LIBER QUARTERLY

The Journal of European Research Libraries

Edited by

Dr. Peter te Boekhorst
and
Ulrike Scholle, MA

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Peter te Boekhorst
Universitäts- und Landesbibliothek
Krummer Timpen 3-5
48143 Münster
Tel (+49/251) 83-2 40 64
Fax (+49/251) 83-2 83 98
Email: boekho@uni-muenster.de

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Volumes 1 to 7 of LIBER Quarterly were published under the title European Research Libraries Cooperation: The LIBER Quarterly

The LIBER Quarterly of the Ligue des Bibliothèques Européennes de Recherche (LIBER QUARTERLY), covers all aspects of research librarianship: preservation, bibliographic control, document supply, library managment, data processing, networking, digitization, library architecture, etc. Special attention is given to library cooperation in Europe and to the comparative approach to librarianship.

Cumulated Table of Contents and Author Index to vols. 1 (1991) to 9 (1999) are available from the LIBER Homepage at the Royal Library, Copenhagen <http://www.kb.dk/liber/>

LIBER Secretariat: Royal Library, PO Box 2149, DK-1016 Copenhagen, Denmark, Tel.: +45 33 93 62 22, Fax: +45 33 91 95 96, email: sv@kb.dk

Contributors should send manuscripts to:
Dr. Peter te Boekhorst
Universitäts- und Landesbibliothek
Postfach 80 29, 48043 Münster
Tel.: +49 251 83 2 40 64, Fax: +49 251 83 2 83 98, email: boekho@uni-muenster.de

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Editorial

„The thieves are out there; they are going after your precious collections; they are often well organized – and libraries should be, too!"

On the initiative of Erland Kolding Nielsen experts on library security met in Kopenhagen to discuss recent developments in the field. Cases from various European libraries are described in detail. They illustrate the astonishing amount of criminal energy with which the thieves try to achieve their aims. Many libraries have already begun to improve their measures to safeguard their valuable collections, but for an effective defence against criminals international co-operation is needed. The „Copenhagen Principles" published in this issue present a framework for a security network among European libraries.

A second group of articles deals with preservation policies in Finland, France, and Germany. The topic is of utmost importance. To what extent libraries will succeed in fulfilling their function as storage houses of the society's collective memory depends on the existence of a national preservation policy. It remains to be seen how fast other European countries will act accordingly.

The last section of the issue contains three articles on mentoring, the establishment of an online environment supporting teaching and research at the University of London Library, as well as a new library building at the University of Geneva.

The editors would like to thank the numerous colleagues from all over Europe they had the pleasure to work with in the last five years, especially the members of the Executive Board. We wish the new editor, Trix Bakker from Vrije Universiteit Amsterdam, success for her new task.

Peter te Boekhorst
Ulrike Scholle

The Future Publication Pattern of *LIBER Quarterly*: Important Announcement

As agreed at LIBER's annual general assembly on 5 July 2002 in Graz, *LIBER Quarterly* is to move to electronic-only publication.

The year 2003 will be a transitional year.

A printed volume containing all the issues for 2003 will be published towards the end of 2003. This will be the only format received by subscribers who are not members of LIBER.

Members of LIBER will receive the printed volume at the end of the year. In addition, the quarterly issues will become available to members electronically each quarter.

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Library Security Management: An Introduction

by ERLAND KOLDING NIELSEN

During the last week of January 2001, the Royal Library suffered serious thefts in both its special reading rooms for maps and for manuscripts and rare books. Precious maps were removed from folio editions and smuggled out by a thief who was something of a magician. For years the Royal Library has been one of the most effectively secured buildings housing cultural assets in Denmark. Nevertheless, this incident happened and apparently could happen. The thefts were discovered the same day, but the thief had become suspicious and did not reappear over the next few days as expected. However, because the theft had been filmed on security cameras in the reading room, we had very good photographs of the thief. After days of hard work we were able to discover from the security film how the theft had been carried out and how the items had been smuggled out of the reading room. On the second day after the incident, I warned my fellow directors in the Nordic national libraries and in a number of university libraries with historical collections. Nevertheless, the following week the thief or his accomplice visited Helsinki University Library, and later we discovered that they had been in the Royal Library in The Hague at almost the same time, as well as some months earlier, and in the Royal Library in Stockholm on numerous occasions from the autumn of 2000 onwards.

Following an announcement on the websites of the Royal Library and the Museum Security Network[1], we were contacted by several libraries, and it became apparent that the thieves had also at least visited the National Library of Wales, the Bibliothèque Nationale de France, and the Jagellonian University Library in Krakow; and, some years earlier, the National Library of Scotland, Cambridge University Library and the British Library. Frankly speaking, I was amazed. We knew nothing about this, and we had not been informed, either officially, or in confidence. There was also, at least at the beginning, a reluctance in many libraries to be open about such matters and to inform other libraries, even in confidence. Library directors and staff felt embarrassed, so in the past they had normally chosen to keep silent, if not directly denying the problem.

In my opinion this was simply too bad a state of affairs. As a result, under LIBER's auspices, I set out to improve matters by:

1. Organising a closed conference on security matters and security management built on the assumption that security is the responsibility of chief executives of libraries with important historical holdings, and thus the key group of participants should be directors and chief security officers.
2. To establish a security network among European national and university libraries with rare and valuable collections and, especially, among chief security officers in those libraries, so that in future counter-measures can be implemented as quickly as possible, and we can try to prevent such incidents as we have seen in recent years.

The Conference on Library Security Management was accordingly organized and took place in Copenhagen, hosted by the Royal Library, from 12 to 14 May 2002. Fifty chief executives, deputies, chief security officers, and special department heads from twenty European countries and the USA took part, and a range of reports about past and present incidents of theft, security problems in old and new buildings, security concepts, systems, and strategies, and a report from Interpol were presented. The discussions were lively and, within the Conference's closed walls, frank and open.

At the end the Conference, it was unanimously decided to convey to LIBER a set of recommendations termed ,The Copenhagen Principles for a new LIBER Security Network of 2002', which had been drafted by the Organizers and Conference Chairmen.

The Executive Board of LIBER, at its meeting on 2 July 2002, decided to endorse both the ,Principles' and the proposal to set up a closed-circuit network to share information about known or suspected thefts and attempted thefts from libraries. The Board asked the Royal Library, Copenhagen, to organise the security network in the autumn of 2002. The Annual General Assembly of LIBER also endorsed these proposals on 5 July 2002.

With the consent of contributors, this issue of *LIBER Quarterly* publishes some of the Conference papers in revised form. Information of a highly confidential nature that could compromise security systems has been omitted. The papers should be regarded as reports of past incidents that have both changed the policies and strategies of libraries and the minds of their executives and staff. There are reports by the present National Librarian of Sweden, Dr Tomas Lidman, the former National Librarian of Finland, Professor Esko Häkli, the Deputy National Librarian of the Netherlands, Dr Els van Eijck van

Heslinga outlining recent incidents and experiences, and by the former Keeper of Printed Books, National Library of Scotland, Dr Ann Matheson, on the lessons from an incident some years ago. In addition, the keynote speech by the Conference Organiser, Mr Erland Kolding Nielsen, which was presented in a slightly expanded version at the 31st LIBER Annual General Conference in Graz, Austria, in July 2002, touches on concepts and elements of a security policy based on two case studies within a span of twenty years.

Finally, the text of the endorsed version of ‚The LIBER Security Network of 2002 – The Copenhagen Principles' is reproduced.

REFERENCES

1 <http://www.kb.dk/tyveri/index-en.htm> and <http://www.museum-security.org/frameengels.html>

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Library Security Management: The Responsibility of the Chief Executive

by ERLAND KOLDING NIELSEN

‚The thieves are out there; they are going after your precious collections; they are often well organized - and libraries should be, too!' This was one of the messages from Interpol to the participants at the first LIBER Conference on library security management held in Copenhagen, Denmark on 13 to 15 May this year, the first trans-national conference on this subject ever held in the library sector.[1]

In line with my intentions and perspective as organizer, this Conference was aimed at the executive level of national and other research libraries with historical collections, since my overall assertion is that library security is the ultimate responsibility of the Chief Executive, and so when incidents occur, the press takes notice, and the police arrive, you cannot back out or delegate – let's say, shirk – the responsibility. You have to take charge of overall library security policy yourself: you must neither wait until after incidents have occurred, nor rely on external factors such as the police alone. You have to do the job yourself by taking precautions against a great variety of possible crimes before incidents occur, and you have to take charge of the situation when a crime has been committed and comes to light. You have to detect, act, co-operate and solve crime yourself – in conjunction with your staff, the police and – following the decisions taken by the LIBER Executive Board during the Annual General Conference this year – with colleagues through a co-operative network to be set up this autumn.

TWO CASE STUDIES WITHIN A SPAN OF TWENTY YEARS

I shall expand this point of view and illustrate these problems by telling you two exciting stories about the Royal Library within a span of twenty years, from 1975 to 1993. I assumed responsibility as Chief Executive in 1986, and the experiences of my predecessors taught me a lesson in respect to attitude towards, reaction to and overall responsibility for crimes committed in or against the Library.

THEFTS FROM AN OLD UNSECURED BUILDING IN THE 1970S

During the early 1970s the Royal Library in Copenhagen, in common with many other historical libraries in Europe, suffered thefts of many kinds from its stacks, ranging from incunabulas, first editions of religious works by Martin Luther, philosophical works by the18th-century German philosopher, Immanuel Kant, to scholarly or other precious books in the field of history, geography, literature, etc. In parallel, the Library suffered many instances of mutilation of books in the General Reading Room without doing – or perhaps being able to do – anything about it.

The thefts were, no doubt, the result of the activities of one or more insiders, probably members of staff in collusion with outsiders. When the incidents were discovered, the case and the handling of the case was handed over to the Copenhagen Police, and the management of the library, including the Chief Executive, washed their hands off the matter and closed the case as far as the Library was concerned.

We know exactly what was lost, but, nevertheless, the thefts were never cleared up: we did not get anything back, and we still do not know how the crimes were carried out, since the thieves were never caught. The police did not take the matter too seriously, and we never got any clear reports about how the case was proceeding, or at what conclusions the police had arrived. As a matter of fact, the Royal Library suspected that the police were as incompetent as the Library itself, including its senior staff and chief executive.

Instead, the representatives of the staff and the management embarked on an unfruitful internal struggle about placing the responsibility anywhere but upon their own shoulders. The focus shifted and turned away from solving the crime. Mutual accusations and suspicions swept through the air and through the press.

Why was that? Well, the Library was housed in an old building dating from the turn of the century. Originally, it had no security provision, and a security policy was never thought of, nor developed or set up in practical terms. There were no security precautions, no security rules or regulations, no responsible security officer and no security staff. The management had not anticipated that any such situation could ever occur, and the staff were totally unprepared, too.

Within a few years, this situation was completely reversed. The building was made technically secure at a level not previously seen, a chief security adviser was trained, professional security staff were hired, security precautions against abuses by staff and users were introduced by an Act of Parliament, followed by internal rules, regulations and instructions. In addition, the collections were systematically stock-checked, books and manuscripts were marked in different ways, the stacks were secured, etc.

Thefts from an Old Secured Building in 1993

In late September 1993 it was discovered that the Manuscripts and Rare Books Department, if not other departments, had been targeted, and that a dozen or more valuable manuscripts and letters, including one in the hand of Martin Luther, were missing. As the stacks were systematically checked that day and the following day, the losses rose to around sixty manuscripts, later valued as worth more than 8 million Danish crowns, or about a million Euros.

The Library's reaction this time was swift, immediate and comprehensive. A security management group was immediately set up under the Chief Executive's personal leadership, consisting of the management board, the chief security adviser, and heads of security staff, seven persons in all. The situation was analysed, an assessment of the manuscript stacks and surrounding areas was carried out, other secret precautions were introduced immediately, and a process of security risk evaluation was undertaken, in order to limit the number of members of staff open to suspicion because they had access to the area of the stacks in question, e.g. Manuscripts Department staff, cleaning staff, security staff, and not to be forgotten, the Library's senior staff. The crime had been committed in an old building, and many people had access for different purposes. Even after the previous incidents it had been impossible to seal off all the stacks, as the routes of physical communication ran through almost all parts of the stacks.

During the security management group's initial discussions two different attitudes were revealed. A minority, primarily members of the old management or staff already employed by the Library during the previous incidents in the 1970s, argued that the case should be handed over to the police immediately, and that the Library itself should take no further action apart from checking the stacks and changing the locks – in other words, a repetition of the reaction in earlier cases. The majority, comprising the new security officers and the new members of the management, took the view that since the crimes were obviously internal, they were too complicated for the police to solve: and since neither staff nor users were aware of the incident, a satisfactory outcome would depend upon our own ability and actions to solve the crime, including a complete news blackout about the incident and our operations. I took the decisions personally and ordered actions to be carried out in line with this approach.

As it was agreed, so it was carried out. Our analysis on the first day confirmed that:

- the thefts had started exactly six weeks before
- no security precautions or rules had been broken
- no-one had seen or noticed anything
- the manuscripts had not been found by the security staff during the inspection of staff and readers leaving the Library
- it had to be an insider
- most of the manuscripts were probably stored somewhere inside the Library (which had about 250 separate rooms)
- the culprit was not aware of our suspicions

On the evening of the second day after the thefts had been discovered, the warding was changed without notice, and on the basis of a plausible explanation, the head security officer late in the evening allowed into the Library through a backdoor a different security firm from the one usually employed. The purpose was to install a secret photographic trap, and I deliberately informed – or rather misinformed – the staff on duty that evening that I would be hosting a special event after closing time, so that the Library was not shut as usual.

It took the security firm almost six hours to install the trap in the old building, and it was only finished a few minutes before the cleaning staff arrived in the morning. When the security staff inspected the video the following afternoon, it became clear that the thief was unaware of any of our precautions, and had just continued his activities which was now revealed on the screen. He was identified as a member of the cleaning staff employed by the firm that had the general cleaning contract for the Royal Library and the neighbouring institutions at the Castle Island, which had been outsourced on Government orders. It later turned out that this person had not been security checked, as should have occurred in line with the requirements of our contract.

The police were called in – the police officers were very impressed – and the thief was arrested the same evening at his home address. We only found two pieces of suspicious material, but no manuscripts. It took the police a week to break the thief's silence, and only after he had been confronted with the Royal Library's discovery of his depot in the Library, where two-thirds of the missing manuscripts were found, did he break down, confess the crime and guide the police to his business address, where he had hidden those manuscripts he had managed to slip through the security barrier.

I have to add that the case was discovered by the press the next morning without any action on the part of the Library, since the court before which the thief was brought forgot to close the doors, and so a sleepy journalist suddenly woke up when he heard about the imprisonment of the suspect for thefts against the Royal Library. We had accordingly to inform the staff and the minister of state as well; and both parties were extremely proud when they were informed that the case had been solved and the thief had been caught, unlike the case twenty years ago. The case died in the press at once.

The culprit was sentenced to four years' imprisonment, but on account of the young man's age and previous record, the sentence was reduced to three years. This is the most severe sentence for any incident of theft in a library or and archive in Denmark so far.

Experience and Lessons

What are the lessons that were learned from these incidents by the Royal Library in general and by me in particular?

Well, obviously you have to have a security system defined as and consisting of the following four components:

(1) a security policy which combines the following three components, including a policy on designating authority between senior department heads and the chief security officer.

(2) an integrated combination of a technical system comprising different security devices for closing, locks, surveillance, detection, and sealing off buildings.

(3) a professional security staff to manage the technical system and guard the security parameters or boundaries of the Library, and to inspect staff and users with access to secure areas.

(4) a set of rules, regulations, and instructions covering security management as well as Library staff and users allowed into high security areas.

Some of the elements of such a policy are:

(1) there must be a differentiated access policy for staff, users and visitors, i.e. you must operate with different security lines seen as different security levels.

(2) the stacks and reading room areas, including adjacent areas for storing and short-term use, are high security areas for users as well as staff.

(3) you must introduce public rules and regulations in respect to access, use and handling of different kinds of materials.

(4) you have to have internal instructions and education programmes in order to explain and underline the public rules and regulations.

(5) you have to have internal instructions for transporting and handling material brought out of the stacks and used elsewhere.

(6) you have to act consistently in respect to interpretation, breaking the rules or instructions, and unwillingness to follow the rules; and your reaction must be foreseeable, if you are tested.

(7) the policy must be quality controlled and followed up regularly, and, if necessary, be revised after any incident which questions the system.

(8) there must be no exceptions from the rules and regulations.

(9) the responsibility for both policy and actions following major incidents lies with the Chief Executive, otherwise the system will not always work, and the security level will shrink or be eroded, e.g. through authority or competency struggles between department heads and the chief security officer.

I may add that these principles and policies also lay behind our handling of the thefts from the Map and Manuscripts and Rare Books Reading Rooms in January 2001, but as this was not an insider, but a user, some further lessons may be learned from this incident:

(1) you have to work together in order to catch the thief, if he is not caught red-handed.

(2) you have still to do your own part of the job, if the case is to have any chance of being solved.

(3) police success often relies upon you and the job that you have been able to do.

The Copenhagen Principles for a LIBER Security Network of 2002

The aim of the May 2002 Conference in Copenhagen was to share experiences and expand upon these principles and lessons, and to set up future co-operative schemes for dealing with a criminal situation that is becoming more and more international and trans-border.

The Conference resulted in proposals to set up a LIBER Security Network of 2002 based on a set of principles – called The Copenhagen Principles – for networked co-operation on security issues. The Principles were drafted and sent to the Executive Board of LIBER for endorsement. They were mounted on the LIBER website immediately after the Conference.[2] They consist of a general description of the background and a present overview of the criminal situation, and a draft set of principles for an organisational network for international co-operation on security problems in national and research libraries.[3]

The LIBER Executive Board endorsed the principles on 2 July 2002, and commissioned the Royal Library in Copenhagen to set up the technical basis for this network.

References

1 For background, see: <http://www.kb.dk/guests/intl/liber/conf/2002/security.htm>.

2 See: <http://www.kb.dk/guests/intl/liber/news/copenhagenprinciples.htm>.

3 See: Annex to this article.

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‚Golfiana': A Theft from the National Library of Scotland

by ANN MATHESON

The American writer, Paul Gallico, once commented: ‚If there is any larceny in a man, golf will bring it out'. This case study deals with the theft of three golfing pamphlets from the printed collections of the National Library of Scotland in the autumn of 1993. Unusually, in the context of theft, it is a story with a happy ending, but my account deals with our experiences in dealing with the incident, and it illustrates some of the points that we will wish to discuss at this conference. The central character in this particular drama has since become known in other research libraries in Europe. His name was Perry, although as we discovered in the aftermath, he turned out to have a plethora of names and identities.

From our perspective in the Library we assigned a high priority to security and to our stewardship of the national collection. In setting our policies we tried to maintain a balance between ensuring the security of the collections and reasonably convenient access for the full spectrum of researchers who used the Library. We had given a great deal of attention to the security of the Library's printed collections, and regularly took advice from the UK National Security Adviser on all aspects of our security policies. We had documented policies, strictly observed; regular stock-checking, and an Annual Closed Week. A recent inspection of the collections by the UK's National Audit Office had commended the Library's policies. Access was also carefully regulated: admission to the reading-rooms was by reader's ticket; any material required for use in the reading-rooms had to be placed in transparent bags; and, on exit, all material carried by readers was inspected item by item by security staff at the turnstile before they were permitted to pass through and leave the Library.

So, in the light of such care, how was it possible for a thief posing as a reader to walk away with items from the collections without detection? The central events unfolded on the morning of 23 September 1993, when a reader in the Library's Main Reading Room reported that she had seen a reader sitting near her appear to cut pages from the book he was consulting, and then place them in a newspaper folded over in front of him. She did not report what she saw until she left the reading room: by that time the reader had already left the Library.

The staff immediately checked the items issued to the reader at this seat, a person who had given the name ‚M Perry'. Checks revealed that the reader had made only two separate visits to the Library, on 12 August and on 22 and 23 September. He had registered as a short-term reader on both visits. On the first, he gave his details as ‚Mark Perrie' with an address in London, and a temporary address at Queen Margaret College, Edinburgh; and on the second, he gave similar particulars but signed himself ‚M Perry' and gave an address in Epping, Hertfordshire. The location ‚Epping' was, however, to turn out to be significant in unravelling the plot, although, in fact, both street addresses were found, on investigation, to be fictitious. On the first visit, the reader Perry gave his occupation as ‚researcher' and his subject of research as ‚golf'; and on the second occasion, he again identified himself as a ‚researcher', but gave his subject of research as ‚18th- and 19th-century sport'.

