo'allem University.

Seyed Ahmadiyan, E. (1978) *The investigation of social concepts and behaviors in young adults books written by Iranian writers*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Sattari, M. (1998) *The investigation of social concepts in realistic stories for young adults written by Iranian writers during 1979–1988*. Master's thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Seyed Ahmadiyan, E. (1978) *The investigation of social concepts and behaviors in young adults books written by Iranian writers*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Soltan Mohammadi, S. (1979) *Analyzing pre-school child readings of 1961–1978*. Master thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

Tahmasian, N. (2007) *Analyzing the contents of story books for group "B" and "C" children published during 2001–2006 in terms of their effects in dealing with fear, anxiety and depression in children*. Master thesis in Library and Information Sciences. Sciences and Researches Branch, Islamic Azad University (IAU).

Vandi, Majid I. (1995) *Investigating sex factor in child and teenager stories published during 1990–1992*. Master's thesis in Educational Sciences. Faculty of Educational Sciences and Psychology, Tarbiyat Mo'allem University.

Zare Gavgani, V. (2000) *Islamic educational concepts in children's and young adults' literature; a Koranic view*. Master's thesis in Library and Information Sciences. Faculty of Educational Sciences and Psychology, Tehran University.

About the authors

Mahdi Mohammadi (Corresponding author) is a Library and Information Science PhD Student in the Science and Research Branch of the Islamic Azad University (IAU). Contacts: 8, 38 Ave, Sadugh Street, Qom, Iran. PO Box: Qom 37135-136. Phone: +982512915751. Mobile: +989122536690. Email: mahdi.mohammadi203 @gamil.com

Dr. Fereydoon Azadeh is Assistant Professor at the Tehran University of Medical Sciences (TUMS), Faculty of Allied Medicine, Department of Medical Library and Information Sciences, PO Box Tehran 14155-6111. Phone: +982188951771. Fax: +982188953077. Email: azadehtafreshi@yahoo.com

Dr. Fahimeh Babalhavaeji, PhD, is Manager and Faculty member of the Department of Library and Information Science, Islamic Azad University(IAU), Science and Research Branch, 4th floor, No. 10, Shahid Entezari Alley, Aftab St, Shahid Khodami St., Vanak, Tehran, Iran. PO Box: Tehran 1994847331. Phone: +982188615585. Fax:+982188615585. Email: f.babalhavaeji@gmail.com

In search of marketing excellence in libraries: The IFLA International Marketing Award

Dinesh K. Gupta
Vardhaman Mahaveer Open University

Christie Koontz
Florida State University

Daisy McAdam
University of Geneva

To recognize libraries in the global community that develop and implement effective marketing programs, the Management and Marketing Section of the IFLA joined to create and sponsor the IFLA International Marketing Award. The IFLA International Marketing Award honours organizations which implement results-oriented marketing projects or campaigns. Three finalists are recognized for their outstanding achievements. From these three finalists, the winner is chosen and is announced in the Press Conference of the IFLA General Assembly and Congress. The IFLA Award was introduced in 2002, attracting 218 applications from 49 countries during the last eight years. The paper discusses the award, its history and geographical representation, winning projects with comments from winners. The analysis is based on the data collected for the seven years of Award applications (2002–2009). The results for the Award for 2010 have also been included.

Rewards for excellence in marketing

The need for successful marketing practices in libraries throughout the world is evident. While it is agreed that there is no single best way to market library and information services (LIS), it is acknowledged that some are better than others and it is beneficial to the profession to recognize best marketing practices. Awards given to promote successful marketing in libraries aim to recognize and reward the best practices which optimize library services to the community. Various awards recognize excellence in LIS marketing e.g. the IFLA International Marketing Award; John Cotton Dana Library Public Relations Awards (six categories); Marketing Excellence Awards (previously, Public Relations and Publicity Awards) Public Relations and Publicity Group of the Chartered Institute of Library and Information Professionals; Best Practices in Marketing Academic and Research Libraries @your library® Award; and American Association of Law Librarians (AALL)/ West Excellence in Marketing Award for five different categories.

These awards inspire and educate professionals about successful marketing practices. Most awards started during the last decade, which signifies the recent and rising importance of marketing in library and information services. Moreover many of the awards are subject to specific aspects of marketing or country specific. The IFLA International Marketing Award is the only award that is international in its scope and is open to all kind of libraries and

Corresponding author:
Dinesh K. Gupta, Associate Professor and Head, Department of Library and Information Science at Vardhaman Mahaveer Open University, Kota 324021, India. Tel. + 91 744 2470106. Fax: +91 744 2472525
Email: dineshkg@sancharnet.in/dineshkg_in@yahoo.com

organizations. The present paper discusses the award, its history and geographical representation, with comments.

The IFLA Award

The IFLA Management and Marketing Section emphasizes best practices in managing and marketing libraries throughout the world through its programs, projects and activities. One of the major activities of this Section is to recognize best marketing practices through the IFLA International Marketing Award, which is a unique opportunity for librarians not only to compete and gain recognition but also to win a financial prize for their institution, as well as a personal grant to attend the World Library and Information Congress.

This Award was first announced in 2001 and distributed in 2002. It is given annually

- to reward the best library marketing project in the world
- to create awareness and encourage marketing practices in libraries
- to provide the opportunity for libraries to share marketing experiences.

It had two sponsors during the first five years, 3M and SirsiDynix. Presently, Emerald Group Publishing Limited is sponsoring the Award. Sponsorship increases commercial partners' greater visibility throughout and within the profession.

An International Award Jury reviews proposals and three finalists are recognized for their outstanding achievements. The applications are evaluated on the following general criteria:

- Strategic approach to marketing, indicated in the research and planning stages of a submitted project
- Creativity and innovation, as demonstrated by the originality of solutions to the marketing challenges
- Potential for generating widespread public visibility and support for libraries, irrespective of the kind or amount of resources employed
- Effectiveness illustrated by measurable objectives and subsequent evaluation methods
- Commitment to on-going marketing activities.

Management and Marketing Section members who served on the Jury include:

- Mariétou Diop Diongue (Senegal)
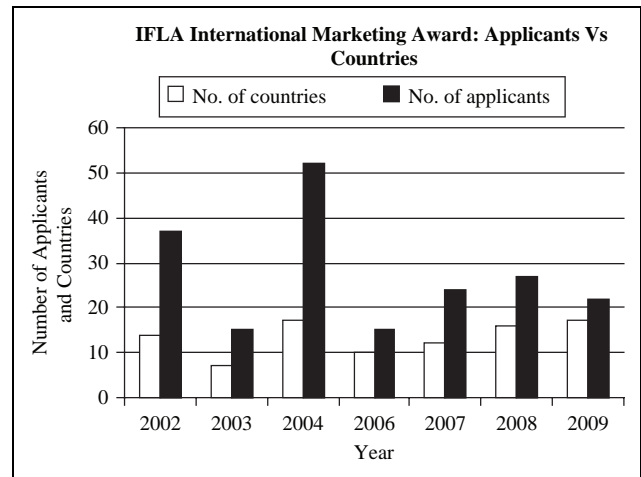
Figure 1. Year-wise distribution of applications.
Note: No award attributed in 2005.

- José Antonio Gomez Hernandez (Spain)
- Dinesh K. Gupta (India; new chair from 2009)
- Sergey Kazansev (Russia)
- Christie M. Koontz (USA; information coordinator)
- Angels Massissimo Sanchez de Boado (Spain)
- Daisy McAdam (Switzerland; outgoing chair 2001–2009)
- Marielle de Miribel (France)
- Lena Olsson (Sweden)
- Ludmila Zaytseva (Russia)

Growth in Award applications

The Award was instituted in the year 2001 during the IFLA Conference in Boston. It was intended that an international award be distributed at future IFLA conferences, especially as this coincided with IFLA's platinum jubilee celebrating the IFLA's 75th anniversary in Glasgow (UK), IFLA's birthplace, in 2002. During the first 7 years of the Award (2002–2009), 192 applications came from different parts of the world. Figure 1 demonstrates the number of applications, year by year.

Figure 1 reveals that in the first year 37 applications were received from 14 countries. The number of applications remained flexible during the early years, as it went up to 52 in 2004 (the biggest number so far, about 28 percent of the applications received in the 7 award years) and down to 15 in the years 2003 and 2006. The number of countries from which applications were received also fluctuated widely. In the years 2004 and 2009, applications were received from the highest number of countries (17), whereas in 2003 applications were received from only 7 countries. No award was attributed in the year 2005 because of a change of sponsor. The number of applications

Table 1. Geographical distribution of applications.

Number of applications	Number of countries	Countries
01	19	Benin, Brazil, Burundi, Chile, Croatia, Estonia, Finland, France, Germany, Indonesia, Jamaica, Kenya, Mexico, Poland, Portugal, South Africa, Sri Lanka, Sweden and Thailand
02	09	Belgium, Bulgaria, Congo, Cuba, Italy, Ivory Coast, Nigeria, Peru and Senegal
03	03	New Zealand, Romania and Tanzania
04	02	Colombia and Philippines
05	02	Serbia and The Netherlands
06	01	Argentina
07	02	India
08	01	UK
12	01	Australia
16	02	Canada and Spain
23	01	USA
33	01	Russia
Total	44	

continued to increase in terms of both the number of applicants and number of countries during 2006–2008, in 2006 (15 from 10 countries), 2007 (24 from 12 countries) and 2008 (27 from 16 countries). Though the number of applicants came down in the year 2009 the number of countries continued to increase. This shows that it continues to reach a wide range of target libraries and information professionals.

Geographical representation

The above analysis clearly indicates that the award applications came from geographically diverse countries. Larger distribution of applicant countries signifies the acceptability and respectability for the award. Table 1 shows the geographical distribution of applications, year by year.

In all, applicants from 44 countries participated during the last 7 years. There were 5 countries with more than 10 applications, but these represent more than half (52.3 percent) of total applications. The greatest number of applications (25) came from Russia in 2004. This led to the highest number of applications from a single country (33) which forms about 17 percent of total applications.

Applicant libraries

Any library can apply for the Award, whether public, academic, school or special library. Even library consortia, associations, or organizations may also apply. Figure 2 demonstrates the number of applications according to type of libraries, year-wise.
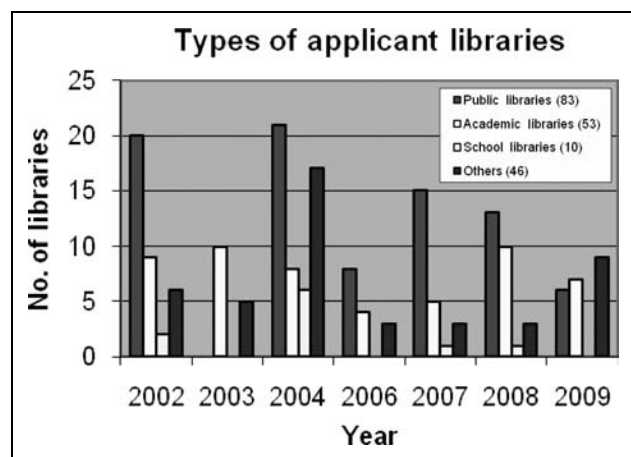
Figure 2. Types of applicant libraries.

Figure 2 reveals that for 7 years the number of applications from public libraries remained highest (83 about 43 percent), followed by academic libraries (53, about 28 percent). The category 'other libraries' covers the rest (46. about 24 percent). The smallest group of libraries were school libraries (10, just 5 percent).

Winning projects

It has never been easy to select the winners from such wide and diversified marketing approaches. However each application was thoroughly evaluated by the Jury Members on the following criteria: strategic approach, creativity, innovation, visibility, effectiveness, commitment, expression of emotion and sustainability, ethical aspects, clarity of planning and efficiency of allocation of resources.

Table 2. Successful entries, by country.

