Werk

Titel: European research libraries cooperation : ERLC ; the LIBER quarterly

Ort: Graz

Jahr: 1997

PURL: https://resolver.sub.uni-goettingen.de/purl?514854804_0007|log46

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European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 423-426.

Teaching Libraries - Changing Libraries

Opening Remarks of the President[1]

ESKO HÄKLI

Last year LIBER convened on Malta, for the first time in its history. Switzerland, the venue of our Conference this year, is by no means virgin soil as was Malta. Already twice has LIBER arranged an Annual General Conference in Switzerland, 1983 in Lausanne and 1987 in Zürich.

Switzerland has also been a kind of home country for LIBER. One of its founding fathers was M. Jean-Pierre Clavel, the Director of the Bibliothèque Cantonale et Universitaire de Lausanne. Consequently, LIBER was established in accordance with the Swiss Civil Code. On the practical level, Swiss libraries and librarians have always belonged to the main supporters of LIBER. Therefore, we have the feeling, that LIBER has come home. It is a great pleasure for us to convene here in Bern. We are grateful to you, Professor Robert Barth, for your kind invitation as well as for your assuming the responsibility for the practical arrangements of this Conference.

It is delightful and encouraging to see how much support this Conference has received. The OCLC has again made a major contribution, which has given us the opportunity to invite speakers

1 Paper presented at LIBER Annual General Conference 1997, Bern.

from the United States, among them our keynote speaker tonight, Professor David Stam. This deserves our most sincere thanks. But we also gratefully acknowledge the support of all other companies, mentioned on the list of the sponsors in the printed programme.

Sehr geehrte Frau Regierungspräsidentin Zölch, es ist eine große Ehre für uns, daß Sie uns heute im Namen der Regierung des Kantons Bern begrüßen wollen. Wir danken Ihnen auch dafür, daß der Kanton Bern unsere Konferenz finanziell unterstützt hat. Unsere Dankbarkeit gilt ferner dem Verband der Bibliotheken, Bibliothekarinnen und Bibliothekare der Schweiz, der Stadt Bern und der Universität Bern, die uns ebenfalls unterstützt haben. Ganz besonders möchte ich Ihnen, Magnifizenz, Rektor Schäublin, sehr herzlich danken. Ihnen, Herrn Direktor Jetzler, danken wir dafür, daß die Eröffnung unserer Konferenz heute abend in dieser schönen Umgebung stattfinden kann. Die Burgergemeinde Bern hat uns zu einem Empfang im Anschluß an dieser Eröffnung eingeladen, wofür ich Ihnen, Herr Burgerratspräsident Rudolf von Fischer, schon an dieser Stelle für Ihre Gastfreundschaft danken möchte.

This year we have been able to invite three colleagues from the former socialist countries to attend our Conference. Their travel and participation costs are covered by a grant from the EFLC Fund, administered by LIBER. We are grateful to the European Foundation for Library Cooperation (EFLC), which, after concluding its activities, granted a major amount of money to LIBER to enable participation of East-European colleagues in particular in the Annual General Conferences of LIBER. The EFLC Fund helps us to continue this good practice which earlier was financed by the Council of Europe. I wish the receivers of this year's EFLC grant welcome to our Conference here in Bern.

For the first time in the history of LIBER we have had the opportunity to cooperate with a professional exhibition organizer in arranging the exhibition of the Conference. The company

Exhibition Factor has helped us with remarkable results as many of you already have been able to see. I want to thank Mr. David Buckle in particular for his strong engagement for LIBER as well as for his belief in the importance of a high quality exhibition for our Conference. I hope that we will give him right by visiting the exhibition.

Earlier this afternoon a Pre-Conference on copyright issues already took place here in Bern. I want to thank our Division for Library Management and Administration for organizing the Pre-Conference as well as the speakers, who all are top authorities in this important field. The Pre-Conference was very well attended and it obviously helped us in clarifying the present status of the copyright development both on the national and European level.

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The general theme of our Annual General Conference this year is "The Teaching Library". We want to penetrate the question, what is and what should be the role of the academic libraries in the teaching at their universities. This issue has been discussed in a number of European countries, but we have the feeling that much has to be done to transform libraries into active teaching instruments. Therefore, we are happy to have with us also American experts who not only will inform us about the trends in the United States but as I hope, also provoke us to new ways of thinking. The general theme helps us also to discuss the basic question about the future role of our libraries in general.

In the present situation libraries are facing a number of challenges which call for new revolutionary thinking, to put it in the shortest way. Libraries have to become user-driven organizations. My own experience suggests that there is a greater gap between a user-driven and process-oriented organization than we usually think. A change is, however, unavoidable, if we want to make sure that libraries will keep pace with the development of the surrounding community.

When looking at the goals and aims of our libraries from this angle, we may discover that our working methods need a revision, that our priorities in allocating resources have to be revised, and that our staff structure and skills need a revision. I am convinced that libraries with a strong scholarly power will develop into centres of excellence in the library world. Mastering the new technology will not give the same impetus, because everybody has to have good command of it. In other words: research libraries have to become research libraries.

LIBER has already for some time looked upon the new electronic development of the library work. So are we doing also this year. We should, however, not forget the fact that electronic means are only means to achieve something, not an end in itself. Libraries should not become purely technocratic institutions but remain places where the human mind can grow and blossom. Libraries, with their carefully built collections and knowledgeable staff, should remain arsenals of the civilization. Only in such a way will libraries become teaching institutions in the true sense of the word.

Ladies and Gentlemen, dear Colleagues! It is a great pleasure and privilege for me to wish you all welcome to the Annual General Conference of LIBER 1997 and to declare the Conference opened.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 427-436.

"Can the Research Library Teach?" A North American Perspective on the Teaching Library[1]

DAVID H. STAM
Syracuse University Library

It was for me a particular pleasure and unexpected honor to be asked to commence your conference on the teaching library with a North American perspective. As a young man traveling around Europe more than forty years ago, after a year's study of theology at the University of Edinburgh, I first visited Switzerland and Bern and it is a delight to be back again. From that period in 1956, I have vague memories of several jokes about Americans or by Americans about themselves. One quoted us as saying, and obviously believing, that "bei uns in Amerika, ist alles veil besser, oder groesser, oder schneller, usw." We of course had similar jokes about Texas where everything did seem bigger if not better. But the words have remained with me as a corrective to any arrogant or exaggerated claims of American superiority, national or individual, in any field of human endeavor and I have often felt a more welcome perspective in

1 Paper presented at LIBER Annual General Conference 1997, Bern.

pluralism, of different people facing similar tasks in different ways, each able to learn from the perspectives of others. What I have to say tonight then I hope will be received more as descriptive than prescriptive; I know what I am attempting is almost impossible, a library address with no moral imperatives, but I am going to try.

When I accepted the assignment several months ago to speak about the teaching library and the research library, I knew that it presented considerable difficulties just to be accurately descriptive of constantly evolving conditions in American higher education, changes which are leading to altered priorities in what research libraries are expected to do. I knew that definition itself would be a problem since we have no clear current definitions of the terms we are using such as "research library," "teaching library," or more recently the "learning library." I do not know how LIBER defines a research library, but I can tell you that our Association of Research Libraries, an association of 121 of the largest university and other libraries in the United States and Canada, has no idea of what the term means other than to describe those libraries that meet its criteria for membership. It can easily be argued that those criteria, primarily quantitative and based on size, exclude many true research libraries while including some libraries which do relatively little to support research; the statistics also fail to measure the quality of services in those institutions.

Further compounding the difficulty of this topic is a very significant shift in higher education in the United States toward emphasis on the student, particularly undergraduate students (18 to 22 year old students in the U.S.), now renamed our "customers," whose needs and wishes are seen as paramount in our planning. This has been a very pervasive trend, first motivated by budgetary concerns about declining enrollments and high fees (especially in

private universities), second by public relations worries over the declining prestige of higher education (especially among influential legislators with little understanding of the contributions of specialized research), third by declining public funding for such research, and finally by each institution's concern to remain competitive with other universities and colleges.

The March OCLC Annual Conference of Research Library Directors, for example, started with President E. Gordon Gee of Ohio State University citing the need "to become student-centered universities" as the first priority in higher education today. Implicit, though seldom explicit, is an assumption that resources will follow this goal by transfer of human and financial resources to student interests and away from the research enterprise, given that few new resources are available to help make the transition.

For six years my own University, Syracuse, has tried to bridge this gap by describing itself as a leading "Student-Centered Research University," and has devoted substantial resources, in the midst of budget reductions across the University, to provide some real substance to the concept by attempting to involve more undergraduate students in the research process. In the Library we have used the vehicle of our Special Collections and its large array of primary research resources (rare books, archives, literary and historical manuscripts, etc.) to attract undergraduates to the research potential of such sources, and there have been other modest successes across campus. That unit of the Library has not yet taken the next logical step of working with faculty in developing collaborative courses related to these resources to engage students in developing hypertextual data bases around these resources, but that is sure to come as it has elsewhere in the Library and elsewhere throughout the country. I should add that we have undertaken almost

all of this activity with privately raised funds outside of our normal operating budgets.

However well we are able to bridge this apparent gap between research and teaching, it seems clear to me that the implications of these changes in many of our academic institutions will have profound effects on the research aspirations of many universities leading to unintended consequences which we cannot yet predict. That in turn creates ambiguity for the Library and what its priorities should be in what can be seen as competing worlds of research and teaching. It would be far healthier to view teaching and research not as bipolar modes but as mutually supportive endeavors, but that is not what seems now to be happening in the United States.

Hastening this transition in many universities has been the development of TQM, total quality management programs, bringing business and industrial models to universities by emphasizing service to the "customer," introducing terminology and methodology often uncongenial to the academic, and helping again to shift the balance from the mature but expensive researcher to the unsophisticated but paying undergraduate. Many aspects of the total quality programs have been salubrious, forcing debate about strongly held assumptions and inflexible processes, encouraging wider participation in problem resolution, and in fact often improving services to students and other Library users. But the movement, pervasive throughout higher education in the U.S., has not had much apparent effect in the improvement of teaching, nor helped bridge the gap between the professoriate and university administrators. To be fair, issues related to excellence in teaching are being addressed in other ways, but seldom within the context of TQM programs.

All of the foregoing, however oversimplified, should help to provide something of the context in which the concept of the

"Teaching Library" has emerged and developed in the United States over the past ten or more years. When Carla Stoffle argues that "the shift to the teaching library requires a shift in emphasis to users and their needs," (*New Directions for Higher Education*, No. 90 (1995), p. 72), I would counter that research libraries have always emphasized users and their needs, but that the shifts in higher education outlined above have imposed a change in who our primary users are, and in the primary ways in which we serve them. It simply doesn't make sense to argue that the "user" was only discovered in the late twentieth century.

There are many virtues in the student-oriented approach, but one of the casualties for research libraries has been or will be the decline in research collections and collecting as we have known them, however that loss may be offset by expanded access to Internet resources. Undergraduate needs seldom include extensive research collections as we have tried to build them in the past. Serial cancellation programs, a steep decline in non-English language acquisitions, and the additional costs and shift of resources to leased electronic resources, all reflect a de-emphasis on building physical collections while we devote more attention to perceived student needs. With notable exceptions, such as various projects for digitizing scholarly information, a preponderance of our local efforts and expenses toward expanded electronic access are directed toward very generalized information more useful for student papers than faculty monographs.

None of this should be understood as critical of the idea of the teaching library, of the need for responsiveness to students, or the University's responsibility to prepare its students for lives filled with technological change. I would argue that the Research Library has always been a component of University teaching, just as it has always

been a component of the University's information business. Technology is changing the ways in which both roles are performed, forcing reevaluation of time-honored but now threatened modes of collecting information and of bibliographic instruction in and through the Library, promising more effective and efficient ways of meeting both needs, and placing us in a position to help faculty restructure their teaching and their students to exploit information sources in their own learning processes, individual or collaborative. It has forced us to shift our perspectives on the research library and what it has to offer. It forces us to imagine, if we can, the experience of using a research library from the chair or terminal of the student, to understand that student's need for guidance, interpretation, explanation, evaluation--teaching of the kind we do best.

While the expansion of technology in our institutions has enhanced the teaching possibilities of research libraries it has also helped us realize that we cannot teach alone, that collaborations across the campus with faculty, with computing services, with our university presses, with any interested partners, are a prerequisite of a successful transition. We have seen some very successful models of electronically based teaching libraries in the United States developing over the past five years, particularly at the Universities of Iowa, Southern California, Washington, and California at Berkeley, to name just a few. I won't describe them here but you can find them all on the Web as well as in physical places on each campus. Some have developed Centers for Scholarly Technology, others have emphasized work on Excellence in Teaching, still others have instituted credit courses for undergraduates helping prepare students for technology-based courses elsewhere in the curriculum. Even the New York Public Library, a research library par excellance, has taken on a major teaching role for the general public in its new Science and

Business Information Library, and plans to expand the program to all of its facilities, another example of changing priorities of service.

All of these efforts require strong partnerships and collaborations among many participants in order to be effective. There are so many apparent dichotomies buried in these issues that need resolution cooperatively: paper versus electronic media, teaching versus research, instruction versus learning, computing services versus the library, certainty versus change. All the participants require adaptability and flexibility to create a continuum of responsibility for teaching and learning among computing, libraries, and faculty, a continuum which is threatening only to those whose concern is more with territorial boundaries than with the missions and goals of our service.

In some American institutions a kind of collaboration has been achieved by administrative fiat through the merging of Computing Services and Library Services in one office, a prospect that has been particularly frightening to more traditional librarians. The fear that the computing-oriented information czars in such positions will further divert resources from materials to technology is partially justified, but that change is naturally occurring under bona fide librarians as well. I can only report that the convergence of libraries and computing centers in the U.S. is not a widespread movement, with no more than six or eight instances within Association of Research Libraries members, and most of their leaders appointed from within the ranks of librarians. It is not a major concern in the United States but warrants more consideration as a way of creating partnerships for the teaching library which will require both the knowledge and organizational skills of librarians, the technical skills of computing specialists, and the training of staff who can do both well.

A greater danger in the potential conflict of resources comes from those who have accepted the exaggerations of the information industry that everything you will need to know is digitized already, or will be soon, and there should be no need for libraries in the University of the future. This is often the wishful thinking of University administrators or Trustees who ask at Dartmouth, for example, why a new library is needed, at Harvard why Widener Library needs to be renovated, at Syracuse why we haven't digitized all the science materials to avoid a costly renovation. We librarians ourselves are somewhat responsible for this outcome by having embraced technology so eagerly from its beginning, but it leaves us with a massive educational task not only for our students.

I hope I've given you something of a perspective, however fragmentary, on the present situation in the U.S. relating to various aspects of the teaching library. Not all of my ARL colleagues would agree with my views, but most of us would share a sense of pervasive flux and uncertainty in the future of libraries and of their role in information provision as well as teaching/learning amid a volatile world of technological innovation, panaceas and false starts, risky guesses on what is most needed and what most likely to prove of enduring value. For some of our colleagues this uncertainty results in a pre-millennial anxiety that tends to hold fast to things as they were; for others the risk and ambiguities of the present represent exciting intellectual opportunities. For most of us, both tendencies are intermingled in varying degrees, but of one thing we have relative certainty, that this transitional condition of flux between the traditional print-based services and the future potentialities will last far longer than we had thought or that many claim. It is also clear to many of us that enhanced electronic access propels expanded use of print. The need to draw a balance between these apparently

conflicting forces, or at least in Richard Lanham's term, oscillate between them, places a premium on flexibility and a tolerance for ambiguity sometimes difficult to achieve but essential for adaptability to changing circumstances.

During my preparation for this talk I have read widely, if not deeply, in the literature of information technology, teaching libraries, gateways to knowledge, computing-library connections, etc. One would have thought that technology would have made the literature easier to find but the searching terms are far "noisier" than I would have imagined. It took browsing through both the Web and the stacks to come up with enough to get a general picture, and frankly the landscape of this literature, at least in English, is pretty dreary. Apart from the generally ineffective literary style, the worst depict a Library under siege with the hand-wringing of the "what will ever become of us?" school of thought, a question addressed by platitudes, and a prose peppered with proactive paradigms and dotted with shoulds, oughts, dont's, and musts, the moral imperatives of what we must do to save ourselves. The best, often from outside librarianship, are less fearful (even when highly critical of technology), tend to welcome innovation and even inevitable change, and are stylistically far more engaging. Let me end with an example from the latter group, a prolific science-fiction writer named Robert Silverberg speaking at a 1992 conference titled "Information for a New Age: Fantastic Technology or Institutionalized Alienation":

"I see that some of you have managed to frighten yourselves, if I'm correct in understanding the theme of this program.... And I said at the opening that I don't see any dichotomy there. The "Fantastic Technology" will indeed result in "Institutionalized Alienation," if it's allowed to. It will also provide you with a way of scanning through an entire bibliography in a tenth of a second looking for the references

to whatever molecule...Dr. Asimov was talking about." [Silverberg was here referring to a 1955 article by Isaac Asimov called "The Sound of Panting," dealing with the desperation of keeping up with the chemical literature in the 1950s]. Silverberg goes on:

"The power to mess ourselves up is always in our hands. And it's easy indeed to make dire predictions of what is going to be.... Nobody, including Dr. Asimov with his punch cards, could have foreseen that in 1955. The problems that he was facing then, which caused him to write the essay "The Sound of Panting," now seem laughable. *Chemical Abstracts*, I'm sure, is on CD-ROM, though, if it isn't, it will be next year. And it will then be possible to put the lovely little disk into the machine and type in "thiotimoline"..., and get back not only all the available information on thiotimoline but neat printouts, stapled and bound, if necessary. None of this was imaginable in the days of the Alexandrian Library. Somehow we got from there to here; somehow we, and you particularly, will get from here to the terrifying twenty-first century." (*Information for a New Age: Redefining the Librarian*, 1995, p. 7, 10.)

Need I say more, or must I end with the moral imperatives, to keep at it, to expect change, to take risks, to keep learning, to keep teaching? I hope not. Thank you for your attention.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 437-446.

The Influence of Teaching on Collection Deveplomen[1]

VLASTA CIKATRICISOVA

In the last few years we often speak about the future of the libraries. These discussions result from the fact that we reside in a rapidly changing world and face a lot of profound economic and social changes affecting all parts of the societies. As the libraries are no exception, their situation has dramatically changed. However, what remains unchanged is the library's historic mission of providing access to the society's recorded knowledge. This is the mission which still continues and as it is stated in UNESCO Manifesto (1994): "Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information".

The satisfaction of the educational needs of individuals depends largely on a satisfactory quality of library collections. Again as it is stated in Manifesto - "the collections and services have to include all types of appropriate media and modern

1 Paper presented at LIBER Annual General Conference 1997, Bern.

technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Material must reflect current trends and the evolution of society ..."

The question is how to fulfill this mission in the rapidly changing environment. Let us look first on the most obvious changes concerning libraries. I shall speak from the viewpoint of my country, although many of these changes are characteristic for other Central and Eastern European countries too.

Generally further development of libraries is still limited by a number of factors - from weak management practices derived from the central planning system to acute lack of finance.