The book application slips confirmed that the reader had requested three volumes of 19th-century pamphlets. From each of these a single item was found to be missing. All three were golfing pamphlets:

1. *Letters on Golf by a Parish Minister*. Elgin, 1889.
2. George Fullerton Carnegie. *Golfiana*. London, 1868.
3. *Regulations for the Society of Golfers at Blackheath*. London, 1828.

They were all slight pamphlets, of small dimensions, unbound and produced cheaply at the time, very much the printed ephemera of their day. The reading-room staff were able to provide a good description of the reader named Perry. He was described as in his late 30s/early 40s, about 5 feet 10 inches, well-built with black wavy collar-length hair. He was thought to have had a London inflexion in his voice. Two other factors, which had not attracted attention initially, also came to light. The reader Perry had selected as his seat the only one in the reading-room with a clear view of all its entrances; and on both visits he had telephoned in advance to reserve the material.

Realizing that we had a theft on our hands, we took three immediate actions. We contacted the local police in Edinburgh to report the theft; we telephoned the Antiquarian Booksellers Association; and we informed our fellow research libraries in Scotland in case the thief was operating locally in Scotland and might visit them. The police acted swiftly, came to the Library and took details. The ABA acted swiftly and took immediate action. Additional precautions were taken inside the Library to prepare against a possible return visit by the thief.

Recognizing that there is a very active national and international market for any material relating to golf, and, in particular, the strong role of private collectors in the golf market, we steeled ourselves for the permanent loss of this material. Then on the evening of 16 November 1993, while I was still at the office, I received a telephone call from an American dealer who asked whether we had ‚lost' three golfing pamphlets. I said that we had, and he explained to me that he thought that they had just been offered to him.

The person offering the pamphlets told the American dealer that he had seen a local newspaper advertisement by a dealer offering bric-a-brac and collectibles. He described himself to the American dealer as a bookmaker, who did a bit of dealing as a sideline. He had gone to the dealer's house where, quite by chance, he had noticed three golfing pamphlets among the bric-a-brac. He alleged that he had bought the three pamphlets from the UK dealer for £8,000, and now offered them to the American dealer for £11,000. The American dealer had indicated that he might be interested in principle and asked for details of the three items to be faxed to him. When the fax arrived, it was signed by a ‚Melven Perry' with an address in Epping. The American dealer was suspicious that three rare pamphlets on the subject of golf had suddenly come up together, and so he rang a number of dealer contacts across the United States. In the course of these contacts, he was tipped off about the theft from the National Library of Scotland.

The American dealer recommended that a strict security cordon should be maintained. The following day he telephoned me to confirm that the name of the bookmaker who had faxed him details of three golfing items was a ‚Mr Melven Perry' from ‚Epping'. This was the first confirmation that the person offering the items for sale and the so-called ‚reader' who had visited the Library were one and the same. After careful consideration and numerous tactical exchanges between us by telephone, the American dealer some days later rang me to say that ‚Mr Melven Perry' had contacted him to say that he was anxious to return the material, having now realized that it had been stolen from the National Library of Scotland. The American dealer told him to return the items to the police: they, in turn, would return the pamphlets to us.

The following day, I took a telephone call from a person who said that he had inadvertently bought some books that had been stolen from the Library. He appeared agitated, and said that he had tried to contact the police officer handling the case in Edinburgh to return the books, but had failed (this was a fiction). He said that he was very anxious to return the material, and asked for the details of the address to which he should send it at the Library. He also said that he would telephone again on Monday in order to discuss compensation from the Library for the financial loss he had incurred. Not surprisingly, we never heard from him again!

That Saturday morning I was in my office, and in the post delivered to me was a package addressed to me with my name spelled incorrectly. Inside were three items. There were no enclosures and there was no identity on the package, which had been sent from London by first class delivery. I took the three items out of the package, and when I looked at them, I was shocked for a moment since I did not recognize them. When I looked more closely I realized that all three pamphlets had been passed through a bindery, and were now bound in blue and green leather, with titles blocked on the front covers, appropriately ‚antiqued', no doubt to enhance their antiquarian credentials. An attempt had been made to bleach out the library stamps and the pressmark, but the impressions were still visible to the initiated eye.

I contacted the American dealer to confirm that the material had been received, and invited him to visit the Library on his next trip to Scotland. When he next came to Scotland and visited the Library, we had an extensive post-mortem on the incident. We had no idea then that the person who had removed items from our Library was also carrying out depredations in other libraries.

In March 1994 a colleague in the British Library, with whom we had been in touch at the time of the incident in our Library, telephoned me to tell me that a reader apprehended in Cambridge University Library was likely to be the same person who had removed our material. He had been caught passing through the security barrier in Cambridge University Library, and when the police were called and carried out their investigations, they discovered in the boot of his car a large number of prints from volumes of Vanity Fair, other prints and a notebook, in which a member of Cambridge University Library staff noticed pressmarks he recognized as those of collections in the British Library. It was subsequently found that prints had been removed from volumes in the British Library's collections. The person apprehended in Cambridge University Library was charged in Cambridge under English law and stood trial on 22 May 1995 for the theft of a *Vanity Fair* album from Cambridge University Library, and a copy of *Thytanthoza Iconographia* from the British Library. He was charged under the name ‚Melvin West' or ‚Nelson Perry' or ‚Dr Lee Thomas Cook', although he had also used numerous variants as aliases. The case was adjourned until 23 June 1994, when he was sentenced to four years' imprisonment.

So, what where the key factors in the theft of the golfing items and their return? And what lessons did we learn from our analysis of this incident?

In terms of the circumstances of the theft, there were a number of significant factors:

1. The items, ephemeral to our predecessors, had become valuable to a ‚specialist thief' because of the specialist market that had developed for *golfiana*.
2. The thief chose a time in the morning, and positioned himself to have a clear view of all reading room entrances.
3. He secreted the material on his person (probably in the men's lavatory) before he went through the security barrier.
4. He had ordered the material by telephone in advance, and thus left no evidence of his handwriting on the order slips.
5. He had requested a short-term ticket.

In retrieving the material, the significant contributory factors were:

1. The Library's policy of retaining book application slips allowed the material to be quickly identified.
2. The staff made a major contribution by their observance and the level of detail about the thief they could provide.
3. The thefts were reported quickly to the ABA and the ABA reaction was prompt and effective.
4. The specialist golf dealers in the United States had a good level of collaboration and a successful informal reporting mechanism.
5. The Library showed openness and flexibility in its co-operation with the American dealer and was willing to take his advice.
6. The American dealer was very experienced and knowledgeable about the way in which golfing memorabilia is offered on underground networks.

There have been major changes in the conditions in which major research libraries now need to work, and the risks to the security of collections have increased. We have all the old risks but we also have some new ones.

1. Good security in libraries is labour-intensive, and requires adequate staffing levels to maintain effective security measures. Staffing levels have been under pressure in recent years.

2. More material held in general collections in national libraries is becoming of interest to potential thieves, encouraged by greater publicity about the contents of library collections in the press and the media.
3. The competence of thieves has increased, and they can utilize the advantages of the global world equally as well as libraries. Like libraries, thieves can now easily operate outside national boundaries.

Based on the lessons we learned from our experience, and in the light of subsequent events, our main recommendations would be:

1. We should develop more effective national and trans-national co-operation among libraries through a robust security network.
2. We need to encourage libraries to be more open about thefts, and to share their network of information with one another.
3. We need to encourage and sustain a ‚security culture' in libraries, and maintain a reasonable balance between access and security.
4. We need to develop mutual trust and co-operation with the book trade, recognizing that we have a common goal – security – and a common enemy – theft.
5. We need better technology to assist us in detecting theft – especially at the level of the individual. How do we deal with thieves who secrete material on their persons?
6. We need better communication between libraries and the police and the law. How do libraries establish when a thief sentenced to a term of imprisonment is released into the community; and how do we square the overall benefit to libraries and society with individual civil rights?

However effective we think our individual security systems are, as our onetime Prime Minister, Mrs Thatcher, used to say: ‚The unexpected can – and usually does – happen'. Our best defence must lie in better national and international communication and co-operative effort to maximize the obstacles in the path of potential thieves.

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‚Thieves in Our Cultural Heritage': Crime and Crime Prevention Measures in the Royal Library, Stockholm, 2000-2002

by TOMAS LIDMAN

THE STORY

It is almost like the introduction of what promises to be a thrilling crime novel. Unfortunately, the outcome is extremely deplorable. In February 2001 a crudely drawn copy of a map was found on one of the reading room tables at the Royal Library in The Hague. They chose to send it to their colleagues in Copenhagen, who immediately passed it on to us in Stockholm. When we received the faxed map, we noticed that our Library was marked on the map in relation to Döbelnsgatan (one of the smallest streets in Stockholm!) and Åhlens, the large department store located in the centre of the city. The reason why Döbelnsgatan, in particular, had been marked on would come to light later on. This took place on 14 February, and it led to one of the most depressing incidents I have had the misfortune to experience during my time as National Librarian.

Up until then we had naively assumed that the Royal Library had somehow been exempt from the series of thefts that, by all accounts, had swept across European national libraries. The first stirrings that something was awry – though not at the Royal Library in Stockholm – was at a dinner party given on Sunday 5 February for the executive managements of the Royal Libraries of Denmark and Sweden. The Head of the Royal Library of Copenhagen, Erland Kolding-Nielsen, informed us that their Library had been subjected to a map theft. They had just narrowly failed to catch the thief, but one of their security cameras had captured him on film. From what we knew, the perpetrator went by the name of Nelson Perry, and there were also photographs of him.

Back in Stockholm, we maintained our deceptive complacency for another nine days, carrying out routine checks of our most rare and treasured atlases, but we found nothing to alarm us. Nevertheless, the mystifying map sent to us from the Royal Library in The Hague, and the fact that Helsinki University Library had been afflicted by a most serious theft, made us persevere with our own investigations. This was when disaster struck us. It appeared that at least six different atlases, of which the earliest was an Ortelius dated 1579, and the most recent a 1633 Mercator, had had material removed from them.

Confronted with this new information, the staff reconstructed from reader application slips that a certain Nelson Perry had visited the Library on numerous occasions during the autumn of 2000 and in January 2001. Some of the staff had retained a fair recollection of him as impeccably well-mannered, courteous but always in a hurry. However, views about his appearance differed from those of our Danish colleagues. At the Royal Library in Stockholm, he was described as being of a darker complexion with black hair, and so it appeared that the man in the photographs could not be the same person who visited the Library on 24 January, when orders for a number of atlases were placed. Two reader application slips from this particular Library visit still exist.

The police had entered the scene at this stage, and they took the view after deliberations with their international colleagues that ,our' thief was most likely not the same as the one who had caused havoc in Copenhagen. It was, according to them, more likely to be two different individuals, either working together or somehow co-ordinating their shady dealings. On 7 March 2002 Inspector Carl-Henrik Alkeborn paid the Royal Library a visit. He was initially in charge of the investigation and confirmed that the latter assumption, involving two thieves, could very well be the case. Enter Joseph Bellwood.

Throughout the international joint effort on investigating the stolen maps, a certain Nelson Perry was identified. Information received from the National Library of Scotland indicated that his ,real' name was Melvin West. Mr West had been apprehended in 1995 and sentenced to four years' imprisonment for thefts at the British Library and Cambridge University Library. In other words, he was at large again.

A few days later it was confirmed that the person who had inflicted himself upon Helsinki appeared to be identical to Joseph Bellwood. Previously arrested for thefts at various libraries in Britain in 1996, he had also been sentenced to a four-year prison term.

We were now dealing with two thieves, which did not help matters. When we consulted our registration files, we were made painfully aware that both persons had paid us several visits throughout a six-month period. They were both registered as readers under their own names. Bellwood had received his reader's ticket in August 2000, whilst Perry had chosen to register on each visit to the Library. We could thereby establish that Bellwood had paid us several visits during the summer and autumn of that same year. On one occasion, 26 August, he had placed orders for three atlases, all of which showed signs of mutilation. Three weeks later, on 16 September, he paid us yet another visit and placed an order for the original of Jan Huygen van Lischotens Itinerarium dated 1644 – a particularly rare and valuable work containing several strikingly beautiful plates. Be that as it may, his order aroused our suspicions, and the Head of Loans remained apprehensive keeping a vigilant eye on proceedings. For obvious reasons the reader never bothered to sign for the book. Returning later that autumn he placed the same order again. It met with an equally poor result. ‚Ordered twice. Not collected' is what Gudrun Oettinger, Head of Loans, had noted on the order form. And that crudely drawn map sent to us from the Royal Library in The Hague, which contained the address Döbelnsgatan, was finally explained. This was, no doubt, the address Bellwood used when he stayed in Stockholm.

By 7 March 2002, the media had latched on to the various thefts. News coverage, especially on the radio and certain daily newspapers, was extensive. Aside from the question of how much the maps were valued at, the most frequent question related to the matter in hand: what measures would be taken to prevent this from happening again? The former question we managed to avoid answering, although we did imply that their value could not be expressed in monetary terms, and that the thefts were to be seen as a serious threat to our country's cultural inheritance. We went on to explain that we had immediately increased the Library's level of security, although we would not go into further details about what measures were to be taken. No doubt, the reason for this tremendous media attention stemmed from an incident the previous month when the National Museum in Stockholm was ‚scooped' by the press as the location where the ‚theft of the century' had taken place (paintings by Rembrandt and Renoir were stolen). Press focus on similar events attracted much attention at the time. I declined an offer to appear on the TV programme, Wanted, as one possible approach to assist in reclaiming the maps. With hindsight, one may well ponder what consequences all the press and media reporting had on events. My personal opinion is that they were not all negative. It became only too obvious that public awareness of the value of our common cultural inheritance had increased significantly, as had public concern about such pivotal cultural institutions as the Royal Library and the National Museum.

Summing up the ‚thieving rampage', we established that almost 40 maps had been removed from their rightful places. We cannot be absolutely certain that all the depredations were committed by the same thief, or that the damage had all occurred on the same occasion. But there were indications that pointed to the same type of method. Fortunately, most of the booty was traced during the autumn, and our resident specialist on maps, Göran Bäärnhielm, has been able to identify ten maps at Scotland Yard. These maps will in due course be returned to their rightful location.

Taking Measures

Besides counting our losses, what measures did we take? Well, shortly after the thefts had been confirmed, the Heads of the affected departments, Magdalena Gram and Anders Burius, and their staff met to discuss what guiding principles and measures should be adopted when dealing with any such incident in the future.

From the notes taken on 8 March, a number of suggestions were put forward on how to make immediate security improvements for items at particular risk of theft from the Special Reading Room. Issues debated concerned the improvement of procedures and re-routing of parts of the premises to prevent similar attempts. The main objective was to ensure thorough identification of readers and to make access to original material more difficult. One step would be to necessitate special permits for especially valuable and rare objects, issued only by the Department Heads.

As far as the Special Reading room was concerned, there were certain ‚hidden' areas that would have to go. Witness statements confirmed that thieves deliberately chose these areas since they could operate without running the risk of being observed. Reading Room attendants would have to execute random security checks, and readers breaching rules would risk suspension from the Library. These suggestions were immediately implemented in principle.

In the longer term, the consensus was that the Royal Library should implement more forceful measures. Security cameras were included on the list of requirements prepared by the staff, as was a complete alteration of the premises with increased security procedures.

The proposals put before the Library's Board of Directors in April were on the following scale: the installation of three security cameras to provide coverage of concealed areas; the need for regular staff to be on hand for readers, necessitating further security staff, in other words, additional recruitment; secure premises. Leaving the premises should not be possible without passing through security, with a special locking device for release by security staff to let readers through. It was felt that security staff should be seated on a podium or similar elevated position by the exit to retain a vantage point for observation. The premises would have to be reconstructed in order to enable differentiation between different categories of readers and materials.

Questions were numerous and answers were expected. As we are well aware, security cameras cannot be put into operation at the drop of a hat. Permits need to be approved by the County Administrative Court. Recruiting staff requires time. Extra funding must be provided in budgets. Planning projections take time as well. The Royal Library does not own the building, which makes it necessary to negotiate with the owner for approval. Even that involves funding.

An issue that kept recurring was how had a theft of this kind been possible? Within the vision that my colleagues and I had devised for the National Library and its re-inauguration in spring 1997, we had included the need to give increased priority to future security matters, restricting access to original material and applying security regulations to any reconstruction work. Alas, how soon we were to be proved right!

Threats to the Royal Library have always been considered minimal and justifiably so. It is relatively seldom that thefts of a significant kind have been discovered, and when they are, they tend to be in the nature of a missing page or two from a newspaper, or readers not returning their books in time. But the risk of actual theft from the Royal Library stacks is considered to be non-existent. I would like to suggest that it is as difficult to steal a book from our underground stacks as it is to unburden a bank vault of its contents. Only when the item is brought out of the stacks in response to a reader's order (or for in-house reasons such as binding, preservative measures, etc.), do threats begin to loom. During the night the building is surrounded by what is referred to as ‚shell-protection'. There are alarms inside the building that trigger at the slightest movement, for instance, if anyone is ‚left behind' in the Reading Rooms.

During the day the Library's security is provided by experienced and trained security staff, who inspect the contents of visitors' handbags, briefcases, backpacks, etc. Security staff also patrol the Library on a regular basis. Elevators and other points of entry to staff areas and stacks require magnetic cards and individual codes. Staff are not, however, routinely subject to such security checks at present.

Security controls - and not only to the Royal Library's inner areas - are very thorough. This fact is constantly at the fore as visitors complain of excessive security controls and fondly reminisce about the idyllic 1960s. Security measures must, of course, be balanced with attainable and desired results. Under no circumstances must the Royal Library turn into an impenetrable and hostile fortress.

THE PRESENT SITUATION

But how does a Library protect itself from the unscrupulous reader? In this particular case, the thief's technical knowledge proved exceptional, as I am sure Erland Kolding Nielsen would also testify. Would our proposed measures prove satisfactory? Are they correctly aligned to all possible threats?

The Royal Library's request to install security cameras was approved by the County Administrative Board, but was appealed against by the Attorney-General on the grounds that they did not conform to the individual's need for civil rights. The County Administrative Board then made a volte-face and went along with the Attorney General. The Royal Library in turn appealed against the County Administrative Board's decision to the Administrative Court of Appeal in November of last year. To this day (10 April 2002) there is still no verdict in the matter. In other words, we have had to do without security cameras pending the outcome, while as citizens we are constantly watched in all kinds of shops. This paradox is difficult to understand since the Royal Library's mission is to secure our common cultural heritage, while in a food store it is usually a matter of prohibiting the pilfering of sweets.

The Special Reading Room for rare and sensitive material is now completed along the principles we proposed last spring. It has taken approximately a year to get everything in place, but we can now view the results in the form of separate rooms for maps, pictures, large-format material and manuscripts. The Special Reading Room attendants will be situated by the exit. The information and circulation desk will be situated in the centre. The all-important depot for material taken up from the storage vaults waiting to be issued to readers has been extensively extended, thereby increasing security. Despite radical changes, the character and splendour of the Special Reading Room, with its cross-vaults and flow of light and sense of space, has been preserved. These are still early days, and so evaluation of the new order and possible reactions from our ever-sensitive researchers will have to wait.

The actual rebuilding and additional equipment has cost us in the region of 1 million Swedish crowns (110,00 Euros). Add to this the costs for increased manpower with approximately 500,000 crowns (45,000 Euros) per year. This is an impressive sum for a National Library in these days of harsh economic conditions.

It remains to be seen whether these measures will suffice.

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‚Catch as Catch Can'[1]

by ELS VAN EIJCK VAN HESLINGA

Having been asked to speak on security prevention and actual incidents, I will start with the latter. After some sad stories, I would like to give a more general analysis, and then I will explain our thinking in the Koninklijke Bibliotheek on the steps we can take in order to prevent theft as far as possible in the future.

8 February 2001: the Department of Special Collections in the Koninklijke Bibliotheek is informed of a case of theft in the Royal Library in Copenhagen, by an English-speaking person. No name was given, but the staff in the reading room are on high alert because at that very moment a person with a British passport is consulting rare atlases. This person had already visited the Koninklijke Bibliotheek in October the year before. However, nothing suspicious can be detected from his behaviour, so the reader leaves the reading room – and our Library – unhindered. But, feeling uneasy, some colleagues decide to check the atlases that had been issued. To cut a long story short (it took several days of hard work to check all the atlases the reader had consulted), we ended up with a list of 55 maps missing from 25 books and atlases. A coincidental effect of this action was the discovery of thefts from some other atlases, which must have been the work of a German reader who had earlier visited our Library.