Country	Total entries	Winners	Second place	Third place	Total successes
Australia	12	02	–	–	02
Canada	16	–	04	01	05
Croatia	01	–	–	01	01
Estonia	01	01	–	–	01
Ivory Coast	02	–	–	01	01
Peru	02	–	–	01	01
Russia	33	–	01	–	01
Singapore	07	01	–	–	01
Spain	09	01	–	01	02
Thailand	01	–	01	–	01
Netherlands	05	01	–	–	01
UK	08		01	01	02
USA	23	01	–	01	02

Each Jury Member using the above criteria attributed a grade between 1 and 10 (as well as an overall grade for the work) and then recommended the three applicants who had scored the highest grades to the Chair, who consolidated the results and discussed them extensively with all the members of the Jury. The project receiving the highest grade was declared the winner and the second and third runner ups were also announced. Then, the winners were informed so that they could make arrangements to receive their awards during the IFLA Press Conference of the World Library and Information Congress. Details the award winning library projects over the last 7 years of the Award are given in Annex 1.

Over the past 7 years, the first, second and third place winners came from 13 public libraries (national libraries, branch libraries, municipal libraries and library consortia included), 3 academic libraries, 3 school libraries, one research library and one special library. Thus, about two thirds of the winners were public libraries The first place award went 4 times to public libraries, twice to school libraries and once to an academic library. In 2002, 2006 and 2009 all the first, second and third place winners were public libraries, whereas in 2004 no public library was successful. Libraries from Australia (school libraries) won the first place twice. There were two instances when two places went to the same country, in 2002 to the USA and in 2008 to Canada. The data has been presented according to countries of the winners in Table 2.

Successful libraries were from 13 countries: Australia, Canada, Croatia, Estonia, Ivory Coast, Netherlands, Peru, Russia, Singapore, Spain, Thailand, United Kingdom and the USA. Libraries from Canada were successful 5 times – a public library every time. The number of applications received from a country is not necessarily related to the number of successes.

The exemplary marketing approaches of the above libraries made them the winners. Mostly, they gave slogans to each campaign. The key marketing activities of the winning projects are presented in Annex 2.

The winning projects are excellent examples of marketing in libraries. These are clear in regard to their target client group(s), which have mainly been identified based on previous experiences of service to patrons. Interestingly, many projects have focused on students below the age of 15 in order to offer improved services that create a life-long interest in libraries. There are good examples of product design, development and marketing. There are effective PR and advocacy campaigns to attract public attention and funding for the libraries. Some programs are for the elderly and disabled who need libraries for betterment of their lives. There are also concerns over environmental issues, concerns not only about users but their families too, especially babies. There are many projects which employ technology to improvise and market their services and technology has been proved to be useful for more responsive services to the user community. Attracting non-users or regaining previous users is a matter of concern for libraries. Some examples are also found which lay emphasis on strengthening user-library communication on a sustainable basis.

Winners' reactions

Librarians are pleased to receive the Award. Here are some comments from winners:

'I am absolutely thrilled to receive your message here of our selection for the IFLA 3M Marketing Award. On behalf of all of the Houston Public Library staff, thank you for recognizing our project, the Power

Annex 1. Winners and their projects.

Year	Position	Awardees affiliations	Title of the project	Type of library
2002	First	Houston Public Library	Power Card Challenge	Public library (USA)
	Second	Calgary Public Library Public Library	Rediscover Your Library	Public library (Canada)
	Third	Flushing Library	The Opening and Promotion of the Library	Branch library (USA)
2003	First	Consorci de Biblioteques	Literary Pathways	Public library Consortium (Spain)
	Second	Chulalongkorn University Library	CU e-Intellectual Property	Academic library (Thailand)
	Third	Newman College of Higher Education	Have You Got News for You!	Academic library (UK)
2004	First	School, Australian Islamic College	I Came, I Saw, I Read	School library (Australia)
	Second	Krasheninnikov Regional Research	Remedy for Soul	Research library (Russia)
	Third	African Rice Centre	Offering Current Information to Researchers	Special library (Ivory Coast)
2006	First	Public Library of Spijkenisse	We Miss You!	Public library (Netherlands)
	Second	Public Library of Quebec	Follow the Stream	Public library (Canada)
	Third	Regional Library Service of Castilla-la-Mancha	Public Libraries–No Need to Knock	Public library (Spain)
2007	First	Tartu University Library	The Night Library and the Mom-Students	Academic library (Estonia)
	Second	Zadar Public Library	Wheel of Books	School library (Croatia)
	Third	Biblioteca Comunal de Santa Cruz	Books in the market	Municipal library (Peru)
2008	First	Central West Libraries	Have You Done Your Homework	School library (Australia)
	Second	Richmond Public Library	Go Anywhere, Learn Anything; Read Every Day©	Public library (Canada)
	Third	Calgary Public Library	The Neatest People Have a Library Card	Public library (Canada)
2009	First	National Library Board	Go Library	National library (Singapore)
	Second	Wrexham County Borough Council	Happy Days/ Take a Fresh Look at Your Library	Branch library (UK)
	Third	Alberta Library, Edmonton	The Alberta Campaign/ Books and Beyond	Public library (Canada)

Annex 2. Marketing activity of the winning project.

Year	Position	Key marketing activity
2002	First	Targeted at school children below 15, extensive branding, collaborations between the public usage institutions like museum, parks, cinema hall.
	Second	Targeted at non-users to enhance use of library by way of extensive advertising.
	Third	Targeted to attract more attention and funds from public authorities, awareness building, wide publicity and public relations efforts made.
2003	First	Targeted at creating new customer groups by way of literary pathways, extensive use of publicity and public relations.
	Second	Targeted at enhancing use of in-house developed database of theses by making it customer-centered, awareness campaign through new media.
	Third	Targeted at student users, communication through newspapers, encouraging users to speak for the library.
2004	First	Extensive research made, targeting at students who need special assistance, designing new products and services and effective promotion.
	Second	Targeted at launching of new programme for socially disadvantaged people.
	Third	Launch of new service to strengthen scientific research capacity.
2006	First	Relationship building efforts targeted at users who had left the use of library to make them users again.
	Second	Sustainable promotional material
	Third	Exposed to awareness about libraries through opinion building, focus group, informing about library offers at the disposal of users.
2007	First	Responsive to the student needs, extended opening hours, baby-sitting services to students who are also parents.
	Second	Bookmobile campaign bringing services to school children, elderly living in war affected rural areas.
	Third	Offering children and adults reading materials and a chance to sign up for library card, if they do not have.
2008	First	Students between 4–12 age were targeted to help them in doing their home work by your tutor – an online classroom.
	Second	Promoting literacy through a library card and awareness campaign called the Ralphy Card Campaign.
	Third	Six-week multimedia promotional campaign aimed at encouraging Calgarians to become a part of the library family.
2009	First	Multiple user-group targeted to encourage use of non-print sources of the library.
	Second	Branding to shift perceptions about the library and also to encourage visits and usage by students and public library users.
	Third	Improving image with publicizing collections other than books

Card Challenge. Every staff member was involved with the campaign and contributed to its success. I'll await word from 3M. Again, thank you for selecting the Houston Public Library for this honor.' (Andrea Lapsley, Winner 2002)

'We are very glad to know that our project "Itineraris Literaris" won the IFLA 3M International Prize to marketing activities. The whole Library Network team sincerely appreciates this recognition of our task of promoting the library services in

Barcelona. This prize encourages us to continue working on this concept and on new innovations in order to improve our communication.' (Juan José Arranz Martín, Winner 2003)

'It's a big moral boost for me and especially for my colleagues in our library who, in spite of many obstacles and often heart-aching experiences, whole-heartedly believed in the idea that libraries could pass the barriers of culture and misunderstandings and can change children's life.'(Muhudien Mohammed, Winner 2004)

'Thank you for your mail. We're very happy to hear that we are the winner of the IFLA Marketing Award! It's a big surprise and we are very happy and super-proud to receive the award. We are so proud; we are going to tell everybody!'(Cindy van Kranenburg, Winner 2006)

'I am very thankful to you for the information about getting the IFLA International Marketing Award.' (Olga Einasto, Winner 2007)

'I am not sure of the correct protocol but I just had to send an email to you to thank you for choosing "Have you done your homework?" as the winner of the IFLA International Marketing Award 2008. '(Ros Dorsman, Winner 2008)

'That's wonderful news! Thanks so much for the honour. I'm really excited to see you in August!' (Sharon Sue Peng Koh, Winner 2009)

Promotion of the award

A special campaign is planned in each IFLA conference: handouts, printed material, leaflets or pamphlets developed for distribution among participants. Jury Members and Section Representatives also endeavour to promote the award through word-of-mouth. Information about the announcement of the Award and the results are widely publicized on the IFLA website, the *IFLA Journal*, Section newsletters and other association literature. E-mails are sent to many listservs and individuals who express interest.

During the IFLA Conference in Oslo, there was considerable thinking over the promotion of the Award as it was entering its fifth year in order to improve its visibility. The need for a poster session was felt. Members of the Standing Committee of the Management and Marketing Section decided to send a proposal for the following year's Poster Session entitled 'In Search of Marketing Excellence!' Since then, each year, a leaflet is developed for distribution within the IFLA Conference.

These efforts increased award applications from more countries and also attracted applicants from countries previously unrepresented.

Winners for the year 2010

For this eighth award, applications forms were available on the IFLA website. Altogether there were 26 applicants from 13 countries including Australia, Canada, Chile, China, Colombia, India, Korea, Lithuania, Nigeria, Norway, Russia, Switzerland and the USA. Applications were received for the first time from China, Korea, Lithuania, Norway and Switzerland. The following libraries were chosen for the 8th IFLA International Marketing Award 2010:

First place was awarded to the Learning Resource Centre (LRC), Indian School of Business, Gachibowli, Hyderabad, Andhra Pradesh, India. The slogan for the winning campaign is 'Knowledge Companion to Empower You!' The LRC developed a product line of information alerts for administration, faculty and students marketed as 'Global InfoWatch.' This umbrella product offers personalized access to all stakeholders' facts and figures to update their knowledge in selected relevant areas. Administrators access competitive business school data such as rankings, faculty and students knowledge of industry trends, and engaging articles on business and management. Graduates receive timely recruitment and placement information. LRC also supports ongoing reference queries to assure and retrieve quality content for student projects.

Second place was awarded to Gail Borden Public Library District, Elgin, IL, USA. The second place winning slogan is 'StoryTubes: Kids Go Live With Books.' Young people and their favourite books star in their own self-made videos for fun and prizes, with the goal of strengthening reading and libraries and the productive use of technologies. This North American project is intended to go global. Googling already returns 27,000 links! http:www.storytubes.info.

Third place was awarded to the University of Bergen Library. The third place winning slogan is 'The Magic of the Library–a presentation of the University of Bergen library.' The broad video presentation of the University Library provides an interesting, resilient and funny review of the library's resources and departments – intending to motivate students to re-ignite interest and place value in their library.

The first place winner will be announced officially at the IFLA Press Conference during the World Library and Information Congress at Gothenburg, Sweden in August 2010, time and place to be announced. Second and third place winners will be announced also and awarded with distinctions.

Future prospects

If we take stock today of 8 years' activities of the IFLA International Marketing Award, in that time we received 218 applications from 49 countries in 6 different languages (Chinese, English, French, German, Russian and Spanish). No doubt, when the IFLA Section Management and Marketing decided in 2001 to create the Award, it never dreamed it would be so successful. It was the right thing to do and is now a real success story.

Applications for the 9th IFLA International Marketing Award 2011 will be invited on the IFLA website in the month of July/August 2010.

About the Authors

Dinesh K. Gupta is Associate Professor and Head, Department of Library and Information Science, Vardhaman Mahaveer Open University, Kota 324021, India. He is a member of the Standing Committee of the IFLA Management and Marketing Section for his second term, 2007–2011. He is also Chair of the Jury of the IFLA International Marketing Award from 2009. He edited the IFLA book *Marketing Library and Information Services: International Perspectives*, and is a member of the Advisory Board of the journal *Library Management*. Presently, he is working on a major research project of the University Grants Commision of India, 'Education, Training and Research in Library Management in Indian Universities'. He writes on the blog: www.marketing-mantra-for-librarians.blogspot.com. Email: Tel. + 91 744 2470106. Fax: +91 744 2472525. Email: dineshkg@sancharnet.in/dineshkg_in@yahoo.com.