To the most obvious factors belong:

- transformation of centrally planned economy to the market one that has caused the removal or the reduction of subsidies for libraries and the inadequate budgets cause series planning difficulties for library managers
- liberalisation of prices which has led to rapidly excalating prices of not only raw materials, energy, services and rent, but also of domestic books and periodicals, which puts many of them beyond the reach of the individual pocket; the problems are intensified due to the inflation
- devaluation of the Crown against hard currencies which has led to substantial increase of foreign literature prices. At the same time the foreign exchange allocations which were in the past assured for the libraries had been cancelled in favour of free convertibility at the going exchange rate
- a steep increase of foreign postage which has resulted in a considerable restriction of the international exchange of publications
- added value tax and customs have been introduced and have become an integral part of literature prices although the library budgets didn't count with them

- need to re-stock libraries - this need is large and urgent especially in the field of social sciences in order to support the move to a market economy, democratic and learner-focused educational practices
- complicated legislation that causes many troubles for libraries mainly in collection development
- changes in the university environment especially establishnment of new universities, increase in student numbers, introduction of new curricula etc.
- necessity of investments in new technologies which seems to be an issue of vital importance.

All these factors have placed new demands and challenges on library managers, who have to fight for the library existence by setting up new strategies. The ability to change the traditional-type library into flexible organisation, the ability to provide the right services to the right users is a challenge for most of them. If we want to continue to fulfil the historic mission of the library within the context of rapidly changing environment we simply must transform our methods of work. And if we want to exert influence upon education and training we have to react on these profound changes also by our collection development.

It is quite understandable that the old concept of stock-oriented collection development is no longer valid. Unlimited growth of library collections and measurement of performance almost exclusively related to volume and size belong to the past. The librarians need to change too, and perhaps more than they even could think. They must be informed about the research and educational programmes of the educational institutions and to develop a high level of understanding of the educational perspectives and find the means of engaging very proactively in the process of teaching. They must be selective and choose such documents which seem to be of real importance for meeting the new educational demands of users. The orientation on users and satisfaction of their educational needs is becoming more and more

important. And this concerns not only academic libraries but also research and large public libraries which join the process of learning and become an integral part of the teaching process.

What does it mean in practise? It means to adopt more active collection management policies, to overcome certain conservatism in orientation on documents and their processing and to orientate more on diverse users needs and demands. The first step for this orientation is to be acquainted with them. Application of marketing in library management seems to be an issue of vital importance as it influences the structure of library collections as well as the structure of users. Moreover it can positively influence the existence of library in present economic conditions. Of course the choice and application of particular marketing methods depend on concrete conditions, possibilities and goals of every library. But when choosing them we cannot forget zwo main aims of marketing management, namely:

- to offer only such services which are missing on the market, or are insufficient because of their quality or quantity
- not to offer something not being asked.

I will speak from this point of view about the prior educational needs and demands of our citizens as we have met them and which have led to the major changes in collection development policies as a result of missing or insufficient services on the information market. But before speaking about them I would like to underline that the education is one of the wisest investments in the future of each society as it is closely connected with the employment. In the light of the problems we face adapting to profound economic and social changes it is not surprising that the importance of ecucation and training is constantly increading. To be educated doesn't mean automatically to be employed, but on the other hand the lack of training belongs to the major factors of unemployment. For our country the unemployment is a new issue which we did not know in the past, but nowadays it is the reality

and concerns about 13% of economically active citizens. All these people have found themselves on the wayside as a consequence of the economic transformation and they need to be integrated or reintegrated into the employment cycle.

But this is not only reason that causes the arising needs in education and training. As it is stressed in the Commission report "Europe and the global information society" (May 1994) the transition to the information society consequently implies that everyone has to adapt, not only to the new technical tools, but also to the changes in work organisation and working conditions. The advance of scientific knowledge and the spread of new technologies together with the internationalisation of the economy further accelerate the educational and training needs of the individuals. The fundamental skills and knowledge obtained in the school cycle seems to be only a basis or grounding for further education. Under these conditions the lifelong learning is of vital importance and concerns everyone.

No wonder that to the priorities or our citizens under these conditions belongs the necessity of training in the new possibilities offered by economy, it means entrepreneuring, establishment of small and medium enterprises, i.e. the demand in business information.

As it was mentioned the radical political, economic, cultural and social changes affect practically all parts of the society and as for economy especially industrial enterprises. The transformation of the market economy goes hand in hand with privatisation and as a result thousands of small and medium enterprises (SMEs) have emerged. In the past there were only a few information services offered as for industry and business information by large public and research libraries which offered services in so called special collections departments orientated to trade literature, standards and patent literature. The services have been primarily focused on the needs of scientists, researchers, university students and decision makers, because the entrepreneurs were very rare.

As a result the present services for SMEs and individual entrepreneurs in our country are far from being sufficient and adequate. In this respect there is no need to stree that the small and medium enterprised are suffering most because of the fact that the large enterprises have either their own information centres or funds to purchase the required information. In SMEs the information units either do not exist or are unefficient owing to many reasons. And this is in the situation when the undergoing transition to the market economy calls for efficient supply and availability of industry and business related information and when successful start and further performance of SMEs depend largely on supply of information. Furthermore the availability of latest information on products, raw materials, technologies, market, prices, potential partners, suppliers, laws, regulations, domestic and foreign companies directories, standards etc. and the ability to make use of it is condition for being in close touch with changes in world markets and technologies.

The increasing needs in business information and expectations of the user community have surprised the library managers because of the fact that many agencies and organisations offering consultancy and training for enterpreneuers have emerged. There is the National Agency for development of small and medium enterpreneuering which was established in 1993 as a joint initiative of the European Union programme PHARE and the slovak govrenment, there are Regional consultancy and information centres, the Slovak Chamber of Industry and Trade etc. But the libraries have a large advantage - they have skilled staff trained in collecting, organizing, storing, retrieving, analyzing, disseminating, sharing and publishing information as well as in education and training of users. And the main advantage in this relation is the fact that they have collections of documents or know how or from where to obtain them.

Let's look a little closely on the business and industry related information mostly asked from libraries which had to react on them very quickly by their collection development:

- information on domestic and foreign companied not only the fundamental information as company name, address and contact persons but also such information as export and import data, employment, annual turnover and balance sheet, the data on the company membership to a chamber of commerce etc.
- information on company products and services including prices, qualitative and quantitative data, product marks and standards, supply and paying modes etc.
- information on domestic and foreign fairs and exhibitions including the name of the event, its characteristics, location and timing, types of products or services presented, exhibition area prices and participation costs etc.
- information on courses, seminars and other training possibilities especially in business management and finance, legislation, standardization, insurance etc.
- statistic and analytic information including development trends in particular sectors of national economy and on foreign markets for particular groups of products and services
- information on legislation including full texts of legal acts and regulations concerning commerce, finance, accounting, customs, shipment of goods etc.

If we take the definition of business and industry related information it is of course much more broader - according to the UNESCO definition it covers also information on company cooperation needs, information on various organizations, associations and other business supporting institutions, including Chambers of Industry and Trade, with special attention put on small and medium enterprises, specific information on countries,

their economies, policies and governmental and non-governmental organizations, geographic and demographic, social and cultural information, currency rates, custom tariffs and specific national legal regulations as well as bibliographic-documentary and other information which might be important for entrepreneurs.

In-depth comprehensive analysis and diagnosis of the situation in Central and Eastern Europe countries as for industrial and business information resources and services led UNIDO to the idea to set up the Industra and Business Information System (IBIS). IBIS is aimed at designing, developing and establishing an information system that would enable the users, at any location of the region, to access and obtain information required to run their businesses in the regiuon or worldwide. The system will provide primary, secondary and referral information as well as access to various information resources, services and institutions. The information will be available through different forms and if the requested data are not available, the system should indicate where, how and for how much the data could be obtained.

An organizational pattern of IBIS is founded on two pillars, namely:

- IBIS Focal Point at the Industrial Information Section of UNIDO in Vienna
- IBIS National Focal Points in particular Central and Eastern Europe countries,

As for my country the Slovak Centre of Scientific and Technical Information was approved to fulfil the role of the National Focal Point.

As for IBIS users it is proposed that the services will be offered not only to the companies, small and medium enterprises, individual entrepreneurs, consultants and consulting firms operating in the field of commerce, trade and industry etc. but also to the administration (analysts, policy/decision makers), banks, financial brokers, business centres and of course to the

research institutions, in particular researchers, staff and students of all kind of schools related to business, journalists working in the domains related to business.

The demands in business literature owing to the necessity of training the individuals in the new possibilities offered by economy have not been the only ones which met the libraries and which have had the impact on collection development policies.

To another educational priorities of our citizens belong the proficiency in foreign languages and computer literacy. Especially the proficiency in foreign languages seems to be in last few years an inevitable condition not only for entry of re-entry employment but also for success in career. This is an issue that almost everyone face now in his professional activity. Why is the demand so huge in this respect? On the one hand it is caused by the fact that the previous system of language teaching was far from being satisfactory - the students had been taught grammar, phonetics, systax, morphology, etc. As a result we have had well-educated linguists, but not people able to communicate and understand the spoken language. A new concept of foreign languages teaching was necessary and this was unthinkable without the learning materials. Hundreds of new institutions aimed at foreign languages teaching have arisen but as for the learning materials the situation was not satisfactory. There was an acut need in not only the typocal teaching materials but also in the easy reading materials. And the acquisition workers had and have to react as the exponential growth of interest in teaching especially English, German and French continues. On the other hand there is also much more broader context - the proficiency in three languages is for example iomportant also for the future competitiveness of Europe and a pre-condition for the citizens of Europe if they want to take advantage of the opportunities afforded to them within the framework of the European Union.

Very similar situation has arisen also as for computer literacy which is in many cases an inevitable condition for entry or re-entry

to the employment. Here are the demands in the learning materials from conventionally published materials, it means materials published especially for educational purposes to almost any information resource which could be discovered and accessed over networks regardless of where it is located and why it was produced - all these materials become the potential learning resource.

The necessity of education for the market economy, the efficiency in foreign languages and computer literacy are the priorities - they belong to the most important educational needs of our citizens. Of course the range of these needs is much more broader. And the libraries must react on them also by changes in their collection development as it is necessary to realize that the importance of libraries is growing by gradual changes in the educational process to the lifelong learning. The lifelong learning plays a key role in responding to the new users needs and demands and is the key to the adoption of individuals to the changes that affect all parts of the society.

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2. Indstry and Business Information System (IBIS). Vienna, UNIDO 1996
3. UNESCO Public Library Manifesto 1994
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New Methods of Student Text Provision: SCOPE and the eLib Programme[1]

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I shall begin with a brief overview of the eLib (Electronic Libraries) programme, focusing on the area of on-demand publishing and electronic reserve. I shall pay particular attention to SCOPE, the eLib project in which I am closely involved. Traditional reserve (also known as short loan) collections, are used to permit students access to key reading recommended by academic staff: texts in heavy demand are held separately and, to maximise availability, offered for restricted loan periods. Through projects such as SCOPE we aim to discover whether we can use electronic means for cost effective provision of key texts.

1. eLib

University library provision in the UK was reviewed in 1993 at the request of the Joint Higher Education Funding Councils. The Review Group, in its report (known after its

[1] Paper presented at LIBER Annual General Conference 1997, Bern.

Chairman as the Follett Report[2]), noted that 'the exploitation of IT is essential to create the effective library of the future'. The eLib programme was born out of the Follett report, in 1994, and is due to run until 1998. Fifteen million pounds have been made available by the Joint Funding Councils to support over sixty projects and studies, twelve of which are in the OD/ER (on-demand publishing/electronic reserve) area. Shared learning is an important aspect of eLib strategy: this explains why projects are mostly consortia-based. A very high proportion of universities in the UK are involved in at least one project. While there is some overlap in the OD/ER projects, there are also quite different approaches. The projects vary in scale; some concentrate particularly on technical and others on copyright issues, and some are subject specific. One deals with European Union texts and another with multimedia. A specific aim of another is to investigate the use of a third party journal subscription agent to clear copyright permissions.

eLib relates to the support of both teaching and research: the programme areas cover scholarly communication, preservation and conservation, document delivery and the design of information gateways, usually subject-based. Training and awareness is an important strand: through one large-scale project librarians and also academic staff throughout the UK are being trained in Internet navigation and authoring techniques, while another is concerned with developing teaching skills in academic-related staff such as librarians and computer advisors.

Follett recognised the need to increase library performance and to enhance the quality of service at a time when, in real terms, library expenditure on students has been in steady decline. In the older universities, it has decreased from £343 to £276 per capita in

2 JOINT FUNDING COUNCILS' LIBRARIES REVIEW GROUP. *Report (Chairman: Professor Sir Brian Follett)*. Bristol, Higher Education Funding Council for England and Wales, 1993.

the ten years to 1994/5, whilst in the newer universities (institutions such as polytechnics which were accorded university status in the 1990s), the figures reduced from £154 to £142 per person.[3]

Librarians are being asked to do more with less. More than that, they are being challenged to harness IT and to do better with less. The eLib programme provides pump-priming funds to build appropriate new systems - to improve access to information in cost-effective ways by developing electronic media and networked services. New systems however are not in themselves sufficient: there needs to be cultural change. The eLib programme is mobilising libraries, computer service personnel, academic staff, publishers and others to work together and to build new relationships.

2. On-demand

A precise definition of 'on-demand' is not necessary here. In this context we are discussing the digitisation of texts, and storage in an electronic resource bank to deliver, whenever required, printed course packs with the texts preselected by lecturers, or, alternatively single texts selected by students viewing online. The new generations of fast scanners and high resolution printers together with the rapidly falling costs of digital storage make this possible.

One of the key characteristics of 'on-demand' is the ability to customise products: reading material can be tailored to the needs of a specific academic course by the lecturer, or to individual need, where delivery is online direct to the student. A lecturer can pick and mix not only a variety of text extracts, but

3 SUMSION, J. et al LISU annual statistics 1996. Loughborough, Library and Information Statistics Unit, c1996. (British Library Research and Innovation Report 12).

can also combine different types of material: journal articles and book chapters (once copyright permission has been received), and also lecture notes, course hand-outs and past examination papers - even multimedia material, for online delivery. The resource bank stores the texts to allow 'just-in-time' delivery, for instance at the start of a new term. Where printed course packs are to be offered, print runs can be economic, once the material has been digitised.

With the advent of national schemes for the assessment of teaching quality in the UK - where the total learning experience is considered - academic departments are more conscious of their responsibilities to ensure that students have ready access to texts which they recommend. They are also familiar with the difficulties of doing so - in particular for large numbers, at peak times. Academic staff are now beginning to recognise the potential of OD/ER to improve matters. Another important advantage from the academic viewpoint is that a lecturer need no longer rely on commercially published textbooks: he or she may grasp the opportunity afforded by OD/ER to create tailored learning material which can be frequently updated. Modularization has become another feature of the higher education scene in the UK in the last decade: to offer students more flexible study patterns, courses are now commonly offered in shorter discrete units. Conventional textbooks may no longer be so appropriate and students are therefore less keen to purchase them.

With government policy being to encourage wider access to university education and lifelong learning, the image of a student as someone between eighteen and twenty-two years of age in full-time education is becoming outdated. Students nowadays may well have to fit their studies around jobs and raising families. Frequent or long visits to libraries may be difficult to arrange. As a result of changes in the student grants system introduced by the government (with more to come in the next year as a result of the

Dearing Report[4]), the majority of students are more dependent on their families and on loans. As a result they are less able or willing to buy textbooks for themselves and their dependence on libraries has increased. Attitudes have changed, and there is an insistence on improved library provision as a right.

Libraries are faced with an increasing diversity of need, and as we have seen, are struggling to cope with increased numbers of students with a reduced unit of resource. The cost of providing multiple copies of textbooks is high - yet they may be in demand only for short periods. The administration of reserve collections is staff intensive, particularly if access is restricted. Where open access is available, vandalism and theft not infrequently present problems. Stock weeding is particularly expensive in staff time: space is frequently a problem, and every book must 'earn' its place.

Students frequently and vociferously express their dissatisfaction with library performance. Although libraries focus expenditure on student text collections, they are clearly failing to meet students' needs. At the same time, librarians are less able to update and broaden the main collections to support either teaching or research. All this explains why the possibility of OD/ER as a solution to the provision of texts in heavy demand is very attractive.

The attitude of publishers to OD/ER is crucial: they are of course concerned at a possible threat to sales of textbooks and journal subscriptions. There is however a strong case to sell to them. Royalty fees for the right to reproduce extracts may yield welcome revenue at a time when textbook sales have been in decline. If students can obtain what they require at affordable cost, then they will not be tempted to photocopy beyond the legal

4 NATIONAL COMMITTEE OF INQUIRY INTO HIGHER EDUCATION. *Higher education in the learning society*. (Chairman: Sir Ron Dearing). http://www.ncl.ac.uk/ncihe.

limit. One of the principal reasons for publishers' nervousness about the arrival of the electronic book is their uncertainty over determining appropriate pricing mechanisms and rates. All OD/ER projects have mechanisms for monitoring usage and can provide valuable market research data (whilst maintaining the privacy of individuals). It depends only on publishers' willingness to test the water.

3. SCOPE: the Scottish Collaborative On-demand Publishing Enterprise

SCOPE provides an electronic resource bank from which printed packs may be delivered. From Autumn '97, the emphasis will shift to online delivery although packs will remain an option for specific courses. The resource bank, based at Napier University, Edinburgh, is networked among thirteen higher education institutions (HEIs) under the aegis of the Scottish Confederation of University and Research Libraries. These HEIs differ widely in age, size, subject mix and character, and the level and type of IT provision within each varies considerably. SCOPE must therefore provide flexible systems and services, which can be easily adapted to the needs of each institution. The resource bank has been built up by selecting reading lists primarily for large undergraduate classes, with an emphasis on sociology and related subjects. We do not digitise the few key texts which students are expected to buy, but concentrate on extracts from the wide range of recommended books and journals which are unlikely to be bought by individuals.

One of the main activities to date has been negotiating model contracts with over ninety copyright holders, including agreeing royalty rates. We have concluded full network agreements with over 40 rightsholders, and a majority has accepted the 2.5 pence per page which we offered. A significant minority however has held out for higher rates.

Nevertheless, there is still a long way to go before copyright clearance can be streamlined and turned into a routine clerical task. The other major challenge has been to develop a copyright management and document delivery system which publishers will accept as offering appropriate security for transmission of texts over a network. Our system (CACTUS), has five levels of security: IP (Internet Protocol) address and password protection, encryption and watermarking. The delivery environment is controlled so that 'cut and paste' is not possible. Finally, liaison, promotion and evaluation are central to our work. We have also included in the resource bank texts written by academic staff, bypassing conventional publishing. In theory, this might pose a threat to commercial publishers; in practice the texts selected are more suited to custom publishing: for instance, one requires financial data to be frequently updated while another, a software manual, includes local instructions for use in computer laboratories. Next year, we expect also to take electronic textbooks direct from publishers. It has been less straightforward than we expected to achieve this: texts may have been left with typesetters rather than retained by the publishers, and very often need to be reformatted. As publishers redefine their products there should be less difficulty in the future. Where digitisation of printed packs is carried out by OCR (optical character recognition), there is considerable time and expense incurred in necessary proof-reading: direct loading of electronic text will obviate the need for this.

I shall now briefly air some of the main issues to have arisen in the project to date.

Spoonfeeding?

Some academics fear that students who obtain course packs will not learn to search for and evaluate the relevance of library material for themselves. On the other hand, others welcome

packs as a pragmatic solution for large classes where students almost invariably have difficulty in obtaining key recommended texts. Course packs can be used imaginatively by academic staff and should form an integral part of course design. Selection of texts from a wide variety of sources offers students a broad frame of reference and discourages shallow learning. Where students can select from a large number of readings, they can bring differing perspectives to tutorials. Some lecturers argue that possession of a course pack encourages students to study in greater depth as they are not dependent on short loans of library texts.

Who pays?