One of the problems in checking all the atlases and books for missing maps was the fact that most of these items have composite descriptions, so it was impossible to decide whether a given map had been missing all along (for instance, had been stolen in the past) or not.

In the meantime, we had, of course, informed the municipal police and handed over our list. We also sent this same list to Dutch antiquarian booksellers and to Europol. Although there was an agreement with the police to keep the theft confidential - at least for a while - this turned out to be impossible. Very soon journalists from several newspapers and television news channels wanted to know every detail of the story. A press release was issued and also put on our website. We decided to give interviews when asked and we were quite open about what had happened.

Months went by and nothing happened, except for the news that ‚our' thief had been caught and arrested in Helsinki. Hopes rose, of course: perhaps some of our maps could now be traced? But when Theo Vermeulen, Head of Special Collections, visited New Scotland Yard in London in July last year, none of the 400 maps there turned out to be from our atlases. So we lost, for instance, the famous world map from a 17th-century Blaeu atlas. Never to return, I'm afraid. It probably has already been sold at some small auction in Australia to someone who doesn't realise that he or she is a receiver of stolen goods.

Theft is, of course, a feature of all centuries and all cultures. Whether the number of thefts of items from our collective cultural heritage is rising, I couldn't say, but I would not be surprised if the answer was yes. We only have to look at some of the developments of recent years. I'll try to list them from the very general to the more specific.

First and foremost - most cultural institutions in Western Europe have recently made and are still making major policy shifts in their attitudes towards the public. Museums, archives and libraries have become decidedly pro-active in trying to reach their clients. To do that one of the primary goals is to open up all their collections, and to identify all the items they contain as clearly as possible. Of course, this is necessary for reasons of management, for conservation purposes and to give public access, whether for the general public or for researchers. But the unintentional side effect is that those with much less noble objectives can reach their targets quite easily. ‚Our' thief, seeking maps from 16th- and 17th-century atlases and books, probably had no problem at all in identifying exactly those he wanted.

Furthermore, I think that thieves in the world of ‚paper heritage' in museums, archives and libraries are professionals. I'll give you another example. This is taken from my former experience as Deputy Director of the National Maritime Museum in Amsterdam. It happened some eight years ago. We were informed by colleagues in the Library of the University of Amsterdam that they had discovered major thefts of whole books and maps out of atlases, all mainly from the end of the 16th century and the 17th century. It appeared to be someone who was quite knowledgeable about early printed material relating to the Dutch expansion. The name that was given – in confidence, of course – came as a shock to us. We knew the person as one of the most regular visitors to our Library. Well, research started into the items that this reader (a Dutchman) had recently consulted, and we discovered the following.

Looking carefully at each piece, only an expert could see how the thefts had been carried out. Our thief had made exact replicas of the maps he wanted to steal, and he had put these replicas back into the atlases in place of the originals. He also fabricated whole book-bindings and substituted these for the real copies. It turned out that we had several of these ‚dummies' in our bookcases! And Amsterdam was not the only hunting ground for this thief. He travelled around a lot. More than ten other institutions with similar materials were visited: archives, museum libraries and university libraries. The problem here was the usual one: how do you prove that this was the actual thief? In this specific case he fell into a trap set up by the Amsterdam police. And although nobody watching him very closely that day could see exactly what he was doing, it turned out that he had again carried out the same trick as before. But that was only proved when he was asked to open his bag and show the contents. A true magician! This story ends very unsatisfactorily. Although it was proved that this man had stolen from so many libraries, he was never convicted because of a judicial failure.

Apart from more open access in libraries and a growing professionalism among thieves, there are other factors that contribute to the increasing crime rate in this area. There are, for instance, more people interested in early prints who can also afford them. Prices have been rising on account of this for a number of years. There is a ready market for these stolen goods. And there is also the perception that crimes of this kind are not a priority for the police. In the case of the theft in the Koninklijke Bibliotheek, for example, we always had to ask the police for information. To tell the truth, we are a bit cynical about the way in which our case is being handled. Last time we spoke to the officer responsible, he informed us that due to re-organisation he could only get information about foreign proceedings indirectly. A recent article (30 April 2002) in one of the leading papers in the Netherlands actually gave us more details.

From the first of January this year, the Central Office for Criminal Investigation and Information of Art and Antiques has been closed down: a purely political decision. This Office kept a special database listing stolen art and antique items in the Netherlands, and communicated with other specialist investigative offices all over the world. It no longer exists! From now on stolen art objects must be registered in the national police register. That can only be done in general terms, which means that the identification of specific objects has become very difficult, if not impossible. Furthermore, the expertise in the field of art history, art objects, art thefts and the market for stolen goods has been lost. Questions about this shameful decision have been asked in the Dutch Parliament. I do not, however, feel very positive about the outcome.

I have spoken about actual incidents and their aftermath up to this point. Let us now turn to discussing ways in which we can try to protect ourselves as effectively as possible from such thefts. We, of course, realize that people will go on trying to steal our property.

After the theft last year we analysed the situation in the Special Collections reading room. And we took several actions. First, we asked two specialist security firms for advice. The Head of Special Collections, Theo Vermeulen, went to the British Library to look at the security measures there. And we decided to start thinking about rebuilding and re-equipping the Special Collections reading room.

A number of decisions were taken. Some were immediate short-term measures. We put a uniformed security officer in the reading room itself for the rest of the year. This was not a very popular job. Most officers hated it, sitting still for hours, and complaints kept coming in from our security firm. But in January 2002, finally, a new security camera system with video registration was installed. Theo Vermeulen returned from London with precise information about the weighing scales that performed well in the British Library, and these were put into use at the end of 2001. Readers who wish to consult atlases or other sensitive material must complete a special questionnaire detailing the purpose of their research. Procedures at the desk have also been tightened up: for instance, readers, who already have to surrender their readers' passes, are now also told where to sit in the reading room.

Longer-term measures involve the preparation of a security policy and the consequent implementation of this policy. We have started more detailed registration of all maps and prints in older books, a project that will take a long time. And we have developed specific ideas for the new Special Collections reading room, including a new entrance and different seating arrangements for readers.

And last but not least - we recognise the value of improved communication among institutions that are custodians of valuable paper materials. We should co-operate and try to exchange information as much as possible. The Koninklijke Bibliotheek endorses the establishment of an international group with the aim of preventing and dealing with thefts from our collections.

Let me finish with a practical suggestion. Potential thieves of valuable maps and prints from old books don't only pinpoint libraries in order to carry out their depredations. Museums and archives also belong to their hunting grounds. If we seriously believe that we can profit from mutual information and contact about such crimes, then it would be wise to involve these other institutions from the beginning!

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1 I thank Theo Vermeulen, Head of Special Collections, for his help with this article.

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‚Paradise Lost': A Theft from Helsinki University Library

by ESKO HÄKLI

BACKGROUND

Traditionally, research libraries in the Nordic countries have followed the policy of being open, public libraries. They have been rather reluctant to apply restrictions even to the use of their rare materials. In this liberal atmosphere, libraries and, above all, their staff have based their own behaviour on trust. They have believed that their users are honest and will not cause any damage to the collections, much less display any criminal intent. Serious abuse of this trust – if we exclude the everyday behaviour of university students – has been extremely rare, and this has encouraged staff in these beliefs. Thefts and mutilation of items from the collections have seldom occurred.

This background explains, at least partly, why the thefts last year in my Library were such a serious shock, and so upset some members of staff. We had to admit that we were no longer living in a paradise, or in a safe haven. As a result of the globalisation of crime, the world had lost its innocence even in remote Helsinki.

THE ACTUAL INCIDENTS

From 21 to 23 February 2001 the Library's Special Reading Room was visited by an overseas reader, who wished to see atlases from the well-known Nordenskiöld Map Collection. On Wednesday 21 February he ordered four items, which he consulted on Thursday. Then he ordered further items and consulted them on Friday, the last day of his visit. He left the country on Saturday. Six rare maps disappeared during his visit.

How did this happen?

The Library had received a warning from the Royal Library in Copenhagen on at least two occasions. A week before the actual incidents occurred, we had even received the name of the person in question. But because the key person in reader services was on sick leave, the message did not reach the relevant staff in time.

As a result of the first message, the staff were, however, already aware of the risk, and special arrangements were made. The reader was issued with only one volume at a time, and additional staff were placed in the Special Reading Room to keep a close eye on his activities, one of them, in fact, sitting behind him. He also had to show his passport, a requirement which hitherto had not been customary in the Library. It turned out that the visitor was Mr. Melvin Nelson Perry from the United Kingdom.

Because nothing alarming seemed to have occurred, the volumes were not checked immediately after use but simply put into a safe. When the second message from Copenhagen dated Monday 26 February finally reached the staff, it was discovered that the English gentleman had been exactly the same person about whom the Library had been warned. The volumes were checked immediately and six maps were found to be missing. The police were contacted and given all available information. A search warrant was issued through Interpol. The Library distributed the information to the Art Loss Register, the Map Collectors Society and the antiquarian booksellers' organization. Contact was made with a number of libraries in other countries, and a notice about the incident, with a list of the stolen maps, was put on the Library's homepage. To my surprise, this list seems to be the only one made public by libraries which were victims of the same epidemic of theft.

The theft became a public matter because the police informed the media. It is sad to say that the Library has hardly ever received as much publicity as it did in this case. If you go to the website of the Institute of Historical Research, London[1], you will find links to news releases published in the international edition of the leading Finnish daily newspaper, Helsingin Sanomat. These give fairly reliable coverage of the incident.The Library immediately began to revise its security measures in parallel with the police investigations.

To cut a long story short, the Finnish police issued a request to the UK authorities for Perry's extradition. He was arrested by the UK police on 16 March, but he was soon released on bail of £10,000. During this process two of the stolen maps were returned to the Finnish embassy in London. On 6 August 2001, Perry voluntarily returned to Finland and was taken into custody. During that time two more maps were returned, which Perry used as proof of his willingness to co-operate with the police. It was striking how similar his behaviour was to that of the well-known map thief from the United States, Gilbert Bland, alias James Perry, described by Miles Harvey! Bland bargained with the court, too. Like Bland, Perry also expressed remorse for his actions, and promised to help recover the two remaining maps, or to replace them with similar ones. But, at the same time, he also blamed the Library, alleging that the lack of security measures had made him a thief. Believe that if you will! To remove the maps, he had used a small knife meant for sharpening pencils. He had then mailed the maps to himself to England in order to evade customs and police controls. By this means, too, stolen maps can be transmitted to another part of the world at the speed of airmail, not in weeks or months. The court proceedings also contain another interesting piece of information: Perry said that he had not been aware that the Library had been warned in advance.

Perry received a prison sentence of 18 months (without probation) and was ordered to pay compensation of 310,000 Finnish marks (about 52,000 Euros), which was much less than required by the Library. Because the sentence was less than two years, he was not immediately taken into custody. Of course, he left the country and disappeared. Both the Library and the police were completely frustrated. I must stress, however, that the police took the case extremely seriously, as in the end did the courts. Because Perry has lodged an appeal, the case has not yet been closed.

As a result, two rare maps are now missing and can be regarded as definitively lost. They are:

1. ,Mappamundi' by Claudius Ptolemaeus from Cosmographia, printed in Venice 1486, and
2. ,Nova Belgica et Anglia Nova' from Johann Blaeu, Atlas maior, Amsterdam 1662.

You could, of course, ask whether we are sure that only these two maps are missing. Yes, we are, because with the help of the printed catalogue we have made an inventory of the whole of the Nordenskiöld collection. This task involved a great deal of staff time, and, all in all, the whole incident took about 1,000 hours.

Our impression is that Perry cannot have been the brains behind the exercise. He must have been working for somebody else. He himself would be most unlikely, for example, to have such a large amount of money available at short notice for bail. This ,somebody' must have had a special interest in precisely those maps that were not returned. But what kind of person is this ,Mr Somebody'? Or are we perhaps dealing with a criminal organization? Miles Harvey gives a rather gloomy picture of some map dealers operating on the international market. They seem not to be very meticulous about the provenance of the maps they sell, and their customers seem even less so. The market is uncontrolled. Maps are sold largely as decorative objects, not as scholarly items, and private buyers hang them on their walls where no investigator can find them. On the other hand, every map dealer with any knowledge of the history of cartography must know that a 1486 Ptolemy map turning up suddenly on the market is likely to be suspect. Some years ago, a copy of Ptolemy's Cosmographia from the same period, 1482, was auctioned at Sothebys for a price of US-$ 1,267,500. (A copy of this edition can also be found in the Nordenskiöld collection!)

SOME COMMENTS

It is easy to be wise with hindsight, and to say that

- Perry should not have been permitted to consult the original volumes since he could not present any evidence of doing serious research.
- I should have distributed the warning with Perry's name to several members of staff instead of relying on just one person; if Reading Room staff had known the name, I am sure that the theft would not have taken place. The way the staff dealt with the case deserves praise. The security measures in the Reading Room were not as careless as Perry alleged. Of course, he was right in the sense that he should not have been permitted to have access to the Library's map treasures. And I also have to admit that the Library's security organization was not up-to-date.
- each map in the atlases should have identified with a visible stamp or another form of identification to make the maps less attractive as sale items.
- psychology also played a major role in this case. Perry gave the impression that he was a trustworthy English gentleman, and so the staff's attention relaxed. On the other hand, supervision was very thorough, and an ordinary thief would not have had any success.
- of course we can also raise the question of whether it is wise to publish an analytical printed catalogue of such a rare collection and distribute it world-wide; my answer is definitively yes, it had to be done. Libraries cannot serve their purpose by concealing their resources.

The support of the Royal Library in Copenhagen is an excellent example of the importance of open information, which was a great help to us. I am sure that we would have lost many more maps without their warnings. And the thief would not have been caught, because passports were hitherto not checked or their details recorded. The latter was the crucial factor in this case. Without exact information about the passport and its number, the police would never have been able to identify the thief. Unfortunately, all the libraries we contacted were not as helpful.

Revision of the Library's Security Arrangements

Point of Departure

The Library has undergone a major construction project and its premises, both stacks and public areas, have been substantially extended. The rearrangement of services is still in progress. Users often complain that it is difficult to find the locations and the collections they need. The combination of two old buildings, connected by a corridor under the courtyard, is rather complicated. But if an occasional reader from abroad can easily find his way to the most remote corners of the buildings, it cannot be too incomprehensible for regular users!

From a security point of view the problems are, of course, quite different. The large and complex conglomerate of reading rooms and open access areas housing 400,000 volumes, not just the Special Reading Room, would require permanent supervision. This is, however, beyond the Library's resources. Other means have to be found.

On the basis of our experience, the overall concept of the reading rooms must now be revised. Unfortunately, this requires both construction work and new furniture, which, of course, cost money. But the Library cannot continue to be as generous to its present users as it used to be.

The main changes so far relate to the use of the Special Reading Room. In practice, they make the work of all users more difficult. Access to collections in the Special Reading Room is now much more complicated than before. Users now have to consult special materials separately from other parts of the Library's collections, which, I must admit, is not very user-friendly.

The measures, which have been taken after a thorough analysis of the situation and a reassessment of responsibilities, can be summarized as follows:

1. Strengthening controls at the entrance to the Library and in reader areas in general, e.g.:
   - patrolling in all reader areas
   - improvements to the Closed Circuit Television (CCTV) security.

2. Arrangements in the Special Reading Room:
   - additional staff as superintendents: two staff members present between 1000 and 1800 hours; the Reading Room staffed at all times
   - the regulations for delivery of ordered material have been changed: delivery time is now one day to allow checking of the items in advance of issue: they are also checked after use
   - the furniture in the Reading Room has been rearranged and material is issued to readers within three categories: 1) personal, individual supervision at the user's desk; 2) designated desks for certain types of material close to the Reading Room attendant; and 3) other tables with an unobstructed view from the attendant's desk. There are fourteen seats in the Reading Room.
   - a new security camera has been installed.

3. Revision of the rules for the use of the Special Reading Room
   - permission to use the Special Reading Room now requires a written application. The applicant's identity must be checked. A separate reader's ticket is issued specifically for this Reading Room.
   - the reader's ticket must be shown every time the user wants to consult material from the collections
   - access controls at the entrance and the exit, and new rules regulating what is permitted to be brought into and out of the Reading Room, have been introduced; and dedicated lockers are placed outside the Reading Room for personal belongings which may not be taken into the Special Reading Room even if they are permitted in other controlled areas of the Library.
   - the use of surrogates (facsimiles, microfilms, digitised versions) is being increased.

4. The rules for the treatment of materials issued to users have been updated.

5. Permanent contact with the police has been established.

6. Additional parts of the collections in open access areas have been treated with magnetic strips for electronic control at the Library's entrance.

7. Restrictions on lending general research literature have been extended; publications printed before 1900 can only be consulted in the reading rooms and may no longer be borrowed.

8. Staff training in the revised security arrangements has begun. Police representatives have given staff practical guidance and training.

PROBLEMS

Some planned measures are still awaiting implementation, e.g.

- changes requiring construction work and the installation of new technical devices
- restructuring of reading rooms and the introduction of new supervised areas; for example, the use of material taken from the stacks to general reading rooms cannot yet be appropriately controlled.
- classification of collections in line with their security needs; only those collections that must be consulted in the Special Reading Room have been dealt with.
- better implementation of the register of items issued to readers in the Special Reading Room.

A major upgrading of security arrangements would require additional staff in different parts of the system, which the Library, unfortunately, can only afford on a very limited scale. The present problems have been caused, at least partly, by the necessity to streamline the organization and the staff structure in earlier years. This necessity came from substantial cuts in the salary budget imposed on the Library. Now that particular rationalization has had to be abandoned, but much of the knowledge of important traditions (,the collective memory') has, unfortunately, been lost.

We should also discuss the effects and the use of the various measures. For example, what use are security cameras? In our case, passport control was the key to the police's success. Of course, equally, no thief wishes to be photographed. But when the thief pays only a short visit to a foreign country, a photograph may be of rather limited usefulness.

STAFF AND TRAINING

The use of physical collections requires staff with expertise. Security aspects, in turn, require staff who are entirely reliable. General developments in the library sector, including an exaggerated emphasis on electronic media, have not helped us to meet these requirements. Dealing with collections on paper has been labelled as largely old-fashioned and outdated, despite the fact that these collections represent a fortune on the commercial market, the value of which, in many cases, far exceeds the value of the buildings in which they are housed and consulted.

I have to admit that to some extent it has proved difficult to encourage clerical staff to understand clearly the necessity for strict security measures. For the time being, the procedures still contain too many weaknesses. Improvement in this field requires extensive training in many subjects, e.g.

- the history and value of the collections; if you do not know the historical value of the collections, how can you understand the need for their security?
- the Library's policy and the conditions of use for different collections
- the correct way to handle collections.

We should not forget that staff are not only an asset, but unfortunately also a security risk. We must, therefore, ask ourselves the following questions:

- how are new staff recruited? In many libraries salaries are rather low, and they do not encourage ambitious people to seek work in libraries. Selection of the right people is, therefore, a crucial issue.
- how are new staff trained and familiarized with the Library's requirements?
- how are staff access rights and responsibilities defined, e.g., the right to access different areas of the Library?

In practice, we are referring to the culture and the organization of the Library.

FINAL POINTS

The police advised us that after an actual incident takes place, there is a risk that staff quite soon feel that the danger is over and relax again. It is, therefore, important to keep internal security organization in place, well-trained and alert. This requires considerable effort, not only on a single occasion but on a continuous basis.

The Library should make it clear to the public that strict security measures are followed, without, of course, revealing the details. The psychological effect is an important part of prevention. Should Perry have known that libraries were warning each other? I believe that it would have been betted had he known. The existence of the international security network for libraries should, therefore, be made public, while keeping the details confidential.

NOTE: After this text was written the Court of Appeal has confirmed the prison sentence of 18 months without probation. Legally the case is, therefore, now closed.

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1 <http://ihr.sas.ac.uk/maps/europethefts.html>

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The LIBER Security Network of 2002 – The Copenhagen Principles

Background and Present Overview

The last decade has seen the rapid development of a number of factors affecting the security of significant library collections.

- The market value of large parts of library collections now equals the prices of the most expensive antiques and works of art;
- The interest of the free market in items held in libraries is constantly increasing;
- Valuable parts of library collections have been subject to grave instances of theft of a trans-national character across Europe.