Dr. Christie Koontz is Associate in Information Studies, Florida State University, College of Communication and Information, School of Library & Information Studies, 142 Collegiate Loop, Tallahassee, FL, USA 32306-2100. She pioneered the critical need to understand the geographic and spatial nature of individual libraries, by collecting data that describe people who use a single library, and what materials and services they use, and approximating the distance they will travel for library services. She won the prestigious Carroll Baber Research Award from the American Library Association, to identify differences in use patterns amongst communities comprised of people with greater or lesser income, education, and racial diversity. This research led to a nationwide study identifying 3500 lower income and majority minority library markets, describing how people within these markets use materials and services in the library. Her research is the basis of the US Public Library Geographic Database. At the College of Communication and Information, Dr. Koontz is responsible for facilitating recruitment, teaching marketing, and serving as the executive director of Beta Phi Mu International Library and Information Studies Honor Society. Email: Christie.Koontz@cci.fsu.edu.

Daisy McAdam is Head Librarian, Faculty of Economics and Social Sciences, University of Geneva, Switzerland. After librarianship studies and 2 years in Africa, she went on to study Public Administration. She is currently President of Swiss Librarians for International Relations (SLIR) and is participating in the follow-up process of the World Summit on the Information Society (WSIS) Geneva Plan of Action in the IFLA WSIS Contact Group. She served the IFLA Section Management and Marketing and is the first outgoing chair of the IFLA International Marketing Award (2001–2009). Since 2001, she has been busy integrating information literacy skills in the academic curricula in her university with an e-learning program funded by the Swiss National Research Fund. Tel. +41 22 379 80 48. Fax +41 22 379 99 16. Email: Daisy.McAdam@unige.ch.

International Conference on Digital Libraries (ICDL 2010): Shaping the Information Paradigm, 23rd–26th February 2010, New Delhi (India): A report

Sanjay K. Bihani

The Third International Conference on Digital Libraries (ICDL 2010), jointly hosted by The Energy and Resource Institute (TERI) and Indira Gandhi National Open University (IGNOU), was inaugurated by Kapil Sibal, Minister for Human Resource Development of the government of India and Chief Guest of the Conference at the India Habitat Centre, New Delhi on 23rd February 2010. In his inaugural address, he reiterated that judicious selection of information resources for digitization; traditional library tools versus digital library tools; socialization of libraries; development of hybrid libraries and upgrading of librarians' skills are necessary. The welcome address was given by Dr R.K. Pachauri, Director General, TERI and the organizer of the conference. He stated that the rapid pace of development of ICT and the manner in which information and knowledge will be disseminated using these technologies will play a major role in the evolution of society in the present century. Smt D. Purandeswari, Minister of State for Human Resource Development was the Guest of Honour. She emphasized that libraries should be transformed into digital libraries at the earliest possible moment. In his address, Professor V.N. Rajasekharan Pillai, Vice Chancellor of IGNOU and co-organizer of the conference, stated that ICT provides us with vital dynamic and functional needs to reach out to a large mass of student population with diverse interests. In her address, Dr Deanna Marcum, Associate Librarian, Library of Congress of the USA gave a perspective on the digital library and referred to emerging tools like RSS feeds, Wikis and the role of blogs in library services. Professor Balakrishnan emphasized the need for looking again at copyright laws in the new information environment and enacting laws to regulate

digital objects. The inaugural session ended with a vote of thanks by Debal C. Kar, organizing secretary of the conference.

ICDL 2010 was spread over four days from 23rd to 26th February 2010. Day 1 was devoted to tutorials which were conducted at the IGNOU Convention Centre, Maidan Garhi, New Delhi. Professor V.N. Rajasekharan Pillai led off the tutorial session on 23rd February. He presented IGNOU as one of the largest open universities, using ICT to reach 2.8 million students. The Chief Guest, Dr T. Ramaswami, Secretary of the Department of Science and Technology, stated that knowledge existed well before the invention of writing and paper, when the transfer of knowledge took place orally. He emphasized that the transition from analogue to digital forms enhances outreach. The Guest of Honour was Ms Anne Caputo, President of the Special Libraries Association (SLA) of the USA. The session ended with a vote of thanks by Mr Sudhir Arora, University Librarian of IGNOU. About 200 delegates participated in the day-long tutorial session. Eminent experts conducted tutorials on the following themes:

1. Digital preservation, with a focus on preservation planning, compliance to international certification initiatives and standards.
2. Open source software for libraries on live CD.

Corresponding author:
Sanjay Kumar Bihani, Assistant Library & Information Officer, Ministry of External Affairs, Patiala House, Annexe "B", Tilak Marg, New Delhi – 110001, India. Tel. +91 11 23382694 or +91 11 23389073. Fax: +91 11 23386340 or +91 11 23387700
Email: alio@mea.gov.in. Alternate email: bihanisk@hotmail.com

3. Meeting the challenge of users on the move.
4. Open distributed technology enhances learning.
5. Semantic web and its applications to web based information access.
6. Online publishing using XML (Extensible Markup Language) and TEI (Text Encoding Initiative).
7. Data mining of digital repositories: tools and techniques.

The three day conference sessions started with a keynote address in plenary session on 24th February 2010 by Dr P. Anandan, Managing Director, Microsoft Research India, on 'Looking beyond movies: digital videos as an information source.' He emphasized the uses and types of videos and explained that the role of video is not restricted to entertainment but extends to education and training, scientific and medical observation, astronomy, and social communications. The Chair, Professor Pravin Sinclair, Pro Vice Chancellor of IGNOU, in her concluding remarks, raised a serious issue of lack of interest in reading among the younger generation. Four technical sessions were conducted during the day. Every technical session had four parallel sessions running simultaneously in various halls and auditoriums of the India Habitat Centre. There were also a poster session and product presentations. The day's sessions were followed by a cultural programme and conference dinner.

The second day started with a keynote address by Mr Jens Thorhague, Director General of the Danish Agency for Libraries and Media. He spoke on 'Digital libraries for all: a discussion for strategic development.' He observed that the scenario today is quite encouraging, with the establishment of large numbers of digital libraries. There have been parallel developments in hardware and Internet infrastructure too. While discussing the issues and comparing them with the traditional library service scenario, he concluded that our focus should be on overcoming the barriers so as to unleash the 'information for all' benefits of digital libraries. There were two technical sessions before lunch. After lunch s product presentation, poster session and visit to the exhibitions were followed by a panel discussion on 'Digital library security' chaired by Dr B.K. Murthy of the National Knowledge Network Division of the Department of Information Technology. The other panellists were Professors K.R. Srivasthan, Peter Schirmbacher, Stefan Gradmann and K. Subramanian, and Dr V.N Shukla. The discussion started with the Chairman's introductory remarks on security of digital content, communication channels, access protection and authentication at the user's end. He spoke about the National Knowledge Network, which covers 15,000 institutions of higher learning in India. Professor Srivathsan stressed security for digital content and interoperability. He warned that private commercial vendors are taking the lead in developing such applications. The overall setup of digital content over a network requires a layered security approach, including cryptography and firewalls. Professor Schirmbacher spoke on using open source virtual learning environments such as Moodle and technical issues pertaining to server and document security. The requirement of content authenticity in a digital repository is a crucial concern. Professor Gradmann pointed out that identity management and user authorization are vital issues in digital library service delivery. Professor Subramanian threw light on security architecture, the design aspects of digital libraries and the evolution of the digital library from its primitive stages. Dr Shukla described the digital library of India project and the requirement for different layers of security. During the discussion delegates raised various questions and concerns about content quality and certification systems. The discussion was followed by a cultural programme.

The third and last day began with a keynote address by Dr R. Chidambaram, Principal Scientific Adviser of the Government of India on "Digital libraries, e-learning and the National Knowledge Network.' He explained the importance of libraries, noting that "Today every internet user is a potential library user", and commenting that creating a digital library would not solve any purpose until a proper infrastructure was provided to access and retrieve the information. He spoke about the development of the National Knowledge Network of the Indian government, under which multi-gigabytes per second network should be available to all higher learning institutions. Two technical sessions were conducted before lunch. After lunch a panel discussion on 'Digital library policy and standards' was chaired by Professor Parvin Sinclair, who spoke about insufficient and inconsistent policies and standards in libraries. Other panellists were Professor Jens Thorhauge, Professor Michael Seadle from the Berlin School of Library and Information Sscience, Ms Kalpana Dasgupta former Director of the Central Secretariat Library, and Professor Manohar Lal, Director of the School of Computer and Information Science, IGNOU.

Professor Thorhauge spoke on how to digitize materials and make them available and accessible to users in the best way, and made various recommendations regarding digitization policies. Professor Seadle spoke about copyright policies for digitization and the need for standards for the digital preservation of

materials. He added that the policies and standards we are developing should be implementable. Kalpana Dasgupta note the lack of a holistic approach and coordinating body regarding the digitization of materials at the national level. She emphasized the importance of coordination between different institutions and ministries and a structure for private-public partnerships for developing digital libraries according to the needs of the people. Professor Manohar Lal emphasized the impact of digitization on society with various examples and warned of the need to be cautious while moving ahead with it.

Following the panel discussion, the Valedictory Session began with the presentation of a conference report by Rajesh K. Bhardwaj, Librarian, TERI. He informed the audience that the conference had received an overwhelming response, with nearly 700 delegates from 32 countries. The conference had nine tutorial sessions, three plenary sessions, 29 invited talks, 31 technical sessions, 210 contributed papers and two panel discussions. The papers covered not only theoretical formulations but also practical aspects and several important case studies involving countries such as Bangladesh, China, Denmark, Finland, Germany, India, Nepal, Sri Lanka, the UK, the USA, etc. Both to encourage and recognize the individual contributions, three best papers were awarded under Indian, Asian and International categories. Best poster awards were also given to the three best poster presenters. Kalpana Dasgupta presented various recommendations evolved during the conference, which would be submitted to the government. These were on a digital library act, a national digital library policy, international collaboration on developing digital libraries, etc. In his valedictory address, Mr Jawhar Sircar, Secretary of the Ministry of Culture spoke on standards for digitization and called for the formation of a panel of experts in digitization for carrying out work in various libraries under the Ministry of Culture. He also gave awards to the writers of the best paper presented during the conference and the best poster. Mr Armoogum Parsuramen, Director and Representative of UNESCO, New Delhi, in a special address, spoke about UNESCO's role in the development of libraries as well as digital libraries. He gave the example of the Delhi Public Library, established with the help of Unesco in 1951, and expressed his willingness to develop guidelines for digitization and digital collaboration and mentioned the World Digital Library project in which Unesco was partner. Another special address was given by Professor Arcot Rajasekar of the School of Library and Information Science, University of North Carolina, USA. At the end a vote of thanks was given by the organizing secretaries of the conference.

About the author

Sanjay K. Bihani is a member of the IFLA Standing Committees on Government Libraries, Regional Section: Asia and Oceania (RSCAO), and Copyright and Legal Matters (CLM), and of the *IFLA Journal* Editorial Committee.

News

News contents

From the Core Programmes
CLM

On behalf of IFLA, the Copyright and other Legal Matters (CLM) Committee has issued a statement expressing its concern about the ongoing negotiations for the Anti-Counterfeiting Trade Agreement (ACTA). The statement points out IFLA's specific concerns about the lack of transparency in the negotiations, and requests that ACTA's provisions be disclosed and that its negotiation process be openly conducted within WIPO.

IFLA position on the Anti-Counterfeiting Trade Agreement. The International Federation of Library Associations and Institutions (IFLA) is the global voice of the international library community. Libraries play an essential role in fostering equitable access to information and cultural expression while ensuring compliance with copyright principles and regulations within their communities. IFLA is also committed to the principles of freedom of access to information and the belief that universal and equitable access to information is vital for the social, educational, cultural, democratic, and economic well-being of people, communities, and organizations.

In this context, IFLA understands and respects the role that copyright plays in information creation and dissemination around the world. IFLA recognizes that copyright grants creators and content providers certain rights to the commercial exploitation of information and cultural expression, but also believes that these exclusive economic rights must be balanced by fair limitations and exceptions as well as access to the public domain in order to allow for a vibrant civil society. Copyright must provide for a fair and profitable balance between the needs of information users and society at large and the commercial imperatives of creators and content providers. In this spirit, IFLA is concerned that the recent non-transparent negotiations regarding the Anti-Counterfeiting Trade Agreement (ACTA) pose a threat to the balance of copyright. IFLA believes that the best forum for these discussions is the World Intellectual Property Organization (WIPO) to ensure the participation of a wide range of stakeholders in this important issue.