When SCOPE was first conceived, we expected that students would buy course packs in the same way as text books - perhaps they would have a greater incentive to buy material tailored to their courses. Surprisingly, few Scottish universities appear to have policies regarding student text purchase. The attitude of lecturers in crucial, yet we have found that this varies not only between departments but also between individual academics.

It might have seemed logical that when the same texts are delivered online to students in libraries or computer laboratories, that they would still be expected to pay - not only for printing, but also for copyright charges. To date the views emanating from the Scottish universities have been very mixed, with a majority of librarians feeling that it is one of their principal responsibilities to provide recommended reading free of charge in the library.

What is affordable?

Price is not surprisingly a key issue. Our experience of selling packs to students on the same course in two successive years is

instructive. In the second year, when the price was *less*, sales were considerably lower.

A survey of students' attitudes showed that they placed most emphasis on value for money, and that the key criteria were relevance and size. In the second year, we had included one or two fewer articles, and also changed to a more economical format: as a result the packs looked very much thinner, and less of a 'good buy'. To many students, texts recommended by a lecturer are not necessarily 'relevant': they wish to make their own selection, possibly based on which topics they have chosen for the preparation of tutorial papers and essays.

Printed pack or online delivery?

Perhaps the most important perceived benefit of a course pack is that it is convenient to carry around and read at any time. New students, unfamiliar with large university libraries feel more secure if they have a pack at the start of their studies. A course pack makes no demands of students in terms of IT skills - a fact particularly appreciated by many older students. Online delivery, on the other hand, allows students to select (and, if necessary, pay) for only the texts they require. Academic staff may add more articles at any time, and are enthusiastic about students being able to browse (eventually) through large resource banks.

4. On-demand: the future within higher education in the UK

There is growing recognition among the eLib community that it would be too expensive for single institutions to implement OD/ER on their own. Economies of scale could be gained if copyright clearance were centralised and digital resources made available for sharing throughout the UK (whether held on regional or local servers). For academic staff to be encouraged to integrate OD/ER into course design, and before it is widely

adopted, blockages in the copyright clearance system must be removed and a critical mass of digitised material made available. (These points are reinforced in an impact study commissioned this year by eLib[5].) If there is to be a future beyond eLib for OD/ER in higher education in the UK an essential condition will almost certainly be that it can become self-supporting in the medium term. The idea of a national service is gaining ground: in a year or two we shall be able to see if it has become a reality.

5. Further information

SCOPE Copyright Unit - University of Stirling:
http://www.stir.ac.uk/infoserv/scope/

SCOPE Technical Unit - Napier University:
http://www.scope.napier.ac.uk/techunit.html

eLib: http://ukoln.bath.ac.uk/elib/

5 JOINT INFORMATIONS SYSTEMS COMMITTEE. The impact of on-demand and electronic reserve on teaching, students and libraries. Bristol, JISC, in press.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 457-473.

La formation des personnels dans le cadre du développement des collections:

l'exemple français à partir de l'expérience de la Bibliothèque nationale de France. État des lieux et perspectives[1]

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Comment peut-on utiliser le concept de développement de collection ou la mise en place de PDC comme outil pour la formation et pour l'encadrement des personnels? Comment répondre à un manque criant dans les bibliothèques de recherche où l'exigence d'une politique raisonnée d'enrichissement des fonds se fait de plus en plus sentir et où les demi-mesures prises de façon isolée, sans concertation avec des établissement similaires, se revèlent vite insatisfaisantes? Assurément, la formation est un enjeu de taille, car ce sont les professionnels des bibliothèques qui auront à se battre pour défendre des budgets devant des tutelles de plus en plus exigeantes (interventionnisme accru des présidents d'universités et

1 Paper presented at LIBER Annual General Conference 1997, Bern.

des chercheurs) et où la part de la documentation papier et de la documentation électronique devra avoir été rigoureusement été rigoureusement été analysée. Et comment le faire sans connaissance éprouvée du domaine, réflexion méthodologique préalable, habitudes de travail en commun avec d'autres bibliothèques spécialisées?

Un constat de carence générale

La mise en place de PDC dans les bibliothèques de recherche en France se heurte á plusieurs obstacles. La notion ne fait pas partie de la culture professionnelle communément admise. D'une part, le fait que ce type d'initiative perturbe le fonctionnement quotidien de la bibliothèque: évaluer une collection suppose d'y consacrer du temps. Faute d'une rupture franche motivée par une pression particulière (changement de bâtiment ou d'organisation), l'application des PDC reste lettre morte ou cantonnée à des mesures d'économies ponctuelles dans les acquisitions. D'autre part en France, deux particularismes sont à prendre en compte. Contrairement aux pays anglo-saxons, il n'existe pas de véritable tradition de PDC, ni en conséquence de littérature professionnelle sur le sujet en français: á l'exception du manuel de B. Calenge sur les Politiques d'acquisition et des contributions écrites de la BPI sur le désherbage des collections, peu d'expériences françaises ont fait l'objet d'articles diffusés auprès des bibliothécaires. Rappelons que l'introduction du Conspectus comme outil de mesure des collections des bibliothèques universitaires s'est soldée il y a dix ans par un bilan très mitigé et qu'actuellement la politique d'acquisition des CADIST ne donne lieu à aucun bilan qualitatif , puisque seul un rapport chiffré annuel est fourni. Un deuxième élément brouille les cartes: le poids des différentes tutelles qui gèrent chacune un réseau pour la recherche,

obéissant à des logiques administratives pas toujours compatibles (Éducation nationale: BU et CADIST, Culture: BnF et désormais Industrie et recherche: CNRS, grandes écoles d'ingénieurs). Les outils de formation, initiale ou continue, sont de ce fait encore plus difficiles à mettre en commun, En outre, le mode de recrutement des bibliothécaires/conservateurs diffère de celui de beaucoup d'autres pays, où la plupart des professionnels chargés de l'encadrement ont un haut niveau de culture universitaire. En France, on ne recrute pas en effet des spécialistes d'une discipline qui deviennent à la suite d'une formation professionnelle des bibliothécaires mais ce sont de jeunes étudiants titulaires en général d'une licence (3 ans après le baccalauréat) qui passent des concours professionnels. Le niveau de culture académique reste très général, ce qui peut parfois poser des difficultés dans le cas des bibliothèques de recherche. Les spécialistes existent mais sont rapidement orientés vers des fonds particuliers, où leur expérience demeure confinée et ne profite qu'à un cercle étroit. L'ensemble de la profession ne bénéficie guère de leur réflexion: il n'existe pas de lieu où les bibliothécaires spécialisés échangent leurs expériences. Les filières de formation bibliothéconomique n'offrent pas d'ouverture dans cette direction: ainsi, par exemple l'institution qui forme les conservateurs de bibliothèque, l'ENSSIB, n'a pas vraiment d'enseignement sur le développement des collections : les réponses techniques tendent à se substituer á l'analyse des questions de fond que doit se poser tout futur responsable de bibliothèque. Il n'existe donc pas de dialectique féconde entre la profession et la spécialité.

Néanmoins une évolution positive est perceptible depuis quelques années

Mais ce constat en apparence pessimiste ne doit pas cacher une évolution récente qui conduit beaucoup de bibliothécaires à s'intéresser davantage au contenu des collections dont ils ont la responsabilité. Témoigne concrètement de cette nouvelle sensibilité aux enjeux de politique raisonnée de développement des fonds le groupe de travail réuni par la section Étude et recherche de l'ABF depuis deux ans. Différents professionnels issus de bibliothèques universitaires (Cadist ou non), municipales avec fonds d'étude ou fonds anciens (Lyon ou Valenciennes), spécialisées comme la médiathèque de la Cité des sciences de la Villette ou la Bibliothèque nationale de France cherchent à confronter leurs expériences de mise en place de plans de développement des collections pour en tirer des enseignements méthodologiques utiles pour leurs collègues. L'initiative vient donc de la base, les différentes tutelles n'ayant pas réussi à imposer une méthode à la différence du travail très constructif qui s'est fait aux Pays Bas et dont Trix Bakker nous faisait état l'année dernière lors de notre conférence annuelle à Malte. Si les institutions de formation initiale ne sont pas encore vraiment au diapason, à l'exception de l'Institut de formation des bibliothèques qui a proposé depuis 5 ans une trentaine de stages sur la gestion des collections, le désherbage et les politiques d'acquisitions, le mouvement gagne celles chargées de la formation continue. Les Bibliothécaires sur le terrain confrontés à des choix documentaires et à des exigences nouvelles venant de leurs lecteurs, se posent désormais des questions auxquelles jusqu'à présent ils tentaient de répondre par une escalade dans l'offre de services plus que par de réelles évaluations de l'offre documentaire. Toutefois les récentes expériences à grande échelle de formalisation de la politique

documentaire dans des établissements comme la BnF suscitent un vif intérêt dans la profession: se trouve au premier plan le débat entre encyclopédisme et spécialisation des collections. Les bibliothèques possédant des fonds de recherche conduites à travailler davantage en réseau du fait des restrictions budgétaires s'emparent elles aussi de cette réflexion pour faire des comparaisons avec leur propre expérience. Dans un autre registre, mais finalement toujours dans le même sens, les bibliothécaires de lecture publique confrontés à des pressions politiques de la part de municipalités d'extrême-droite sur leur politique d'acquisition ont révélé au grand public les enjeux de la construction d'une offre documentaire: du coup certains journalistes ont même dressé un constat de carence des formations des bibliothécaires. Il est clair désormais que l'évolution de la lecture publique en France ne passe désormais plus par un » toujours plus « mais par des »pourquoi et comment «. Un souci de formalisation des politiques d'acquisitions gagne peu à peu les professionnels du livre jusqu'à présent assez indifférents à ces questions de fond. Le problème de la formation se pose avec d'autant plus d'acuité.

L'exemple de la charte documentaire de la BnF

Reprenons l'exemple de la BnF qui a beaucoup pesé dans le débat. Depuis 7 ans la Bibliothèque nationale de France mène une réflexion en profondeur sur ses collections, particulièrement celles qui ne relèvent pas de l'enrichissement par le dépôt légal. Rappelons en effet que ce mode d'entrée n'a pas toujours été prépondérant. La BnF est à cet égard plus proche de la British Library que de la Deutsche Bibliothek de Francfort puisque ses fonds ont été constitués au fil des siècles par des achats et des dons sans parler des confiscations révolutionnaires à partir des biens de clergé ou des

émigrés. Le Dépôt légal jusqu'à une date relativement récente ne fonctionnait pas au mieux. Au XXème siècle, il l'emporte quantitativement sur les acquisitions qui au lendemain de la première guerre mondiale se recentrent sur les seules humanités aux dépens des sciences, du droit et de l'économie: en 1989, 40 000 monographies et environ 32 000 titres de périodiques arrivaient par dépôt légal tandis que 24 300 monographies et titre de périodes entraient par achat, don ou échange. Le budget d'acquisition est alors trois fois moins important que celui de la British library. La vocation encyclopédique de la BnF n'a été réaffirmée que très récemment à l'occasion du transfert de ses collections imprimées et audiovisuelles sur le nouveau site de Tolbiac. L'ouverture à des publics plus vastes qui figurait dans la commande politique a été supplémentaire: il s'agissait non seulement de constituer de nouvelles collections mais aussi de souligner ce qui fait l'unité de la bibliothèque, sans plaquer artificiellement des collections supplémentaires. La réalisation de deux niveaux de consultation dans le même bâtiment faisaient partie de la commande, le premier niveau étant consacré à la recherche où seraient communiqués les fonds patrimoniaux conservés en magasin, le second niveau totalement en libre accès correspondant davantage au concept anglo-saxon de référence library. Architecture et plan massif d'acquisition allaient de pair: il fallait acquérir environ 400 000 ouvrages pour remplir le libre accès à 50% à l'ouverture des salles de lecture prévue pour 1995 puis 1996; un budget pour 380 000 volumes, 5000 tires de périodiques, 200 titres de CD-Roms exactement avait été alloué, sans compter la partie audiovisuelle. Pour réaliser ce plan massif, le personnels avait été augmenté, car la seulee équipe chargée des acquisitions sur l'ancien site n'aurait pas été suffisante et devait continuer à répondre aux exigences du public de chercheurs dans les salles encore ouvertes rue de Richelieu.

Rappelons qu'environ 60 000 volumes seront déménagés des salles existantes.

L'équipe chargée de forger ce nouvel outil a donc dû définir une méthode tout en procédant à des acquisitions massives: c'est toute une entreprise de formation permanente qui s'est en quelque sorte mise en place. Nous disposons d'assez de recul aujourd'hui pour faire part de notre récente expérience autrement qu'en présentant les grandes lignes de la politique documentaire ainsi redéfinie. J'insisterai sur l'interaction entre élaboration d'un PDC à une échelle inédite en France et sur la manière dont les personnels l'ont conçu et réalisé. J'ajouterai que désormais la réflexion sur le contenu des collections est devenue centrale pour la BnF car c'est ce travail précisément qui permet autant (sinon plus à terme) que la réalisation de l'architecte de « vendre » au public les changements induits par le transfert de collections d'imprimés et de périodiques de la rue de Richelieu. En effet si le signe le plus tangible du bouleversement en cours réside apparemment dans le nouveau bâtiment, on sait sans doute moins aussi que l'organisation des équipes a été modifiée en accord avec la redéfinition des principes de la politique documentaire. La formation des personnels se poursuit ainsi au-delà de la seule politique d'acquisitions dans le cadre de la mise en place progressive de nouveaux départements organisés en spécialités et non plus par support, générant des modes de travail différents (intégration plus grande des tâches, participation systématique au service public, développement de services bibliographiques plus spécialisés).

Une chaîne de traitement appropriée s'est donc mise en place à compter de 1992 sur un site provisoire de gestion et de stockage localisé en banlieue parisienne, à Ivry, afin d'optimiser l'acquisition de ce programme de 400 000 volumes destinés à Tolbiac. Le contrôle

technique de la réception des documents et de la conformité des factures, la mise à l'inventaire, le catalogage, la préparation des trains de reliure envoyés à des prestataires extérieurs, la gestion du stockage ont été des opérations confiées à des prestataires de service installées sur ce site. Mais la responsabilité de sélection et de la commande des titres ainsi que celle de l'encadrement, de la coordination scientifique, du pilotage informatique du catalogage sur le système standard Geac 9500, du suivi de gestion ont été confiées à du personnel de l'établissement. La coordination scientifique a été assurée par deux chefs de projet Politique documentaire et Catalogue. Un responsable de production avait pour mission de planifier et d'harmoniser avec eux les calendriers des différents équipes, celles chargées des acquisitions comme celles des prestataires chargées de la réception et du catalogage, de gérer les budgets associés et de prendre les mesures organisationnels nécessaires pour atteindre les objectifs fixés. L'équipe chargée de la sélection et de la commande des documents a atteint sous ma responsabilité 55 personnes. Comment a-t-elle été constituée? Pour chaque discipline principale identifiée, j'ai eu recours à un ou plusieurs spécialistes, contractuels le plus souvent, parce que peu de fonctionnaires étaient partants et aussi parce que peu d'entre eux avaient le profil spécialisé requis. Le profil recherché était celui de personnes ayant à la fois une expérience de documentation et un très solide bagage universitaire, car l'établissement devait avoir des bibliographes immédiatement opérationnels et ne pouvait se permettre compte tenu des délais très courts qui lui étaient impartis, d'assurer la mise à niveau universitaire de ses agents. Le profil universitaire était lui même assez particulier puisque nous nous sommes efforcés de recruter des documentalistes qui dominaient suffisamment leur spécialité scientifique et qui avaient gardé des

contacts avec le milieu de la recherche afin de cerner au plus près les besoins et les pratiques d'une partie du futur public. Il est évident que le recrutement n'a pas été uniforme et que tous les candidats retenus ne répondaient pas tous à 100% à ce profil idéal. En cas d'hésitation, il a été donné la préférence à la formation universitaire sur la formation bibliothéconomique, mais ce cas de figure n'a pas été si répandu. Il s'est retrouvé dans certains cas pour les disciplines scientifiques, le droit ou l'économie où les professionnels des bibliothèques ayant cette formation initiale ne courent pas les rues. l'établissement s'est toutefois efforcé autant que possible de conjuguer une double compétence. Une constante: pas de spécialiste par langue sauf pour les littératures étrangères, chaque responsable d'acquisition pratiquant couramment l'anglais, voir l'italien, l'allemand ou l'espagnol. Enfin chaque responsable d'acquisition devait opérer aussi bien de monographies que de titres de périodiques ou de CD-Roms.

Le travail de ces spécialistes par discipline tire partie de leurs liens avec le milieu de la recherche ou de l'université. A partir des axès principaux énoncés au sein d'une commission plénière de politique documentaire (remise à l'honneur des sciences, du droit et de l'économie; définition d'un nouvel encyclopédisme mesuré en complémentarité avec des collections extérieures; rééquilibrage des acquisitions comme mode d'entrées par rapport au Dépôt légal et aux dons et échanges; nouvelles pratiques des lecteurs induites par un important fonds en libre accès), des commissions par domaine réunissant les responsables d'acquisitions, des universitaires-chercheurs et des collègues des bibliothèques spécialisées correspondantes, en particulier les CADIST, ont défini le profil des collections requises pour les deux niveaux de la BnF à Tolbiac (niveau de recherche Rez-de-jardin et niveau d'étude ou de référence

Haut-de-jardin) et ont proposé des pistes de coopération entre établissements pour la documentation plus pointue. Concrètement, après avoir analysé dans ce cadre successivement l'état de la carte documentaire dans la spécialité, l'articulation de la spécialité avec les spécialités voisines, les besoins et pratiques du public spécialisé ainsi que les demandes et pratiques d'autre types de publics pour le domaine en question; il a été établi une charte documentaire qui a formalisé cette réflexion. Elle comprend une introduction générale rédigée par le coordonnateur scientifique et des plans d'acquisition par spécialité rédigés par les responsables d'acquisition. Chaque plan obéit au même ordonnancement : exposé méthodologique et bibliographie des instruments utilisés, orientation générale du fonds, articulation des deux niveaux de libre-accès en fonction des particularités de la discipline et de l'état de la carte documentaire, quantification par sous champs de la discipline, traitement des interférences entre domaines, usage de la classification Dewey, développement à terme des collections et établissement partenaires privilégies (ex. sociologie). Il a été tenu compte aussi des différences d'usage de la documentation selon les secteurs : sciences, droit et économie ont eu un traitement différent des lettres et des humanités. Les sciences en particulier, nouveauté radicale par rapport à la tradition de la bibliothèque, ont eu droit à un traitement privilégié : il fallait expliquer pourquoi leur réintroduction était nécessaire et comment la BnF entendait bien ne pas se substituer aux centres de documentation des laboratoires.

Il ne faut pas croire que les acquisitions ont démarré après l'achèvement de tout ce processus de consultation et d'analyse. Comme le but était avant tout de constituer des fonds en libre accès, un grand nombre d'outils de travail ont pu être achetés d'emblée sans attendre. Les achats et le processus d'élaboration des plans de

développement des collections se sont faits en parallèle. S'il y a d'ailleurs une leçon à tirer de l'expérience en matière de formation, c'est bien la quasi impossibilité à fournir un cadre de travail détaillé au préalable; un plan de développement des collections s'éprouve par la pratique des acquisitions en même temps qu'il se construit. Ce n'est qu'à ce titre qu'il possède une valeur formatrice.