Recognizing these developments, we have decided to set up closer co-operation among libraries with the purpose of preventing or resolving such incidents.

From the evidence it is clear that individual libraries have dealt with these matters in a rather isolated way in the past, and that co-operation between libraries has been only sporadic. On the other hand all libraries tend to involve the police authorities at the point of theft. Bodies such as Interpol and Europol also have considerable expertise in counteracting thefts of cultural assets. But Europe has a wide range of different legal systems, and this can make theft investigation more intricate and therefore rather slow.

The international criminal world is not dependent on legal and administrative restrictions, but can exploit to the full the openness of the modern communication and information society. This creates the basis of a ‚crime internet'.

Interpol and national and international police authorities are, on the other hand, completely dependent on the evidence produced by the victim of the theft. Insufficient evidence weakens the case both for the police and the law.

Libraries entrusted with collections of cultural value must give a high priority to their security policies and systems. They need to develop better communication and co-operation on security issues with police organisations such as Interpol and Europol and with national legal systems.

In the business world, if a company loses valuables through theft, it will normally have made arrangements in advance for compensation, either through insurance or replacement. For cultural institutions the situation is almost exactly the opposite. Libraries cannot insure their collections, because what they might lose is almost impossible to replace. One cannot insure against such things in a traditional way.

Libraries have to be open to the general public and make their collections available to the public. Librarians generally have an open mind and show a co-operative approach to users, both scholars and the general public. This very openness and co-operation can be exploited by criminals.

This is the kind of reality libraries have to face. They are no longer safe retreats. They are for better or worse an active part of society, with all that this entails.

Those of us who are entrusted with the task of preserving cultural assets must realise this fact and face up to it in order to forestall acts of criminality directed at our collections. Without surrendering our open approach, we should try to overcome the naivety with which it has from time to time been associated and act in a more professional way.

The evidence suggests that there are a number of weaknesses in the way we handle criminal attacks against our collections and in the organisation of our security arrangements. These must be addressed and eliminated if our libraries are to be in a stronger position against international criminality. Openness on the part of libraries is a crucial factor in this development. Institutional silence can only be to the benefit of the thief.

AN ORGANISATIONAL NETWORK
FOR INTERNATIONAL CO-OPERATION ON SECURITY PROBLEMS
IN NATIONAL AND RESEARCH LIBRARIES
DRAFT PRINCIPLES

Principle 1

The representatives of the national and research libraries present (hereafter called the representatives) agree to establish a new security network for trans-national co-operation between libraries in order to prevent and combat criminal offences against significant library collections.

Principle 2

The representatives accept that each national or research library is responsible for setting up its own security policies and security systems, but they endorse their commitment to co-operation as part of a wider security network.

Principle 3

The representatives agree to inform and assist one another in a secure network when a library is subject to potential or actual criminal attacks against its collections.

Principle 4

The representatives agree to commit themselves to defining and developing a common ethical code of practice on security information handled and exchanged among libraries.

Principle 5

The network will co-operate with the police at an international level.

Principle 6

The representatives agree to nominate a designated member of staff as the library contact for the network.

Principle 7

The designated staff (security managers) will share experiences on security issues and best practice with one another.

Principle 8

Information about security issues is confidential to the security network.

Principle 9

The representatives encourage LIBER to establish co-operation on security issues with the book trade and with other memory institutions.

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Unanimously endorsed by the delegates at the LIBER *Conference on Library Security Management*, Copenhagen, 12-14 May 2002.

Copenhagen, 14 May 2002

Erland Kolding Nielsen
Vice-President of LIBER

Esko Häkli
Ann Matheson
Conference Chairmen

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Preservation Policy: A Challenging Task Both on a National and Local Level[1]

by ESKO HÄKLI

This presentation is an updated and edited version of a lecture which was given at the Preservation Management Summer School organized by the Nordiska vetenskapliga bibliotekarieförbundet (NVBF) in Mikkeli, Finland, June 18.-22., 2000.

PRESERVATION - WHAT?

First of all we have to clarify the terms. What is preservation? In principle it includes everything which is needed to maintain the collections, e.g., the acquisitions and collections policy, preventive measures, active conservation, use of surrogates, physical facilities, etc. In principle every library should therefore have some kind of policy for preservation. In most cases the word „preservation", however, is used in everyday speech as a synonym for conservation, which is why most libraries in Finland feel no need to discuss it. Collections in which they invest substantial amounts of money are obviously expected to take care of themselves.

In this conenction I am making a distinction between preservation and conservation. By conservation I mean active treatment and preventive measures.

A POLICY - WHAT?

And what is a policy? The shortest way to describe a policy is a formula answering the questions „what, why and how". It is a statement which announces what one wants to achieve, why it is necessary to achieve it and what one is going to do to achieve this „what".

In order to answer the question „what" we have to make up our minds; we must know what we want to do. I am afraid that the problems begin here. In too many cases our ideas about the ultimate goals are too fuzzy. If this is true, it is not surprising that so few real preservation policies have been formulated.

Both a policy and a strategy always mean a choice. In the preservation business in particular, choice is unavoidable because the needs greatly exceed the available resources. Until now we have mainly had our paper-based collections to take care of. That has itself been an overwhelming task. In the near future we will also have electronic publications. To preserve them permanently or to perpetuate them, as the experts at present seem to say, will require far greater effort.

A policy also requires that decision-makers, those who are in charge, be engaged in the business and not only those who are directly involved. In the first instance a policy is not a question of experts. It does not deal so much with technological questions as with questions about goals, responsibilities and, of course, financing.

How Do We Preserve?

I have already mentioned two important aspects which characterize the present situation. The first was that there are so few policies which meet the requirements of a policy. The second was that the needs of active treatment are far greater than the resources available.

All of us, I am sure, feel that preservation, in every sense of the word, has not received as much attention as it deserves. We have not succeeded in convincing governments and other funding bodies of the necessity to invest in preservation. The only way seems to be to negotiate for money for individual practical measures and to produce good arguments for them. This is possibly the only language the decision-makers understand. Libraries and archives are not alone in this situation. In very few countries do governments have any stated policy for the preservation of the cultural heritage at large, including buildings, monuments, etc. The ultimate responsibility for developing a policy and pursuing it thus lies on the institutions which are in charge of those particular issues. It is their task to persuade government to allocate the resources required.

As to preservation needs, the climate is not very favourable in the library field either. The whole philosophy of librarianship has changed. It is more fashionable to advocate access to instead of ownership of collections. If collections are less important, why invest money and energy on preserving them? This trend also influences many paymasters, as for instance the universities, when they struggle with insufficient budgets. A powerful policy will therefore be needed to formulate an acceptable goal and to show how it can be achieved. But here we meet a new problem, which may be one of the reasons why the situation is as it is.

Do we, libraries and archives, really know what should be done and what the most urgent issues to be tackled are? Are we able to tell ourselves and our funding bodies what our priorities are? My impression is that we are not yet in the position to produce a blueprint of a comprehensive preservation policy, not for a whole country or for a single institution.

The main problems seem to be that

- governments and financing bodies have not committed themselves, and
- those responsible for the collections do not have a clear concept of what really should be done.

Because the ultimate responsibility for initiatives lies on the institutions and not on the government, we have to start our considerations with ourselves.

Since there will never be enough money to treat all our collections, selection has to be made. This must be based on several criteria, one of which, of course, is the importance of the collections, as difficult as this is to determine. In addition to such criteria, there are other factors which have to be taken into account and which may require rather tough decisions. I will give an example of problems of that type later. All these issues may be so wide-ranging as to paralyse the decision-making and jeopardize the whole idea of creating a policy.

The second point is that we do not necessarily know the condition of our collections well enough to be able to determine the order in which they should be treated and how. In many cases we do not even know that we do not know. The condition of the items should, however, be known before choosing the treatment methods.

The third point is that we do not exactly know how to treat the collections and the various materials. We still lack appropriate methods. Mass-deacidification methods, for instance, are still in their infancy. We have no guarantee of the results and there is no way of foreseeing what will happen in the long run to the material which has been treated. In Helsinki University Library, for instance, we have discovered that the issues connected with mass deacidification are much more complicated than has been believed. Differences in the condition and chemical quality of the paper in different publications are so great that they can not be treated in the same way by the same process. Differences are caused by the original quality, age, conditions of storage, etc. In addition to this there are, so far, no ways of strengthening the paper during the process. How can you persuade a government to invest in something the effects of which are uncertain or insufficient?

One of the unclear issues in many countries is who is in charge of what. To determine the players of the game would be an important first step. National libraries, of course, must take on the obligation to preserve the published cultural heritage of the nation. But who else has to be active? The answer varies from country to country. It also depends upon the question of why preservation is being carried out.

WHY TO PRESERVE?

If the preservation measures are appropriate, the results are basically the same in spite of the motivation and arguments about why we preserve. But for financing as well as setting priorities, motivation way have a great influence.

Preservationists primarily argue by referring to the needs for rescuing the cultural heritage for the future generations. This is, of course, our traditional view and this is also the task of many archives and all national libraries. When considering the rationale of legal deposit we argue for the need to preserve the published national heritage. The same argument is also valid for the legal deposit of electronic publications.

However, it is not always said that present generations and their decision-makers feel committed to the future needs. Leaving national libraries aside, most of the big libraries in the Nordic countries with major collections of historical material are maintained by universities. Because of the changes in the budget regime universities are no longer as proud of their big main libraries as they used to be. Instead they feel that the historical collections have become a burden which they no longer are prepared to pay for. It is difficult to say whether anybody was able to foresee all the consequences of the new budgeting policy.

Of course we have to ask why universities should invest in preservation at all. Archives in most cases have legal obligations to secure the permanence of their collections. Similar obligations very seldom apply to ordinary research libraries. The task of archiving is basically a duty of the national library or an obligation associated with legal deposit only. Even in that case only a limited number of legal deposit libraries have been given an archival function. What has been said here does not mean that libraries in principle may not want to preserve parts of their collections. Items in their collections with high cultural or market value for instance may motivate them to invest in preservation.

Previously, when accountability in the present sense of the word was not yet as important as today, short-term fixation on the current, heavily-used material was not the only yardstick by which the necessity of an activity was judged. Prestigious universities were interested in their national role and were, at least in principle, prepared to assume national responsibilities and to work for the future of the nation. Responsibility for the collections of the cultural heritage was a source of pride.

If universities are no longer in the position of accepting national responsibility, they should at least recognize the needs of their own future. Research and teaching at a university have to be based on a continuum of culture and knowledge. This continuum can be safeguarded only by documented evidence because we can not inherit knowledge and learning. What are the historical collections if not collections of this evidence? Seen from this angle, preservation has a role to play, being one of the means by which a library achieves the results it is expected to produce. Of course, it is hard to show the immediate benefits of preservation, because its impact can be compared to forestry. Very often the life-cycle is too long for us to harvest the fruit. Preservation is an investment of a special kind: its impact becomes apparent with much greater lag than most other investments. In other words, if a university wants to ensure its future role as an important research organization, it has to make sure that it has all the resources required at its disposal. In many cases, it will be too late to do anything if the necessary preservation measures have not been taken in time. If we call the traditional approach to preservation the preservationist's approach, this could be called the utilitarian approach, because it is basically motivated by the practical benefits it is assumed to produce.

To summarize: at least the following three aspects have to be mentioned as reasons to preserve:

- permanent archiving of the nation's cultural heritage

- safeguarding the conditions of research and teaching in the future
- securing the financial value of the items.

WHOSE POLICY?

If a policy has to be comprehensive, written and formally approved, few national policies exist in Europe. Documented policies for individual libraries do not exist in great numbers either. Many libraries do follow certain principles or patterns but very seldom have they been written down as a comprehensive policy document and been put through a formal adoption procedure. I have to confess that this also applies to my own Library, although many of our principles have been laid down in writing and the goals have been set formally in connection with the annual work plans, also in writing. I will come back to these further on. Of course, there is still one more alternative: traditions which are interpreted by the preservation experts without the engagement of the top-level management of the library.

When we are speaking about a preservation policy we have to specify whose policy we mean, not merely what the policy covers.

A national policy, for instance, may be a government policy, but may also be an agreement between institutions only. Who will provide the resources, however, if the institutions themselves agree on the goals?

To have a real impact a policy must include both the goals and the resources. Without ensuring the necessary resources a policy will be merely a „letter of intent". Resources can be provided by the government or by the individual institutions. The government can grant the resources for special programmes or to given institutions, such as the National Archives and the National Library.

To take Finland as an example, there is no clearly-defined national preservation policy. An attempt to create a national policy was made in 1985, but the Ministry of Education was not prepared to approve the proposal because it would have required additional funds. In practice, however, the Ministry of Education seems to follow certain principles. As to the libraries, the printed publications have to be collected on the basis of the Legal Deposit Act and the National Library has the task of archiving them. The same pattern will apply to electronic publications. The Ministry has been active in promoting the revision of the Legal Deposit Act and has already reserved resources for the National Library for that purpose. There is also a national reserve collection, but to my knowledge no additional funding has been planned for it. In other words, the Ministry of Education has taken the necessary measures to ensure that the items of the country's own published cultural heritage are collected. The legal framework has been created and the practical responsibility given to the National Library, which is carrying out the task with the help of its annual budget, which, it is true, is rather limited.

A decision on archiving radio broadcasting and television programmes has still to be made. At present only films which are shown on television have to be deposited. The report which the Ministry commissioned about the revision of the legal deposit law contains a proposal to solve these problems as well. According to the report, the radio broadcasting and television programmes should also be archived by the National Library.

Because of the structure and history of the research library system in Finland, only a few libraries have important collections of old material. Large preservation programmes do not therefore exist in the university libraries, but a number of libraries have nevertheless invested in the maintenance of their collections. The cuts in their budgets, however, mean that today hardly anything is spent on treatment of their collections because they have to allocate their resources to the acquisition of new publications. It is the National Library therefore, which is obligated to take care of the national collections.

Quite obviously the Ministry also has accepted the policy of safeguarding the permanence of certain types of material with the help of surrogates. When the National Library's Centre for Microfilming and Conservation was set up in 1990 in the town of Mikkeli in the south-eastern part of Finland, the Ministry supported the arrangement. Of course, the Centre was continuing the work which had already been started at the beginning of the 1950's. The expenditure caused by microfilming has been accepted as part of the Library's annual budget.

Digitisation is not primarily a means of preservation but a new way to improve access. Protecting items from heavy use, however, indirectly assists preservation. The Finnish Council of University Libraries has prepared a policy document calling for special attention to permanent archiving of the digitized material and suggesting that a national centre for digitisation be established in the National Library's Centre for Microfilming and Conservation.

Very little has been said about the preservation of foreign publications in Finnish libraries. Obviously they are not a concern, provided that they are not of high economic value. Helsinki University Library is investigating ways to ensure the permanent existence of its legal deposit collections of pre-1917

Russian literature. While it would be most unfortunate if the collections were destroyed by heavy use, it can be asked whether the Finnish National Library should invest in publications which are primarily the obligation of the country of origin.

The new issue is ensuring permanent access to the electronic journals and other resources which have been purchased through licences. These electronic resources, which are not legal deposit, have not necessarily been mounted on any server in our country and that may not happen in the future either. We are therefore not speaking about our own collections in the same way as before. But the crucial point is still how to ensure permanent access to publications the purchase of which has required major investment. This is a new and complicated issue which has to be taken seriously and which will require new solutions. They may perhaps emerge from joint arrangements with institutions in other countries.

Why Is It so Difficult to Establish a Policy? One Example from Real Life

Policy-making is difficult. In many cases it is easier to avoid it, even if it may cost a lot of money. In order to avoid criticizing any other library I will give you an example from my own Library, from real life, so to say.

One of the main tasks of the Library's Centre for Microfilming and Conservation in Mikkeli is to microfilm all current Finnish newspapers. In addition to a specified quantity we also have to achieve a sufficient quality. We must be sure that the contents of the newspapers will be saved for the future on microfilm if and when the print versions disappear. But, fifty years ago, when the Library started microfilming, our expertise was not good enough and we now have to refilm the newspapers first processed. We have now discovered that it will no longer be possible to microfilm these particular newspapers once again, say, fifty years from now. These newspapers were printed in the second half of the nineteenth century and their paper is already too brittle.

The point is therefore that we know that the newspapers cannot be refilmed and they are too brittle to be used in any other way either. Why should we invest large amounts of money in keeping these originals? The Library has a large repository where the old newspapers are stored and where every square metre costs money. This cost detracts from the Library's other activities.

But what would happen if we would start weeding out the original Finnish newspapers from the time of the national awakening? The answer is quite simply that it would be a national scandal to destroy newspapers in which the great names of the nation publicized their ideas during such a critical period of the country's history. It would be a scandal in spite of the fact that the news-papers are slowly destroying themselves because we do not have means to treat them. The only rational way would be to save only sample volumes and to treat them properly and discard everything else, thus saving a lot of money for other purposes.

I wonder whether we ever will have the courage to take this step instead of leaving the newspapers to their fate. I also wonder whether it would ever be possible to convince the general public, our users and the government of the necessity of such a step. In this case, when national feelings play so strong a role, saving money is not enough to make such a drastic move feasible.

This example may show that there are constraints of many kinds preventing library management from rational decision-making, at least for now. Nevertheless I have a strong feeling that our case has not yet been closed and that we must find a way to solve it rationally.

THE NATIONAL LIBRARY'S PRESERVATION POLICY

Helsinki University Library, the National Library of Finland, is the only institution in the country with the responsibility of preserving collections of the published national heritage. The law requires the Library to preserve Finnish printed publications of all types and the sound recordings received as legal deposit. In the near future legal deposit will also cover electronic publications of all types and possibly also radio and television programmes.

Other collections of Finnish material, such as manuscripts of cultural relevance, e.g., musical manuscripts and recorded sound before the legal deposit (1981) have equally to be kept for the future.

Parts of the Library's collections of foreign material which also constitute the cultural property of the nation require at least selective preservation and conservation, including:

- items from the old research collections
- legal deposit from Russia to 1917
- special collections, e.g., the Nordenskiöld Library

- items of historical and economic value.

The way of handling collections can be divided into three categories: active treatment of new items, retrospective measures to treat the existing collections, and preventive measures. The focus has been shifted from retrospective measures to the treatment of the current intake. This protects the collections better and is cheaper in the long run.

1. Preservation of the current intake: all items receive the necessary treatment on their arrival, minimizing the need for retrospective measures:

- all current newspapers are microfilmed on arrival; no backlogs are allowed
- material (books, periodicals, brochures, etc.) which has to be protected will be boxed on arrival
- material which has to be bound will be bound on arrival

2. Retrospective measures concentrate on

- microfilming which in the near future may be combined with digitisation; at present more than 50 per cent of the Finnish archival collection is used on microfilm and the originals are kept untouched
- treating groups of material, such as
- the most important and unique material
- the most endangered material
- special groups such as recorded sound
- individual items from the foreign collections.

3. Preventive measures

- improving the storage conditions and the condition of the collections in general: e.g., new underground stacks have been built with optimal and stable conditions; the condition of the collections is surveyed regularly.

These principles constitute the framework within which the decisions are made. It goes without saying that choices have to be made because the needs exceed the resources.

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La Numérisation dans les Bibliothèques de l'Enseignement Supérieur en France

par VALERIE NEOUZE

En quelques années, l'arrivée d'Internet et le développement des nouvelles technologies ont profondément transformé le paysage des bibliothèques de l'enseignement supérieur en France, comme ailleurs. Constitué de 96 bibliothèques universitaires et de six bibliothèques de grands établissements[1], ce vaste réseau documentaire s'est enrichi d'une offre numérique de qualité qu'elle met à disposition d'un public sans cesse élargi. Poursuivant leurs missions traditionnelles d'acquisition, de signalement et de diffusion de l'information, ces bibliothèques ont depuis longtemps pris conscience des potentialités offertes par le format numérique pour diffuser à distance une offre documentaire enrichie: acquisition de documents nativement numériques, numérisation de collections matérielles au sein même des établissements, voire édition électronique de documents créés dans le cadre de l'Université. La maîtrise de ces nouvelles technologies, alliée à un savoir-faire professionnel acquis au fil du temps, entraîne ainsi une évolution du rôle de médiateur de la bibliothèque qui se double à présent d'un rôle émergent de producteur de l'information scientifique et technique. Les bibliothèques de l'enseignement supérieur, en France, s'inscrivent très précisément dans ce contexte où les frontières traditionnelles entre la production, l'édition, le traitement et la diffusion de l'information sont d'ores et déjà abolies.