While IFLA and the international library community commend international efforts to combat commercial counterfeiting, especially in situations where such counterfeiting places the public's health and safety at risk, IFLA is deeply troubled by reports emerging from the ongoing negotiations surrounding ACTA. These reports suggest that ACTA's objectives and methods endanger the balance of copyright, and seriously conflict with the library community's commitments to equitable access to information and cultural expression.

On 25 January 2010, delegates from Australia, Canada, the European Union, Japan, Jordan, Mexico, Morocco, New Zealand, the Republic of Korea, Singapore, Switzerland, the United Arab Emirates, and the United States met in Mexico City, Mexico for the seventh round of ACTA negotiations. Despite numerous requests from legislators, the press, and the public that ACTA's delegates break with their past precedent and conduct the negotiations in public, the meeting nonetheless remained closed and the text of the Agreement remains secret.

IFLA and its members are gravely concerned by the extreme secrecy surrounding the ACTA negotiations and the complete lack of transparency related to ACTA's procedures, provisions, and priorities, which is unprecedented for a global-norm setting activity among democratic nations. The issues involved have many facets and should be discussed

in an open and fair manner at WIPO, the appropriate forum for such topics.

IFLA and the international library community urge a robust and open debate on ACTA. This requires that its provisions be disclosed and that its negotiation process be openly conducted within WIPO. We applaud those legislators around the world who have demanded the same, and we encourage legislators in every jurisdiction to insist that ACTA's terms be revealed and that all future negotiations are conducted in public.

March 26th 2010. Further information: Stuart Hamilton, Senior Policy Advisor, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 70 314 0884. Email: Stuart.Hamilton@ifla.org

FAIFE

Translation of IFLA documents. During 2009, IFLA Language Centres around the world have been busy with a major translation project. Using funds provided by the Swedish International Co-operation and Development Agency (Sida), IFLA's FAIFE Committee has co-ordinated translations of the following policy documents and training manuals:

- The IFLA Internet Manifesto
- The IFLA Internet Manifesto Guidelines
- The IFLA Internet Manifesto Workshop Manual (and PowerPoint slides)
- Access to HIV/AIDS Information through Libraries Workshop Manual (and PowerPoint slides)
- The IFLA Manifesto on Transparency, Good Governance and Freedom from Corruption
- The Libraries and Transparency, Good Governance and Freedom from Corruption Workshop Manual (and PowerPoint slides)

The translations are a major achievement for IFLA and could not have been completed without the hard work of the Regional Office for Latin America and the Caribbean, and the Language Centres in Russia, Egypt and Senegal, along with the Universidad Nacional Autónoma de México (UNAM). All of the original documents have been redesigned in a PDF format, and are available to download for free from the IFLA website.

Further information and access to the materials: http://www.ifla.org/en/news/faife-makes-available-translations-of-major-training-materials-and-policy-documents

Learning materials on public health information

Learning materials for workshops on Public Access to Health Information through Libraries have been developed by FAIFE in cooperation with many partners including IFLA Health and Biosciences Section; Phi (Partnerships in Health Information); a working group of Cuban librarians under the leadership of Professor Marta Terry; and East African chapters of AHILA (The Association for Health Information and Libraries in Africa).

The learning materials, which include a manual (in English), slides and posters, are intended for use by professionals for:

1. Training their colleagues to develop Access to Health Information programmes.
2. Studying health information as part of their own CPD (Continuing Professional Development) or as part of their programmes of study in Library and Information Science.
3. Putting on workshops on health information for their users or the general public.

Pilot Workshops were held in Nairobi, Dar es Salaam, Kampala and Jimma (Ethiopia) in August 2009. The final version was completed on the basis of the lessons learned from the pilots in December 2009. These learning materials will now form part of the suite of training workshops available through the Building Strong Library Associations (BSLA) training programme or the small projects funded through IFLA's ALP programme.

More information, and to download the learning materials in PowerPoint and PDF format, can be found here: http://www.ifla.org/publications/learning-materials-for-workshops-on-public-access-to-health-information-through-librari

ALP

New developments at ALP. From 2010 the IFLA Action for Development through Libraries Programme (ALP) will be the primary vehicle for delivering the Professional Development strand of IFLA's Advocacy Framework through training based on policy and guidelines developed by IFLA's Core Activities or Sections. On 1 February 2010 ALP moved to IFLA Headquarters, where it comes under the responsibilities of Senior Policy Advisor Stuart Hamilton. Fiona Bradley, the new ALP Programme Coordinator, will manage the implementation of all ALP activities. The ALP Committee will provide advice to ALP and select projects to be funded.

ALP will continue to build on the success of the programme over past years. From 2010 onwards ALP projects will focus on professional priorities for the development of the library and information profession that are linked to IFLA's strategic objectives. The grassroots approach of ALP will continue, with local communities submitting project proposals. There will be a preference for projects based on IFLA's training packages and that build sustainability and capability in local library communities in developing countries or emerging economies around the world. The centre-piece of the new approach to ALP is the Building Strong Library Associations Programme (BSLA) (see below).

Project applications

ALP supports projects in training and development in developing countries and emerging economies with an emphasis on capacity building and train-the-trainer or cascading delivery. Project applications can be made to the IFLA ALP Programme for support to library associations, groups of libraries, or others who want to develop co-operation, knowledge and services within the special programme areas of ALP. Priority will be given to projects proposed by IFLA members (or by institutions/organizations sponsored to join IFLA through a mentoring partnership with a library association). All projects should have the support of an appropriate institution(s), association and the appropriate Regional Section or the Management of Library Associations Section to implement the project.

The types of projects that ALP supports include: one-off workshops and training activities, delivering existing IFLA's policy-based training materials (for example, training materials developed by FAIFE; workshops, training and capacity building projects based on ALP focal areas; longer-term capacity building activities and training designed to support the development of the sector in a country, for example through the Building Strong Library Associations Programme.

Building Strong Library Associations

IFLA has announced a new training programme for library association development, the Building Strong Library Associations (BSLA) programme. The new programme will be delivered under the Action for Development through Libraries programme (ALP), and will be launched in September 2010. It offers a strategic and coordinated approach to capacity building and sustainability of library associations and includes support to develop the effectiveness of library associations in strategic planning and financial management, organizational sustainability, developing strategic relationships and fundraising, and advocating on behalf of the profession and library users.

The Building Strong Library Associations programme will consist of:

- The Building Strong Library Associations training package – a modular, customizable training package
- IFLA's existing policy training packages (for example, workshops on the IFLA Internet Manifesto or Access to Public Health Information through Libraries)
- Mentoring and activities (for example, study tours)
- Advice and help on working with other associations (for example, to form regional consortia)
- An online platform to provide remote access to materials and knowledge

More information: http://www.ifla.org/alp/bsla or from the ALP Programme Coordinator, Fiona Bradley: Email: fiona.bradley@ifla.org

From IFLA language centres

Chinese Language Centre website

The IFLA Chinese Language Centre (IFLA-CLC) website is available at http://www.nlc.gov.cn/yjfw/ifla.htm#

The site is written in the Chinese language as a communication platform for Chinese speaking library professionals and a source of information about IFLA and its activities. It includes informational material about IFLA, the IFLA Chinese Language Centre, IFLA's latest news, and upcoming conferences. Many IFLA documents such as manifestos, professional articles and conference newsletters have been translated and made available on the site.

Yan Xiangdong, Director, IFLA Chinese Language Centre

Membership matters

New members

We bid a warm welcome to the 38 members who have joined the Federation between 11 December 2009 and 18 March 2010:

National associations.
    Association of Libraries of Czech Universities, Czech Republic
    Sociedad de Bibliotecarios de Puerto Rico, Puerto Rico

Institutional members.
Shenzhen Library, China
INFLIBNET Centre, India
Kunsthistorisches institut in Florenz, Max-Planck-Institut, Italy
University of Calgary-Qatar, Qatar
Jönköping University Library, Sweden
Turkish Academic Network and Information Centre, Turkey
BMJ Group, United Kingdom

Personal affiliates.
Corrinne Hills, Australia
Harriet Sonne de Torrens, Canada
Xi Wi, China
Jean-Claude Mbassi Ndzengue, Gabon
Mercedes Caridad, Spain
Dymphna Evans, United Kingdom
Mark Holland, United Kingdom
Paul Christopher Rudd, United Kingdom
June Garcia, United States
Loriene Roy, United States
G. Salim Mohammed, United States
Yolanda Blue, United States

Student affiliates.
David Bell, Australia
Filip Neesen, Belgium
Janete S. Bach Estevão, Brazil
Xuan Liu, China
Josipa Basic, Croatia
Sonny Vikash Chandra, Fiji
Julia Schneiderheinze, Germany
Melanie Linz, Germany
Tanja Friedrich, Germany
Sebastian Wilke, Germany
Shaked Spier, Germany
Regina Jucknies, Germany
Jessica Euler, Germany
Michael Pawlus, United Kingdom
Angel Roman, United States
Nicole Stroud, United States
Amanda Acquard, United States

Future IFLA conferences and meetings

Gothenburg 2010

Satellite meetings. The following satellite meetings have been approved for the World Library and Information Congress Gothenburg 2010.

Building strong communities: unleashing the potential of public libraries to build community capacity, engagement and identity. Malmö, Sweden, 7–10 August 2010. Contact person: Ruth Ornholt Ruth.Ornholt@post.hfk.no

Open Access to Science, Medical and Technical Information: Trends, Models and Strategies for Libraries. Chania, Crete, Greece 6–8 August 2010. Contact person: Janet Webster janet.webster@oregonstate.edu

New techniques for old documents – Scientific examination methods in the service of preservation and book history. Uppsala, Sweden, 17–18 August 2010 (with possible visits on 19 August). Contact person: Per Cullhed per.cullhed@ub.uu.se

Building Bridges for Children's Access Rights; Effective cooperation of children's and school libraries. Amsterdam, Netherlands, 16–17 August 2010. Contact person: Ingrid Bon ingrid.bon@biblioservice.nl

Libraries in a Multicultural Society – Possibilities for the future. Copenhagen, Denmark, 17–18 August 2010 (with possible visits on 19 August).-Contact person: Mijin Kim mijin.kim@lac-bac.gc.ca

Cooperation and Collaboration in Teaching and Research Trends in Library and Information Studies Education. Borås, Sweden, 8–9 August 2010. Contact person: Gillian Hallam g.hallam@qut.edu.au

Open Access and the Changing Role of Libraries. Gothenburg, Sweden, 9 August 2010. Contact person: Jan Hagerlid Jan.Hagerlid@kb.se

The global librarian. Borås, Sweden, 9 August 2010. Contact person: Loida Garcia-Febo loidagarciafebo@gmail.com

Open access to parliamentary information. Stockholm, Sweden, 7–9 August 2010. Contact person: Moira Fraser Moira.Fraser@parliament.govt.nz

Information literacy: context, community, culture. Gothenburg, Sweden, 8–9 August 2010. Contact person: Sheila Webber S.Webber@sheffield.ac.uk

With the Right to Read. Oslo, Norway, 6–7 August 2010 or 17–18 August 2010. Contact person: Tone Moseid tone.moseid@abm-utvikling.no

Marketing Libraries in a Web 2.0 world. Stockholm, Sweden, 7–8 August 2010. Contact person: Raymond Bérard berard@abes.fr

Next Generation Users – Next Generation Services – Next Generation Information Professionals. Aalborg, Denmark, 7–9 August

2010. Contact person: Bodil Wöhnert bwohnert@mail.tdcadsl.dk

Puerto Rico 2011

The World Library and Information Congress 2011, 77th IFLA General Conference and Assembly, will take place the Puerto Rico Convention Centre, San Juan, Puerto Rico. Theme: Libraries beyond libraries: Integration, Innovation and Information for all. For a short video introduction to San Juan and Puerto Rico, please visit this YouTube link: http://www.youtube.com/watch?v=twdEw6ufw1U

More information regarding the 77th IFLA General Conference and Assembly will be available on the IFLA website.