Dans le cadre d'une bibliothèque dont l'ambition est avant tout encyclopédique, travailler avec des spécialistes, qu'il s'agisse des responsables d'acquisition ou des experts extérieurs consultés, a nécessité une très forte coordination pour harmoniser l'ensemble et éviter le danger de la juxtaposition de fonds hétéroclites. Les plans par spécialité ont impliqué une harmonisation régulière, notamment pour arbitrer les difficultés venant des zones de recouvrement entre domaines. Ainsi par exemple en religion, la part des textes de doctrine a été affirmée et l'histoire religieuse ou la sociologie religieuse laissées respectivement à l'histoire et à la sociologie dans l'affichage du libre-accès. Autre exemple, les oeuvres complètes des auteurs ont été rattachées à la discipline principale (cas des oeuvres de philosophes parfois abusivement éclatées dans toute la bibliothèque, qu'on s'est efforcé de laisser regroupées). Il a aussi été décidé de mettre l'accent sur les textes et de tenir une proportion d'1/3 de critique pour 2/3 de textes. Pour assister les responsables scientifiques, un comité d'experts extérieurs a été sollicité sur des problématiques précises qui naissaient au fur et à mesure de la constitution des collections. Son rôle, consultatif, était de veiller à ce que l'équilibre et le niveau des fonds soient conformes aux buts fixés initialement. Par exemple, il a été saisi de questions à arbitrer sur la place respective des langues originales et des traductions : faut-il beaucoup de traductions en français dans un fonds qui est d'abord encyclopédique? faut-il d'autre part prospecter plus

systématiquement les traductions étrangères d'auteurs français ? Il s'agissait dans ce cas de combattre la tentation des spécialistes pour lesquels la traduction n'a pas d'intérêt puisqu'a priori tout lecteur parle la langue (ex littérature espagnole) et par ailleurs de bien préciser que la BnF n'avait pas vocation à collecter toutes les traductions étrangères d'auteurs français puisque cela ne correspondait ni à une tradition ancrée ni à un besoin fortement exprimé des chercheurs. Les règles qui découlent de ces arbitrages ont été incluses dans la charte documentaire.

Que sont devenus les responsables d'acquisition une fois réalisée la fusion des différentes équipes de Richelieu et de Tolbiac ? Pour la plupart, ils se sont intégrés dans la bibliothèque, certains prenant des responsabilités supplémentaires. Compte tenu de l'organisation en départements thématiques (Philosophie, histoire, sciences de l'homme, Droit, économie et politique, Sciences et techniques, Littérature et art), ils deviennent les piliers du service public en salle assurant une part essentielle du renseignement bibliographique et de la formation des nouveaux arrivant à ce même public.

Le travail en réseau comme exemple d'auto-formation permanente

Le second point que je souhaite développer a trait à l'impact de cette réflexion par un établissement national sur d'autres établissements spécialisés. La BnF dans le cadre de sa politique de réseau dite « Pôles associés » partage ses acquisitions étrangères avec un certain nombre d'établissements. Là encore la mise en place de ce partage a entraîné des modes de coopération nouveaux et un travail concret en commun sur les acquisitions qui se révèle à l'usage un outil de sensibilisation et de formation professionnelle assez efficace, dont on peut dresser un premier bilan. Il restera à approfondir en

commun entre bibliothécaires des différents établissements de recherche avec notamment l'aide des outils de formation que constituent les URFIST la part de la documentation électronique existante par rapport à nos propres expériences encore tâtonnantes de numérisation.

La débouché naturel de cet important chantier de constitution de nouvelles collections a été d'initier un travail en commun avec des bibliothèques spécialisées. La BnF jusqu'alors assez en marge du réseau des CADIST bien que possédant des fonds qui intéressent au premier chef la recherche, a d'emblée affirmé sa volonté de partage documentaire avec ces établissements. La coopération est sortie alors du seul cadre de l'échange des notices. Cette politique est celle connue sous le nom de « Pôles associés » mais ce volontarisme serait demeuré lettre morte s'il ne s'était accompagné d'un travail concret sur les collections initié par la constitution des fonds en libre-accès et les premières commissions d'acquisitions spécialisées par domaine. En effet, les collections en libre-accès, du moins au niveau recherche (Rez-de-jardin) ne se dissocient pas des fonds étrangers destinés aux magasins, le Dépôt légal demeurant à part. Quand la bibliothèque refoulait en magasin la majorité de ses collections, y compris des bibliographies dont la place était naturellement en salle de lecture, c'était bien parce qu'elle n'avait plus de place dans ces mêmes salles. Le cas de figure devenait très différent avec le bâtiment de Tolbiac. Une autre dynamique s'instaure entre magasins et salles. D'autre part, avec la réintroduction des sciences et l'affirmation de la vocation encyclopédique de la bibliothèque, il devenait légitime de s'interroger sur ses pôles d'excellence traditionnels en lettres et sciences humaines. La BnF était elle un super-CADIST dans ces domaines ou ne devait-elle pas plutôt arriver là aussi à des solutions de partage documentaire? Cette réflexion était plus qu'en germe

dans la charte documentaire. On s'en rend compte avec les plans d'acquisition en histoire ou en sociologie. Et tout naturellement, ce sont les spécialistes par domaines qui ont assuré le suivi de la mise en place de cette politique d'acquisition partagées avec d'autres établissements, le tout restant fortement coordonné au plan scientifique. Travail lent mais combien fructueux au plan de la formation ! Des bibliothécaires d'horizons variés procèdent à des évaluations des collections existantes pour mieux cerner leurs points fort et leurs point faibles. Le travail est loin d'être achevé car il s'inscrit dans le long terme. Au out de trois ans, des résultats positifs sont à noter. Tout d'abord, le caractère irréversible de cette politique, parce que concrètement engagée sur les acquisitions courantes. D'une certaine façon, on a un peu procédé à l'envers puisqu'il aurait été plus logique de faire d'abord des évaluations fouillées des collections, expériences qui n'avait guère marché lors de l'introduction du Conspectus la décennie précédente. Mais, à ce stade, les bibliothécaires ont fait par eux-mêmes l'expérience de la nécessité absolue de procéder à ces évaluations qui sont dorénavant devenues leur priorité. Différentes expériences méthodologiques sont échangées. Ainsi par exemple, l'usage qu'a fait du Conspectus le secteur des publications officielles de la BnF pour bâtir son PDC ou encore la méthode de consultation d'experts pratiquée par le CADIST de sciences religieuses à Strasbourg ou encore le travail préalable à Aix-Marseille ou à Poitiers entre bibliothèques de recherche d'une même région cherchant un axe commun cohérent. Lors de la journée du 24 mars dernier qui a réuni les pôles associés et la BnF, est ressortie clairement la nécessité de dresser une carte documentaire, régulièrement mise à jour, qui s'appuie sur ce partage documentaire et ces évaluations de collections. Si la BnF doit participer de façon active à l'élaboration de cette carte documentaire,

elle ne peut en aucun cas se substituer à d'autres instances pour fournir des outils de formation sur le développement des collections. Ce qui lui revient, et ce n'est pas une mince tâche, c'est de mettre à l'épreuve du public sa charte, de procéder aux réajustements nécessaires, de poursuivre son travail avec ses partenaires, de mieux articuler les acquisitions imprimées, audiovisuelles et électroniques et enfin de développer une réflexion formalisée sur le rôle de la numérisation et son articulation avec les collections existantes. La numérisation des fonds patrimoniaux offre des pistes de travail où la réflexion est encore trop fragmentée à la BnF comme dans de nombreuses bibliothèques de recherche. Le lien avec la documentation électronique diffusée commercialement n'est pas toujours fait. Est-ce aux tutelles qu'il revient de pousser les institutions de formation initiale dans ce sens ou n'est-ce pas plutôt à la profession dans ses structures de réflexion davantage en phase avec les préoccupations des bibliothécaires (BBF, ABF ...) qu'il appartient de proposer des outils méthodologiques utiles à la formation continue? De ce point de vue il faut rapprocher les expériences issues de la politique des pôles associés et de la pratique des URFIST, qui sont nos meilleurs experts français en matière de documentation électronique. La question est officiellement posée.

En conclusion de ce bilan provisoire du développement des collections considéré comme un outil de formation et une aide à l'encadrement du personnel, on peut remarquer pour la France que :

- cette expérience de la BnF d'auto-apprentissage permanent était un préalable incontournable en période de lancement du projet de la bibliothèque; c'est seulement maintenant qu'il est possible d'envisager un retour sur la formation initiale et la formation continue (avec des plans personnalisés) des professionnels de bibliothèques ; il fallait

un exemple en grandeur réelle, écrit et diffusé pour sensibiliser la profession au-delà de mots d'ordre généraux.

- les bibliothécaires français manifestent aussi un intérêt nouveau pour les enjeux des PDC parce qu'ils ont à en faire eux-mêmes l'expérience dans le cadre des acquisitions partagées, notamment dans le cadre du réseau documentaire de la BnF. Il n'existe pas de modèles préétablis contrairement aux pays anglo-saxons où la tradition est plus ancienne; il n'y a donc pas d'outils de formation « ready made »; l'exemple montre que l'appropriation par les bibliothécaires de leur PDC est en tout cas une méthode d'encadrement dynamique du personnel.
- désormais politique d'acquisition ne signifie plus seulement pratique quotidienne du dépouillement des bibliographies courantes et des commandes mais aussi nécessité de formaliser un document cohérent sur ce sujet. De tels documents écrits sont indispensables pour le bibliothécaire pour communiquer et se justifier au plan scientifique; ce seront aussi des outils précieux pour la formation des nouveaux collègues.
- l'expérience de la BnF qui n'est sans doute pas toujours transposable ailleurs quant au recrutement des spécialistes à cette échelle, a sans doute enlevé des préjugés tenaces de la part des bibliothécaires sur le travail en commun avec les chercheurs; la méthode pratiquée pour les commissions d'acquisition qui est en revanche transposable, permet d'envisager un dialogue plus fécond entre généralistes des bibliothèques et usagers chercheurs; il faut néanmoins insister sur la nécessité pour les bibliothèques de recherche à ne pas brader l'exigence de haut niveau du personnel

scientifique qui autorise ce dialogue, des évaluations de collections réellement pertinentes et des perspectives de développement adéquates.

- des habitudes de travail en commun ont été initiées et semblent devoir perdurer dans ce contexte mais le rôle des associations professionnelles sera essentiel dans les années qui viennent pour assurer un rôle de conseil permanent entre les établissements au-delà de leurs intérêts immédiats d'acquisitions partagées; cela ne dispense pas les établissements de pérenniser leurs structures de coordination interne.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 474-489.

Interactive Teaching Methods in Relation to Electronic Information Access[1]

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In the spring issue 1996 of the electronic journal *Educom Review*, two information professionals - not librarians - proposed what to some may be a radical idea: "information literacy as a liberal art." They also exposed one of the best kept secrets in modern librarianship, namely that information professionals - and librarians are after all information professionals - are not simply concerned with the implementation or uses of information technology, but also with providing "knowledge and literacy about this technology." Shapiro and Hughes ask: "What sort of 'information literacy' - an often-used but dangerously ambiguous concept - should we promote, and what should it accomplish? Is it merely something that will reduce the number of tech-support calls that we have to deal with? Something to grease the wheels of the information highway? Something that, as defined by representatives of the library

1 Paper presented at LIBER Annual General Conference 1997, Bern.

community, enables people to be "effective information consumers'?" (1996, p. 1)

The electronic infrastructure in today's academic libraries has a tremendous impact on the research process, and on the way users approach the library or information tools in general. As early as 1986, studies showed that the OPAC (Online Public Access Catalog) produces in users a false sense of confidence in their understanding of its content and their "knowledge required to use it effectively (Baker, 1986, p. 36). By now, many academic libraries have expanded their online catalogs to include access to periodical databases, commercial multi-databases, and the Internet. These one-stop-access-to-all-information-tools or "supercatalogs" further shield from the users the complexities of contemporary information access. The result may be more users with a faulty sense of confidence, or the opposite - users with a sense of bewilderment, confusion, and frustration.

The situation gives new impetus to the teaching role of information professionals today. Academic librarians need to reexamine teaching methods, learner attitudes, and the place of technology within the teaching context. Instruction based on tool demonstration without student interaction or instruction that includes hands-on sessions without clear objectives fails to teach students the critical thinking skills needed to make sense out of the multi-dimensional, dynamic information environment. Such teaching underscores users' perception that mechanical manipulation of an access tool is equivalent to mastering the research process. To provide users with the necessary tools for exploiting the plethora of available information and its access mechanism, library instructors need to put conceptual concerns and interactive teaching methods ahead of mechanical database demonstrations and exercises.

Modern Library Users

Everybody today, including information professionals, experiences information overload. For many academic library users, however, the experience is often overwhelming because they lack understanding of how information resources appear and how they connect. In the age of information overload even experienced researchers can get lost among the myriad of information access tools. While they possess the analytical skills and content knowledge of a particular field to discriminate among available material, researchers cannot always keep up with the development of new information technology pertaining to their filed. Many of them also lack the technological expertise to manipulate high powered database systems effectively. The problem is magnified for the inexperienced researcher who lacks content knowledge and a sense of the research process. Every academic librarian has encountered what Cerise Oberman calls the "uninformed user, who exerts total faith in the technology and equates access to electronic databases with availability of all pertinent and relevant data" (1996, p. 317). On the spectrum of "uninformed users" some consider themselves masters in interface manipulation and are not afraid to migrate from system to system; others are intrigued and at the same time intimidated by the apparent power of the machine and often readily admit their techno phobia. Both are ineffective in their approach to the research process.

The "uniformed user" is the product of what Neil Postman calls "technopology," the 20th century belief in human efficiency through technology, the belief that technical calculations are superior to human judgements (1992, p.51). The Internet is a good example of the latest form of technopology: many view it as an informational silver bullet, but few understand its volatile nature and how that

affects the research process. The concept of technopology is also reflected in the way research in the computer industry portrays the average users of computer technology: users are not interested in interface design or data structure; they simply want the machine to accomplished a task. In the information field that task is usually not information retrieval but document delivery. Furthermore, users want to accomplish their task with minimum cognitive involvement, and they are more likely to continue to use systems if they find the task pleasurable (Marchionini, 1992). Such research tells us something about human nature, which can lead to better system design, but it fails to address the problem of how users of the electronic library can tackle the problem of information overflow. Academic librarians are often witness to students' anxiety and frustrations in dealing with assignment deadlines, the challenge of choosing the right information access tools, and the quantities of seeming information dead-ends.

Many students today lack a clear understanding of information concepts related to access, retrieval and evaluation of information. To become information literate, students must learn the concepts of information access, for example being able to relate a topic to various subject fields to determine a focus and eventually choose the relevant access tools. They must understand retrieval concepts, for example be able to build mental maps of database structure and learn the role of controlled vocabulary. Finally they must learn to apply principles of evaluation in order to facilitate the discrimination among the retrieved information. Once users of modern libraries possess this knowledge, they start to gain a sense of empowerment over the highly technical library environment. As Nahl explains, they start to operate tools "by systematic trial and error, instead of semi-randomly or illogically" (1997, p.1). Becoming information literate,

however, requires the application of higher level thinking skills, which is an unpopular suggestion in a time when many library users, want quick answers and perceive the technology as providing total access without discrimination.

The Role of Technology in Conceptual Learning

In evaluating the effectiveness of hands-on training in the electronic classroom at Brigham Young University, library instructors found inconclusive evidence to assert that students who received hands-on training gained better library literacy skills than those who attended lecture/demonstration library session. The results of the study were attributed to students' lack of knowledge about the overall organization of information and its intellectual access points (Wiggins, 1994). The study confirms that one can simply not accept as a foregone conclusion that hands-on training in an electronic classroom automatically leads to effective information literacy skills. Computers are tools for learning. They assist learning and contribute to students' motivational factor in learning, but they do not substitute for student involvement in the cognitive process.

Researchers have only fairly recently started to explore the relationship between use of computer technology and cognitive development. Kozma states: "Given the uniqueness of the medium, it may be that we have yet to fully exploit our understanding of computes or explore their untapped potential" (1987, p. 21). With the exception of software packages that are specifically designed to extend or enhance human cognition, most instructional technology only stimulates learning related skills that are already present in the learner, so the learner can use the activated skills to develop other skills or declarative knowledge. The "cut and paste" capability in a

word processor, for example, can enhance the process of the revision, but not the quality of the revision process (Kozma, 1987). Likewise, database searching can enhance the speed of the research process, but not necessarily the quality of the process. Unless hands-on sessions in the electronic library classroom are integrated into the conceptual framework of the overall information seeking process, their contribution to the teaching of information literacy is limited.

Calls for using a conceptual approach in library instruction are not new. Instruction librarians in the late seventies and during the eighties produced several models for switching from a tool-based approach to a concept-based approach in the teaching of library instruction (Oberman and Strauch, 1982; Tuckett and Stoffle, 1984; Reichel and Ramey, 1987; Nahl-Jakobovits and Jakobovits, 1988). Nevertheless, as early as 1982, Oberman lamented the fact that concept based library instruction was giving in to the teaching of "tool usage." She was one of the first in the field to assert the need for incorporating critical thinking into the library curriculum, stressing that research is not "a series of predetermined procedures," but rather "open-ended, involving problem-solving and creative thinking" (1982, p. 111). Jon Lindgren implied the same message in her formulation of a theory for library instruction in 1982:

> The academic library contains a reference apparatus that enables much better handling of information sources than students commonly use, and it is the functioning of that apparatus in the process of intellectual inquiry that provides a theoretical foundation of library instruction (p. 29).

The changed "reference apparatus" of the contemporary academic library creates an urgency for academic libraries to reaffirm and implement that theory in their library instruction programs. As modern library users are faced with the vast array of information

resources, accessible through widely divers formats and infinite subjects, they need to understand more than ever how that "apparatus" functions in the research process.

The Theoretical Basis for Concept-based Learning

Cognitive scientists have demonstrated that the development of expertise in a field of knowledge or the acquisition of a skill require an active process whereby received or self-generated information interacts with the knowledge base in the learner's domain (Chi, Glaser & Farr, 1988; Kuhn, 1988; Kintsch, 1994). According to Bruner's theory of education, learners are more motivated and can retain knowledge better if it is presented within a structure that ties it together and relates it to the learner's cognitive structure. He notes, "learning that has fallen short of a grasp of general principle has little regard in terms of intellectual excitement" (1963, p. 31). Learning takes place when the learner becomes aware of information, relates it to previous knowledge, and recognizes the relationship between the two through a process involving acquisition, assimilation and consolidation (Ausubel, 1998).

In the Pigetian developmental scheme this "active process" occurs during the "formal operational level, "when individuals have learned the reasoning process, for example the ability to formulate, test, and discard the whole range of possible solutions to a problem until the appropriate solution is found (Inhelder and Piaget, 1958). As such, the learning of bibliographic concepts involves activities as assimilating analyzing, categorizing, synthesizing and evaluating, which are the tenets of what we call critical thinking. For example, before even using an electronic access tool, users have to analyze the various available tools for different disciplines. To gain a conceptual

framework for searching a bibliographic database, users have to be able to do the following: break down components of the database (analyze), recognize the relationship between the elements in order to understand its structure (synthesize), and judge the validity and criteria of the elements, for example recognizing the importance of subject fields (evaluate). In order to evaluate the retrieved information, a user needs a conceptual understanding of the process of publication, for example the difference between primary and secondary sources or refereed and open publications.

Implications for Teaching Methods

As evidence from cognitive science indicates, generative learning is an active process: an individual does not simply absorb information, but processes new information within an existing cognitive pattern. Interactive methods or "active teaching," a term often used to denote the same thing, stimulate the active learning process. According to Bonwell and Eison, active learning occurs in a classroom under the following conditions: students do more than just listen or pay attention; they are involved in higher-order thinking and engaged in activities such as reading, discussing, writing and problem-solving. Finally, students are asked to pay attention to their own attitudes and values about learning (1991, p.2). As Oberman explains, active teaching is a "pedagogical tool that assists students in drawing on their own experience as a bridge to new experiences," a tool "that allows students to discover and apply concepts or the problem at hand, most importantly, [sic] a tool which explicitly demands that students think critically and act creatively" (1991, p. 199).