L'ENVIRONNEMENT NUMÉRIQUE DES BIBLIOTHÈQUES DE L'ENSEIGNEMENT SUPÉRIEUR

Un rapide état des lieux de l'environnement numérique dans les bibliothèques de l'enseignement supérieur en France s'impose en préalable pour mieux comprendre les orientations de la numérisation telles qu'elles se dessinent aujourd'hui au sein de ces établissements. Toutes les fonctions traditionnelles de bibliothèques, de l'acquisition à la communication des documents en passant par le signalement et la conservation, sont confrontées au changement induit par l'introduction de la dimension numérique.

En quelques années, la documentation numérique[2] a pris une place très importante au sein des collections des bibliothèques universitaires. En quatre ans, de 1998 à 2002, les dépenses consacrées à l'acquisition de ressources électroniques, - bases de données, périodiques et autres documents numériques -, ont connu une croissance de 88 %. Elles représentent aujourd'hui environ 16 % des dépenses documentaires totales. Le coût élevé de ces services, malgré la constitution de consortia, explique en partie ce pourcentage mais il ne doit pas occulter la réalité de ce changement. A ces acquisitions proprement dites, il faudrait ajouter une masse plus difficile à évaluer, constituée par les collections numérisées. En effet, chaque service commun de la documentation (SCD), chaque bibliothèque d'établissement spécialisé souhaite légitimement mettre en valeur un fonds précieux ou compléter son offre électronique en numérisant une partie de ses collections « papier », dans le souci de construire une politique documentaire cohérente. Cette volonté affirmée se traduit par une croissance exponentielle du nombre de projets, encore souvent isolés. Enfin, par leur expertise de la gestion documentaire et leur situation au sein des Universités - éditeurs elles-mêmes d'une documentation institutionnelle et scientifique importante -, les bibliothèques ont un rôle à jouer dans le circuit éditorial qui se met en place dans ces établissements à la faveur du développement des nouvelles technologies.

Face à l'extraordinaire développement de cette documentation numérique, les universités françaises ont commencé à se doter de système d'information documentaire (SID) porté par le SCD, sous-ensemble du système d'information global de l'établissement. Ce SID a pour vocation de permettre un accès simplifié et transparent à l'ensemble des ressources numériques pourtant hétérogènes: fonds numérisés, ressources distantes négociées par l'Université pour des usagers habilités (en particulier les bases de données et les périodiques électroniques), réseaux de cédéroms pour les différents sites de l'Université, ressources et services disponibles sur internet, cours et documents scientifiques numérisés par l'Université, documents pédagogiques. Un tiers des universités françaises ont en ce sens un projet achevé ou en cours de réalisation. Par ailleurs, ces ressources sont signalées, au niveau national, dans le catalogue collectif de l'enseignement supérieur ou système universitaire de documentation (SUDOC)[3] qui recense les documents conservés dans les collections des SCD, tous types et tous supports confondus. Accessible sur internet, ce catalogue, riche de plus de 5 millions de notices et de 13 millions de localisations, fait l'objet de 8000 consultations quotidiennes.

Devant l'importance des investissements consentis par les bibliothèques pour acquérir des ressources en ligne et répondre au développement des nouveaux usages et méthodes de travail fondés sur le format électronique, il apparaît comme essentiel d'accompagner cette évolution par une offre accrue de contenus numérisés. En ce sens le transfert des collections matérielles sous une forme numérique et la production au sein des établissements de documents numériques sont un trait d'union nécessaire entre les collections matérielles et les acquisitions de ressources en ligne, entre produits et services, dans le souci de proposer une politique documentaire enrichie et cohérente en phase avec les attentes du public.

LA NUMÉRISATION AU SERVICE DES MISSIONS TRADITIONNELLES DES BIBLIOTHÈQUES

Aux problèmes insolubles des bibliothèques chargées de conserver des collections patrimoniales tout en les diffusant, la numérisation propose des éléments de réponse, tout en suscitant d'autres difficultés. Proposés en règle générale dans le cadre des contrats quadriennaux qui régissent la vie des établissements, les projets de numérisation émanant des SCD répondent à deux missions traditionnelles des bibliothèques: préserver et valoriser les collections. La richesse, la confidentialité et l'état de conservation des fonds anciens des bibliothèques de l'enseignement supérieur expliquent la multiplication de ces projets, aux objectifs identiques mais aux formes variées. Une nécessaire structuration minimale a conduit à l'élaboration de trois critères, jugés essentiels par la Sous-direction des bibliothèques et de la documentation: la mise en place d'une procédure de validation scientifique du projet menée en collaboration avec des enseignants-chercheurs, un signalement systématique des documents numérisés dans les catalogues collectifs, un accès de ces fonds sur internet dans une perspective de service public. Ces principes ont pour objectif de favoriser la cohérence scientifique des collections numérisées, d'encourager le partage d'une expertise technique, d'accroître la visibilité de ces collections en France mais aussi au niveau européen et international, enfin d'optimiser les financements de ces projets dont chaque pays sait combien ils sont onéreux.

Parmi les projets les plus aboutis figure le projet *Liber Floridus* qui illustre parfaitement cette volonté publique de valoriser des fonds rares et précieux, difficilement communicables pour des raisons évidentes de fragilité, en les mettant à disposition des chercheurs mais aussi du grand public. Ce programme national, monté en collaboration avec l'Institut de Recherche et d'Histoire des Textes (IRHT/CNRS), a pour objectif de rendre accessibles sur internet toutes les enluminures des manuscrits médiévaux conservés dans les bibliothèques de l'enseignement supérieur, en commençant par les deux fonds les plus précieux, ceux de la Bibliothèque Sainte-Geneviève et de la

Bibliothèque Mazarine. Ce projet scientifique complexe associe la numérisation systématique en haute définition des enluminures à un double travail de signalement, des images d'une part, des manuscrits d'autre part. Ce corpus représente actuellement plus de 32 000 images: chacune d'elles est associée à une notice de description iconographique - suivant une indexation fine réalisée par le personnel des bibliothèques d'après le thesaurus Garnier - ainsi qu'à la notice du manuscrit correspondant. Ces notices sont ensuite intégrées dans une base de données qui permet des recherches multicritères sur les images ou les manuscrits. L'ouverture au public est prévue au printemps 2002. *Liber Floridus* devrait s'élargir progressivement à l'ensemble des fonds de manuscrits médiévaux enluminés conservés dans les bibliothèques de l'enseignement supérieur. Le caractère précieux ou fragile des documents, qui restreint voire interdit leur communication, s'avère ainsi un argument qui incite très largement les bibliothèques à se tourner vers la numérisation. A travers l'exemple de *Liber Floridus,* transparaît la nécessité d'une collaboration entre bibliothèques et chercheurs dans un souci partagé de rendre accessibles des sources inexploitées et de permettre ainsi le développement de nouveaux thèmes de recherche. On ne peut que souhaiter et encourager une participation plus active des laboratoires universitaires dans la définition des projets de numérisation portés par les bibliothèques.

Partant du postulat que seule une masse critique de documents peut amener un usager à s'approprier une bibliothèque numérique, les bibliothèques de l'enseignement supérieur se sont lancées également dans la constitution de vastes corpus de textes numérisés. Il s'agit soit d'opérations de complétude, soit d'opérations de transfert d'un support sur un autre. La Bibliothèque nationale et universitaire de Strasbourg a ainsi choisi d'acquérir la version numérisée d'œuvres littéraires françaises et allemandes du XVIIIème et du XIXème siècle, issues de la collection privée allemande Corvey et complémentaires de ses fonds dans son domaine d'excellence. Représentant 17 000 volumes et plus de 3,25 millions de pages, ce fonds sera accessible gratuitement à tous les chercheurs français par l'intermédiaire des bibliothèques universitaires et des bibliothèques de recherche.

La numérisation de collections matérielles, très consultées, en multiples exemplaires, sont également au cœur de ces projets. Les périodiques sont à ce titre particulièrement concernés par cette problématique. Parfois centenaires, ces collections s'alignent sur les étagères des bibliothèques, posant de manière cruciale la question de l'espace et du coût de stockage. Une réflexion est en cours sur l'opportunité d'une conservation partagée, à mettre en œuvre dans la perspective du plan Université $3^{ème}$ millénaire (U3M), corollaire de la numérisation systématique d'un exemplaire de ces collections. Ce transfert sur un support numérique permettrait ainsi de conserver un accès pour tous à des périodiques que seul un petit nombre d'établissements continuerait de conserver sous une forme matérielle. Cette numérisation s'impose d'autant plus que les revues scientifiques, qui capitalisent et diffusent les résultats de la recherche, sont au cœur des pratiques documentaires des chercheurs. Sous leur forme papier, elles souffrent pourtant d'une absence de visibilité, encore accrue dans le cas des revues francophones. Si le domaine des sciences dures a d'ores et déjà infléchi ses méthodes de production et de diffusion de la connaissance, le domaine des sciences humaines et sociales reste à structurer. C'est pourquoi la numérisation rétrospective des périodiques en sciences humaines et sociales fait, en France, l'objet d'une attention particulière dans la perspective d'une articulation souhaitée avec des projets de passage à l'édition électronique de ces revues. L'objectif serait de proposer aux chercheurs de ces disciplines une offre numérique homogène, des premiers numéros jusqu'à la parution la plus récente. Le problème du droit d'auteur se pose dès lors dans toute son acuité: les contrats anciens entre auteurs et éditeurs - lorsqu'ils existent -, ne contiennent que rarement de formulation susceptible d'autoriser une exploitation de ce document sous une forme numérique. L'accord de chacun des auteurs ou de ses ayants droits s'avère par conséquent un préalable à leur diffusion en ligne. Entre les articles anciens tombés dans le domaine public et les articles récents pour lesquels les contrats renouvelés tendent à prévoir la cession des droits d'exploitation pour tous supports, se situe une très large partie de la production scientifique en sciences humaines et sociales. A défaut d'effectuer ce colossal travail de recherche sur les auteurs, ces articles ne sauraient être diffusés sur les réseaux, en l'état actuel de la législation et de la jurisprudence[4]. Cet obstacle juridique majeur explique la difficulté de mise en œuvre de ce projet de numérisation dont l'intérêt scientifique est pourtant avéré.

Soulignons enfin la volonté des établissements d'exploiter les potentialités offertes par la numérisation pour proposer à leur public non plus la stricte reproduction du document matériel, obtenue par le mode image, mais un document en mode texte, structuré, permettant une recherche enrichie et de nouvelles formes de travail sur le document lui-même. Les coûts induits par ce type de numérisation mis en regard des très importantes volumétries, expliquent qu'aucun projet de numérisation rétrospective à l'heure actuelle n'envisage de systématiser cette solution, pourtant en parfaite adéquation avec le cas des périodiques.

Sans rentrer dans des considérations techniques, il faudrait néanmoins insister en conclusion sur l'archivage pérenne de ces collections numérisées, qui s'impose, au même titre que la conservation des collections matérielles, comme une mission fondamentale des bibliothèques. En ce sens la numérisation, qui permet effectivement de diminuer la pression sur des documents fragiles ou précieux, pose à son tour la question de la conservation de ces documents numériques. Une question sans réponse définitive: entre émulation et migration des données, aucune règle n'est encore de rigueur. Un certain pragmatisme préside au choix d'une solution, suivant les spécificités des documents numériques concernés.

UNE APPROCHE PROSPECTIVE: LA PRODUCTION DE DOCUMENTS NUMÉRIQUES

Diffuser et promouvoir l'information scientifique et technique est donc l'une des principales missions des bibliothèques de l'enseignement supérieur. Or une partie importante de cette information, non publiée commercialement, demeure à ce jour sous-exploitée: la littérature grise, émanation directe des activités de recherche développées au sein des Universités. Les nouvelles technologies apparaissent comme une opportunité de donner à ce matériau essentiel à la recherche mais peu accessible une place nouvelle dans le paysage de la documentation scientifique. Parmi les nombreuses opérations menées par les SCD en ce sens, il faudrait citer à titre d'exemple le projet porté par la bibliothèque universitaire de Lille 1, baptisé *Grisemine*. Ce projet s'est donné pour objectif de mettre en ligne, en texte intégral, des travaux de recherche en français de nature diverse: communications pour des colloques, rapports de recherche, supports de cours ou de travaux dirigés, travaux d'étudiants, extraits de thèses...Ces documents, confiés au SCD par leurs auteurs, qui conservent le droit de retirer leur contribution, sont numérisés, stockés au format PDF et accessibles en ligne sur le site du SCD à partir de la notice catalographique saisie au format XML. Une première version de *Grisemine* est d'ores et déjà disponible en ligne[5].

Au sein de la littérature grise, une place particulière est donnée aux thèses, expression première du dynamisme et de la qualité de la recherche dans les universités. Les projets de mise en ligne des thèses soutenues se sont multipliés ces dernières années, portant à plus d'une vingtaine le nombre de bibliothèques motivées par cette problématique. Cette réflexion relayée au niveau ministériel a donné naissance à un projet national de diffusion électronique des thèses. Jusqu'à présent, les thèses soutenues étaient déposées par leurs auteurs sous une forme papier dans la bibliothèque de l'Université de soutenance. Elles pouvaient être consultées sur place ou mises à disposition d'autres établissements grâce au prêt entre bibliothèques, dont le coût ou la lenteur décourageaient plus d'un chercheur. D'autre part, un exemplaire papier était systématiquement microfiché par l'Atelier National de Reproduction des Thèses (ANRT), qui se chargeait de diffuser ce support de substitution, peu convivial au demeurant, auprès de chaque bibliothèque universitaire française. En offrant un accès démultiplié et à distance, le réseau internet s'imposait comme une solution au caractère restreint de la diffusion de ces documents. Une chaîne de traitement de documents numériques a donc été mise en œuvre, sur un modèle canadien développé par les Presses

Universitaires de Montréal. La thèse, rédigée suivant une feuille de style normalisée, est déposée sous une forme électronique dans un format compatible RTF (le traitement du format LaTex figure comme une priorité dans les évolutions futures). Après la soutenance, elle est convertie dans un format d'archivage en SGML/XML puis en format de diffusion HTML ou PDF, voire en SGML en attendant des développements ultérieurs. Signalée dans le SUDOC et dans le catalogue local de la bibliothèque, elle est accessible librement et gratuitement en ligne, sous réserve que l'auteur et le jury aient donné leur accord. Cette thèse numérique est archivée par la bibliothèque de soutenance tandis qu'une copie de sécurité est archivée par le Centre Informatique National de l'Enseignement Supérieur (CINES). Une quinzaine d'établissements ont répondu à l'appel à candidature lancé par le ministère de l'Education nationale au mois de juillet 2001, devenant ainsi pilotes d'un projet destiné à couvrir l'ensemble du territoire français. La Sous-direction des bibliothèques et de la documentation assure le suivi de ce projet par le biais d'un comité de pilotage chargé de préparer l'ouverture de ce projet à d'autres établissements et de favoriser l'évolution technique de la chaîne de traitement.

L'évolution sensible de la numérisation vers la production de documents numériques dans les bibliothèques est liée également au renouvellement des méthodes pédagogiques de l'enseignement supérieur français. L'harmonisation des formations universitaires au niveau européen, articulée autour du système European Credit Transfer System (ECTS)[6], et le développement de l'offre de formation ouverte et à distance, impliquent un accompagnement de ce mouvement de rénovation de la part des bibliothèques universitaires. Le développement des campus numériques, pour lesquels deux appels à projet ont été lancés en 2000 et en 2001, encourage une participation active des bibliothèques universitaires à la production d'une documentation numérique adaptée aux besoins des étudiants. Le projet *MANUM*, pour lequel une étude de faisabilité est en cours sous le pilotage des Instituts d'études politiques de Grenoble et de Lyon, a ainsi pour objectif de donner un accès facile et à distance aux manuels, usuels ou polycopiés dont la lecture a été prescrite par un enseignant dans le cadre d'un cours ou d'un travail dirigé. Destinés aux étudiants de premier cycle, ces documents numériques ont pour vocation de composer la première „*couche*" du modèle proposé par Robert Darnton[7] sur laquelle viendrait se greffer d'autres *couches* de documents, comme des liens vers d'autres sites, des exercices corrigés, des tableaux et des graphiques.... Outils de formation, donc, mais aussi aide à l'auto-formation: les bibliothèques sont amenées, en collaboration avec les enseignants-chercheurs, à donner aux étudiants les moyens d'utiliser cette documentation. Elles conçoivent des documents pédagogiques multimedia, adaptés au parcours universitaire de l'étudiant: initiation à la maîtrise de l'information pour les premiers cycles, illustrée par le projet CERISE[8], documents spécialisés pour les étudiants avancés ou chercheurs avec l'exemple du *Jurisguide*[9] en droit.

CONCLUSION

Au terme de ce développement, on ne peut que constater combien les nouvelles technologies ont entraîné de modifications dans le monde de la gestion de l'information. Les bibliothèques, dont le rôle de sélection, de diffusion et de conservation de l'information scientifique et technique demeure et se renforce en dépit d'une rude concurrence, se sont emparées de ces outils pour assurer l'ensemble de leurs missions traditionnelles et les élargir. Installées au cœur des universités, les bibliothèques de l'enseignement supérieur ont vocation à accompagner l'évolution de leurs activités de recherche et d'enseignement en enrichissant leur offre documentaire électronique par la numérisation des collections matérielles. Néanmoins, on constate une inflexion notable de leur activité dans le sens d'une aide à la production accrue de documents numériques au sein même des établissements, conséquences évidentes de la conjonction d'un savoir-faire technique et d'une forte demande. Dans ce nouveau circuit éditorial, les bibliothèques ont un rôle à jouer en amont et en aval des presses universitaires lorsqu'elles existent. En leur absence, peut-être pourraient-elles se proposer pour remplir cette mission d'édition? Enfin, devant la multiplication des projets de numérisation aux objectifs variés, on ne peut que souhaiter une plus grande concertation au niveau national d'une part et au niveau européen d'autre part afin de pouvoir établir une carte documentaire virtuelle, riche et cohérente.

A l'heure où le numérique abolit les frontières physiques entre établissements, entre pays, il devient essentiel de travailler en collaboration pour trouver une solution aux deux problèmes majeurs qui sont nés de ces changements: l'archivage pérenne de ces documents numériques et les problèmes juridiques qui entravent la libre diffusion de cette information. Pour que ces évolutions ne conduisent pas à une régression.

ANNOTATIONS

1 Bibliothèque de l'Académie nationale de médecine, Bibliothèque de l'Institut de France, Bibliothèque du Musée de l'Homme, Bibliothèque du Museum national d'histoire naturelle, Bibliothèque Mazarine, Bibliothèque Byzantine.

2 La documentation numérique comprend ici les ressources électroniques acquises auprès des éditeurs commerciaux, les collections numérisées et les documents nativement numériques produits au sein des établissements.

3 <http://www.sudoc.abes.fr>.

4 Les exceptions prévues dans le cadre de la directive européenne sur le droit d'auteur sont en cours d'analyse par les associations des professionnels des bibliothèques.

5 <http://bibliotheques.univ-lille1.fr/grisemine>.

6 Système Européen de Transfert de Crédits

7 DARNTON (R.), Le nouvel âge du livre, *Le Débat,* n° 105, mai-août 1999, p. 176-184.

8 <http://www.ccr.jussieu.fr/urfist/cerise/index.htm>.

9 <http://jurisguide.univ-paris1.fr>.

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German Alliance for the Protection of the Written Heritage

by HERMANN LESKIEN

In March 2001, the Bayerische Staatsbibliothek in collaboration with the Bayerische Versicherungsbank (a corporate subsidiary of the well-known insurance company „Allianz") organized a congress on „Strategies of Preservation and Conservation". During the meeting it was proposed not to wait for comprehensive solutions offered by the governmental authorities responsible for the maintenance of libraries and archives, but to tackle the problem by initiatives started within the respective organizations. As early as in June, a steering committee of representatives from libraries and archives met to establish a study group called „Deutsche Allianz zum Schutz des schriftlichen Kulturguts" (German Alliance for the Protection of the Written Heritage). At present, the committee is about to define its status and functions, its main objectives and its organizational form, but there are some clear indications of future activities which will be analyzed below.

CURRENT STATE OF AFFAIRS

Despite the active role played by IFLA in the fields of preservation and conservation, it cannot realistically be assumed that the issue will be solved by a global plan within the limited span of time available for action. German librarians responsible for book preservation and conservation face an uncertain situation in several respects. The entire amount of damaged materials can only vaguely be estimated. In most cases, the shares pertaining to publishers from various countries, to subjects and to years of publication have not been differentiated. Moreover, individual libraries have only rarely made detailed and comprehensive analyses of their damaged materials. If the costs involved have been listed, the results tend to be methodically deficient and incomplete, as they only relate to outsourcing without considering the in-house costs involved in the advance preparation of the materials and the necessary care after their return.