IFLA publications

The History and Cultural Heritage of Chinese Calligraphy, Printing, and Library Work / edited by Susan M. Allen, Lin Zuzao, Cheng Xiaolan and Jan Bos. Munich: De Gruyter Saur, 2010. ISBN 978-3-598-22046-3. (IFLA Publications; Nr 141). Euro 99.95 / for USA, Canada, Mexico US$ 155.00. Special price for IFLA members Euro 79.95 / for USA, Canada, Mexico US$ 124.00.

In China the tradition of a book society is longer than anywhere else in the world. Chinese paper making, calligraphy and woodblock printing date from very early ages, but have for a very long time remained almost unknown to the Western world. At the IFLA satellite meeting Chinese Written and Printed Cultural Heritage and Library Work in Hangzhou in 2006 the richness of present day book historical research and library activities in China has been presented by more than sixty papers. This fine selection reflects the width and depth of this extremely important and immense Chinese heritage. The Editors are Chinese and international experts on book history.

Available from:

K. G. Saur Verlag: www.saur.de

or

Rhenus Medien Logistik GmbH & Co. KG, Justus-von-Liebig-Straße 1, 86899 Landsberg, Germany. Tel. +49 (0)8191 9 70 00-214. Fax: +49 (0)8191 9 70 00-560. Email: degruyter@rhenus.de

For the USA – Canada – Mexico: Walter de Gruyter, Inc., P.O. Box 960, Herndon, VA 20172-0960, USA. Phone: + 1 (703) 661-1589. Toll free: +1 (800) 208-8144. Fax: +1 (703) 661-1501. Email: degruytermail@presswarehouse.com

From other organizations
Blue Shield actions in Haiti

The Blue Shield reasserts its solidarity with the Haitian authorities and population as well as all National and International Organizations working to help the injured and homeless and rebuild sustainable infrastructures vital for the Haitian people's survival. Culture being a core component of Haiti's social fabric, protecting and rescuing the country's heritage is essential for its recovery. In this perspective, the Blue Shield, through its constituent organizations and its National Committees around the world, has been taking unprecedented action since 12 January 2010 in order to assist the Haitian authorities, cultural associations and stakeholders as well as the Haitian population in their effort to defend and restore Haitian heritage. Haiti can count on the Blue Shield member organization's expertise and support with regard to archives, audiovisual documents, libraries, monuments and museums.

Actions taken by the Blue Shield since 12 January

The various member organizations of the Blue Shield have swiftly reacted to the Haitian disaster and have made every effort to prepare the current action phase, by taking the following preparatory steps:

Damage and needs assessment. Through the member organization's local networks, personal contacts and field missions, the Blue Shield followed the lead of the Haitian authorities by conducting thorough evaluations of the damage suffered by Haitian cultural heritage and the best ways to assist the Haitian authorities, institutions and associations in their efforts to rescue Haitian heritage. This effort together with the expertise of the Blue Shield's constituent bodies has made the organization a favoured source of information on Haitian cultural heritage issues for NGOs, governments and international organizations.

Circulation of information. The Blue Shield has made all information gathered available to the international communities willing to help the Haitians in their efforts to rescue their heritage. In addition to traditional means of communication, the Blue Shield has set up a dedicated website, as well as a Facebook page and a Twitter thread.

Coordination with Haitian and international communities. The Blue Shield met the Haitian Minister of Culture, Mrs Marie Laurence Jocelyn Lassegue and her team on 16 February and assured her of its full support and

determination to collaborate with the Haitian authorities. Moreover, the Blue Shield is coordinating its actions with its members' National Committees, ISPAN (Haiti's Institute for the Protection of the National Heritage) and the Haitian Crisis Unit "Patrimoine en Danger", set up following the earthquake by heritage and cultural association members to coordinate heritage safeguarding actions.

The Blue Shield and all its member organizations have actively taken part in the creation of the UNESCO International Coordination Committee (ICC) for Haitian culture and have given full support to the steps UNESCO has taken to ensure that culture and heritage issues will be taken into account fully in the United Nations' efforts to reconstruct Haiti, in particular during the forthcoming 31 March meeting in New York City.

The Blue Shield is also in contact with OCHA (UN Office for the Coordination of Humanitarian Affairs) and other relevant organizations to prepare its actions in Haiti.

Preparing action plans. Through its website, the Blue Shield has so far collected more than 700 application files from volunteers all around the world covering all heritage fields. Each constituent organization also directly appealed to its members to volunteer their expertise.

Blue Shield actions in progress. The Blue Shield is coordinating the actions of its members where possible in order to strengthen their impact. As the recovery efforts vary for each type of heritage item, each member organization is also taking additional steps. The following joint actions were resolved:

Marking cultural sites with the Blue Shield emblem. As a response to the urgent problem of demolition and bulldozing of buildings of cultural value and/or content, the Blue Shield produced 250 weather-resistant signs (30x50cm) with the following inscription in English, French and Haitian Creole:

> Cultural Property
> Protected by the Convention of The Hague, dated 14 May 1954
> www.blueshield-international.org

These signs are currently being distributed to the Blue Shield's local partners, ISPAN and the Crisis Unit "Patrimoine en Danger" to mark relevant buildings and sites.

Offering the international community a damage assessment and project follow-up tool. The Blue Shield has enriched its dedicated website with pages devoted to each identified cultural site. They can be used by the Haitian and international authorities and NGOs to track projects and avoid overlap. Fifty pages are already published, based on data collected and status reports from the Blue Shield member organizations. They can be accessed under:

> http://haiti2010.blueshield-international.org/directory

Sending of building engineers. Architects and building engineers will be sent for the emergency evaluation and reinforcement of damaged buildings. This will make the evacuation of items in museums, libraries and other heritage buildings possible.

Creation of a Cultural Recovery Centre for the treatment of cultural items. The Centre will include facilities for urgent repairs and restoration of archives, books or museum objects that might be rescued from the rubble and damaged buildings. It will be used for hosting international volunteers and other NGOs willing to participate in Blue Shield-related actions, and provide working and training facilities for Haitian volunteers.

The Blue Shield has had the opportunity to cooperate with the Haitian organization FOKAL (Fondation Connaissance et Liberté or Open Society Institute) to establish this Centre on a 3,000m^2 field near the airport, thanks to 'Haiti Habitat' and in close cooperation with Bibliothèques Sans Frontières. Blue Shield member organizations are planning how the site will be organized with tents, electricity and secure storage, in coordination with Bibliothèques Sans Frontières and FOKAL, who have already purchased and placed nine 40 ft. containers on site. MINUSTAH should provide security for the site and UNESCO is interested in funding the fencing of the premises.

The Cultural Recovery Centre will be equipped with more containers for temporary storage of rescued cultural goods and relevant equipment to treat cultural property.

Contact information: Blue Shield secretariat: secretariat.paris@blueshield-international.org website: http://www.blueshield-international.org

Online Curriculum on Copyright Law

The Berkman Centre for Internet & Society at Harvard University has launched a new online open access

curriculum, 'Copyright for Librarians', developed in conjunction with eIFL.net with support from the Ford Foundation. The curriculum aims to inform librarians about copyright law in general, as well as the aspects of copyright law that most affect libraries, especially those in developing and transition countries.

The course materials, comprising nine modules organized into five different levels, can be used as the basis for a self-taught course, a traditional classroom-based course, or as a distance-learning course. For more information and access to the course materials, visit: http://cyber.law.harvard.edu/copyrightforlibrarians/

Further information: Rima Kupryte, Director, eIFL. net, Piazza Mastai 9, 00153 Rome, Italy. Tel: +(39)(06)5807216/17. Email: info@eifl.net Website: www.eifl.net

International calendar

⑤SAGE

2010

5–10 July 2010. Miami, Florida, USA.
ICWS 2010: 8th IEEE International Conference on Web Services. *Theme*: Innovations for web-based services.
Further information: Conference website: http://conferences.computer.org/icws/2010/ *or* http://icws.org

8–10 July 2010. Cambridge, UK.
Sixth Islamic Manuscript Conference. *Theme*: Central Asian Islamic manuscripts and manuscript collections.
Further information: The Islamic Manuscript Association Ltd. c/o 33 Trumpington Street, Cambridge CB2 1QY, United Kingdom. Email: tima@islamicmanuscript.org Fax: +44 (0)1223 302 218.

2–5 August 2010. Hanover, New Hampshire, USA.
Supporting Clinical Care: An institute in evidence-based practice for medical librarians.
Further information: http://www.dartmouth.edu/~biomed/institute2010/ or contact Erin Branch (erin.branch@dartmouth.edu or +1 603-650-1661).

10–15 August 2010. Göteborg, Sweden.
IFLA World Library and Information Congress: 76th IFLA General Conference and Council.
Theme: Open access to knowledge – promoting sustainable progress.
Further information: IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. Email: ifla@ifla.org. Website: www.ifla.org

24–27 August 2010. Shanghai and Hangzhou, China.
5th Shanghai International Library Forum.
Theme: City life and library service.
Further information: Ms. Ren Xiapei (for program) or Mr. Zhou Qing (for logistics): 1555 Huai Hai Zhong Lu, Shanghai 200031, China. Tel: +86.21.6445. 4500. Fax: +86.21.6445.5006. Email: silf2010@libnet.sh.cn Website: http://www.libnet.sh.cn/silf2010

1–3 September 2010. Graz, Austria.
I-Semantics 2010: 6th International Conference on Semantic Systems; including ICPW 2010: 5th AIS SigPrag International Conference on Pragmatic Web.
Conference website: http://www.i-semantics.at

22–24 September 2010. Ankara, Turkey.
2nd International Symposium on Information Management in a Changing World. *Theme*: The impact of technological convergence and social networks on information management.
Further information: http://by2010.bilgiyonetimi.net/english.html

12–14 October 2010. Cape Town, South Africa.
ICT4D 2010. International Conference on Information and Communication Technology for Development.
Further information: Conference website: http://www.itc4d.org

October–December 2010. Brussels, Belgium, for 3 months.
International Training Program on "INFORMATION": STIMULATE = Scientific and Technological Information Management in Universities and Libraries: an Active Training Environment. (Edition 10).
Contacts: Email: stimulate@vub.ac.be or Paul.Nieuwenhuysen@vub.ac.be Fax 32 2 629 2693 (or 2282) Tel. 32 2 629 2629 or 32 2 629 2429 or 32 2 629 2609 Telex 61051 vubco-b Classical mail: STIMULATE-ITP (or Paul NIEUWENHUYSEN), University Library, Vrije Universiteit Brussel, Pleinlaan 2, B-1050 Brussels, BELGIUM. *Further information*: http://www.vub.ac.be/BIBLIO/itp/

20–22 October 2010. Pittsburgh, Pennsylvania, USA.
DC-2010. International Conference on Dublin Core and Metadata Applications. *Theme*: Making metadata work harder: celebrating 15 years of Dublin Core.

Conference website: http://www.asis.org/Conferences/DC2010/

25–26 October 2010. Quezon City, Philippines.
4ᵗʰ Rizal Library International Conference.
Theme: Library spaces: building effective and sustainable physical and virtual libraries.
Further information: 2010 Conference Committee, Rizal Library, Loyola Schools, Ateneo de Manila University, Katipunan Ave, Loyola Heights, Quezon City, Philippines. Email: conference_rizallibrary@yahoo.com Website: http://rizal.lib.admu.edu.ph/2010conf/rlcall4papers.asp

13–18 August 2011. San Juan, Puerto Rico.
IFLA World Library and Information Congress: 77th IFLA General Conference and Council.
Theme: Libraries beyond libraries: integration, innovation and information for all.
Further details: IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. Email: ifla@ifla.org. *OR* Puerto Rico National Committee, IFLA 2011, San Juan, Puerto Rico. Email ifla2011.puertorico@upr.edu *OR* executivesecretariat@acuril.org

2011 Ireland, Dublin, 24–29 July; 2012 Canada; 2013 Denmark, Århus; 2014 Austria, Vienna; 2015 USA, New York
International Association of Music Libraries, Archives and Documentation Centres (IAML).
Forthcoming conferences.
Further information: http://www.iaml.info/en/activities/conferences or email Roger Flury, AML Secretary General at: roger.flury@natlib.govt.nz

Abstracts

Sommaires

Swedish libraries: an overview [Les bibliothèques suédoises: une vue d'ensemble]
Barbro Thomas
IFLA Journal 36 (2010) No. 2. pp. 111-130

L'infrastructure des bibliothèques suédoises est bien développée. Une part importante de la population suédoise utilise les services des bibliothèques. Cet article donne une vue d'ensemble du paysage bibliothécaire. Il fait l'historique du développement des bibliothèques publiques ainsi que des bibliothèques universitaires. Il évoque certaines collections bibliothécaires spéciales et aborde la loi de 1997 sur les bibliothèques. Il donne un aperçu de la politique nationale en matière de littérature et du système de rémunération des écrivains, traducteurs et illustrateurs suédois. L'article conclut en évoquant la nouvelle structure nationale, avec la Bibliothèque nationale comme organisme de supervision aussi bien pour les bibliothèques académiques que publiques, et indique que la coopération entre bibliothèques publiques et bibliothèques de recherche va s'intensifier.