Interactive techniques either stress interaction between the teacher and student or between or among students themselves. Techniques include, among others, teacher or student generated questions, discussion, in-class writing, peer-teaching, group work, case studies, or other techniques that initiates reasoning or problem solving activities. The goals of the learning process determine the teaching techniques that should be chosen (Weinert and Helmke, 1995). Weinert and Helmke, in their study of appropriate methods for effective learning, conclude that teacher-controlled methods for active learning are more suitable when the desired outcome is "knowledge acquisition and academic performance," whereas students centered learning may be more appropriate if the goal is to assist students in the process of becoming independent learners (1995, p. 140). Even though the traditional goal in library instruction has been and still is to produce "self-reliant library users" (Robinson, 1876; Nahl, 1997), both techniques have their place in the library classroom, where students must internalize conceptual frameworks in order to become independent information seekers. It must be noted that even in classrooms where students engage in independent learning activities, the instructor maintains a certain level of control. Such learning activities, to be effective, must have clearly stated goals and performance guidelines and, as Cerise Oberman notes, the instructor must be present at all times, assisting students in their "discovery process" by providing "feedback and reinforcement" (1991, p. 199).

To instigate the discovery process for self-directed learning, instructors must confront students with a problem-solving activity, an exercise that challenges the mind to think actively and constructively (Oberman, 1991, p. 198). Cris Guenter calls such assignments creative problem-solving assignments. A creative problem-solving

act satisfies two criteria: it "provides a workable solution to the problem," and "most people could not or would not have arrived at the same solution" (1994, p. 64). One way to trigger such activity is through a methods known as "effective questioning" (Bonwell and Eison, 1991, pp. 27-29; Hansen, 1994; King, 1994). Instructors using these techniques discriminate among various types of questions, favoring those that address higher cognitive levels such as analysis, application, comparison, or evaluation, such questions as "explain why or how....," "What would happen if...," "What is the difference between...," "What is the best and why..." (King, 1994, pp. 22- 24).

"Effective questioning" can be integrated into various other interactive teaching methods such as group work or the lecture. In a modified lecture (Bonwell and Eison, 1991), the instructor pauses periodically to initiate students participation through effective questioning. Students either interact with the instructor directly or in group work with their peers, or they engage in a short informal writing exercise, for example summarizing a concept or engaging in a free writing exercise.

Several researcher have recognized that the affective domain is as important as the cognitive domain in the learning process (Mellon, 1986; Kuhltau, 1993; Mark and Jacobson, 1995; Fassinger, 1997). This is especially true in group activity. Small group work can provide energy and interaction, if a creative problem-solving assignment defines the focus of the task, and instructions to students are made explicit. "Effective questioning" lays the ground work for successful independent learning situations. Peer interaction can amplify student involvement. In a small group environment, students often assist each other and are responsive to each other, because the constraints of public exposure are greatly reduced in small student groups. The potential for individual frustration is also greatly

diminished (Oberman 1991, p. 199). Likewise, when working in pairs, students feel a similar relief of pressure and often a desire not to "let the partner down" (Nahl-Jakobovits and Jakobovits, 1985, p. 25). However, not every student feels comfortable working in a group setting.

For some students, peer pressure creates fears of appearing unintelligent. Starting a group activity with an exercise to bolster student confidence might be a good idea when students do not know each other. It relieves uneasiness. For example, when writing down their emotional reaction to the search process and sharing their apprehensions with other group members, students will recognize that peers often have similar emotions when dealing with a research assignment. They gain a sense of confidence when sharing those feelings with others in the class context (Fassinger, 1997)1985, p. 26). This technique also works for students' individual exploration of their affective domain when faced with a research problem. Journals for example, can provide a context for individual dialog between the student and the instructor, and they can promote understanding and reduce anxiety (Mark and Jacobson, 1995).

Each component in the library research process provides a context for developing creative problem-solving assignment. In 1980 Cerise Oberman applied techniques from other fields to incorporate problem-solving exercises into the library curriculum. For example, in a question- analysis exercise, students are asked to sort questions into two labeled piles. In the sorting process, students must determine whether questions are simple, compound or complex, which then determines what type of sources need to be consulted (Oberman, 1980). Oberman describes another technique called "guided design," whereby students are lead step by step through a problem-solving exercise (1980, p. 8-9). A considerably body of

literature outside the library field provides example of interactive techniques (see for example Halpern, 1994; Weimer, 1986). A technique called "example sequencing" lends itself to teaching students the process of narrowing a topic and fitting the topic into disciplines, and eventually to research tools. The technique makes use of the semantic organizers for brainstorming but extends one step further, where students must draw diagrams to depict particular relationships between the generated ideas (Newell Decyk, 1994 pp. 51-54). For example, students might brainstorm a broad topic like alcohol and through the sequencing technique recognize the different aspects of the topic and how each fits into a different discipline, and consequently requires a different access tools. Either one of these techniques lends itself to group or pair activity.

As early as 1987, Baker articulated the need for a new approach to online catalog instruction, a pedagogy that promotes "understanding of the structure of the system with principles for determining the procedures used to search the system" (1987, p. 203). However, efforts in developing techniques to teach database concepts for information retrieval have been slow to say the least. Kupersmith (1986) explored the idea of a graphical representation of an online catalog, and his use of the Venn Diagram to represent boolean searching is now widely used in library instruction. However, there is a need to design techniques that force students to explore database concepts. Janet Martorana and Carol Doyle provide students with a "tool analysis" worksheet which forces students to explore specifically the scope and access points in a particular database. They conclude that "tool analysis demystify students' illusion of the magical 'black box' by showing the relationship between a search and its results" (1996, p. 191). Several studies outside librarianship have confirmed the benefits of teaching

database design and structure (Ehman, et al 1992; Warner, 1988; Hannah, 1987). For example, with a basic computer program, students can create a simple database and learn field structure and how information in fields relate to each other (see Hannah, 1987). Librarians must explore multi-media tools that could be applicable to teaching database concepts. The "Learning Tool" described by Kozma, for example, is designed to assist in the learning of concepts, facts, and relationships (19987, p. 23).

To start implementing interactive teaching methods, instructors have to accept the assumption that critical thinking is more important than subject matter. Using interactive methods means sacrificing content; it also means facing the challenge of developing good problem-solving activities and exercises. Other barriers exist. Many instructors feel uncomfortable giving up control in the classroom, even though the literature on active learning presents evidence that such techniques produce learning at a higher cognitive level. Finally there is the time barrier. Although it is possible to incorporate interactive methods into a one-hour or two hour session. one-shot session (Ridgeway, 1987 and 1989; Dyckman, 1995), a sound pedagogy based on concepts and problem-solving requires more time. Thus librarians have the added task to convince the rest of the academic community that information literacy cannot be taught in single short sessions, but needs to be a fully integrated component into the university curriculum.

If academia were to treat the concept of information literacy as a "liberal art," it would recognize that library instruction involves more than the teaching of technical skills to manipulate information databases. One way to move towards that goal is to develop an information pedagogy that emphasizes conceptual concerns through interactive teaching, and then implement it.

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Teaching Access in a University Library: Library Instruction in the Near Future[1]

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I once visited a conference on the future of the library. One of the participants, a managing director of a large network for scholarly communication, stated that librarians should no longer answer questions of end-users. In stead they should refer patrons directly to the Internet. A typical example of a simple view on the theme of access adopted by some. I hope you will not be surprised that this view will not be represented in my paper.

University libraries primarily fulfill a role in the field of formal scholarly communication. The reviewed, or otherwise on quality and relevance selected document plays a central part. Library instruction deals mainly with that formal scholarly communication.

Within this context I wil try to ascertain the consequences for library instruction resulting from shifts in the ownership-access continuum.

First I will try to establish how realistic and desirable the virtual library actually is.

1 Paper presented at LIBER Annual General Conference 1997, Bern. [Translated by Nanda Weiland]

Then I will present a realistic scenario for the growing role of access and I will point out the effects this will have on library instruction.

The second part of my lecture deals with changes in library instruction as a result of the increased role of educational technology (for example multimedia and computer assisted learning), and changes occurring through a repositioning of boundaries between formal instruction on the one hand and the provision of information and other forms of end-user support on the other hand. We are dealing with potential situations here, the realization of which depends on the choices libraries will make.

The image of the future: access and ownership

Providing access to information as such is gaining importance with regard to the actual, physical possession of information by libraries. Some people consider the virtual library to be the only viable one. This is a library with hardly any collection of its own and which is giving the end-user, by deploying technological means, access to the universe of (exclusively digitally published) publications.

But that virtual library hasn't arrived yet, and I guess it never will. The growing importance of access mostly appears from the increased consultation of bibliographical sources and from growing interlibrary loan.

A more realistic image of the future is one in which access fulfills a complementary role to ownership as such.

The more extreme point-of-view on the growing importance of access (the virtual library) states that printed media will be replaced on a large scale by digital publications, partly in new formats . A view that is meeting more and more criticism, from experts in the fields of library automatization and computer technology as well.

Various authors have pointed out, supported by strong arguments, the lasting importance of libraries and printed documents. The reference librarian Thomas Mann (1) criticized the concept of the digital universal workstation. He underlined the importance of the various (conventional) search methods of patrons and librarians, such as browsing in printed texts. Crawford and Gorman (2) pointed out the limitations and costs of technology; the impossibility to digitalize documents on a truly grand scale, and to make them accessible in a meaningful way through fulltext search. Market mechanisms as well as reader-ergonomics and -psychology give them a realistic view on the relation between print and digital documents. Line stressed, and so did various others, the value of browsing in printed texts and the matter of costs of interlibrary loan. In his view it is important to find the correct balance between ownership and access and I quote: "access can serve as a reasonable substitute for holdings of older material, but not for much current material". (3)

Yasar Tonta (4) studied the behaviour of scientists. He found remarkably little references to networked information sources in the form of electronic journals and archives in printed journal-articles. A result that resembles the outcome of Schauder's questionnairy survey. Researchers appeared to make an extensive use of e-mail, only few utilized the network for gathering information or for the publication of articles. (5) Apparently deviant patterns of communication in some exact and technical sciences usually relate to informal scholarly communication, the non-reviewed journal included.

The number of actually reviewed digital journals is quite low (6). In a recent inventarization of peer reviewed English language journals in the field of sciences, medicine and technology only a few dozen journals existing in a purely electronic form were found. (7)

About Internet, the icon of the digital form of access, a large number of critical publications have been published. The one by

astronomer and Internet-expert Stoll (8), for example, received a lot of attention. And in his unsurpassed 'The Cult of Information' Roszak (9) settles with a number of myths in the field of computer technology.

My conclusion is that the virtual library is neither a realistic base, nor a desirable one for library instruction in the coming years.

The question remains what the consequences will be for library instruction of probable developments in the ownership-access relationship for university libraries.

What are those probable developments:

- Too tight budgets and developments in the sciences almost certainly lead to a *further increase in interlibrary loan and possibly to the delivery of, in particular, articles from commercially exploited databases*. This does not lead to great effects on library instruction, because procedures are involved already being learned by students. It is, however, essential that libraries have user-friendly procedures for interlibrary loan. If patrons should have to search for publications in a way comparable to searching the Internet, a different situation will arise, one that I think will be hard to teach.

  The sometimes huge on-charge of interlibrary loan greatly hampers students in making use of this service. In a broader context the democratic function of libraries will be endangered, as one of their tasks is to offer access to information, based on the principle of free access.

  Interlibrary loan as a form of access, however, will never be able to replace the importance of core collections of printed books and periodicals. The pressure to maintain these collections will remain heavy.

  The commercially printed scholarly journal may possibly change character in the long term. The shareholders

economy of publishers and the resulting crisis in the supply of periodicals is stretched to the limit.

- *reference works will be published in a digital form on a much grander scale*. This is consistent with the way in which these sources can be consulted through an index searching for concise information. Libraries may increasingly choose between ownership or access. When choosing access, libraries will be prepared to offer this material, for which a fee is usually requested, in a user-friendly, explicit way. Consulting digital sources requires more (technical) skills from patrons, resulting in consequences for library instruction.
- *publications appearing in small printings, such as non-commercial publications and extremely specialist journals, will be appearing, especially for economic reasons, more often in a digital form, quite often as accessed information*. Inasmuch reviewed material, of importance to the university, is concerned, providing access through its own library catalogues is an apparent choice. In that case the effect on library instruction is limited. For then the usual library infrastructure of local and national catalogues is forming the gateway to that information. Only if a substantial part of this information is being made available for free, a different situation arises. Part of the reasons are then lacking for making the material available through library catalogues. That, however, is in a market economy, in which scholarly information unfortunately is increasingly being traded as a commodity, in the long term not probable. As much as some people would like to have us believe it.

My conclusion is that the increasing importance of access for library instruction will appear to be of limited consequence. But

only if libraries continue to offer the supply of scientific information in an organized fashion.

I think that library instruction should primarily be focused on the library's key task: supplying information especially with regard to academic reviewed publications. The kind of publications I was referring to up till now.

But is that presupposition about the sphere of action of libraries correct? Up till now the university library fulfilled a marginal role with regard to informal scholarly communication. This belongs more to the domain of the self-organising scientific community, that is increasingly using Internet to that purpose. Do we have the ambition to become active in the field of informal scholarly communication and are we able to do so? If this ambition presupposes that libraries possess in-depth knowledge on a by definition specialist scientific sphere of work the answer has been a negative one since the previous century. Libraries may play a part by providing facilities for the publication of for example preprints, with a standardized provision of access and technical facilities that make informal communication possible. It may provide a cooperation of libraries with a more powerful position against for example the publisher. In general, however, the library will not fulfill a large role in the future either in the field of informal scholarly communication.

Internet and library instruction

Until now I approached the subject of access mainly from the traditional patron's perspective, who is looking in, among other things, catalogues for documents, selected for quality and relevance. By the way, these may very well be catalogues and documents made available through the Internet. Their access should be organized in a clear fashion by the library, enabling goal-oriented and efficient actions. Teaching access is only

possible if the supply of information shows a certain structure and organization.

In general terms the Internet is an anarchistically organized network, with primitive methods for providing information and with a surplus of trivial data. The authenticity and importance of a great deal of information is not guaranteed. A dynamic and constantly changing supply of data, a real "moving target'.

Because of the dynamic character of the information and the lack of agreements about the most elementary things providing access is virtually impossible for a librarian. To the reference librarian referring to the Internet is the equivalent of telling someone to go to hell. Without changes the Internet will in the long run become totally useless to the field of formal scholarly communication.

The changes I am referring to are:

- the formation of a net solely for academic purposes,
- the use of qualified accessing tools such as catalogues and the maintenance of standards for delivery, description, access and conservation of media.
- the selection of sources on the basis of quality: the functions of filtering and reviewing should be clearly specified,
- good special facilities for informal scholarly communication,
- an organization of the net in which cooperation with and conservation by libraries can be expressed.

There are some reasons for optimism; the limitations of the Internet are becoming increasingly clear. The indicated changes nicely fit the apparent strength of libraries. Only with these changes a network can be realized that is solid, contributes to scientific discussion and is teachable.

In the area of Internet there are two roles available for library instruction, which are, in the light of the abovementioned, fairly modest ones:

First: the provision of a brief introduction for senior students, explaining the library's homepage, technical matters and search engines. The position of the Internet within the field of scholarly communication and the acquisition of skills to critically judge information should be given a rather large place within library instruction. In my opinion a more thorough treatment of interesting sites should not be part of the instruction; the facility is too dynamic. If we want to encourage patrons to consult these sites a specific provision of access is the right way.

Second: a more extensive instruction for researchers from the perspective of the actual use of the Internet by this target group.

Developing such instructions independently is in most cases inefficient. One may very well use instructions made by other libraries and experts. An example is Netskill, developed within the context of the Elib programme (10). A critical evaluation of such an instruction programme, however, remains necessary. There are quite a few amateurs and prophets around in the field of electronic provision of information, adhering to a deeply distorted world view.

The conclusion so far is that library instruction in an era in which access is becoming more important as far as content is concerned, need not change essentially. Greater technical abilities are needed, and a library can teach these to end-users. The Internet should be given some attention as well.

All this however, provided, once again, that the library offers sources in a clear, self-explanatory, and explicit way. Do not teach access, offer access is the motto. Because of technology libraries are, as never has been the case before, capable of doing just that.

It is the same technology that quite often seems to impede libraries in offering systems that are easy to understand.

Changes in library instruction through the use of technology

In library instruction little use is being made of modern training methods, such as computer assisted learning and multimedia. The training in using OPAC's and CD-ROM's is very appropriate for using this method, as well as teaching subject literature searches.

Advantages of these training methods are:

- a guaranteed quality,
- suited to the character of the training (drill and practice and conceptual learning),
- available always and everywhere, in tele-learning as well,
- flexibility (group instruction/individual study),
- a better registration of study progress,
- more cost effective in the long run.

The developments within the field of education and the possibilities for cooperation of libraries make an increased use of such media in the future probable.

Other changes in library instruction are possible and probable through a repositioning of boundaries between formal instruction and forms of (direct) end-user support.

The provision of information is often accompanied by some sort of library instruction, about a catalogue for example. A good user interface of that catalogue will greatly simplify library instruction and will lead to less queries from patrons. Between the provision of information, orally at the reference desk, printed, or digitally, the library systems themselves and formal library instruction in practice, a certain cohesion exists.

The first priority for a library is undoubtedly offering good, self-explanatory systems. A good system for providing information

is attractive. By this I mean a facility suited to a wide spectrum of questions which can be accessed in many ways, including digitally. Library instruction forms an indispensable, but in effect a limited instrument that will keep its limitations. In such a dynamic provision of information as we currently know it the accent should by necessity be on end-user support within a context of a real query.

Modern techology enables us to develop hybrid forms suited to offering good access to library systems, for supplying information and for library instruction at the same time. Various libraries are active in this field. For example a group of European libraries with the system EDUCATE (11), primarily a selfpaced instruction system but with the possibility to eventually adapt it for quick reference purposes, and Ohio State University with its Gateway to Information (12).

The University Library Groningen has been active in this field for quite some time as well. In 1992 we started developing the expert system CoBRA for subject related questions. The system simulates expert-behaviour, for which the models described by Jahoda and Braunagel (13) were used. The database contains the titles of about 5,000 reference works, but also addresses, persons, subject codes and locations within the library. Advice given by the system, after an often extensive subject determination, also provides information about how to use the library. The system is available in two versions, one for end-users and one for reference librarians.(14)

Building this system taught us, among other things, that sources should be described much more extensively than is now often the case in the context of subject access. A lesson that makes me follow with some cynicism the discussions about intelligent search engines that will be available shortly on the Internet. Something that has been predicted for years now. Should computers be able to show some intelligent behaviour, then only

on the basis of a certain, extensive language in which the constituent elements are described.

In 1994 we started building the IBIS system, the Interactive Library Instruction and Reference System. The CoBRA system will be incorporated within this system.

IBIS is a system that is employed through the campus network for providing information and for library instruction. The user is able to freely navigate between both parts.

In the reference part one will find an extensive library guide, and the CoBRA system. The instruction part consists of three modules.

Module 1 is a twenty-minute instruction film about the university library's facilities, to be used as an introduction for junior students. The film is already in use, albeit not yet integrated within the system.