At present, preservation and conservation activities have been initiated by, and are limited to, individual libraries. The question as to the number of identical materials held by different libraries remains unanswered and as a consequence the number of surviving copies to be saved cannot be assessed. The prevailing idea is that the entire amount of printed materials must be saved. The great majority of German librarians have explicitly stated their intention to preserve the written heritage, if possible, in the original form of the publications in question. However, good reasons may be found for relying on more durable secondary materials, considering that microfilms have turned out to be particulary safe in terms of technical reliability and durability. Moreover, microfilms may serve as a basis for digitization. So a surplus value will be added with regard to improved accessibility and reduced costs.

Sober Analysis

In his speech, which was widely acclaimed by the audience, Antonius Jammers, the former Director General of the State Library of Berlin, gave a critical survey of the past two decades. He said, „it must be pointed out clearly that so far we have failed to convince the political authorities in our country effectively of the urgent need for massive support to preserve our collections. ... With great respect and admiration we look abroad where in some countries very impressive conservation programmes have been put into effect. Our sorry state of affairs should not be accepted. But we must not be deluded into believing that the German situation may soon be improved. ... In fact it is up to us to advance the cause and to take it resolutely in hand. Nowadays, preservation and conservation must more definitely be part of our core tasks. In this context, two main points must be taken into account, first, how to gain public attention and second, how to coordinate clearly the actual measures to be carried through. "

Considering the enormous amount of damaged materials, the available budgetary funds are very scant. The strong discrepancy between the extent of damage and the possibilities of collection conservation must necessarily lead to divergent strategies for the selection of titles and the choice of methods. Only part of the federal states have allocated public funds for conservation measures. Third-party funds mainly stemming from the German Research Society's fund-raising activities will cover only a small part of the necessary measures to be taken.

Despite the adversities mentioned above, progress has already been made in the field of conservation. The Munich conference deliberately concentrated on microfilming as the method which stands the best chance of cooperation, albeit only after certain prerequisites have been met.

For the fact alone that the persons most immediately involved in the issue must be united in front of the public, no librarian should criticize or want to convert any other colleague publicly to different priorities or measures. In view of the current state of affairs, redundant work should be avoided. This should apply above all to safety filming done by the libraries of a specific region, country or even internationally, limiting reproduction to a single master film. Prerequisites are first, the standardized production of microfilms by relying on long-lasting and technically flawless materials which convey the contents as completely as possible and second, their storage under optimal conditions. Moreover, it must be guaranteed by agreements that it will be cheaper to acquire copies than to produce new films. It is imperative for libraries endowed with budgetary funds for safety filming to agree on meeting with their products a precisely defined quality standard. Moreover it would be useful to establish filming centres specializing in different regions and subjects, which will facilitate clear decisions in individual cases without preliminary research efforts.

Members

Antonius Jammers proposed to start off the alliance by limiting membership at first to a small group of representatives from selected libraries and archives to give it a sharp profile, to guarantee competence and to gain momentum more quickly. After the initial project phase the group will be open to new members. Only this two-step procedure is bound to ensure that the measures to be taken will be generally accepted and that the active members will concentrate all their efforts on the issues of conservation. At present, the alliance comprises the following members:

- Die Deutsche Bibliothek
- Staatsbibliothek zu Berlin
- Bayerische Staatsbibliothek
- Sächsische Landesbibliothek/Staats- und Universitätsbibliothek Dresden
- Staats- und Universitätsbibliothek Göttingen
- Deutsches Literaturarchiv Marbach
- Stadt- und Universitätsbibliothek Frankfurt
- Herzogin-Anna-Amalia-Bibliothek Weimar
- Bundesarchiv
- Archivreferat in der Niedersächsischen Staatskanzlei
- Landesarchivdirektion Baden-Württemberg

Affiliates

- Beauftragter der Bundesregierung für Angelegenheiten der Kultur und Medien (BKM)
- Kultusministerkonferenz / Arbeitsgemeinschaft Bibliotheken (KMK-AG)
- Deutsche Forschungsgemeinschaft (DFG)
- Bundesverwaltungsamt / Zentralstelle für den Zivilschutz
- Kommission des Ehemaligen Deutschen Bibliotheksinstituts für Bestandserhaltung (eDBI-Kommission)
- EROMM

POSITIVE PERSPECTIVES

- *eDBI-Kommission*
  For this year, funds have been allocated for the conservation activities of this commission under the head organization of the Ehemalige Deutsche Bibliotheksinstitut (EDBI, Former German Library Institute). The commission headed by R. Feldmann generally welcomes the idea of being later affiliated to the „German Alliance". The „Alliance" will also be very glad to integrate an organization expert at coordinating technical standards and norms.

- *Arbeitsgruppe EROMM*
  Headed by Werner Schwartz from the SUB Göttingen, a new working group will be established to analyze how cooperation and coordination of microfilming programmes may be realized or improved by gaining from EROMM's expertise. Listed on top of the agenda are the following issues which shall be part of a comprehensive concept:
  - improving the central registration of materials already filmed or to be filmed in the future
  - checking the physical description of microform records and adding necessary information to improve the quality of the records e.g. by collation statements etc.
  - profiting from the possibility of online ordering to establish a network of libraries which will agree on fixed prices, specified delivery times and quality standards.

  Soon after the Munich conference the EROMM steering committee agreed on participating in the new German initiative. Its willingness to collaborate was affirmed by decisions on details which will facilitate international cooperation by keeping up quality standards.

- *Safety filming according to the Hague Convention*
  It is well known that over the years the Federal Government has continuously been allocating funds for the safety filming of archival documents. Duplicate copies of documents have been preserved on microfilms safely stored in the Oberrieder Stollen in the Black Forest to ensure their survival in the event of future catastrophes, so that they will, if necessary, replace the original sources. This programme within the framework of the Hague „Convention for the Protection of Cultural Property in the Event of Armed Conflict" has not yet been extended to libraries, although the legal framework basically includes such institutions as well.

As the programme of duplicating documents from the GDR on safety films will be completed in 2003, Federal budgetary funds should be available afterwards for the new initiative. The Bundesverwaltungsamt and the BKM have expressed their interest in including libraries in the programme. It is clear that this will not impinge on the budget provided for the archival programme, a fact which will not only atmospherically but also very practically facilitate strategic and project-oriented cooperation with archives. A pilot project will be proposed to the Herzogin-Anna-Amalia-Bibliothek in Weimar. It is also intended to apply for funds to finance further projects which are about to be formulated. Then criteria for the choice and evaluation of library materials will be defined. Moreover, organizational procedures must be established, possibly by profiting from more than twenty years of experience gained by the archives. After having founded a phototechnical commission, in the late eighties the archives set up an efficient steering committee called „Archivreferentenkonferenz des Bundes und der Länder" (Committee of Archival Experts from the Federal Government and the Länder).

FURTHER AIMS AND FIRST STEPS OF REALIZATION

The alliance intends to support in theory and practice measures and activities of collection conservation. It actively wants to preserve and maintain the quality of unique and irreplaceable written documents. In general, it aims at drawing public attention to the subject of conservation and at encouraging cooperation among the partners to improve the methods applied, to facilitate retrieval and to cooperate on the most cost-effective modes of document supply. Central activities envisaged are:

- developing and optimizing as well as checking methods developed elsewhere – however without being involved in regional or nation-wide activities. Methods will be established to assess the damage, to preserve

the originals, to secure the information conveyed by transmitting it on secondary materials;
- evaluating types of damage indicators and proposing remedies
- establishing generally accepted technical norms and standards
- organizing cooperative filming of disintegrating materials
- supporting efficient world-wide registration of secondary materials as well as cost-effective procedures for their exchange and supply
- offering information on „best practices" and advice to libraries
- developing and optimizing procedures for safeguarding archival and library collections to prevent deterioration and to remedy damage resulting from accidents
- keeping the public informed
- procuring donations
- initiating research
- offering training courses
- fostering supra-regional and international cooperation

The members of the „German Alliance" are convinced that even for the initial phase third-party funds have to be procured to fulfil its tasks adequately. As a prerequisite, the report on the state of affairs concerning academic libraries published in 1994 must be updated, an analysis which at that time was required by the German Research Society[3]. For this purpose it is also necessary to consider activities abroad, particularly national programmes. But it is equally important to develop concepts for coordinating activities on the local as well as the national level. It is evident that the actual measures to be taken cannot and should not be financed by or through the „German Alliance". Consequently it is imperative to keep up close relations with the public and to procure public funds, so that local activities may be boosted and all measures – as in the case of the preservation of monuments – will be part of an all-encompassing strategy.

Until now, the general problem has not yet been pinned down to the local needs and activities. For several reasons, this cannot be achieved by decisions made at the top of the hierarchy. Most of all, a federative state like Germany lacks the power to implement nation-wide measures. Even if otherwise, no library would want to miss the opportunity of acting independently and locally according to its own needs. Moreover, the more or less abstract subject of collection conservation will never be firmly rooted in people's minds if conveyed only by abstract formulations. Yet it is paramount to gain public acceptance, so that conservation will be regarded as an intrinsic value in itself and worthy of being supported by financial donations. In this context, it must be taken into account that the question tends to remain abstract unless illustrated by specific objects and related to particular collections. Only specialists are likely to deal with library and archival materials personally, as the items are not visible in public but stored in closed stacks. Once the conservation measures have taken effect, the materials will again disappear on the shelves. The efforts undertaken and their results tend to remain shrouded in mystery. These unpropitious circumstances may only be counteracted by introducing the public to particular collections with an immediate emotional appeal. The validity of this approach may be judged from the successful attempt at saving the autographs of Johann Sebastian Bach in the collection of the Staatsbibliothek zu Berlin - Preußischer Kulturbesitz. Such events could serve as the starting point for a national campaign.

It is equally important to establish adequate organizational structures immediately from the beginning. An unsuccessful take-off would irredeemably damage the cause. In this context, relying only on temporary third-party funds - which at first sight seems quite a reasonable solution - involves the danger that once the money has been spent a successful venture will prematurely be terminated. As the „German Alliance" is heterogeneous in almost every respect and its members face completely different budget situations, membership should be extended as soon as possible to improve public acceptance. It will be difficult to finance common tasks centrally, even if this would be the obvious solution in view of the extensive scope of the work to be done. Evidently a loose working group will not constitute a sufficient organizational framework. For this reason it was also considered to set up an association - as it has recently been done in similar cases -, several proposals having been made for the legal articles of its memorandum which are ready to be passed immediately. Alternatively it was thought of forming a foundation. In any case, the definite organizational structure must have been adopted by the end of the period financed by third-party funds. The time seems to have come to persist in cooperating to advance the issue of preserving for future generations the written cultural heritage of Germany.

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Mentoring

by ANTONY BREWERTON

1 WHAT?

1.1 Definitions

The literature contains a wide variety of definitions. The *Oxford English dictionary* – as you might expect – gives a classical definition:

> mentor. 1. a. With initial capital: The name of the Ithacan noble whose disguise the goddess Athene assumed in order to act as the guide and adviser of the young Telemachus: *allusively*, one who fulfils the office which the supposed Mentor fulfilled towards Telemachus. b. Hence, as common noun: An experienced and trusted counsellor. [1989]

From the educational perspective, the Council for National Academic Awards and the Government Training Agency, have offered a definition that focuses more on the skills involved:

> There are many views and definitions of the role of the mentor, but all include verbs like support, guide, facilitate, etc. Important aspects are to do with listening, questioning and enabling, as distinct from telling, directing and restricting. [1989]

This approach has been expanded upon by David Clutterbuck in his book *Everyone needs a mentor*:

> A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. A mixture of parent and peer, the mentor's primary function is to be a transitional figure in an individual's development. .... Mentoring includes coaching, facilitating, counselling and networking. It is not necessary to dazzle the protégé with knowledge and experience. The mentor just has to provide encouragement by sharing his enthusiasm for the job. [1991]

Mentoring combines many elements, then, and can take on many forms. The central element of all (true) mentoring programmes lies in the relationship between the mentor and mentee/protégé/learner:

> … mentoring incorporates a variety of different approaches with this in common: A focus on a one-to-one relationship between mentor and learner which ensures individual attention and support for the learner.
>
> – Sheila Corrall, 1994 (quoted in Nankivell)

A more recent definition, again focusing on the one-to-one element, can be found on the European Mentoring Centre Web site[1]:

> Off-line help by one person to another in making significant transitions in knowledge, work or thinking.
>
> – EMC ‚official definition', 2001, from Clutterbuck, D. & Megginson, D. *Mentoring in action: a practical guide for managers,* London: Kogan Page, 1995

This snappy little definition also nicely conveys the main uses of mentoring today and sums up the reflective (‚off-line') nature of the process in thoroughly modern prose.

1.2 Types of Mentoring Programmes

As the definitions hint, mentoring can take many forms. Nankivell lists six key types, defined from the mentee's perspective:

1. *Mentoring for management skills* – to help me as a manager
2. *Mentoring for professional support and development* – to help me cope and develop within my current post
3. *Mentoring for career development* – to help me to gain promotion or to move on
4. *Mentoring for specific skills* – to coach me
5. *Mentoring for new recruits* – to help me to get to know the organisation
6. *Mentoring for professional contacts* – to help me to network and to reduce my professional isolation.

Following on from this, Peggy Johnson has offered a ,Mentoring Continuum', suggesting how mentoring might benefit a mentee at different stages in his/her professional career:

Orientation	*Early socialisation*	*Establishing credentials*	*Mid-career*	*Transitions*
to the unit	establishing on-going relationships	working on promotion	sustaining momentum	planning career changes
to the institution	keeping ,on-track'	getting through probation period	renewing interest	job searching
to the broader community	learning rules	skill building	building leadership skills	planning for retirement
	setting institutional & profes-sional goals	establishing professional contacts	expanding goals	assuming new roles

In practice, though, there are basically two types of mentoring:

- *informal mentoring:* often unplanned, a certain ,chemistry' emerges drawing two individuals together for the purpose of professional/personal growth
- *formal mentoring:* this is a more planned process, often organised by an employer or professional body.

Both types should have a guiding structure, objectives, desired outcomes and a review mechanism, though these tend to be more prominent in formal programmes. Some writers argue that true mentorship has to be based on the ,chemistry' of an informal relationship that springs up from mutual admiration and respect (Marilyn Lary, for example, believes that ,individuals who would benefit from a mentoring relationship must find each other. An employee who expects to be mentored or who requests a mentor does not understand the basic premise of the relationship.'). Others find informal schemes rather mysterious and see greater equity in formal arrangements (see 2.3, below). The bibliography below includes details of case studies and reflective articles considering the structure and perceived benefits (and drawbacks!) of both formal and informal models.

In practical terms, although some formal schemes include a group element, the key remains the one-to-one element highlighted by Corrall. This will normally include face-to-face meetings (see section 4.1 below for more practical considerations) though an emerging type of mentoring programme is exploiting more virtual technologies. In an increasingly busy world where hard-pressed professionals find it difficult to find time to schedule meetings, ‚mentoring by email', Tinker Massey suggests, allows mentors to give ‚almost immediate responses that are supportive, corrective, informative, and certainly developmental'. Although I personally would not favour a completely virtual mentoring relationship – Max Frisch's words that ‚technology [is] the knack of so arranging the world that we need not experience it' sometimes seem to ring very true to me! – this certainly is one new element to this philosophy of ‚off-line help' that is worth consideration.

2 WHY?

2.1 Mentorship in its Historical and Social Context

On one level, then, mentoring is a long-standing and well-respected management technique that fell out of favour and has now been ‚re-discovered'. Although most of the literature quotes the concept's Greek origins, the modern currency of the term is derived less from *The Odyssey* than from Fénelon's romance of *Télémaque*, in which the part played by Mentor as a counsellor is given more prominence. For years, the idea of the older, more experienced worker passing on skills and knowledge lay embedded in apprenticeship schemes. The arts, politics and the sporting fields – as well as the world of literature (Frodo and Gandalf in *Lord of the rings*, anyone?) – are crammed with examples of this special relationship.

Mentorship was really rediscovered by the management gurus in the 1970s. Despite some recognition of its potential in the LIS sector in the eighties (witness Hunt and Michael's 1984 article, detailed below) it was not until the 1990s that interest – and research – into the applications of mentoring relations became more widespread (see Nankivell & Shoolbred, section 1.4).

Why this upsurge in interest, then, when mentorship is hardly a new concept? A number of facts have led us to rediscover this valuable tool of personal and professional development:

- *The changing world of work:* with the pace of political/economic/social/ technological change becoming more rapid, organisations have become leaner and flatter with a greater emphasis on flexibility; hierarchies are out and empowerment and support of the individual is in.
- *New styles of management*: to cope with the changing environment new styles of management have been adopted with increased delegation of responsibility, multi-skilling, new forms of communication supported by new technologies and an emphasis on continuous learning to develop organisations/people that can ‚self-generate'; managers are increasingly having to become facilitators, empowerers and developers of others.
- *New approaches to learning:* as a consequence of the above, there is now a greater emphasis on Continuing Professional Development and learning in the workplace; the old ‚Peter Principle' of promotion and the odd training course are not enough to enable managers (and hence their organisations) to survive in this new environment.

Mentoring programmes can be seen as one of a basket of goods (courses; job rotation; project work; committee work; secondment; etc.) available in the new learning environment. This approach is particularly pertinent as it is very much linked with new management styles and offers a (potentially) highly flexible tool that can be called upon (in the most informal schemes) ‚as and when' to address issues as they arise in the rapidly changing workplace.

Overall, interest has been reborn because of the perceived benefits of mentoring.

2.2 Benefits of Mentoring

2.2.1 To the Mentee

The chief beneficiary of any scheme should – without question – be the mentee. For some (formal) schemes, the desired outcomes will be explicit (e.g. successful induction into the workings of the organisation). Other benefits will be more wide-ranging and probably include:

- increased sense of vision about career direction
- enhanced feelings of self-worth (recognition of the investment by a senior and busy colleague in the scheme)
- encouragement with work-based and professional activities
- encouragement that professional development should be all year round and not merely linked to formal (institutional) appraisal schemes
- support with change and difficulties
- support in self-analysis (e.g. personal SWOT analysis)
- first-hand advice from a more experienced professional
- support with specific projects and coaching in specific skills
- enhanced management skills
- insight into informal politics of the organisation
- development of wider professional knowledge
- professional networking/contacts.

2.2.2 *To the Mentor*

As is becoming increasingly recognised, the mentor will also find many benefits in the relationship:

- personal satisfaction from assisting another professional in their career
- enhancement of human resources management skills in a new forum
- development of new professional skills (e.g. counselling) that can be used directly in their day-to-day work
- increased understanding of self, others and organisations
- fresh ideas/perspective plus cutting edge information from a professional working in a different field
- an incentive to keep up-to-date with professional developments
- enhanced professional network;
- career enhancement (an addition to the CV!)
- opportunity to give something back to the profession.

2.2.3 *To the Organisation*

Given the time commitment involved, it is also worth making clear the likely benefits to the host organisation. Mentoring schemes can offer:

- more flexible, empowered staff, better equipped to meet the challenges of a changing information environment
- increased productivity
- increased commitment (especially from new professionals)
- increased understanding by staff of the organisation's purpose
- managers with improved staff management skills
- staff at all levels with improved communication skills
- lower rates of staff turnover/more commitment to the organisation that is willing to invest in this form of staff development
- lower incident of burnout for senior staff
- enhanced learning culture
- new ideas from other institutions (if the mentor is based at another organisation).

2.2.4 *To the Profession*

Mentorship programmes also promote professional development and enhance the overall professionalism of librarianship. Doctors, academics and legal professionals have a tradition of developing new talent this way. Library and information professionals should recognise the benefits mentorship can provide:

- develop professional networks/support
- reinforce the benefits of professional activity
- promote a professional vision
- foster an understanding of wider professional issues and trends
- help develop professionals for their next professional post
- offer support to disadvantaged groups within the profession.