Programs promoting reading in Spanish prisons [Programmes pour la promotion de la lecture dans les prisons espagnoles]
Margarita Pérez Pulido
IFLA Journal 36 (2010) No. 2. pp. 131-137

Cet article est consacré à une série d'études et de constatations sur l'efficacité de la lecture et de l'écriture comme outil de réhabilitation de groupes de populations désavantagées, y compris les personnes incarcérées. Aujourd'hui, des programmes qui font connaître et stimulent la lecture en prison ont été mis en place dans de nombreux pays du monde entier, mais la nature spécifique et le but de ces programmes ainsi que leur véritable efficacité diffèrent selon les pays en fonction du contexte culturel et juridique. D'où l'importance de l'analyse actuelle de la situation en Espagne, qui s'intéresse aux techniques les plus récentes et les plus efficaces et à la possibilité de les appliquer à de futures études comparatives éventuelles. Avec cet objectif à l'esprit, l'auteur identifie des exemples de pratiques d'excellence, analyse les méthodologies et examine l'étendue de l'innovation démontrée par ces programmes au sein de l'univers particulier des prisons, ainsi que le contexte du cadre culturel et juridique espagnol.

Innovative services for libraries through the Virtual Reading Rooms of the Digital Dissertation Library, Russian State Library [Services novateurs pour les bibliothèques grâce aux salles de lecture virtuelles de la Bibliothèque numérique de thèses, Bibliothèque nationale russe]
Nina Avdeeva
IFLA Journal 36 (2010) No. 2. pp. 138-144

La Bibliothèque nationale russe (BNR) est un dépôt unique en son genre qui rassemble des mémoires de maîtrise et des thèses de doctorat portant sur tous les sujets, à l'exception de la médecine et de la pharmacie, et ayant été défendues dans le pays depuis 1944. En 2003, la BNR a créé la Bibliothèque numérique des thèses (BNT) afin d'assurer que la précieuse collection soit bien conservée tout en étant largement accessible. Pour permettre aux lecteurs potentiels d'accéder aux ressources de la BNT, des salles de lecture virtuelles ont été mises en place dans les bibliothèques des diverses organisations en Russie et dans les pays de la Communauté des États indépendants. Le catalogue et le moteur de recherche de la BNT sont en libre accès sur le site Web de la BNT. Un logiciel sous licence, DefView, permet de consulter des documents protégés par un copyright et d'éviter la copie illégale. Dans le cadre des projets de la BNT, il existe aussi une bibliothèque numérique ouverte rassemblant des thèses, qui permet aux auteurs de placer leurs thèses ou leurs résumés en libre accès sur le site Web de la BNT. La Bibliothèque nationale russe travaille constamment au développement de la BNT afin de constituer une zone d'information commune.

Virtual reunification as the future of 'codices dispersi': practices and standards developed by e-codices – Virtual Manuscript Library of Switzerland [Réunification virtuelle comme avenir des 'codices dispersi': pratiques et normes mises au point par e-codices, la bibliothèque virtuelle de manuscrits de Suisse]
Anne Marie Austenfeld
IFLA Journal 36 (2010) No. 2. pp. 145-154

Bien que les bibliothèques et collections suisses aient été épargnées par les ravages des guerres du 20ᵉ siècle, des conflits antérieurs et des réformes religieuses ont souvent entraîné la dispersion de manuscrits précieux appartenant aux collections des bibliothèques et datant du Moyen Âge et du début de la période moderne. L'avènement de la bibliothèque numérique en ligne a rendu possible la réunification virtuelle de certains de ces 'codices dispersi' sur le site e-codices (www. e-codices.unifr.ch). Pour être utile aux érudits, il fallait qu'un projet de réunification virtuel leur rende accessibles des images numériques complètes des matériaux dispersés en tant que collection ou unité identifiable, fournisse un contexte pour une étude sérieuse et offre aux bibliothèques propriétaires participantes la possibilité de collaborer. L'équipe du projet e-codices a conçu des outils et des procédures qui sont utilisés dans ses projets annexes de réunification, et les possibilités offertes par la réunification virtuelle nous sont signalées.

Professionalizing the library and information science profession in Nigeria [Professionnaliser le métier de la Science des bibliothèques et de l'information au Nigeria]
Umunna N. Opara
IFLA Journal 36 (2010) No. 2. pp. 155-165

Cet article examine brièvement le concept de métier et retrace l'origine de la professionnalisation de la Science des bibliothèques et de l'information (SBI) au Nigeria. En utilisant les six attributs les plus largement reconnus de la profession, l'article évalue la science des bibliothèques et de l'information au Nigeria afin de déterminer si cette science peut être qualifiée ou non comme métier au Nigeria. Le résultat est que la SBI au Nigeria possède quatre des six attributs, dont le plus important est la reconnaissance juridique. L'article identifie certains défis ainsi que certaines possibilités qui se présentent à la professionnalisation de la SBI au Nigeria.

Content analysis-based studies of Iranian literature for children and young adults, 1974–2007: A review [Études du contenu basées sur l'analyse de la littérature iranienne pour enfants et jeunes adultes, 1974–2007: un examen]
Mahdi Mohammadi, Fereydoon Azadeh and Fahimeh Babalhavaeji
IFLA Journal 36 (2010) No. 2. pp. 166-175

Cela fait 33 ans que la littérature iranienne pour enfants et jeunes adultes fait l'objet d'études du contenu basées sur l'analyse en Iran, à l'instigation de l'Université de Téhéran. Depuis, 36 études de ce type ont été menées, y compris 9 articles et 27 mémoires de maîtrise. Cet article tente d'examiner ces études et de les catégoriser en trois groupes: études analytiques du contenu de récits écrits, études analytiques du contenu de récits traduits et études analytiques du contenu de poèmes. Pour conclure, certaines suggestions sont faites pour améliorer la situation actuelle de la littérature destinée aux enfants et jeunes adultes en Iran.

In search of marketing excellence in libraries: The IFLA International Marketing Award [À la recherche de l'excellence marketing dans les bibliothèques: le Prix international du Marketing de l'IFLA]
Dinesh K. Gupta, Christie Koontz and Daisy McAdam
IFLA Journal 36 (2010) No. 2. pp. 176-183

Afin d'honorer les bibliothèques de la communauté mondiale qui conçoivent et mettent en place des programmes efficaces de marketing, les sections Management et Marketing de l' IFLA se sont unies pour créer et parrainer le Prix international du Marketing de l'IFLA. Ce prix récompense les organisations qui ont mis en place des projets ou des campagnes de marketing axés sur les résultats. Trois finalistes sont retenus pour leurs réalisations remarquables. Le gagnant est choisi parmi ces trois finalistes et annoncé à la conférence de presse de l'Assemblée générale et Congrès de l'IFLA. Le Prix de l'IFLA a été créé en 2002, suscitant au cours des huit dernières années 218 candidatures en provenance de 49 pays. L'article évoque le prix, sa représentation historique et géographique, les projets gagnants avec des commentaires des lauréats. L'analyse est basée sur les données rassemblées au cours des sept années de candidatures à ce prix (2002–2009). Il y est aussi question des résultats du prix 2010.

Zusammenfassungen

Swedish libraries: an overview [Schwedische Bibliotheken: Ein Überblick]
Barbro Thomas
IFLA Journal 36 (2010) No. 2. pp. 111-130

Die Infrastruktur für Bibliotheken in Schweden ist gut entwickelt. Ein Großteil der schwedischen Bevölkerung ist Bibliotheksbenutzer. Der vorliegende Artikel bietet einen Überblick über die Bibliothekslandschaft und beleuchtet den Hintergrund der Entwicklung öffentlicher Bibliotheken sowie der Unibibliotheken und der Fakultätsbibliotheken. Auch einige spezielle Bibliotheksbestände werden erwähnt. Zudem wird der Hintergrund des Bibliotheksgesetzes aus dem Jahr 1997 beleuchtet. Zur Sprache kommen ebenfalls die staatliche Literaturpolitik sowie das Honorarsystem für schwedische Autoren, Übersetzer und Illustratoren. Abschließend beleuchtet der Artikel die neue nationale Struktur, wobei die Hochschulbibliotheken wie auch die öffentlichen Bibliotheken der Nationalbibliothek unterstehen. Dabei ist festzustellen, dass sich die Kooperation zwischen den öffentlichen und den wissenschaftlichen Bibliotheken in der Zukunft vertiefen wird.

Programs promoting reading in Spanish prisons [Programme zur Förderung des Lesens in spanischen Gefängnissen]
Margarita Pérez Pulido
IFLA Journal 36 (2010) No. 2. pp. 131-137

In diesem Beitrag geht es um eine Reihe von Studien und Befunden, die sich mit dem Nutzen des Lesens und Schreibens als Werkzeug zur Wiedereingliederung benachteiligter Bevölkerungsgruppen, einschließlich der Häftlinge, befassen. In vielen Ländern der Welt sind Programme eingeführt worden, die sich um eine entsprechende Aufklärung bemühen und das Lesen im Gefängnis fördern. Allerdings sind die genaue Gestaltung und der Inhalt dieser Programme sowie deren tatsächliche Effektivität in den einzelnen Ländern unterschiedlich; im Einzelnen richtet sich das nach dem jeweiligen kulturellen und juristischen Kontext. Von daher begründet sich die Bedeutung der aktuellen Analyse der Situation in Spanien, die auf die neuesten und wirksamsten Methoden hinweist und deren Nutzen für mögliche zukünftige Vergleichsstudien darlegt. Auf dem Hintergrund dieser Zielsetzung nennt die Autorin einige Beispiele für Programme, wo dies gelungen ist, analysiert die entsprechende Methodik und stellt fest, wie innovativ die fraglichen Programme innerhalb der besonderen Gefängnisumgebung wie auch im Kontext des kulturellen und juristischen Rahmens in Spanien operieren.

Innovative services for libraries through the Virtual Reading Rooms of the Digital Dissertation Library, Russian State Library [Innovative Dienstleistungen für Bibliotheken über die virtuellen Lesesäle der Digital Dissertation Library, Russische Staatsbibliothek]
Nina Avdeeva
IFLA Journal 36 (2010) No. 2. pp. 138-144

Die russische Staatsbibliothek ist ein einzigartiges Repositorium für Promovenden- und Doktoranden-Dissertationen in allen Fachbereichen mit Ausnahme der Medizin und Pharmazie, die in diesem Land seit 1944 verteidigt worden sind. Im Jahr 2003 hat die russische Staatsbibliothek die Digital Dissertation Library (DDL) ins Leben gerufen, um sicherzustellen, dass die wertvollen Bestände sicher gespeichert und außerdem auf breiter Ebene zugänglich sind. Damit die potenziellen Leser Zugang zu den Ressourcen der DDL haben, sind virtuelle Lesesäle in den Bibliotheken diverser Organisationen in Russland und den autonomen Republiken eingerichtet worden. Der DDL-Katalog und die Suchmaschine sind über die DDL-Website frei zugänglich. Ein lizenziertes Programm mit Namen DefView ermöglicht die Betrachtung urheberrechtlich geschützter Dokumente, die dabei gegen das illegale Kopieren gesichert sind. Im Rahmen des DDL-Projekts gibt es auch die Open Digital Dissertation Library (ODDL), die es den Autoren ermöglicht, ihre Dissertationen oder Kurzfassungen auf der DDL-Website öffentlich zugänglich zu machen. In ihrem Bemühen, eine allgemeine Informationszone einzurichten, entwickelt die russische Staatsbibliothek die DDL ständig weiter.