Module 2 consists of a programme which trains the student in using the OPAC. In about 30 minutes the patron gets acquainted interactively by means of a simulation with search keys, commands, search methods etc. User tests indicate a favourable reception of this system.

Module 3, which is currently being developed, teaches the student the principles of searching literature by subject. A part of this module consists of excercises with certain tutorials of CD-ROM's.

Through the IBIS system all kinds of applications, such as the OPAC, CD-ROM's or for example an Internet-addres can be invoked directly.

The IBIS system will be put into use at the end of 1997. It is possible that the system will be expanded later on, for which the concept of the workbook, with the accent on separate disciplines, seems attractive.

Not every library will be willing or able to make the choice to give end-user support such extensive form. However, even when using fewer means one may already reach good results. The

universal workstation, as Mann is arguing correctly, is an unholy idea. The fact remains, however, that access to information is quite often achieved through the computer. This creates possibilities for offering the whole body of facilities, the conventionally printed ones included, in a logically ordered fashion. Provided with the necessary explanation and advice about which sources one should be using when searching literature. This differs from what now quite often is the case, namely that the library seems to contain two separate worlds, apart from the OPAC, namely the one of printed works and the one of the digital databases.

Will library instruction change in the era in which access is becoming more important? Certainly, but not to such an extent as some people might want to believe. More important is that we utilize modern technology to make truly user-friendly systems, clearing the way to teach students the main issues in library instruction. Offer access, do not teach access. Library instruction itself should be dealing more with the main issues: concepts, learning to evaluate information critically and learning how scientific communication takes place.

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European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 503-514.

The Critical Choice[1]

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Oslo University Library

Academic and special libraries are to a great extent old cultural institutions, which have been through a violent process of change during the last years. The use of modern computer systems and dataprocessing has given librarians and academic librarians new tools unknown before. That is in any case the situation at the University Library of Oslo, where I have my daily work as an academic librarian, responsible for selecting, classifying and presenting books, dissertations, journals, bibliographies, encyclopedias etc. for the benefit of the students and researchers in political science.

Generally speaking the libraries are in the public eye as never before. And big, modern libraries are planned and built all over the world: in Copenhagen and New York, in Taipei and Tokyo - and in Oslo. Among those that have attracted most attention are perhaps the new national library in Paris and the Alexandria library. In Oslo the building of the new university library will be completed in 1998.

Many questions are now being asked about the managing of all these new libraries, and the old ones as well. How can we, for instance, in the typical teaching library manage to solve the

1 Paper presented at LIBER Annual General Conference 1997, Bern.

problems connected with combining the traditional library techniques with al the new ones?

The new tools are undoutedly very helpful for those visiting the library, but it is my assertion that they also pose stiff and increasing demands for professional reflection on part of the users when they have to choose from - so to speak - a torrent of data and information. The users have to make what I prefer to call *the critical choice*.

"Throw yourself on the net!" is perhaps the latest slogan in a world where data technology and computer science are receiving more and more attention. And in the last years new technical possibilities have indeed been created to control, to search and to find data and information as electronic material - via on-line searching, CD-Rom and the Internet. But this has, in fact, also created a new educational debate about the role of the book, about the acquisition of knowledge, about the situation for the researchers and last, but not least, about the importance of the special libraries.

One main problem - or paradox - is that although it has been predicted for years that we will move in the direction of a "paperless society", this prediction seems to be a sort of myth. In fact we have a society with overconsumption of paper.

Never before in the history of documentation work has the consumption of paper been greater. People don't read lengthy texts on the screen. They print out what they need, collect texts in folders and make their own small "libraries". It has been suggested that full-text databases would be the solution to this problem. But we still have the same situation - the users print out texts of considerable length, which again are collected as new books. In consequence the need for printed material is, accordingly, increasing and not declining. And the production of books, not least specialist literature, with strict demands for technical quality, excellent layout, correct language and reliable binding for securing the legitimate rights of the authors, assures

that the traditional publishers manage as well as before. Therefore, the publishing of books is still a growing industry. The demand for specialist literature in the university libraries for instance, is at least as strong as before.

General and specialist literature in Norway
in number of titles 1970-1995.

Source: Statistics of the Norwegian publishing houses 1995(Bransjestatistikk 1995.)

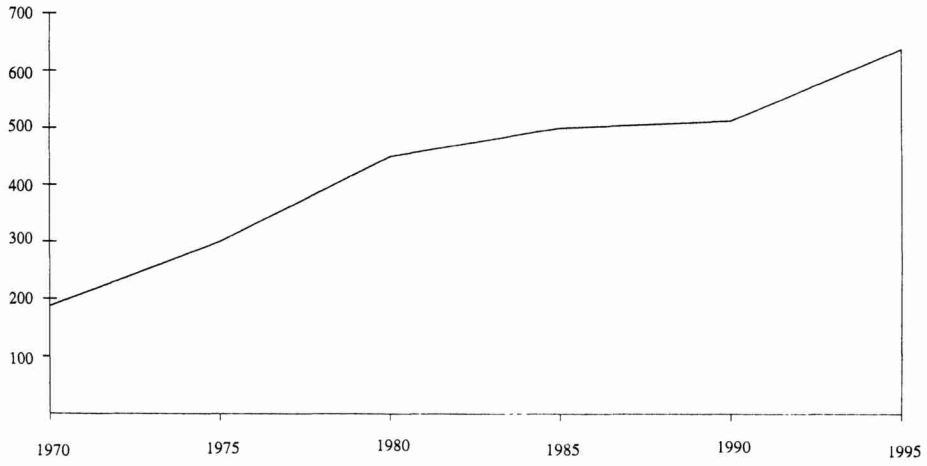


Figure 1

This beeing said, it is also an established fact that the new electronic media have fascinating possibilities for those who work in archives and libraries and those who are researchers. For students and researchers who have the right spirit of inquiry, the new media have developed into indispensable tools for finding one's way in the ever increasing abundance of data. In the

University Library of Oslo we have today, for instance, more than 60 reference and bibliographical databases. They can be a real gold mine - but alas - they have to be used *critically*.

One of those who has developed a fruitful theory, or model, about the problems of the modern information society is the sociologist Orim E. Klapp. He points out that there is a general danger in what he calls "overload and boredom"1). The user comes under stress and is overwhelmed by the enormous multitude of books, articles, dissertations and notes. Klapp fears that "The result of our information society is that we suffer a lag in which the slow horse of meaning is unable to keep up with the fast horse of mere information"2). He operates with four key concepts: *information, entropy, redundancy* and *variety*. The first pair is information versus entropy. Information includes useful knowledge, learning, adaption, meaning and wisdom. Entropy is the negative of information. So information and entropy comprise a continuum. In general, information means progress and entropy a step backward. Another parameter comes from the other two key concepts: variety and redundancy. These can be both positive or negative: boring redundancy or functional redundancy. Boring variety or good variety. The theory implies that there are two states in which one can escape boredom. One is by variety so interesting and meaningful that it leads to discovery, learning, adaption, invention and progress. The other is by redundancy that is familiar, reliable, reassuring, communicative and useful. Perhaps this model could tell us something about the ideal teaching library?

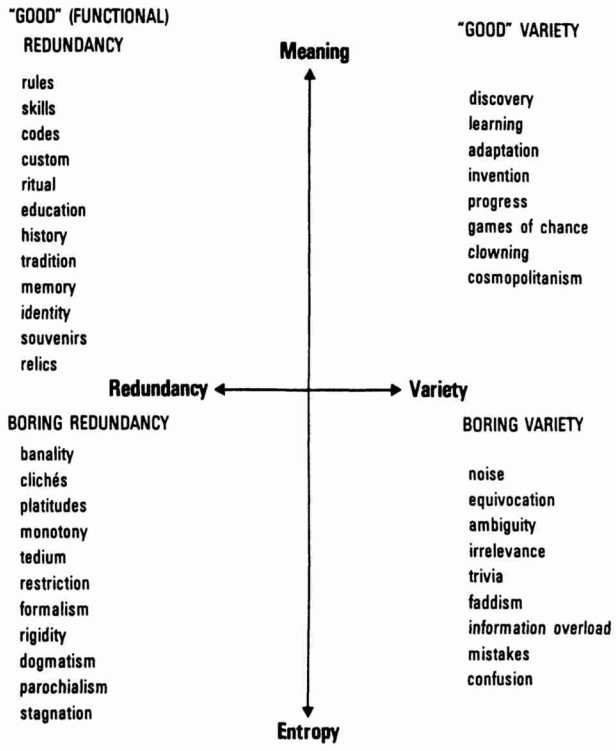


Figure 2

The well-known author, philosopher and semiotician, Umberto Eco, has also long been preoccupied by how to manage these problems. In his opinion data technology very easily leads to the finding of a overhelming quantity of irrelevant information. Therefore, he states, in the world of the libraries the users - students and researchers - have to be taught how to filtrate and choose critically; the users have to learn what he calls the art of decimation, i.e. how to make the critical choice: "It must be an absolute necessity to find rules for decimation; rules that change from one subject area to another. If not, the future will change

for the worse, and we can end in a situation where overinformation and censorship will identify each other" 3).

In connection with research conserning the use of modern data technology, it is essential to differentiate between pure *information* and *knowledge*. And in the demanding intellectual/educational process of learning, we operate with exactly the same thought process in a person today as occurred 30 or 300 years ago. An obvious danger is the smart, journalistic, popular understanding that it is now so easy to find what we are seeking via simple keypushing on a computer - because everything is now to be found in digital media.

The reality is, however, quite another. Digital media information can certainly not replace basic arithmetics, educational understanding, solid language comprehension or solid social and community knowledge. It is for exactly the same reason that as you don't develop into an author simply because you are able to write on a PC. Everything still has to be learnt! Therefore, the book is still alive: the professional, good quality well formulated, respectable, pedagogical text, that is presented. And, therefore, the high-quality, specialized book-colletions are still vital for academic and special libraries. It is through these academic books that the students still have to work. This is how professor of literature, Harold Bloom characterizes the situation: "It is hard for students who have grown up with the great, blank eye of television to do the solitary, intense, deeply imaginative, deeply responsive reading that is needed" 4).

Today we are in the situation that a schism is developing between the popular view of how easy data-technology has made searching for information, and the reality that there are increasing demands upon the modern library users. The political scientist Frederick Holler is not in doubt of that: "Despite advances in electronic telecommunications technology, the task of learning about political life is getting more and more difficult. The large quantity of information scattered through the electronic and

printed media, the enormous but often confusing holdings of library and other repository collections, and the everpresent time pressure combine to make it now significantly harder for most persons to inform themselves adequately" 5).

Professor Holler makes reference to Dr. Samuel Johnson, who some 200 years ago, observed that there are two kinds of human knowledge. He said: "We know a subject ourselves or we know where we can find information upon it" 6). Since Dr. Johnson's time, however, enormous advances have been made in the first kind of knowledge, but a comparable improvement in the second kind of knowledge has, regretably, not yet been achieved. As knowledge on most subjects increased, it became increasingly difficult to find information about what was already known.

A law of inverse knowledge relationship was born. Stated in its simplest terms the law means that the more knowledge becomes available to mankind, the less the individual knows how to retrieve it. Indeed the deficiency in the second knowledge is so great that the knowledge of the first kind is constantly recreated and frequently lost.

This paradoxical situation is the result, as well as the cause, of specialization in research, which is a fundamental feature of modern educational systems and modern civilization. Unable to master human knowledge as a whole, the individual tends to concentrate on narrower and narrower segments of it; thus, the existing boundaries of the individual's knowledge may reach unprecedented depths rather than breadths. Educational progress is gauged by how well individuals *know* a particular subject, regardless of their ability to *find* information in or outside their field of specialization.

It is also a fact that the different information and retrieval systems - utilizing as they do several different transfer channels and a multitude of individual reference works - are exceedingly complex. A large amount of activity and interest has been focused on the task of carry-back, or reference activity, undertaken by

specially trained librarians. A main point in professor Hollers argumentation is that the librarian's assistance is essentially *a service activity*. It should in a higher degree develop into an educational endeavor: *a teaching library*!

In spite of many recommendations, colleges and universities in many countries still do not offer sufficient instruction in political information retrieval. And I fear this is relevant to information retrieval in general. The ignorance of the mechanism of information is, therefore, a form of functional retrieval illiteracy that is often costly not only to individuals but also to society as a whole. In my own discipline at the University Library of Oslo this problem has been taken seriously and today it is compulsory to take a reference activity course for those who are majoring in that discipline.

One of the most insidious results in which the lack of adequate retrieval competence can express itself is the illusion gained by many library database users that they have collected sufficient information if they have found a lot of information in the particular time they have allocated for searching. Due to the mass of available information it is frequently quite easy to find what seems to be more than enough information on a particular topic of inquiry. The mistaken belief that one is adequately informed as a result of being exposed to prodigious amounts of information is a very common error in academic institutions. How can the teaching library be devoted to giving assistance to all persons or organizations desiring to find *adequate*, rather than *plentiful* information?

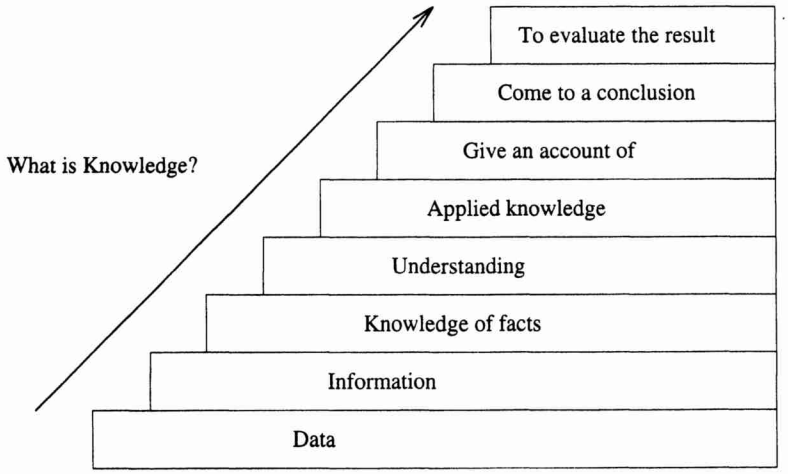
One main point is to teach users that there is not an antagonism between the new media and traditional, printed material - both forms are useful to the users; but they have to be taught that the information technology makes *demands* on them. Often *knowledge* comes as a decisive premise for understanding, choosing and selecting from the growing stream of information. And the good choice leads to increasing knowledge.

Today the user ought to be deliberate about what he or she wants to find - if not "the noise" will be overwhelming. What should one do with a datasearch that gives hits in the form of 100 books or 500 journal articles? *The time* still gives us a frame around our lives which is as strict as before. And as the quantity of potential hits is mounting, *the choice* of what to use, read and try to understand is of greater importance than ever before. It is here knowledge, reflection and preparation of information come into the picture -the human factor, the neurological aspect. Therefore, it is of value to get people used to works of reference such as encyclopedias, handbooks or dictionaries. Thorough reflection and thinking the problems over carefully ought to be a basic method for useful datasearching. The student who places himself or herself in front of the screen and is interested in "something about pressure-groups", ought to have worked out and sorted the different terms in advance: for instance the differences and points of resemblance between terms such as "pressure groups", "interest groups", "lobbying" or "corporatism". Here it can be suitable to remember the wise words of Louis Pasteur: "In the field of observation , chance favours the prepared mind" 7). This philosophy will undoutedly be not only "to the benefit of the user", but also "to the benefit of the librarian".

Information is a process, as well as a product, of the human brain and senses that has the potential to reduce uncertainty within a specific parameter or limit. This assumtion does not imply that information must necessarily be correct or complete, for, in fact, much information is *false* and *fragmentary*. Inherent in the defintion, however, is the implication that information is relative to a specific source or recipient. Information can not be assumed to be a reduction of uncertainty per se, as some authors have suggested, because information may create new uncertainties or may fail to reduce uncertainty in recipients.

The foregoing is the main point in a book by the Norwegian data-technologist Espen Holm: "Intelligent idiots. Society,

creativity and information technology" 8). Pure *data* have to be decoded to give sense. When the data are understood and categorized, they turn into *information* for the recipient. It is often the difference between data and information that is the main cause that brings people, in spite of PCs and Internet, to complain about lack of information. We have a lot of data, but are short of information. Information is, in the next step, transformed into *knowledge* by individual systematizing and interpretation. Knowledge is something one has to acquire through one's own efforts. But *knowledge of facts* is not identical with *understanding.* Only when you can explain or formulate a connection, have you understood it. So we have the next step of the stairs: *applied knowledge*. If you can also manage to *analyze* and give *an account of* a case then the data are tranformed into something that is useful. And if you in the end use the analysis to *come to a conclusion* and are able *to evaluate the result*, the basic data have contributed to enrich a process of decision.



(Source: Holm, E. (1996))

Figure 3

It is not easy to know how special and academic libraries will function in the future. But if one says that "the future is now", the good library is a place where the user moves in a landscape characterized by broad collections of specialized books and high quality reference collections, relevant, modern electronic databases and librarians who can teach the users how to use the library. The Norwegian deputy librarian Hans Martin Fagerli has expressed it in this way: "Library teaching and research have to work for interdependence so that these activities come to work more closely together" 9).

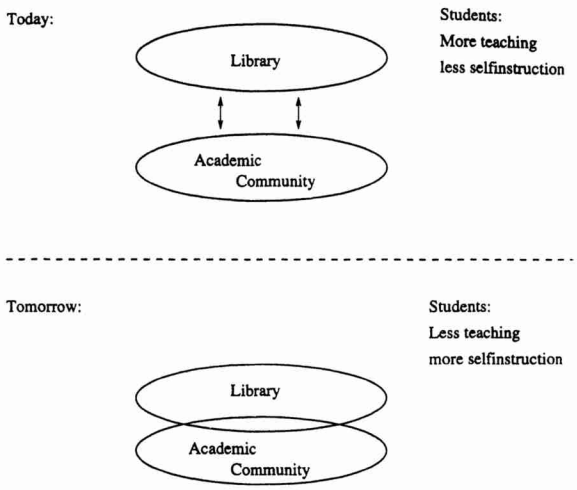


Figure 4

In my opinion the special or academic library, then, must develop into a teaching library where both the students and the researchers are taught how to use the modern library and, where

therefore, users are trained to know how to get what they want. Thus users will become used to making - in a rational way - the necessary critical choices. Or said in another way: the users

will find themselves in a rich intersection between the printed material, the electronic sphere and the neurological process.

Notes

1. Klapp, O.E. (1986) Overload and Boredom: Essays on the Quality of Life in the Information Society. *Contributions in Sociology*, 57. Westport, Conn., Greenwood Press. 174 p.
2. Ibid. p.2.
3. Umberto Eco interviewed by Patrick Coppock in *Ikkevold*, 166 (4/95): Desimerte fellesskap (Decimated fellowships) p.16.
4. Farish, I. (1995) Choice interviews Harold Bloom, Choice 33:901.
5. Holler, F.L. (1987) *Information sources of political science*. 4th. ed. Santa Barbara, ABC-Clio. p.XV.
6. Ibid. p.1.
7. Kvittingen, L. (1996) Serendipity og kjemi (Serendipity and chemistry) *Naturen*, 120:23.
8. Holm, E. (1996) *Intelligente idioter. Samfunn, kreativitet og informasjonsteknologi*. Oslo, Forum. 245 p.
9. Fagerli, H.M. (1995) *Vår digtale fremtid. Den elektroniske informasjonsformidling.(Our digital future. The electronic procurement of information*). Oslo. p.63.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 515-517.