2.3 Why NOT – the Arguments against Mentoring

The early literature on mentoring painted it as ‚wholly good' (see Nankivell and Shoolbred's literature review). The last few years, though, have seen more questioning of this approach. So what reasons are giving for *not* adopting mentoring schemes:

- traditionalists may see staff development in terms of group activities led by a trainer and question the long-term time commitment involved in mentoring;
- some potential mentors see limited benefits for them in the whole (time-consuming) process;
- those who have not experienced the benefits of mentorship may not be willing to put themselves forward as mentors;
- we have not been trained to fulfil, or expect, a mentor role;
- finding an appropriate (informal) mentor depends on many factors (knowledge, respect, a willingness to take part, etc.) making the process far from simple (see 3.2, below);
- mentoring is by its very nature elitist;
- mentoring perpetuates the status quo.

Many of these points are attitudinal. But attitudes are changing. As organisations are increasingly becoming learning organisations views about training in general, and mentorship in particular, are altering.

The most worrying arguments (for me) are the last two. Roma Harris feels that only a ‚handpicked few' benefit. In truth, everyone in an organisation could/should benefit from mentoring (an argument for formal programmes institution-wide). She also believes that mentoring can be used as a form of succession planning to ensure the views of out-going leaders are perpetuated by their mentees. It has been argued that there is a gender bias to this, favouring men and leading to what Janice Kirkland has called ‚anti-mentoring' of women. My own experience of informal schemes have been largely mentee-led (see also Smith and Morgan's experiences) and I am inclined to agree with Golian and Galbraith's view that ‚mentors do not view potential mentees as globs of clay awaiting the great master sculptor'. Having said this, anyone initiating a scheme should at least be aware of these criticisms of mentoring and generally guard against using too prescriptive approaches in the relationship.

3 WHO?

3.1 The Mentee

‚Mentee' is not always a popular term: indeed, the European Mentoring Centre in 1992 offered a prize of a magnum of champagne to anyone who could coin a widely acceptable alternative. Many authors prefer terms like ‚protégé' (which can still smack of elitism) or ‚learner'. I personally have no issues with what I consider to be a respectful term.

As we have seen, anyone at any stage in his/her career can be a mentee. So what characterises a mentee? Golian and Galbraith sum it up nicely: ‚successful mentees are committed professionals who are willing to take responsibility for their career and diligently work towards developing their success'. Attributes include:

- desire to work towards a professional goal
- desire to learn and develop
- willingness to confront challenges
- ability to accept help and act upon it
- willingness to accept different points of view
- good communication skills (including listening)
- ability to give and receive feedback
- discretion
- honesty
- self-awareness
- positive attitude/enthusiasm
- not desperate or clingy
- willingness to work hard and juggle several tasks at once.

3.2 The Mentor

Many of the definitions quoted above focus on the role of the mentor. A mentor is essentially someone who helps another individual through an important transition in learning, coming to terms with a new situation (e.g. new job or a specific project), career development or personal growth. A mentor will provide this support in many different roles:

- facilitator
- counsellor
- listener
- sounding board
- role model
- expert
- challenger
- catalyst
- stimulator
- advisor
- time-manager
- coach/guide
- opener of doors
- problem-solver
- goal-setter
- taskmaster
- teacher
- friend.

Different authors offer different lists of mentor roles (Lewis even includes ‚midwife'!) but I would just like to add two more definitions:

> Mentors provide ...career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the protégé to establish a role in the organisation, learn the ropes, and prepare for advancement. In the psychosocial sphere, the mentor offers role modelling, counselling, confirmation and friendship, which help the protégé develop a sense of professional identity and competence.
>
> – Kram and Isabella, 1985 (quoted by Ritchie & Genoni)

Slightly more informal – yet more affectionate:

> Take your choice of label –a wise and loyal advisor, a teacher, a coach, a trusted counsellor, a guide. Many individuals will serve you; select the ones who have standards as high as or higher than your own, who have a warm and sharing personality, who have developed a body of expertise or who have unique skills from which you can learn, who return respect and seek to draw upon your talents, who can, when and if neces-

> sary, maintain confidentiality in your relationship. In fact, everything you might want in a ‚best friend' you will find in a mentor.
> – Earl C. Borgeson, 1999 (quoted by Houdek)

So who can mentor? The mentor will typically be an older (and wiser!), more experienced professional, a couple of steps further up the professional ladder. More specific qualities should include:

- listening and communication skills
- experience and willingness to share this experience
- wide range of professional skills and appropriate knowledge
- people skills
- ability to stretch and challenge others
- enthusiasm
- positive outlook (yet able to be realistic)
- respect
- honesty
- self-assurance
- high personal standards
- professional commitment and integrity
- genuine interest in -and experience of- developing others
- willingness to find time.

Such a combination is not always easy to track down! So how do you find a mentor? Formal schemes will see a mentor assigned to a mentee. Informal mentors can come from day-to-day contacts (respected senior colleagues) or professional networks (colleagues on committees). Given the personal nature of mentor selection, this is not always easy: not only do you have to select a partner, you have to look out for the nuances to see if they might be interested in you. It is little wonder that Nankivell and Shoolbred found that reports of colleagues initiating mentoring relationships ‚read like love affairs'!

A question often asked is ‚should line managers be mentors?' By definition, a good manager should be a good mentor as they should have all the qualities listed above. If a team member naturally asks his/her line manager for advice they obviously already see the manager in the mentor role to some extent.

Problems with an organisation trying to formalise the manager-mentor role arise when the requisite friendship/respect is lacking or there is a conflict between the line-management context and the mentorship context. Generally, I would recommend that mentees should explore the possibilities of having their cake and eating it: having a supportive line manager *and* an external mentor.

4 How?

4.1 Practical Considerations

So how do you actually go about establishing a successful one-to-one mentoring programme? Following their extensive research, the key/overriding principles that Nankivell and Shoolbred felt should always be in place are:

1 The partners must get on well together

2 Mutual respect between partners

3 Commitment of time and energy from both partners

4 It is evolutionary in nature and may continue or develop beyond the original scope and parameters.

Once the appropriate mentor/mentee have been selected it is important to establish guidelines for the relationship. Practical considerations include:

- *Objectives for the mentee and the mentor:* what do you both hope to get out of the programme? Is the main focus career development, professional growth or more specifically project-related? A personal SWOT analysis by the mentee in the initial session may help to get the programme under way and establish a framework for future meetings.
- *Boundaries to discussion/areas not to be included:* will the focus primarily be on work-related or professional issues? What if personal problems are affecting performance: are these open to discussion?
- *Forms of communication:* what is the preferred form of communication: face-to-face meetings, telephone, email? Can the primary form of communications (say, meetings) be augmented with other communication? Is the mentor, for example, happy to be phoned at any time outside the meeting structure?

- *Frequency of meetings:* will these be regular, on demand or by arrangement? Are they more likely to happen if a whole programme is booked in the diary for six months or a year in advance?
- *Length of meetings:* should you establish at the outset how long you expect meetings to last? Time-management techniques, such as scheduling meetings for the end of the day, may help you to keep on course.
- *Location of meetings:* will they be in the workplace or outside work? Will they be in one person's office or do you both have areas where personal issues can be discussed in confidence? If geographically separated, will location be shared (at the mentor's place of work for one meeting, the mentee's for the next) to evenly distribute the burden of travel costs and time?
- *Paperwork:* do you want formal paperwork? Will there be agendas/ papers for discussion? Who will organise these? What sort of minutes will be kept?
- *Evaluation mechanisms:* how will the programme be reviewed? Will it relate to original objectives?
- *Ending the relationship:* what are the arrangements for terminating the relationship? Is it a fixed-term scheme or will regular review dates be set to offer either party the opportunity to end the relationship if they feel it is no longer valid?

These considerations should inform both informal and formal schemes. For more details descriptions of how individuals and organisations have structured their programmes, see the case studies quoted in sections 5.2 and 5.3 below.

As with any ‚project', it is important to employ a planning cycle approach to the whole mentoring process. Much of the literature (see, for example, Stokes) focuses on the planning – the steps to be taken up to the first meeting – or the running of the programme. It is essential, though, that we also review programmes. After an allotted time (say, six months or a year) it is essential for both parties to consider what they are getting out of the relationship, what problems they are encountering and if they feel it is still a valid use of their time. We must also recognise that people and relationships change and – difficult as this may be – accept it when a mentoring relationship has run its course.

4.2 Pitfalls

As with any staff development programme, there will always be potential pitfalls that should be guarded against. Clear aims, an agreed structure, open communication (not just between the mentor and mentee but between those involved in the scheme and those outside the scheme, such as line managers) plus constant evaluation and review of the programme should help avert most problems. Having said that, it is always wise to be aware of the most common potential difficulties:

- conflict, apprehension, uncertainty or suspicion about the roles and relationships between the mentor, the mentee and the line manager
- inability to keep to plans (watch out for frequent cancellations of meetings!)
- the mentee becoming too dependent on the mentor for all decisions/moves
- development of inappropriate emotional feelings as a result of the close nature of the relationship
- accusations of favouritism/professional jealousy from colleagues.

4.3 A Short-cut to Success!

Despite these potential dangers, a mentoring programme can prove a highly effective and highly enjoyable developmental tool for the mentee and mentor alike. Parsloe and Wray offer ‚Seven Golden Rules of Simplicity' to ensure your scheme will remain a success:

1 *Success comes most surely from doing simple things consistently* – do not make your mentoring programme too elaborate or too hidebound by rules or hampered by unattainable expectations.

2 *Make sure you meet* – busy mentors do not always find the time to meet their mentees; if this is important you must *find* time ...and guard it with your diary! (The key to a successful programme, in my opinion.)

3 *Keep it brief* – generally, meetings should be between 30 and 75 minutes long (making exceptions only when really necessary).

4 *Stick to the basic process* – follow basic meeting rules (come prepared; manage the time; keep brief notes of discussions and agreed actions) to ensure they remain effective and efficient.

5 *Develop the ‚ask, not tell' habi'* – remember there is still a difference between line management and mentoring, no matter how enlightened a line manager you might be; adopt a 80% asking questions and 20% giving answers rule.

6 *Remember, it's all about learning* – mentoring should not be merely directing but encouraging self-growth as part of the learning culture; as a result, it should be a cost-effective form of on-going staff development.

7 *Expect to gain yourself* – it is not only the mentee who will benefit: it should be a win-win situation and the mentor should acknowledge that.

Good luck with your mentoring programme!

5. OTHER HELP AND RESOURCES

> ‚There is no shortage of material in general literature concerning mentoring.'
>
> - Lois Kuyper-Rushing

Mentoring really became popular in the management literature in the 1970s. In the LIS sector a few pieces were published in the 1980s (see, for example, Hunt and Michael below) but the real explosion came in the 1990s. Below is a taster from the feast now available.

[NOTE: citations for most of the models/theories quoted above are given below.]

5.1 General Guides

Culpepper, J. C. ‚Mentoring academic librarians: the ultimate in career guidance', *College and undergraduate libraries,* 2000, 7(2), p.71-81
- useful overview of the (1990s) literature on mentoring in the academic sector.

Fisher, B. *Mentoring,* London: Library Association Publishing, 1994
- highly recommended *Library training guide* that looks at mentoring from the perspective of both the mentor and ‚protégé', as well as giving practical advice (with illustrative examples) on setting up a mentoring programme.

EMC: European Mentoring Centre[2]
- website that aims to promote mentoring in business, education and the community at large; includes details of publications, research activities and conferences.

Golian, L. M. & Galbraith, M. W. ‚Effective mentoring programmes for professional library development', *Advances in library administration and organisation,* 1996, 14, p.95-124
- brilliant, solid introduction to the theory and practice of mentoring; recommended.

Harris, R. M. ‚The mentoring trap', *Library journal,* 15 October 1993, 118 (17), p.37-39
- much-quoted article warning against the ‚dangers' of mentoring schemes.

Hunt, D. M. & Michael, C. ‚Mentorship: a career training and development tool', *Journal of library administration,* spring 1984, 5(1), p.77-95
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Nankivell, C. & Shoolbred, M. *Mentoring in library and information services: an approach to staff support (British Library Research and Innovation Report 20),* London: British Library Research and Innovation Centre, 1996

- report of the findings of a fourteen-month investigation into mentoring in the LIS sector, describes the current situation (in 1996) and offers practical guidelines for initiatives in mentoring; includes theoretical overview and extensive literature review.

National mentoring network[3]

- popular website that looks at the uses of mentoring and the steps involved in a mentorship programme; includes updates on current uses of mentoring in a socio-political context.

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Supporting Teaching and Research in an Online Environment: Developing the University of London Library Model

by SALLY CHAMBERS

Founded in 1837, the University of London Library (ULL) is the central research library of the University of London with particular research strengths across the broader arts, humanities and social sciences. With the development of information and communications technology, it has become a hybrid library, offering access to electronic collections but also extending access to services and its physical collections through its website and online catalogue. Research libraries now face the challenge of supporting distance learning. The ULL has risen to this challenge by being a partner in the development of web-enhanced distance learning by the University of London External Programme's Virtual Campus Project. To do this, the ULL has initiated the Virtual Library Service (VLS) Project. Within the research-focussed University of London, the ULL has anticipated the potential research-support needs of its students. It is also leading a separately funded Virtual Research Environment (VRE) Project on behalf of the University Libraries Committee to address these needs and inform the University of London's activities in the virtual sphere. The University of London has created the Electronic Library Projects Team (ELPT) to undertake the VLS and VRE projects and ensure that they develop along complementary lines. This paper outlines how the ULL is supporting teaching and research in an online environment through the development of its VLS and VRE models.

INFORMATION RESOURCES FOR DISTANCE LEARNERS

The initial project undertaken by the ELPT is to develop a dedicated VLS model to support the information needs of students registered with the University of London's External Programme, many of whom are studying at a considerable distance from London. Once fully developed, the VLS will offer access to a range of information and learning resources and related services as one of the principal elements in the External Programme's Virtual Campus Project.

The University of London External Programme

The University of London, established by Royal Charter in 1836, is one of the oldest universities in the United Kingdom. It is now a federation of seventeen self-governing colleges, all of which are members of the University by choice and are empowered to award the University of London degree. The University of London External Programme was established in 1858 to make University of London degrees accessible to students who were unable to come to the University to study. The degrees awarded to students on the External Programme are of the same academic standard as those awarded internally to students studying at one of the University's Colleges in London. Currently the Programme offers over 100 qualifications at undergraduate and postgraduate level to over 28,000 students in more than 180 countries. At undergraduate level over 65% of students are currently studying in the Asia Pacific region, whereas at postgraduate level, the students are more widely distributed, with 30% in the Asia Pacific, 30% in Western Europe and almost 30% from Africa and America combined. The University of London External Programme is a distinctly global programme with the majority of students studying at a considerable distance from London. Each qualification is led by a Lead College within the University, co-ordinated by the Lead Colleges Committee. Funded wholly from student fees, surpluses are reinvested in the Programme through new course developments and through major initiatives such as the Virtual Campus Project.

The Virtual Campus Project

In October 2000, the External Programme embarked on a period of significant investment to develop new and redevelop existing qualifications, the majority of which will be delivered wholly or partially online. In parallel with these academic developments, the External Programme is currently developing an online environment, the Virtual Campus. Anyone visiting the Virtual Campus from a computer anywhere in the world will be able to access a range of information, advisory, resource and support services as would be expected on a physical campus mirrored into a virtual context. The Virtual Campus Project is a collaborative initiative bringing together three central academic services of the University of London: The External Programme, The ULL and the University of London Computer Centre. Running from October 2000 to July 2003, the aim of the project is to provide a common infrastructure to support the development, delivery and management of internet-based courses and services for the External Programme.

The Virtual Library Service

One of the central services within the Virtual Campus Project is the VLS, which is being co-ordinated by the ELPT. Running from October 2000 until July 2003, the aim of the VLS project is to: *„provide access to a range of learning and information resources and services for students registered with the University of London's External Programme from wherever they have chosen to study."* Primarily, the VLS will mirror the core resources and services found in a university library, however, as more courses are delivered online, the integration of library resources within Virtual Learning Environments (VLEs) will be explored. As well as providing learning and information services for the lifetime of the Virtual Campus Project, the VLS Project will develop a model for the delivery of a sustainable service. Appropriate definitions of service will be created, including recommendations of how such sustainability may be achieved.

The VLS provides a variety of online resources and services put together in liaison with each course development team participating in the Virtual Campus Project. The principal components in the VLS are:

- Online resources: electronic datasets and internet resources targeted at each course within the Virtual Campus Project. There will also be a reference collection enabling students to find rapid reference facts to support their studies.
- Enquiry service. Available by telephone, email or web form.
- Information literacy skills. Externally developed guides and tutorials are a part of the initial VLS. The VLS project will also provide quick start guides to the resources it offers and aims to develop its own tutorials tailored to suit the specific needs of the External Programme.
- Authentication. Exploring various methods of authenticating users will be of high priority to ensure a seamless experience within the Virtual Campus.
- Web-based portal with tailored entry points for each External Programme course.

IMPLEMENTATION

Online Resources: Acquisition and Integration

One of the most significant tasks in the development of the VLS has been working closely with the academic programme development teams to determine which resources will best support the delivery of their courses. Initially, during the lifetime of the project, the VLS will provide library support for approximately fifteen courses across a wide variety of subjects including business, dentistry, economics, education, finance, healthcare, history and law. Some of the resources will be specialised, such as those for dentistry, and will only be applicable for one programme. However, other resources may be applicable to several programmes, due to the overlap between the disciplines, such as in the areas of business, finance and economics. It has been necessary to maintain a map of the resource requirements across the entire project to ensure that they are most cost-effectively acquired. In addition to paid-for resources, which so far mainly focus on subject specific databases and e-journals, the academic programme development teams have been keen to provide relevant websites and subject gateways, which are being collected and organised as part of the VLS.

The increase in both electronic resources and the online course delivery is providing the opportunity for a closer relationship between library resources and academic content. Such integration increases the necessity of the library and academic staff working closely together throughout course development. In the UK, nationally funded projects such as INSPIRAL (INveStigating Portals for Information Resources And Learning)[1] and ANGEL (Authenticated Networked Guided Environment for Learning)[2], are already working closely on how such integration can be best achieved.

Support Services: Quick Start Guides and the Enquiry Service

Support for the use of the resources in the VLS is essential. Many of the External Programme students are studying both on their own and at a distance and may not be familiar with online study and electronic resources. Information about the resources and services offered is sent to each student who has access to the VLS, including Quick Start Guides explaining the basic functions of each the resources. However, it is important that an opportunity to ask questions is made available in addition to the information they receive.

The VLS enquiry service was launched in September 2001 to support the resources for the Laws Programme. Enquiries are answered, within two working days of receipt, by the Electronic Library Projects Assistant with the support of an experienced team of information and subject staff. Having a main contact person for the VLS will help to reduce the isolation experienced by students who are studying at a distance, as they will regularly contact the same person. In addition, contact details and areas of responsibility for the whole ELPT, including photographs, will be added to the VLS website to further increase the personal tone of the service. Although this is a *virtual* library service, it is important that students can choose the way they prefer to communicate with the library; either by email, telephone, fax, letter or perhaps even face to face if possible. Furthermore, in order to provide a dedicated service, a separate telephone number has been set up for enquiries from External Programme students. In the first instance queries are only answered between 09.00 and 17.00 (Monday to Friday) UK Time. However, due to the range of time zones in which External Programme students are studying a voice mailbox has been set up so that the library can receive telephone enquiries, as with email, 24 hours a day 7 days a week. Questions received via the VLS are recorded and analysed in order to influence the future development of the enquiry service. Already, an electronic help desk has been developed which provides answers to Frequently Asked Questions (FAQs) that have been received through the VLS enquiry service. Students are advised to consult this helpdesk before they ask a question. Since its launch, usage of the enquiry service is increasing clearly demonstrating that the students need it.

Authentication

Once a student has logged into the Virtual Campus she should not be aware that any other authentication is taking place; she should not have to enter her username and password again. Any further authentication required, such as for electronic library resources, will be done *behind the scenes* using data exported from the External Programme's student registry. In the case of the VLS, it is essential that only authorised students have access to the resources to ensure compliance with licensing agreements. Ultimately, the VLS will provide access to a comprehensive range of resources, from a wide variety of suppliers, many of which will have different methods of provided authenticated access to their resources. A service-wide authentication is therefore a necessary component in the delivery of the service.

In the UK, the problem of multiple passwords for electronic library resources has been to some extent bridged by the development of the Athens[3], an access management system for UK Higher and Further Education. Athens provides *off-campus* access to a range of electronic library resources with the input of a single username and password, however, at this stage, not all resource providers will allow their resources to be authenticated by Athens. In addition, it is also not possible to integrate Athens with the authentication system that is being used to provide access to the VLEs as part of the main Virtual Campus Project. In this way, currently students are not able to login to the Virtual Campus and have access to all their resources and service without having to type in additional usernames and passwords.