Virtual reunification as the future of 'codices dispersi': Practices and standards developed by e-codices – Virtual Manuscript Library of Switzerland [Virtuelle Wiedervereinigung als Zukunft der "Codices Dispersi": Gebräuche und Standards, die sich aus den E-Codices ergeben haben – Virtuelle Manuskriptbibliothek der Schweiz]
Anne Marie Austenfeld
IFLA Journal 36 (2010) No. 2. pp. 145-154

Obwohl die Bibliotheken und Bestände in der Schweiz von den Kriegen des 20. Jahrhunderts verschont geblieben sind, sind wertvolle mittelalterliche und frühneuzeitliche Manuskripte im Verlauf früherer Kriege und religiöser Reformen oft aus den Bibliotheksbeständen verschwunden. Die Einführung der Online Digital Library hat die virtuelle

Wiedervereinigung einiger dieser "Codices Dispersi" auf der E-Codices-Website (www.e-codices.unifr.ch) ermöglicht. Um den Wissenschaftlern zu helfen, soll ein virtuelles Wiedervereinigungsprojekt den Wissenschaftlern die vollständigen digitalen Abbildungen der zerstreuten Materialien als identifizierbare Sammlung oder Einheit verfügbar machen, einen Kontext für das seriöse Studium bieten und den teilnehmenden Privatbibliotheken eine Möglichkeit zur Zusammenarbeit bieten. Das E-Codices - Projektteam hat geeignete Werkzeuge und Verfahren entwickelt, die im Rahmen der Teilprojekte zur Wiedervereinigung zum Einsatz gelangen; wir wollen die Möglichkeiten nutzen, die uns die virtuelle Wiedervereinigung bietet.

Professionalizing the library and information science profession in Nigeria [Professionalisierung des Metiers der Bibliotheks- und Informationswissenschaft in Nigeria]
Umunna N. Opara
IFLA Journal 36 (2010) No. 2. pp. 155-165

Dieser Beitrag geht kurz auf das Konzept des Berufsstandes ein und verfolgt die Anfänge der Professionalisierung der Bibliotheks- und Informationswissenschaften (LIS) in Nigeria. Anhand der sechs gängigsten Merkmale des Metiers analysiert der Autor die Bibliotheks- und Informationswissenschaften in Nigeria, um festzustellen, ob die Bibliotheks- und Informationswissenschaften in Nigeria als Berufsstand betrachtet werden können oder nicht. Das Ergebnis zeigt, dass sich die Bibliotheks- und Informationswissenschaften in Nigeria durch vier der sechs genannten Merkmale auszeichnen; der wichtigste Faktor ist dabei die gesetzliche Anerkennung. Der Artikel beleuchtet einige Herausforderungen und Chancen im Zusammenhang mit der Professionalisierung der Bibliotheks- und Informationswissenschaften in Nigeria.

Content analysis-based studies of Iranian literature for children and young adults, 1974–2007: A review [Inhaltsanalytische Studien der iranischen Literatur für Kinder und junge Erwachsene in den Jahren 1974 bis 2007: eine Rezension]
Mahdi Mohammadi, Fereydoon Azadeh und Fahimeh Babalhavaeji
IFLA Journal 36 (2010) No. 2. pp. 166-175

Inhaltsanalytische Studien der iranischen Literatur für Kinder und junge Erwachsene kamen vor 33 Jahren im Iran auf; entsprechende Pionierarbeit hat die Universität Teheran geleistet. Seitdem sind 36 derartige Studien durchgeführt worden, aus denen 9 publizierte Artikel und 27 Magisterarbeiten hervorgegangen sind. Der vorliegende Beitrag versucht, diese Studien aufzuarbeiten und teilt sie dazu in drei Gruppen ein: inhaltsanalytische Studien schriftlich festgehaltener Geschichten, inhaltsanalytische Studien übersetzter Geschichten und inhaltsanalytische Studien von Gedichten. Abschließend werden einige Ideen zur Verbesserung des aktuellen Status der Literatur für Kinder und junge Erwachsene im Iran vorgeschlagen.

In search of marketing excellence in libraries: The IFLA International Marketing Award [Auf der Suche nach Marketing Excellence in den Bibliotheken: Der IFLA International Marketing Award]
Dinesh K. Gupta, Christie Koontz und Daisy McAdam
IFLA Journal 36 (2010) No. 2. pp. 176-183

Um Bibliotheken in der ganzen Welt auszeichnen zu können, die effektive Marketingprogramme entwickeln und implementieren, vergibt die IFLA-Sektion Management und Marketing den IFLA International Marketing Award. Der IFLA International Marketing Award wird an Organisationen verliehen, die ergebnisorientierte Marketingprojekte oder Kampagnen ins Leben rufen. Drei Finalisten werden für ihre hervorragenden Leistungen geehrt. Aus diesen drei Finalisten wird dann der Sieger gewählt und anlässlich der Pressekonferenz der IFLA-Generalversammlung und Kongress vorgestellt. Der IFLA Award wurde zum ersten Mal im Jahr 2002 verliehen; in den letzten acht Jahren sind insgesamt 218 Bewerbungen aus 49 Ländern eingegangen. Der Artikel bespricht diese Auszeichnung, ihre Geschichte und geographische Verteilung und geht auch auf die siegreichen Projekte mit den entsprechenden Kommentaren der Sieger ein. Diese Analyse stützt sich auf Daten, die in den sieben Jahren der Verleihung dieses Preises (2002–2009) erfasst worden sind. Auch die Ergebnisse für den Award des Jahres 2010 werden präsentiert.

Resúmenes

Swedish libraries: an overview [Perspectiva general de las bibliotecas suecas]

Barbro Thomas

IFLA Journal 36 (2010) No. 2. pp. 111-130

Suecia cuenta con una infraestructura de bibliotecas muy desarrollada. Gran parte de la población de este país es usuaria de estos servicios. Este artículo ofrece una perspectiva general de la situación de los servicios de bibliotecas en Suecia, así como información general sobre el desarrollo que han experimentado tanto las bibliotecas públicas como las universitarias, y también las de colegios universitarios. En el artículo se mencionan colecciones de bibliotecas especiales y un resumen de la Ley de Bibliotecas de 1997. También se ofrece una perspectiva general de la política nacional en materia de literatura y el sistema retributivo de los escritores, traductores e ilustradores suecos. Este artículo concluye con una explicación de la nueva estructura nacional, con la Biblioteca Nacional como autoridad supervisora tanto de las bibliotecas académicas como públicas. También señala que se reforzará la cooperación entre las bibliotecas públicas y de investigación.

Programs promoting reading in Spanish prisons [Programas para fomentar la lectura en los centros penitenciarios españoles]

Margarita Pérez Pulido

IFLA Journal 36 (2010) No. 2. pp. 131-137

Este artículo se basa en una serie de estudios y conclusiones que documentan la eficacia de la lectura y la escritura como herramienta para la rehabilitación de los grupos de población menos favorecidos, incluidos los reclusos. Hoy en día, son muchos los países que cuentan con programas de sensibilización y de fomento de la lectura en los centros penitenciarios, pero la naturaleza y el contenido específicos de dichos programas, así como su grado de funcionamiento difieren entre los países dependiendo de los contextos culturales y legales. De ahí la importancia del análisis actual de la situación en España, que señala las técnicas más recientes y eficaces, y su aplicación para futuros estudios comparativos. Con este propósito, la autora señala ejemplos de buenas prácticas, analiza metodologías y examina el grado de innovación que presentan dichos programas en el singular entorno de los centros penitenciarios, y también en el contexto del marco cultural y legal español.

Innovative services for libraries through the Virtual Reading Rooms of the Digital Dissertation Library, Russian State Library [Servicios innovadores para las bibliotecas mediante salas de lectura virtuales de la Biblioteca Digital de Tesis Doctorales (Biblioteca Nacional Rusa)]

Nina Avdeeva

IFLA Journal 36 (2010) No. 2. pp. 138-144

La Biblioteca Nacional Rusa recoge una colección única de tesis preparadas por doctores y aspirantes a doctorado de todas las disciplinas, salvo medicina y farmacia, que se han defendido en el país desde 1944. en 2003, la Biblioteca Nacional Rusa creó la Biblioteca Digital de Tesis Doctorales para poner a buen recaudo la valiosa colección de tesis y ponerla a disposición del público. Se han creado salas virtuales de lectura en las bibliotecas de distintas organizaciones rusas y en los países de la Comunidad de Estados Independientes para facilitar que los lectores accedan a los recursos de esta biblioteca digital. El catálogo y el motor de búsqueda de la Biblioteca Digital de Tesis Doctorales son de libre acceso desde el sitio web de la misma. DefView, un programa que funciona con licencia, permite ver documentos protegidos por derechos de autor e impide su copia no autorizada. En el marco del proyecto de la Biblioteca Digital de Tesis Doctorales se encuentra la Biblioteca Digital Abierta de Tesis Doctorales, que permite que los autores publiquen sus tesis o resúmenes en el sitio web de la biblioteca. La Biblioteca Nacional Rusa lleva a cabo un trabajo continuo para mejorar la Biblioteca Digital de Tesis Doctorales con el objeto de crear una zona de información común.

Virtual reunification as the future of 'codices dispersi': Practices and standards developed by e-codices – Virtual Manuscript Library of Switzerland [La reunificación virtual como futuro de los "*codices dispersi*": prácticas y normas desarrollados por e-codices, la biblioteca virtual de manuscritos de Suiza]

Anne Marie Austenfeld

IFLA Journal 36 (2010) No. 2. pp. 145-154

Aunque las bibliotecas y las colecciones de Suiza sufrieron los estragos de la guerra en el siglo XX, los conflictos bélicos y las reformas religiosas que tuvieron lugar en los siglos anteriores provocaron la dispersión de valiosos manuscritos medievales y de los primeros años de la época contemporánea procedentes de colecciones de bibliotecas. La aparición de la biblioteca digital ha permitido la reunificación

virtual de una parte de dichos "*codices dispersi*" en el sitio web de e-codices (www.e-codices.unifr.ch). Para que sea de utilidad a la comunidad académica, el proyecto de reunificación virtual debería permitir el acceso a todas las imágenes virtuales de los materiales dispersos de tal manera que pueda identificarse su pertenencia a una colección o unidad determinada, ofrecer un contexto para que puedan llevarse a cabo estudios formales y ofrecer oportunidades de colaboración a las bibliotecas de donde proceden dichos manuscritos. El equipo del proyecto e-codices ha desarrollado herramientas y procedimientos que se utilizan en los subproyectos de reunificación y está atento a las oportunidades que puedan surgir de esta iniciativa.

Professionalizing the library and information science profession in Nigeria [Profesionalización de la biblioteconomía y las ciencias de la información en Nigeria]
Umunna N. Opara
IFLA Journal 36 (2010) No. 2. pp. 155-165

Este artículo examina brevemente el concepto de profesión y los orígenes de la profesionalización de las bibliotecas y las ciencias de la información en Nigeria. Utiliza los seis atributos que debe tener una profesión sobre los que existe un consenso más general para evaluar la situación de la biblioteconomía y las ciencias de la información en Nigeria, con vistas a determinar si estos campos pueden considerarse como una profesión en este país. El resultado es que la biblioteconomía y las ciencias de la información en Nigeria poseen cuatro de los seis atributos, siendo el más importante el reconocimiento legal. El artículo señala algunos retos a los que se enfrenta la profesionalización de estas disciplinas en Nigeria, y también las oportunidades.

Content analysis-based studies of Iranian literature for children and young adults, 1974–2007: A review [Estudios basados en el análisis de contenidos de la literatura infantil y juvenil iraní 1974–2007: perspectiva general]
Mahdi Mohammadi, Fereydoon Azadeh y Fahimeh Babalhavaeji
IFLA Journal 36 (2010) No. 2. pp. 166-175

Los estudios basados en análisis de contenidos de la literatura infantil y juvenil iraní comenzaron hace 33 años, siendo la Universidad de Teheran la primera en poner en marcha esta iniciativa. Desde entonces, se han llevado a cabo 36 estudios, incluidos 9 artículos y 27 tesis doctorales. Este artículo trata de revisar estos estudios y categorizarlos en tres grupos: estudios de análisis de contenido de relatos escritos, de relatos traducidos y de poemas. El artículo concluye ofreciendo algunas sugerencias para mejorar la situación actual de la literatura infantil y juvenil en Irán.