Preservation Education

Introduction[1]

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The Preservation session intends to concentrate on the rôle played by libraries (and archives) in the training for preservation, and especially in training for preservation management. As preservation management encompasses everything needed to ensure long-term access to the intellectual heritage of our countries, it ranges from preservation policy and planning, the setting of priorities for preservation, the development of programmes for active conservation and for surrogating, to financial and staff management. It includes all preventive measures, from building-design and environmental control, to security, protection, cleaning of collections, to training of library staff and users in careful handling of books and documents. The conducting of conservation surveys and the planning for the prevention of - and coping with - disasters forms also part of preservation management.

Formal training in this area does not exist in Europe and many institutions lack trained preservation managers who possess the necessary expertise and who can translate this into effective strategies for all levels of the organisation. In order to provide

1 Paper presented at LIBER Annual General Conference 1997, Bern.

additional education for professional librarians and archivists, or for professional conservators who are responsible for the preservation of the documentary heritage, programmes are needed that take account of the available expertise, but also of the cultural, economic and political differences that exist in the different European countries.

The LIBER Division on Preservation has been involved in organising a workshop that set out to define the training needs for preservation, emphasising the need to raise awareness of preservation issues on a much broader basis, to involve a much larger group of librarians and archivists in preservation work, to change attitudes, and to imbue a whole institution with a pervasive preservation culture. The workshop reached the following conclusions: Librarians and archivists in charge of preservation and conservation in major institutions and organisations in Europe, together constitute an informal forum of committed experts who can work together to develop further training projects. Organisational structures, financial restrictions and lack of training materials were identified as the most serious obstacles in developing such activities. It was agreed that training had to be interpreted in a wide sense: it not only involves the spreading of information and teaching of skills to the relevant staff, but it also requires the raising of awareness of decision-makers, colleagues at all levels, users and the general public, to convey that preservation is an activity necessary for the long-term survival of, but also the long-term accesss to, our intellectual heritage. In order to set up adequate training programmes, cooperation will have to be established between libraries, archives, professional organisations, and library and archive schools. In many cases it will be necessary for a national institution to take the lead, but it is of paramount importance that training schools include preservation training in their curriculum. Moreover the libraries and archives themselves should give their staff the opportunity to gain more knowledge of the management

aspects of preservation; they should recognize the need for continuing preservation training for staff at all levels; and they should take an active interest in organising such training programmes.

This brings us back to "the teaching library" and to the subject of this meeting, "preservation education". In the papers that follow three different perspectives are given: Steen Bille Larsen, Deputy Director of the Royal Library in Copenhagen, outlines the rôle of the large research library in the teaching of preservation management; Helen Forde, Head of Preservation at the Public Record Office (London, UK), explains what libraries and archives can teach each other; and Maria Luisa Cabral, Head of Preservation and Conservation at the National Library of Portugal, writes about preservation education for users and non-preservation staff, thereby emphasising the need to extend the issues of preservation training to a much wider audience.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 518-528.

Teaching Preservation Management in Large Research Libraries[1]

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Deputy Director, The Royal Library, Copenhagen

The profile for my library - The Royal Library in Copenhagen - does not differ from other large old European libraries: the collections have been built up over centuries and contain great treasures in the form of incunabula, early books, manuscripts and large collections of photographs and maps. In all, this comes to more than 140 km of library materials, comprising 4.5 million books.

Large old libraries with valuable collections and many early books have a number of problems in common as regards preservation. Demands are made that the policy of the libraries should be more user-oriented, and at the same time, the libraries have been subject to financial cutbacks.

The problem

I would like to start by discussing the meaning of two words: 'conservation' and 'preservation'.

Ten years ago, the key word concerning this subject was 'conservation'. The responsibility for preservation within my

1 Paper presented at LIBER Annual General Conference 1997, Bern.

library lay with the Department of the Book-museum and our workshop was called the Bookbinding and Conservation Workshop.

Now the perspective has changed. The key word now is 'preservation'. The responsibility lies with the Preservation Department, managed by the Head of Preservation. Our workshop is now a part of the Preservation Department, where bookbinders have gradually been complemented by conservators, with an equal distribution between two occupational groups.

Is it just a question of words - or does it cover a real change in attitude? My answer is that it covers a real change in attitude.

Three case stories

The Royal Library is both a national library and a university library. That is to say, we have collections that must be kept for posterity as well as collections to be used here and now. The three case stories illustrate problems in the past.

1. Many years ago, the management of the library, on the recommendation of those responsible for conservation, decided to remove from the public areas photocopying machines for self-service use, because the spines of the books could be ruined by copying them.This of course is correct, from a strictly bookbinding point of view, but it meant that in the middle of the 1980s, as a library, we were hopelessly out-dated in our service policy, where the users could not even make a copy from a periodical.

2. At about the same time, the management of the library also decided that shelf marks must not be written or printed on the outside of the books for aesthetic reasons. That meant that we had some very beautiful-looking collections of books in our closed stacks, but it was completely irrational from a service point of view, as every book had to be opened when it was processed.

3. My third case story dates from the same period and deals with lack of understanding at the political level. On account of the

colossal growth of the collections, the library suffered from serious space problems. The Ministry of Culture's solution to the problem was to force on the library a disused warehouse in what in Copenhagen corresponds to London's East End. Shortly before that, the Records Office had declared that the same building was unsuitable for the storage of documents, but because the Ministry of Culture was stuck with a long, non-terminable tenancy, the building was forced upon us. It is only now - more than 25 years later - that there are prospects that we can leave it.

I am not pointing out these things to put blame on former colleagues. I was a young employee in the library myself at the time and did not see any reason to question the decisions.

However, the situation was such that the conservation staff and the library staff proper lived in separate worlds. The conservation staff were terribly frustrated and felt that their words fell on deaf ears and that it was an uphill struggle to get their colleagues to understand the importance of the conservation aspect. They compared their conditions with those in small special libraries with rare collections. I have visited American special libraries where book trucks and book cases were lined with red velvet, where the books could only lie on pillows, where the users at the entrance, like school children, had to show that their hands were clean.

In contrast to this, there was then the everyday reality in our own library. There were cutbacks in library staff for a long period. We have many highly qualified employees who have great understanding of the correct treatment of books, but the daily handling of large numbers of books is done by temporary staff, staff who are assigned from social projects, unemployed people in job schemes, etc., who have never heard of The Royal Library before their caseworker notifies them that they have been assigned a job. We have to use these temporary staff in routine-type jobs, i.e. in the stacks, in the transport and driving service -

that is precisely in those functions where the books are subject to great mechanical stress.

The lack of a coherent policy meant - as can be seen in the above-mentioned cases - unbalanced decisions, which were to the detriment alternatively of the preservation aspect and of the user aspect.

Our situation was not unique. In 1989, a working group under the Commission on Preservation and Access prepared a situation report on the training in preservation in large libraries. The conclusion was not inspiring: the libraries had produced hundreds of reports in the past decades, which showed that valuable and rare collections were threatened by disintegration. The reports ended up in applications for money, threats about the ruination of collections, appeals to the public authorities etc., but the reports were not followed up by internal action. The reports were a cry for help to the grant-giving authorities, but only a few of them resulted in a long-term strategy for the solution of the problems that had been brought to light. Training in these circumstances was a very difficult matter.

We went through the same process. Our cry for help to the Ministry was not followed up by large amounts of money for conservation programmes either, but we were more fortunate than most, as we could be happy that we had so much political attention that the Ministry earmarked a special small amount for preservation projects. Equally important, we met political recognition of the fact that the long-term storage of library materials had to be improved. So money was granted for a new temperature- and humidity-controlled stack building, whose first phase was finished in May of this year. In that sense, we were among the fortunate, where the reports had not just been put into a drawer and completely forgotten.

Strategic aims

Nevertheless, the frustration among our conservation staff still continued. In 1993, we made an international evaluation of our preservation activity. The conclusion of the evaluation was that the institution-political aspect was lacking in our preservation policy, and that cooperation about priorities and solutions was not good enough between our conservation department and the professional and research staff.

Against this background, we decided to re-organise our preservation activities. We put traditional paper conservation, bookbinding activities, microfilming and photographic conservation together in one department. At the same time, the post of Head of Preservation was created to take care of the political aspect. The Head of Preservation now has the daily and administrative management of The Royal Library Preservation Department (i.e.the workshops) and is responsibile for drawing up library policy as regards Preservation, including too the general, inter-departmental supervision of the library projects in this area.

By appointing a Head of Preservation, the perspective was moved from the purely workmanship perspective to an institutional perspective.The problem range has thereby been extended, so that preservation is no longer concerned solely with the book collections. Preservation problems for other types of material are now involved too: archive material, sound-carrying material, video, and electronic information, where a strategy for the individual types is necessary.

At the same time, it has also become clear that preservation activity cannot be a matter that is separated from other library routines, but has to be involved as an integrated part of library planning and everyday routines. Some of the questions now facing all libraries are mass-deacidification, policy on binding, retroconversion to other media (to microfilm or to electronic form), physical conservation, temperature- and humidity-

controlled book stacks, and counteracting the mechanical damage of the materials when they are transported and used.

In such a situation, training in preservation is not a static subject. Preservation problems develop in pace with changed circumstances, and the institutions have to organise their educational activity according to these. The individual staff member does not have to be an expert in conservation techniques and is not being trained to do small repairs on damaged materials. On the other hand, the individual staff member must be given an appreciation of the importance of the preservation question, so that library materials are treated carefully because of a basic knowledge of preservation. In a library, there will always be a small core of 'the chosen few', who are very interested in preservation, but the task is to extend a basic understanding to all the members of staff.

Preconditions for teaching

What then about teaching? In the whole period that I have described, there has been agreement that staff should be instructed, and teaching programmes were drawn up. But it never came to anything. The preconditions have been lacking:

1. A coherent and balanced institutional policy
2. A clear division of tasks and responsibility
3. A satisfactory physical framework

1. A coherent and balanced institutional policy

As long as the preservation problems were regarded from a purely technical point of view, a balanced institutional policy could not be drawn up.The change in attitude within recent years has led to an understanding that the various purposes of the library and the different types of material have to be considered. It is no good having the same guidelines for rare books and for

university books for first-year students. In our present strategic progamme, there are two key concepts: Quantity with quality.

User differentiation and differentiation of library materials.

This means that the work must be organised in such a way that the staff can treat very large amounts of material while doing it to a high standard.At the same time there must be different guidelines, matched to the type of user and material.

2. Clear division of tasks and responsibility

It must be completely clear who is responsible for the collections and their preservation. The general policy in the preservation area is determined by the Head of Preservation.The responsibility for the practical administration and everyday conduct lies with those responsible for the individual collections. The Head of Preservation sees to it that those responsible for the collections follow the guidelines. The same principles apply to the responsibility for safeguarding against theft.

3. A satisfactory physical framework

Without a proper physical framework for the storage of materials, it is meaningless for the staff to pay attention to preservation aspects in their daily work. For some time, we have had completely catastrophic storage conditions. Does it have any meaning that the staff have to look after the books well when, after use, they are put in stacks where there is danger of disintegration? It is demoralising and drags down the level of the whole preservation work. Satisfactory storage conditions for the materials is therefore crucial for a preservation policy that works well. It is well known that libraries have a tendency to continue to grow - this is particularly true for the large libraries that have to serve more than just the nearest educational establishment. It is extremely important that the management constantly directs the

attention of the relevant authorities to the long-term planning for stacks, so that one avoids being forced into crisis solutions where unacceptable buildings, constructed for other purposes, have to serve as stacks.

A policy for teaching

Certain skills are suitable for class instruction. For example, this is true of new cataloguing rules or the introduction of a new search system for an on line catalogue, where some definite rules have to be learned, which then have to be used day in and day out by a certain group of staff. Instruction in preservation is much more concerned with dealing with attitudes and with determining a policy that applies not just to well defined groups, but to all who have anything to do with the library, permanent staff, temporary staff, users who come to the library and long-distance users. The instruction has to suit a number of target groups.

1. Decision makers

The most important thing is to start with the director, the management and other decision makers in the library. In the Royal Library, this work is done in the Preservation Council, where members of the senior management, the Head of Preservation and those responsible for the collections organise the general guidelines for preservation policy. A Nordic seminar is planned for the autumn of 1998 for the heads of the Nordic national libraries in order to put an extra focus on preservation. The working title is "New buildings - what about preservation". Special emphasis will here be placed on the general question of preservation versus use, in the light of the fact that the national libraries in all the Nordic countries are getting modernised buildings in these years. It is the management that has to ensure that the guidelines are kept up to date, that the general policy of

the library achieves a balance between preservation considerations and usage considerations.

2. Staff

The members of staff are the group who are in charge of the practical implementation of a preservation policy. They are the people who daily see to it that the materials are handled correctly, and they are the people who are responsible for the physical handling of the material. Members of staff are the most important target group for work on attitude. There are great differences among staff groups. In the special departments, the Rare Book Department, Manuscript Department etc., the motivation for preservation aspects is very, very high. At the other end of the spectrum are the transport and internal transport services. In order to solve the problem with the latter staff group, a working group was set up, which is to organise a future transport system, where equal consideration is to be given to efficiency and preservation. The principle will be that the easiest solution for the individual member of staff should be the solution that is also the most appropriate from a preservation point of view.

Class instruction of staff is very resource demanding. Our present strategy is that members of staff are most receptive to problems when they are first employed. So we will prepare a small folder for new employees, which they will receive at home already before their first day at work. In a short form, it will go through some of the most important basic rules for treatment of books, i.e. storage of books and transport of books, and explain when a book is damaged.

3. Users

Users are not as big a problem as members of staff. It is true that there is great mechanical wear and tear on books that are

borrowed, but the library can control what collections we want to lend. We are in the process of preparing some short sets of rules for users who work with rare material. They give very basic guidelines, such as that only pencils must be used when working with manuscripts, and that cotton gloves must be used when working with certain types of materials etc.

Our most recent experience is quite positive:

A few years ago, a Disaster Plan was drawn up, which has been significant for the awareness of the members of staff who are responsible for the operation and maintenance of the buildings. In addition, annual follow-up meetings are held, where we repeat in the minutes some of the most important precautions that counteract disasters. The aim is to keep members of staff aware of the need to be prepared for disasters.

When we started the rebuilding of our main building a year ago, we held a half-day seminar for all relevant membrs of staff to increase awareness about the danger of fire and theft during a building period. The main heading was "Books can burn". We had invited a fire expert to the seminar to underline the seriousness of the subject. These half-day seminars were a great success. The seminar was repeated several times and at the subsequent seminars we could see that we had raised issues that were discussed among members of staff. This was a success story in working on attitudes.

Since the start of this year, we have completely changed our binding policy. For generations, it has been good policy at the Royal Library that all books should be bound immediately on acquisition. This is now changed, so that new books are put in the stacks unbound. In future, the principle is that they are bound after the fifth issue, or if the books show signs of damage. This change in policy has been very well received by the members of staff who now actively go in and select books for binding.

The conclusion is that instruction in preservation demands an active political effort from the management of the library and

active work on attitudes from the staff. Not through a once-off course, but through a continuous process that never stops. It cannot be done by sending members of staff to school, but it has to be part of the active everyday activity of the institution.

Here, I return to the two words that I discussed in the introduction, "conservation" and "preservation". The change from the key word conservation to the key word preservation reflects the fact that the question of preservation is seen in connection with the other activities in the library. The Preservation Department and Collection Departments must each advance their own demands, which must be fulfilled in collaboration. Instruction must be based on a holistic policy where preservation is balanced in relation to the use of the collections.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 529-544.

Archives and Libraries: What Can They Teach Each Other about Preservation Programmes and Practices?[1]

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As the cuckoo in the nest - the only archivist, I think, at this meeting, I would like the thank the organisers for having invited me today. I feel honoured to be such a cuckoo and hope that perhaps I can demonstrate that I am not such a strange bird after all.

Having re-read what I had written I came to the conclusion that I had answered the question in the title more from the angle of *how* can archivists and librarians combine to ensure the survival of the material in their care than *what* can they teach each other. I make no apology for this - it simply demonstrates that there is considerable unanimity between the two professions about what can be done. And it does not stop there. Similar considerations guide museum curators concerned with preservation and much of what is written in their professional literature on the subject also applies to archives and libraries.

My main message, therefore, is that we must all understand that access - of whatever sort - is not possible without preservation and that we must all combine forces where we can, to ensure

1 Paper presented at LIBER Annual General Conference 1997, Bern.

continued access. The differences between us are largely to do with the physical differences of the material which we hold and the position of that material in terms of its final destiny - destruction or survival.

I like to think that in the United Kingdom we have responsible and co-operative attitudes to questions of preservation; professionally, some of my best friends are librarians. It is partly due to the fact that they are just nice people, but also that we prop each other up by sharing similar concerns and confronting very recognisable difficulties. There is, however, a danger that in stating our similarities and pooling our scarce resources, we ignore the differences which dictate some of the programmes and practices followed in archives and libraries. For this reason I first want to explore the differences in the approach to preservation. It may be stating the obvious, but sometimes a clear statement clarifies and highlights issues otherwise ignored.

Both resources deal with information, but at different stages of its development. Archival information is primary information, but not current information - or rarely so. It is expected to be at least 30 years old, selected but undigested; it has been chosen for its evidential value, but it has not been edited or turned into an alternative format. Library information, other than on-line information, curiously, is regarded as current (which it may be in comparative terms) but it has already been processed in most cases, and the built-in timescale of delay, through publication of serials or monographs, is both expected, and tolerated, by the readers.

Within each sphere further differences can be detected. Archives cater for a wide range of readers but wider skills are required than just the ability to read. These include the ability to formulate questions in such a way as to elicit information appropriate to their needs from the documents (which may have been intended for quite other purposes), to understand the

limitations of those documents they are consulting and to follow through a search across boundaries. Library readers, even those using research libraries, are not so accustomed to dealing with a paper-chase. However, they are also more geared to self-service arrangements and, in many cases, simpler means of access.

The differences in materials are also very apparent. The standard, bound format in libraries may be changing marginally in favour of electronic formats, but the latter is still only a small proportion of the annual library purchase[2]. Apart from pamphlets, paperbacks or folders therefore, each acquisition has some form of protection such as a cover, albeit that the sewing may be poor or the paper very inferior quality. For most libraries much of this material will be new, but the life expectancy may also be short, in some cases no more than four years. Archival material, by contrast, arrives in a number of formats, occasionally bound but more frequently in insubstantial folders, on variable types of paper, already used and possibly damaged, and with a long term survival expectancy. It may also come in as heavily used, and abused maps or plans, as photographic records, as tape recordings, as microfilm or in electronic format.

What differences are there in the perception of the material? This strikes at one of the basic differences and highlights the fact that while there are many different types of archive - commercial, local, private or public - they are all concerned with long term survival of the material which has been selected. In record centres however, - intermediate repositories for non-current records - only a small proportion of the material held will finally be selected for preservation; as a consequence they do not meet the same standards as those expected of an archive. Thus the archivist, but not necessarily the records manager, has a curatorial and preservation role from the outset; such understanding is built in to

2 Data from the Deutsche Bibliothek (1996) suggested that no more than 3% of current acquisitions were in electronic format

archival training though even that is not as explicit as it should be. For libraries the requirement for long term preservation will usually only become apparent in time; libraries, like record centres, cannot afford to treat all acquisitions as potential candidates for survival. Thus the more casual use of some library material reflects a different perception of long term value. Whether this is correct is more debatable.