For on-campus *behind the scenes* or *quiet authentication*[4] access to resources is often provided by Internet Protocol (IP) recognition. For this method, the library registers the IP addresses of all the library computer terminals with the resource provider. When a student tries to access the resource from a computer with a registered IP address then they get immediate access to the resources without the necessity for any further authentication. However, for a VLS, with potential 28,000 students, it would be impractical, and not secure, to register the IP addresses of all the students. Resource providers initially have provided *remote* access to such resource by authenticating students by username and password, however this will not create the seamless experience we are aiming for.

The ELPT is currently investigating a variety of authentication solutions including the use of proxy servers, which work in a similar way to IP address recognition, but without the need for the registration of student IP addresses. Attention is also being paid to the development of a second generation of Athens access management system[5]. As Athens is a national access management system and is often seen as a de facto authentication standard, its use as the ultimate authentication solution for the VLS, if possible, would be preferable. However, while this investigation is in progress, most of the VLS' resources will be authenticated via the current Athens with the input of a single username and password wherever possible. In this way, *fairly quiet* authentication can be provided.

Integrating Access to the Virtual Library Service

The aim of the VLS is to provide seamless access to electronic library resources and services as part of the online courses. The VLS is also a coherent website providing access to electronic library resources and services independently from any online courses. When designing the VLS, a flexible infrastructure was therefore needed to satisfy two seemingly incompatible criteria. The prototype VLS was launched in September 2001. At this stage, the online course developments were still in their infancy and therefore the VLEs were not available for testing. It was therefore important to keep the design of the VLS website as open as possible to allow the pages to be integrated within the various VLEs once they had been developed. In order to increase the flexibility of the website it was decided that it should be partially database driven. Constructed in Access, the database contains the URLs (Uniform Resource Locators) for all the resources provided in the VLS. The webpages are published dynamically, using a combination of SQL (Structured Query Language) queries and ASP (Active Server Pages). This solution allows the same resource to appear on different webpages from a single URL within the Access database. The resources can therefore appear on a page within the coherent VLS website, but at the same time appear on a separate resources page within an online course. By Summer 2002, several VLE prototypes will have been developed and will therefore be available to prototype the integration of the library resources. In addition, the Electronic Library Projects Assistant will carry out an evaluation of the current site in terms of standards and good practice in web design and feedback from site users. This evaluation will take into account issues such as usability, accessibility, scalability, usage patterns and site maintenance and be used to further improve the current site. Wherever possible the feedback of the users of the VLS will input into the redesign of the website, which will be launched in time for the beginning of the new academic year in September 2002.

Issues for the Future

During the initial stages of the VLS project, considerable work has been achieved, particularly on the development and realisation of the VLS model. As 2003 approaches, the majority of the courses will be registering their first cohorts and so with the resources in place the real test of VLS will begin. With the VLS in place, appropriate definitions of service will be created, including recommendations of how a sustainable service may be delivered beyond the lifetime of the project.

SUPPORTING RESEARCH ONLINE

The Virtual Research Environment Project

A complementary project undertaken by the ELPT is the Virtual Research Environment (VRE) project, supported by a grant from the Vice-Chancellor's Development Fund to the University Libraries Committee. Running from December 2001 to November 2002, the aim of the VRE project is to: *„develop and test an integrated web-based research environment to support the needs of the e-researcher."* This project builds on the work that is currently done to provide online library services for the University of London External Programme's Virtual Campus Project, as outlined above.

Although considerable work is being undertaken in the field of online teaching and learning, online research support is currently relatively unexplored. As a research-led university, the University of London is well aware of this disparity and has begun to develop online support for both research elements of taught-course dissertations, in addition to support for research degrees online.

Technology already exists to support the taught elements of online degree courses, both at undergraduate and postgraduate level. VLEs may be used to support a range of learning contexts from conventional classroom delivery to distance and online learning. Such software has been evaluated through the Virtual Campus Project and elsewhere. However, in order to support academic research, online software (such as groupware) must be examined for its suitability in satisfying the needs of the e-researcher.

The VRE Project is grounded in a review of current research support provision within the academic community and an analysis of the needs of the research community within the University of London. Currently a user survey is being prepared with the aim of establishing which functionalities are needed in a VRE. As the strengths of the ULL are in the broader arts, humanities and social sciences, the VRE will focus on the needs of the research communities in these areas. However, the differing needs of researchers in the physical sciences will be explored in the Research Support Review.

Principle Components

The VRE will identify and integrate principle components required for effective support of online research. This will be informed by the research support review and needs analysis. However, it is anticipated that principle components of the VRE may include:

Virtual Research Library Support

An integrated resources page within the VRE could provide software to store and compile the researcher's electronic bibliography. Personalised harvesting tools which can search both the internet and across various relevant library resources (e.g. e-journals, subscription services, even the library catalogue) on a regular basis using predetermined searches could also be included. The results of which could be added to the electronic bibliography. Furthermore, an online research skills tutorial which can be applied across a number of research scenarios could also be developed and included, for which a separate bid is being prepared.

Using the research proposal as a starting point, a subject specialist librarian from within the researchers subject area could provide a specialised gateway to relevant resources available through the library. In addition research-related questions could be answered using an electronic enquiry service and online information skills training also be developed. These services demonstrate possible synergies between the VRE project and the services delivered as part of the VLS project described above.

Research-related Information

Provision of general web-based research-related reference information, including University Research Guidelines; Citation Style Manual; Research Methods; Research Funding Sources within and outside the University of London.

Online Secure Research Repository (OSRR)

A secure environment where elements of the research, (e.g. research proposal; literature review; methodology) can be shared between researcher and supervisor could be included. In this context the VRE could contribute to the electronic infrastructure of distance research degrees that are currently being discussed within the University of London.

Online Research Support Mechanisms

The system could provide mechanisms to allow tutors and students to interact in synchronous and asynchronous modes. These mechanisms could include:

discussion boards supporting subject-based discussions; integrated electronic mail; video conferencing and real-time discussion. This could encourage the development of subject-specific research communities from across the University and the provision of online seminars and presentations.

Tracking of Research Activity and Achievement

Online research planning tools to track research activity and achievement could be included perhaps incorporating project management software.

Research Output Repository

Research Output Repository containing digitised or born-digital research output such as research articles, book reviews, electronic theses and dissertations could form a valuable element of the VRE.

Software Evaluation

In parallel with the identification of the principal components of the VRE, the evaluation of available software to form the VRE infrastructure is taking place. Currently a development environment to assess the suitability of Open Source software packages has been set up, although this does not necessarily anticipate the use of Open Source Software in the final implementation. It is anticipated that the principal components will be developed as modules that can easily be put together and customized by researchers. In this way it will be possible to set up different instances of the VRE for different subject areas. At present the first customized VRE-application is being set up in collaboration with the *International Portal for Manuscript and Book Studies* within ULL, a development of the RSLP funded project; *Palaeography: Developing the National Resource.*[6]

Researcher Involvement

The generic VRE model will be tested and evaluated with a VRE user group that is currently being formed from an appropriate sample of the University of London research community. This user group will have a role throughout the development of the VRE, such as in the identification of the principal components, as well as in the testing and evaluation of the final model. A Strategic Advisory Group for the VRE project has also been set up to monitor and guide the progress of the VRE Project. The membership of the group is designed to ensure close harmonisation and exchange between the Virtual Campus Project, the Society of College, National and University Libraries' (SCONUL) E-University Task Force, the Consortium of University Research Libraries' (CURL) Task Forces on Teaching and Learning and Scholarly Communications and other relevant initiatives.

CONCLUSION

The work of the ELPT will potentially influence the ULL's future support of teaching and research in an online environment. The projects outlined above provide a test-bed for the development of new services that may be integrated into ULL's central service delivery.

RELATED WEBSITES

ULL's Electronic Library Projects Team <http://www.external.ull.ac.uk/elpt/>

University of London <http://www.lon.ac.uk/>

University of London Computer Centre <http://www.ulcc.ac.uk/>

University of London External Programme
<http://www.londonexternal.ac.uk>

University of London Library <http://www.ull.ac.uk>

Virtual Library Service <http://www.external.ull.ac.uk>

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Learning from the First Step. Uni Mail in Geneva

by AGNES GODA

1. SHORT HISTORY OF THE BUILDINGS OF THE UNIVERSITY OF GENEVA.

In 1559 Jean Calvin established the Genevan Academy to train students in humanist learning in preparation for the ministry and positions in secular leadership. The first building of the Academy, the so called „Auditoire de Calvin" still exists and is located next to St Peter's Cathedral. Although law is also taught, the theological spirit remains predominant until the end of the 17th century.

In the 18th century, the age of enlightenment, Geneva was the birthplace of men of Science, philosophers, naturalists, physicists and mathematicians and the Academy opens up to the physical and natural sciences as well as to profoundly innovative teachings in law and philosophy. In 1817 a botanical garden and a museum of natural history were created in the now so called „Parc des Bastions". This project was conceived by Guillaume-Henri Dufour, engineer and army officer, and the chair of natural history was occupied by Augustin-Pyrame de Candolle. He was also in charge of the botanical garden and created a library in the building. None of these buildings exist today.

The political and social upheaval of the 19th century will profoundly transform the ancient Academy: its ecclesiastic allegiances are abandoned and in 1873 the Academy acquires the status of University, with the creation of the faculty of Medicine. The first stone of the new university, now called „Les Bastions" was laid in 1868. The construction was terminated in 1874.

Fig. 1: 1874 Bastions

This complex would house the future university, the public library, and the museum of natural history. Until today the public library is located in one wing of the building, while the rest of the complex is now occupied by the faculty of letters and theology.

In 1876 the Faculty of Medicine was located in a building called „School of medicine" along the Arve river. Anatomy and pathology were taught there. The clinical lectures took place in the Cantonal hospital, which opened in 1856 and with which the medical school worked in close collaboration, as they still do now.

1879 saw the construction of the school of Chemistry. This building is now a classified historical monument. Today it takes the name of the avenue on which it is located, „Les Philosophes" and is occupied by the faculty of Letters and the human sciences.

It took nearly 80 years before the construction of a new building, namely the school of physics. Chemistry now resides in the building of „Science II" which was built one hundred years after the old chemistry building.

The CMU or school of Medicine was planned in the 1970's. Two thirds of the full complex are open today and the last third is still to be started.

Since 1974, the Authorities of the University and its central administration reside in a new building, Uni-Dufour.

Fig 2: 1979 - 1999 Uni Mail

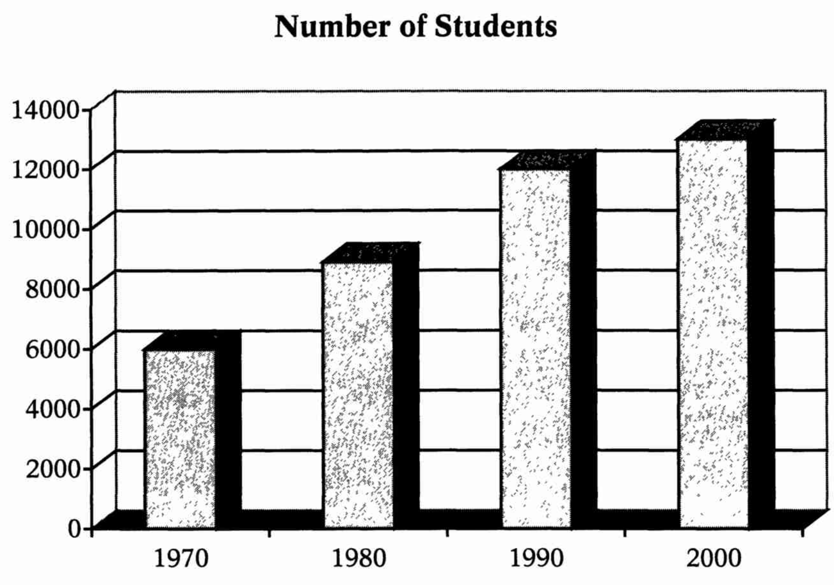
Uni Mail is the most recent building of the university. It houses the faculties of Law, Economics, Social sciences, Psychology, Education, the School of translation and interpretation, and one huge library (of 9,000 square meters) for all these faculties. It is unusual to have a large library incorporated in the same building as the premises for research and teaching.

2. PROSPECTIVE STUDY FOR UNIVERSITY BUILDINGS

Planning constructions is a modern concept. Historically, the rapid evolution of science and the necessity to form new generations of scientists and engineers, made it necessary to introduce some concepts of forecasting and planning the evolution of buildings.

A prospective study for the construction of university buildings for the future must take into account

- a strategy of growth, such as the number of students
- the evolution of domains of research and technologies (like computer facilities)
- real and financial constraints
- the inventory of the existing buildings as a basis for calculating the surfaces needed in the future, according to the growth of different things.



The graph shows the change in the number of students between the start of the study for the building and the end of construction 20 years later.

A prospective study is based in the first place on the extrapolation of the tendencies observed in the past, projected in the future and corrected for the demographic component.

We may consider 3 types of estimates, namely

- the short term planning, based on existing surfaces
- the medium term planning, based on estimates for 5 to 10 years in the future
- the long term planning, based on estimates for 15 to 20 years in the future

In Geneva we always have to consider long term planning, because of possible long delays in political decisions. Switzerland is a direct democracy and therefore the people have the possibility to accept or refuse the political decisions by referendum and this whole procedure can be very long.

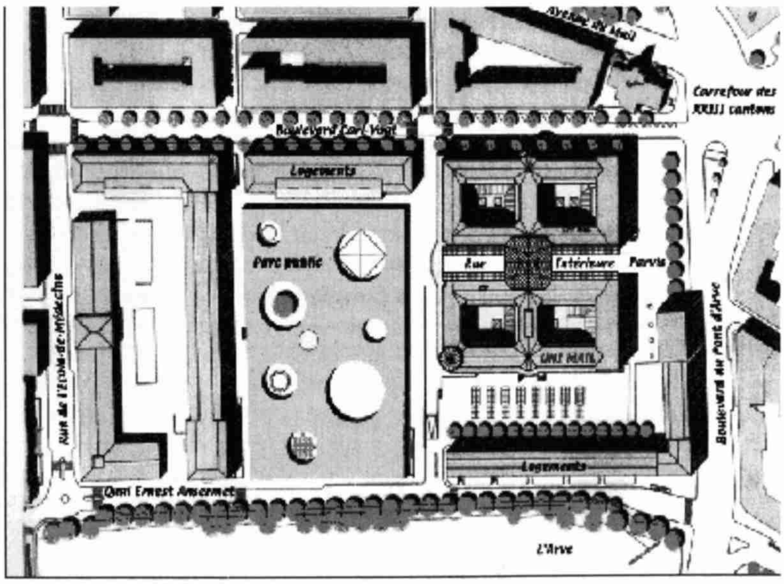


Fig 4: The Uni Mail

The 3 major architectural concepts of uni mail are

- the opening towards the city
- the conviviality and collaboration between faculties with the unique library for all the faculties and the open spaces where students can meet
- the luminosity in the building. For example, all the lecture rooms have natural light. All this with the intention of saving energy.

Since the need for more space became evident, a major decision had to be made, whether to leave the university in the city or to move the university onto a campus.

The Parliament of Geneva decided in 1979 that the university will remain in the city in three major sites:

- one for the faculty of medicine, close to the hospital
- one for the faculty of science, along the Arve
- one for the faculties of human sciences, in the vicinity of the Bastions and Plainpalais.

1979	The first programme of Uni Mail
1981	A competition of ideas was organised and the architects were chosen
1984	Funding for the study of the first phase. The project is directed by an „Operational Group". Its members represent the faculties, i.e. the future users and the president is nominated by the rector of the university. Decisions are taken by vote. This group was created in 1984.
1987	Funding for the construction of the first phase
1992	End of construction of the first phase

Fig 5: Uni Mail – phase 1

During the discussions concerning the allotment of space, the requirements of the faculties of humanistic sciences and the faculty of Law were carefully studied. The conjugated efforts of the administrators of the faculties, the representatives of the planning of the construction and the representatives of the faculties, has made it possible to include the library in the surface of the first phase of construction. The close collaboration between the Operational group, in other words, the users on one side and the architects and engineers on the other side, has made it possible to solve the occurring problems to the satisfaction of the users.

1994	The vote for the funding of the study of the second phase
	The funding for the construction had some difficulties of being voted and therefore we decided to conduct an enquiry as to the satisfaction of the users concerning the first phase.
1995	The funding for the construction of the second phase was voted
1999	End of construction of phase 2

Fig 6: Uni Mail – phase 2

3. THE ENQUIRY BETWEEN PHASE 1 AND 2 OF THE CONSTRUCTION OF UNI-MAIL

50 people, among whom there were professors, collaborators, students, administrative and technical staff and librarians, participated in this enquiry. One of the objectives was to prove the need of the construction of the second phase. The interviews covered questions on the opinion of 6 elements: the offices, the library, the lecture rooms, computer rooms and other things, for example the size of name plates on the doors, the colors to designate each faculty, the audiovisual equipment. The enquiry was made by individual interviews and every participant was able to see the results of the enquiry. The enquiry was important for the following reasons:

- to justify the construction of the second phase
- to find out rapidly what has to be improved in the second phase.

That which is negative would disturb the teaching and research. The improvements can be technical, conceptual, in the materials used or in the choice of equipment. The list of questions asked must cover as many subjects as possible to give a complete image.

OFFICES	Positive	Negative	Suggestion
dimension sound proofing storage space ground cover insulation blinds other things			

The enquiry concerned questions about the elements listed in the left column and the answers were positive, negative or suggestions. Many suggestions were formulated for phase 2.

LIBRARY	Positive	Negative	Suggestion
dimension sound proofing functioning ground cover lights equipments other			

The questions were the same for the library, the lecture rooms and the computer rooms.

SIGNALING	Positive	Negative	Suggestion
quantity dimension functioning other			

In 1989 there was a competition for the decoration of the whole building. The winner was the group led by Mr Max Bill, well known architect and artist from Basel. Some of the problems concerned

- the size of the name plates on the doors
- the colors to designate each faculty and many other things.

OTHER REMARKS			
	Positive	**Negative**	**Suggestion**
meeting rooms **lifts** **cafeteria** **toilets** **odors** **corridors** **other things**			

At the end of the questions I asked for all other suggestions concerning the items listed in future. The enquiry about the equipment of multi-media in the different teaching spaces was the last on the list. The evolution of this equipment was rapid. We had many suggestions from multi-media specialists for the second phase.

The enquiry has shown the general satisfaction with natural light, the varied spaces adapted to different kinds of readers. It has also revealed some secondary problems such as insufficient ventilation in the rooms with photocopiers or rapid deterioration of the wall-to-wall carpeting of the library, or inadequate identification of offices.

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List of Contributors

Antony Brewerton
Subject Team Leader (Arts, Social Sciences & Health Care),
Oxford Brookes University Library,
Oxford, United Kingdom
awbrewerton@brookes.ac.uk

Sally Chambers
Electronic Library Projects Co-ordinator
University of London Library
Senate House, Malet Street
London, WC1E 7HU, United Kingdom
schambers@ull.ac.uk

Agnes Goda
Architect
Université de Geneve
24, rue du Général-Dufour
1211 Geneve 4, Switzerland
agnes.goda@adm.unige.ch

Esko Häkli
Helsinki University Library,
Box 15 (Unioninkatu 36),
SF-00014 University of Helsinki, Finland,
esko.hakli@helsinki.fi

Els van Eijck van Heslinga
Prins Willem-Alexanderhof 5
P.O. Box 90407
2509 LK
2595 BE The Hague, Netherlands

Hermann Leskien
Bayerische Staatsbibliothek
Ludwigstr. 16
80539 München, Germany
leskien@bsb-muenchen.de

Tomas Lidman
The Royal Library
National Library of Sweden
Box 5039
SE 102 41 Stockholm, Sweden
tomas.lidman@kb.se

Ann Matheson
National Library of Scotland
George IV Bridge
Edinburgh EH1 1EW, Scotland
a.matheson@admin.nls.uk

Valérie Néouze
Ministère de l'Education nationale,
Direction de l'enseignement supérieur,
Sous-direction des bibliothèques et de la documentation,
99, rue de Grenelle,
75357 Paris 07 SP, France,
valerie.neouze@education.gouv.fr

Erland Kolding Nielsen
Royal Library
PO Box 2149
1016 Copenhagen, Denmark
ekn@kb.dk