In search of marketing excellence in libraries: The IFLA International Marketing Award [Búsqueda de la excelencia en marketing bibliotecario: el Premio de Marketing Internacional IFLA]
Dinesh K. Gupta, Christie Koontz y Daisy McAdam
IFLA Journal 36 (2010) No. 2. pp. 176-183

Para ofrecer un reconocimiento a aquellas bibliotecas de la comunidad internacional que desarrollan y aplican programas de marketing eficaces, el área de Dirección y Marketing de IFLA se ha unido para crear y patrocinar el Premio de Marketing Internacional IFLA. Este premio tiene por objeto ofrecer un reconocimiento a aquellas organizaciones que ponen en marcha proyectos o campañas de marketing orientados a resultados. De todos los candidatos se seleccionan tres finalistas por sus logros destacados. Finalmente se elige a un ganador y se anuncia en la rueda de prensa de la Asamblea y Congreso General de IFLA. El Premio IFLA se creó en 2002 y ha recibido 218 candidaturas de 49 países en los últimos ocho años. El artículo aborda las particularidades de este premio, su historia, su representación geográfica y los proyectos ganadores con los comentarios de sus autores. El análisis se basa en los datos recabados durante siete años de este certamen (2002-2009). También se incluyen los resultados del premio en 2010.

Рефератны статей

Шведские библиотеки: Обзор
Барбру Томас
IFLA Journal 36 (2010) No. 2. pp. 111-130

Шведские библиотеки обладают хорошо развитой инфраструктурой. Значительная часть населения Швеции пользуется библиотеками. В настоящей статье представлен обзор библиотечного ландшафта. Дается базовая информация о развитии публичных библиотек, а также о развитии библиотек университетов и университетских колледжей. Упоминаются некоторые особые библиотечные собрания. Даются сведения об Акте о библиотеках

1997 года. Представлен обзор национальной политики в области литературы и системы вознаграждения шведских писателей, переводчиков и иллюстраторов. В заключение изложена информация о новой национальной структуре с Национальной библиотекой в ее центре, которая является контролирующим органом как для академических, так и для публичных библиотек. Также делается прогноз об углублении сотрудничества между публичными и исследовательскими библиотеками.

Программы по содействию чтению в испанских тюрьмах

Маргарита Перес Пулидо

IFLA Journal 36 (2010) No. 2. pp. 131-137

В фокусе данной статьи – серия исследований, результаты которых подтверждают эффективность чтения и письма как инструмента реабилитации обездоленных групп населения, включая заключенных. Сегодня программы, которые повышают осведомленность и побуждают к чтению в тюрьмах, реализованы во многих странах мира, но специфическая природа и содержание этих программ, а также степень их действительного функционирования различаются от страны к стране в зависимости как от культурного, так и от правового контекста. В этой связи текущий анализ ситуации в Испании, в ходе которого внимание привлекается к самым последним и эффективным методикам и их применению, представляется важным для возможного будущего сравнительного анализа. С этой целью автор идентифицирует примеры наилучших практик, анализирует методологию и изучает степень инновации, продемонстрированной этими программами в рамках уникальной тюремной среды, а также в контексте испанского культурного и правового пространства.

Инновационные услуги для библиотек через использование виртуальных читален Цифровой диссертационной библиотеки Российской государственной библиотеки

Нина Авдеева

IFLA Journal 36 (2010) No. 2. pp. 138-144

Российская государственная библиотека (РГБ) – это уникальное хранилище кандидатских и докторских диссертаций по всем предметам кроме медицины и фармакологии, которые были защищены в этой стране с 1944 года. В 2003 году РГБ запустила проект Цифровой диссертационной

библиотеки (ЦДБ) с целью обеспечения надежной сохранности этой ценной коллекции и широкого доступа к ней. Для того чтобы потенциальные читатели смогли получить доступ к ресурсам ЦДБ, в библиотеках различных организаций России и стран СНГ были оборудованы виртуальные читальни. На веб-сайте ЦДБ в свободном доступе находится каталог ЦДБ и поисковая система. Лицензионная программа *DefView* позволяет осуществлять просмотр документов, защищенных авторскими правами, и предотвращать несанкционированное копирование. В рамках проекта ЦДБ существует Открытая цифровая диссертационная библиотека (ОЦДБ), которая позволяет авторам размещать свои диссертации или их краткие обзоры для открытого доступа на веб-сайте ЦДБ. Российская государственная библиотека постоянно работает над развитием ЦДБ для того, чтобы создать общую информационную зону.

Виртуальное восстановление как будущее 'исчезнувших рукописей': практика и стандарты, разработанные при помощи системы e-codices (электронные манускрипты) – Виртуальная библиотека рукописей Швейцарии

Анн Мари Аустенфельд

IFLA Journal 36 (2010) No. 2. pp. 145-154

Хотя библиотекам и коллекциям Швейцарии удалось избежать разрушительных последствий войн на протяжении XX века, войны и религиозные реформы прошедших столетий часто приводили к уничтожению ценных рукописей из библиотечных коллекций, принадлежавших к эпохе средневековья и раннего нового времени. Наступление эпохи онлайновых цифровых библиотек сделало возможным виртуальное восстановление некоторых из этих "исчезнувших рукописей" на веб-сайте проекта e-codices (www.e-codices.unifr.ch). Для того чтобы быть полезным для ученых, проект виртуального восстановления должен обеспечить доступ ученых к завершенным цифровым изображениям исчезнувших материалов как к идентифицируемой коллекции или единице, создать контекст для серьезных исследований и пред ложить библиотекам-владельцам возможности для сотрудничества. Команда создателей проекта e-codices разработала программные средства и процедуры, которые используются в их подпроектах по восстановлению, и мы осведомлены о возможностях, предоставляемых виртуальным восстановлением.

Профессионализация библиотековедения и информатизации в Нигерии

Умунна Н.Опэра

IFLA Journal 36 (2010) No. 2. pp. 155-165

В данной статье вкратце рассматривается понятие профессии и прослеживается процесс происхождения профессионализации библиотековедения и информатизации (БИ) в Нигерии. Используя шесть наиболее широко узнаваемых атрибутов профессии, авторы статьи оценивают библиотековедение и информатизацию в Нигерии с целью определения, на самом ли деле БИ может считаться в Нигерии профессией. В результате определено, что БИ в Нигерии обладает четырьмя из шести упомянутых атрибутов, самым важным из которых является юридическое признание. В статье идентифицируется ряд проблем и возможностей, связанных с профессионализацией БИ в Нигерии.

Изучение иранской литературы для детей и молодых совершеннолетних, основанное на анализе ее содержания, 1974-2007 гг.: Обзор

Махди Мохаммади, Фрейдун Азадех и Фахимех Бабалхаведжи

IFLA Journal 36 (2010) No. 2. pp. 166-175

Начало изучению иранской литературы для детей и молодых совершеннолетних, основанному на анализе ее содержания, было положено в Иране 33 года назад Тегеранским университетом. С тех пор было проведено 36 таких исследований, результаты которых изложены в 9 статьях и 27 магистерских диссертациях. В настоящей статье делается попытка обзора указанных исследований и классификации их по трем группам: изучение рассказов, переведенных рассказов и стихотворений на основании анализа их содержания. В заключение, выдвигается ряд предложений по улучшению текущего состояния литературы для детей и молодых совершеннолетних в Иране.

В поиске мастеров библиотечного маркетинга: Международная награда ИФЛА в области маркетинга

Динеш К.Гупта, Кристи Коонтц и Дэйзи МакАдам

IFLA Journal 36 (2010) No. 2. pp. 176-183

С целью поощрения в глобальном контексте библиотек, которые разрабатывают и внедряют эффективные маркетинговые программы, руководство ИФЛА совместно с маркетинговым сектором этой Ассоциации учредили и выступили спонсорами Международной награды ИФЛА в области маркетинга. Этой наградой отмечаются организации, которые претворяют в жизнь ориентированные на конечный результат маркетинговые проекты или кампании. Критерием определения трех финалистов является признание их выдающихся достижений в этой области. Из данных трех финалистов выбирается победитель, а результаты оглашаются на пресс-конференции в ходе Генеральной ассамблеи и Конгресса ИФЛА. Указанная награда ИФЛА была учреждена в 2002 году. На ее соискание за последние восемь лет выдвигалось 218 претендентов из 49 стран. В статье обсуждается сама награда, история ее учреждения и географический охват соискателей, представлены отмеченные наградой проекты с комментариями победителей. Анализ основывается на данных по соискателям награды за семь лет (2002–2009). Также включены результаты по соискателям награды ИФЛА за 2010 год.

IFLA JOURNAL – NOTES FOR CONTRIBUTORS

Aims and Scope

IFLA Journal is a peer reviewed journal which publishes original articles, IFLA conference papers, and news of current IFLA activities. Content is selected to reflect the variety of the international information profession, ranging from freedom of access to information, knowledge management, services to the visually impaired and intellectual property.

Writing for the IFLA Journal

Contributions to the journal may include: original articles and features; news and information about current and forthcoming activities and events in the field of library and information services; announcements of new publications, products or services; information about education and training opportunities, fellowships, honours and awards; personal news; obituaries; letters to the Editor.

Articles and features

Articles and features are normally published only in English. Authors whose first language is not English should not be inhibited from submitting contributions in English because of this; the correction of minor grammatical and linguistic errors in English is considered to be an integral part of the editorial process.

Articles and features should normally be between 3000 and 7000 words in length. Articles must be original contributions which have not been published elsewhere, and which are not under consideration elsewhere.

Article should be accompanied by an English-language abstract of not more than 150 words, five or six keywords, a brief statement of the professional qualifications and experience of the author(s), including current official designation and full address and contact details, and a recent photograph (not a passport photo) of each of the authors suitable for publication.

Authors are expected to check their work carefully before submitting it, particularly with regard to factual accuracy, completeness and consistency. They should provide sufficient background information to enable readers unfamiliar with the activity or country being described to understand it easily. Acronyms and abbreviations should be spelled out in full the first time they are used.

Other contributions

The primary language of publication for contributions other than articles and features is English, but such contributions may be published in the other working languages of IFLA - French, German, Russian or Spanish if appropriate.

Illustrative material

Contributors are encouraged to submit photographs and other illustrations to accompany their contributions. They should be submitted either in TIF format (300 dpi minimum) or in hard copy as positive prints or transparencies and be clearly captioned and credited to the originator. Please note that colour images will be published in colour online and black and white in print. Further guidance on the submission of artwork available at http://www.sagepub.com/authors/journal/submission.sp/

Bibliographical references

References should follow the full form stipulated in ISO 690-1987, *Documentation Bibliographic references Content, form and structure*, using either the numeric or the Harvard method of citation in the text. Lists of references should appear at the end of a contribution, not as footnotes.

Copyright

All contributors are required to sign a Journal Contributor's Publishing Agreement' granting to IFLA the exclusive licence to publish. Copyright remains with the author(s). Authors are responsible for obtaining copyright clearance for the publication of any copyrighted material (including illustrative material) which may be included in their contribution.

Format

All contributions should, whenever possible, be submitted in standard electronic formats, as e-mail attachments. The preferred format for textual matter is MS Word. Contributors who are unable to submit their work in electronic format should supply textual matter in clearly typewritten manuscript.

Publication

All unsolicited articles are refereed anonymously by members of the Editorial Committee, whose decision with regard to the publication of any article or feature is final. Other contributions are published at the discretion of the Editor, if necessary after consultation with the Editorial Committee. All manuscripts are reviewed as rapidly as possible, and authors should expect to have reviewer's comments within approximately 6 weeks of submission.

Authors of articles, features and reviews will receive one complimentary copy of the issue in which their work appears and are given controlled online access to a pdf file of their article, in addition to one year's free personal subscription to the print edition of IFLA Journal.

Submission

All contributions (except advertisements), in whatever format, should be addressed to:

The Editor, IFLA Journal, Apt. 1C, Edificio Rosa dos Ventos, Rua Rosa Parracho no. 27, Bairro do Rosario, 2750-778 Cascais, Portugal. E-mail. zest@sapo.pt