Another difference in perception stems from the unique character of archival material and the apparent ability to replace library material. A limitless supply of one title was probably never a reality at any time, but the mere existence of multiple copies has reassured successive generations of readers and librarians that if one copy disappears, another can replace it. This confidence has been severely tested in the aftermath of disasters when large amounts of stock have been destroyed but have proved too expensive, or physically impossible, to replace. Replacement as a solution to a disaster has been largely discredited. Archival material is, by definition, unique, although copies, both contemporary and in another format (e.g. on microfilm or photocopied) do exist on occasion. Such material is probably treated with greater respect in consequence, not least because it remains in the custody of the archive at all times. Custody is a major issue in the care of archival material; unbroken ownership, or documented transfers are an essential factor in the ability to authenticate documentation. Hence the stout medieval chests and the vaulted monument rooms, secure from theft. This interpretation of the legal need to care for archival material may well result in a heightened perception of the need for preservation.

On the broader front, differences between the library and archival worlds are very apparent in their national standing. Numerically, there are more libraries and the role of the librarian is well recognised. They have a higher profile than archives in most countries, reflecting national concerns about literacy, access

to information and national culture. Archives, although in many cases founded as national institutions before the libraries, are less in the public eye but are more the concern of the organisation of which they are a part. Few people, other than enthusiasts, can identify the role of an archivist. However, access to information generated within an institution is an integral part of management and cannot therefore be ignored. Information management, records management and storage management are all crucial to the economic survival of organisations.

These differences between libraries and archives, highlight the reasons why solutions are not always applicable to both. The value of the two disciplines is complementary and overlaps at certain points. Understanding why these approaches are different will illuminate what archivists and librarians can learn from each other.

The similarities between the preservation needs of archives and libraries relate more to the broader strategies required than to the routes by which the two types of information travel before coming to their final destinations. Access to information is a fundamental right in many countries and one which democratic governments are keen to promote. Preservation is therefore of crucial importance since access is dependent on it. Promoting this point as two separate bodies of professionals is less successful than a joint campaign which sets out to raise official awareness of the value of information. And it is not only access to current information which is at stake. The cultural heritage of the last two thousand years and more in Europe is at risk if insufficient attention is given to issues of preservation. Both professions have gone through a period of dependency on the growing ranks of professional conservators in the last thirty years, grasping gratefully at the expertise which they proffered. Both professions have also found that dependence on conservation strategies alone is insufficient to cope with the growing need to deal with material in bulk, whether in the form of books or files. Both are in the

process of developing strategies which encompass not only boxing, good environmental conditions and careful handling, but also mass treatment and substitution programmes, in addition to conservation as the most expert process.

Emphasis on the value of information is a cornerstone in any strategy to combat the steady attrition of resources which many countries have experienced in the last few years. Both archivists and librarians, together with other professional groups such as museum curators, have faced the inevitable and turned their attention to statistics and unit costs, to analysis of management information and the development of management skills. The result has been to sharpen up priorities, make better use of resources and reduce overheads, but it has been accompanied by changes in funding which themselves promote change. Both archivists and librarians now face the need to produce business plans to manage projects and to bid for sponsorship and private funding. Professional organisations now promote training sessions to hone the skills of their members; dedicated staff proffer advice on applications for grants from lotteries or EC programmes; students are taught how to write forceful and compelling reports with persuasive recommendations on how to deploy dwindling resources.

We are all suffering, too, the effects of short-termism; in the UK this seems to have been the official line for many years, and it is hard to envisage major changes, even under a new government. Posts have been cut or frozen, contract staff have been brought in and the value of experience has been seriously belittled. While some of these changes have resulted in a more flexible workforce and a more productive one, archives, museums, and libraries have experienced a corresponding drop in standards. Preservation has been one of the main victims. Staff hired to photo-copy documents or books come from agencies, which at best, have given them some copying training, but it will be commercially based. More training will be needed, almost inevitably a hidden

cost, before they are aware of the quality required for an archive or library. Cleaners are even harder to train if a contract service is awarded; additionally they frequently service the building out of hours and are therefore not available for training in good preservation housekeeping techniques at the point at which other staff are around. Raising awareness of preservation issues under these conditions is very hard work.

Raising awareness of preservation at governmental level is also difficult to achieve. It involves knowing the right people, understanding the routes through which to channel information and maintaining a barrage of publicity. Much the same could be said for raising awareness in institutions where preservation managers find even professional colleagues equally hard to interest and convince. Preservation of items from the past is not as exciting as developing electronic methods of communication; repeated training of handling techniques to new recruits palls in favour of developing new reader services, and boxing programmes, however valuable, are very tedious to undertake. Modern management techniques tend to concentrate on projects which are susceptible to performance measurement, inputs and outputs; we are all familiar with the jargon but we tend to forget that the routine activities of any institutions, be it archive, library or museum, get squeezed out as a result

Analysis of some of the differences and similarities in the positions of archivists and librarians is instructive in clarifying where it is possible to collaborate, and where the differences are too great for joint action to be meaningful. In the UK, as I mentioned at the beginning of this talk, there has been considerable collaboration on those issues which are demonstrably shared concerns. Progress has not always been even but a greater consensus and awareness are beginning to emerge.

The National Preservation Office was established in 1984 largely as a result of concern about the apparent disappearance of knowledge, and therefore need for training about traditional book

structures in libraries. The report which triggered the NPO[3] was not concerned with archival issues, the authors having decided from a preliminary survey that the level of awareness of preservation problems was considerably higher amongst archivists than librarians[4]. However, the National Preservation Advisory Council which oversaw the first ten years of the development of the NPO, included those involved with archives and probably for the first time the concerns of both were expressed consistently at a national forum. Both groups, although unevenly matched, discovered that they had common problems, and a consensus was reached quickly that there was a greater chance of achieving results together than separately. Subjects such as disaster control planning, security, the handling and care of books and archives, training and more lately digitisation were covered both by annual conferences and by publications, particularly leaflets explaining the issues in simple terms. By discussing practical problems both professions learnt from each other, but the programme could only go so far.

A ten year review of the changes in libraries themselves[5], which was then paralleled by a similar review of preservation issues in archives,[6] documented progress but suggested that the approach needed change. The NPO was a victim of its own success and needed to redefine its role and position. In particular the support for the Office needed to come from a wider base. As a consequence six institutions now spread the cost between them, and representatives sit on the management board. The British

3 Ratcliffe, FW and Patterson, D *Preservation policies and conservation in British Libraries* (Library and information and research report no 25, 1984)

4 *ibid*, p 14 though the assertion that there is no parallel for the principal problem of libraries is one which should not go unchallenged

5 Feather JP , Matthews, G and Eden P *Preservation Management; policies and practices in British libraries* (Gower, 1996)

6 Feather, JP and Eden, P *National preservation policy; policies and practices in archives and record offices* (BLRIC, 1997)

Library still provides the major part of the funding but the contributions of the others ensure some independence from the Library and indicate to archivists that the NPO is not concerned exclusively with library issues.

In practical terms this has meant more co-operation, and at a higher level. The role of the NPO has become that of a policy developer, particularly in relation to the fast growing issues of digital preservation. In a country where the ministerial responsibility for archives is split between three government departments - the Lord Chancellor's Department, the Department of National Heritage and the Department for Education and Employment - and that for libraries between the last two, it is important that there is a forum in which national policy can be discussed before the problems are paraded before the various ministers responsible. Although this is a peculiarly British problem which may not be paralleled elsewhere, the principle of such a forum is valid. The types of issues which are now being brought forward include the development of a national preservation policy, the development of a standard for surveying collections to improve comparability, the dissemination of information about common problems such as the effect of an ever increasing demand for fragile material to be photo-copied, and last, but not least, the preservation of digitised material. Regular meetings of those involved with the preservation of library and archive material have produced a good forum for discussion of practical difficulties, and have demonstrated the universality of many of the problems. This is especially encouraging for those who are either new to the issues, or who have had to take on such responsibilities without training. Succession provision is a serious problem in an area where there is only a short history of specialisation.

Training is one of the main concerns of the NPO; both at home and in the wider context of Europe. In the past courses have been run in the UK on a variety of preservation topics, both

in conjunction with the Library Association and the Society of Archivists; with a small office the workload has to be spread and initiatives, however desirable, have to be spaced out. Further opportunities have developed with the establishment of the European Commission on Preservation and Access. Following an initial training meeting in Amsterdam for preservation managers who need help in structuring training programmes for other staff, further courses, or summer schools, are being organised, or planned, in Marburg, in conjunction with the Archivschule, in Budapest in conjunction with the Open Society Archives and in London in conjunction with University College London and the NPO.

In other fields the NPO and the ECPA are proposing further co-operation, notably in raising awareness of the size of the preservation problem of the written heritage of Europe. A meeting in the Hague last March discussed the difficulties created by the wave of enthusiasm generated in all countries for electronic information and communication and the very large sums of money being poured into such schemes. It was agreed that while electronic development was clearly causing immense changes, the past must not be ignored and that much basic work needed to be done to bring the preservation of existing library and archival material up to standard as well. Much could be done with relatively little money. An ECPA/NPO meeting in the UK to discuss the best ways of raising the profile of the preservation of such traditional library and archive materials is currently under consideration. Libraries and archives will be involved jointly. Raising awareness has been described as 'possibly the most difficult aspect of preservation policy to achieve'[7] but recognition is worth achieving.

An area which did not perhaps see as much co-operation in the United Kingdom as might have been expected in the past is

7 *ibid*, p 19

that of buildings. The two volumes edited by K C Harrison on library buildings[8] were not mirrored in the archival world until Christopher Kitching addressed the subject in 1993[9] However, archival buildings had been the subject of a number of professional studies elsewhere. Several European countries, notably France and Spain, had been influential in establishing standard texts for such buildings which have been widely distributed through the medium of the ICA[10]. Germany had been to the fore in developing the concept of high thermal inertia buildings to reduce dependence on mechanical methods of controlling the environmental conditions in strong rooms, and the British combined much of this expertise from both the library and the archival worlds in the British Standard 5454 *Recommendations for the storage and exhibition of archival documents*. The second edition of this last, while by no means perfect, has been widely cited and used as a guide for countless adaptations of existing buildings and new buildings for archives and libraries all over the UK. It has also contributed to the development of the draft International Standard on the storage of archival and library materials (CD 111799). Parallel experiences have been put to good use in these areas.

What more can be done? At an international level there is already co-operation between the International Council on Archives and the International Federation of Library Associations. This was recognised formally in Beijing last year as the Beijing Accord, and one of the examples cited of existing rapport was the preservation field. It is, perhaps, easier to co-operate in matters of concern about environmental conditions or

8 Harrison, KC (ed.) *Public Library Buildings 1975-1983* (1987) and *Library buildings 1984-1989* (1990)

9 Kitching CJ, *Archive Buildings in the United Kingdom* 1977-1992 (HMSO, 1993)

10 Duchein, M *Archive Buildings and equipment* (1988)

handling than in cataloguing or bibliographic records, but nevertheless that must not diminish the achievement. Additionally, through UNESCO, the series of monographs mainly on conservation and preservation issues, known as the RAMP studies has had input from both archivists and librarians.[11] These provide texts on practical issues - one of those currently under discussion will provide guidelines for the protection of archival material at risk through armed conflict - and are offered free of charge to all who require them. However, reductions in funding have caused this programme to falter, and we must now press for it to be accelerated, given the lack of literature on the subject of preservation in many parts of the world. It may be over optimistic to hope that the re-entry of Britain to UNESCO will have an immediate effect, but it does at least give us the right to try to influence those who hold the purse.

The Memory of the World programme, initiated by UNESCO, is attempting to preserve the documentary heritage of the world for posterity by offering a degree of protection comparable to that offered to world heritage sites. The programme aims to raise the awareness of United Nations member countries of their documentary heritage, citing as an example the estimate that 70-80% of the documentary heritage of some Eastern European countries is in urgent need of preservation. It is seeking to raise awareness of the vulnerability of both outstanding and lesser items. Many professionals have been consulted and are involved in the programme but IFLA and ICA are foremost amongst them. Shared preservation experience, knowledge and expertise are essential if there is to be any likelihood of success with materials which are, in some cases, likely to disappear before our very eyes. The Technical Subcommittee of the Memory of the World programme has been gathering together standards for the

11 RAMP studies; General Information Programme and UNISIST. UNESCO, Paris

preservation of all types of archival and library material, from traditional to the most recent with a view to ensuring that the more obvious international standards are more widely known and disseminated. Further work is needed to convince those countries where material has been identified as needing preservation that they should seek, or provide, resources urgently.

It is not easy for all to participate in the international scene, nor is it desirable. But just as this may be too wide a scope, by contrast the national boundaries are also beginning to look more restrictive than in the past. Europe, as a focal point for collaborative preservation activity, however, is clearly becoming more fruitful. LIBER is a good example. A European approach to raising awareness of cultural written heritage has a coherence which an international programme lacks. The shared values, means of expression and cultural base of much of Europe promotes understanding in an easy manner; European experiences, such as architectural development are mirrored in the written heritage by such events as the development of the printing press or, more ominously, the universal adoption of wood pulp as the base for the manufacture of paper. It has also become clearer in the 1990s that the needs of many European countries are no less pressing in the wider Europe than the problems experienced in many developing countries where attention has not been focused on the survival of archive and library material. Gaps in provision have become glaring and prompted the establishment of a European Board of the ICA in 1992 to ensure a forum focused on the particular difficulties experienced by some post-Communist countries during their transition to different economies. It has also had much value in publicising the problems of archives in war-torn areas, leading to the development of the guidelines referred to above. Establishing greater links, particularly on a one to one basis, holding meetings such as this one where common problems can be discussed, is the key to understanding. Professional organisations need to widen

their horizons to incorporate the views of parallel disciplines, whether archive, library or museum.

Funding is one of the greatest opportunities offered by a European focus and does not need rehearsal other than to highlight the fact that money is available for training, for exchange programmes and for development. It does, however, require experience and dedication to cope with the apparent bureaucracy attached to all issues of attracting funding, whether from Europe or elsewhere. There may well be value in building up a core of such expertise within the ECPA to ensure that library and archive preservation is supported adequately. If the ECPA can provide such a centre for funding expertise it will have a profound effect since many national institutions have neither the time nor the opportunity to develop such skills. Part of those resources need to be directed towards research into better building techniques, the provision of regional facilities such as conservation workshops, and conservation and preservation management training.

Collaborative programmes such as ERROM have been a notable achievement of libraries which has not been mirrored in the archives world to the same extent. This stems partly from the unique identity of the material but also a lack of a coherent strategy. More collaborative work in this field, both within each discipline, and across both would be extremely valuable. Not least amongst these is the requirement to provide archival quality storage for the masters of surrogates from both archives and libraries, a need which is currently regarded as low priority according to a recent report on master microforms in the UK.[12]

Nationally there are all sorts of ways in which the two professions can continue to collaborate, not only with each other but also with museums and galleries, many of which have identical problems. Training comes foremost. Archive and library schools

12 Marshall, V *National central store for master negative microforms in the United Kingdom* (BLR&DD, 1995)

must include preservation as a core subject in each syllabus. It is not difficult and the students respond well to the discussion of practical issues. Failure to provide such training will result in the perpetuation of the current crisis management for the survival of much of the written heritage. Regular dialogue is also undoubtedly required, and the physical proximity of institutions at a national level also helps. Joint events, such as training days, seminars, or conferences promote the idea that no-one is working in isolation. Regional or local approaches to problems such as disaster control can lead to collaborative ventures with striking results. On a practical level, a network of archives and small libraries joining together to offer support in case of a disaster is a very valuable solution to a lack of individual resources. Minor efforts at co-operation, such as an invitation to join a recruitment board or chair a professional meeting in another institution can lead to better understanding - itself the key to improved co-operation. Exchange of preservation training programmes can lead to the dissemination of good ideas very painlessly; recently I happened to mention at a joint meeting of archivists and museum curators that at the PRO we are training security guards to recognise different archival materials and was gratified to provoke a very positive response; in return I received helpful advice from a museum specialist about a list of cleaning substances regarded as suitable for use in museums, and by extension, archives and libraries. A fair exchange and we were both the wiser.

The lesson is clear; we have no time to operate independently from parallel disciplines; we cannot re-invent the wheel whenever we are confronted with a problem. At whatever level, internationally, nationally or locally, we must cultivate our contacts and continue the dialogue. Using the strengths of both disciplines to reinforce the message that preservation is the responsibility of all archive and library staff and users and - by extension - teaching each other about best practice is the best

method of ensuring that the material in our care, whether manuscript or printed, survives.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 545-556.

Preservation Education for Users and/or Non-Preservation Staff[1]

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1. Introduction

The notes which support this paper represent the way in which I perceive a society where libraries neither have reached a high level of technical development, nor managed to be well integrated into society. I am therefore at risk that some of my statements may seem very obvious to those professsionals working and living in very different environments where libraries have already reached the adult age. I would not have been able to do it otherwise. Furthermore, I must say that hints and ideas referred to in the current paper correspond to our own situation and echo thoughts which we are intending to apply in a structured way at the National Library.

2. The National Library's responsibility

The Programme of Preservation and Conservation at the National Library is in its infancy. Like an infant, it is learning how

1 Paper presented at LIBER Annual General Conference 1997, Bern.

to keep itself upright. In this context, one of the very first things the National Library wants to implement within the Programme of

Preservation and Conservation is related to its external image as a repository library, a library with responsibilities for Portugese history and culture. Even if other libraries hold copies of those same books, even if other libraries have richer collections in some subjects than the National Library, that does not award them a similar status. But this status has costs attached: its services are considered as a "public service", funded by the State, and the National Library is supposed to open its doors to everybody; to lend its documents to whomever requests them; to allow access to every citizen. Among this broad indistinct public there are many university students of all levels for whom the National Library appears to be the last resort, since academic libraries have scarce means. For a restricted number of readers, and for the library staff, this scenario is dramatic. Now and then conflicts arise, and it then becomes urgent to establish a dialogue, making clear what a repository library is. At the same time, there are some institutions exerting pressure to modify the National Library's policy according to their own aims. For those institutions the National Library exists to support their activities, whether exhibitions, or publishing. Thousands of transparencies and photographs are ordered, showing little concern for the National Library's worries. It has therefore become a main target, particularly for staff within the Preservation and Consevation Programme, to make clear for both students and institutions, that the National Library has its own identity, scope and activities. This is when our activity to promote awareness starts.

3. Rules and Principles

For those who want to use the Library and its collections, it is important to explain how microfilms, transparencies and

photocopying orders work. Users need to understand that their request is only another one in a long queue of requests, sometimes for the same image or book. Beyond the notion of what a repository library is, users need to be told that, because the Library wants to keep serving hundreds of users, rules must be followed, and the Library must act within certain limits regardless of their popularity or acceptance.

Just a few weeks ago, the National Library called a completely open Users Meeting. There was a certain fear among users, as well as some criticism, caused by the recently published Regulation for Document Reproduction. The content of the Regulation itself is not that different from ongoing regulations in other national libraries; the problem arose because it has been the first time in the Library's history that a regulation has been implemented throughout the whole library at the same time, conveying the viewpoints of all departments. Readers were frightened and threatened the Library with a campaign in the newspapers. As this would have been negative publicity for the Library, the Director decided to call the Users Meeting. The meeting was carefully prepared: librarians spent quite some time imagining the arguments which could be put forward and some time was also spent preparing the right answers. As the meeting took place, it became clear very quickly that the main complaint had to do with limitations of photocopying. Once the Library's reasons for these limitations were put openly on the table; once the correlation between those reasons and the Library's objectives were described, criticism started to diminish. Criticism continued to diminish when users were told that photocopying from originals would largely be replaced by producing photocopies from microfilms. Users were still sceptic about time scales and costs. Both aspects are now under observation: time taken to produce a microfilm is being monitored, and costs are being revised. On the whole, with this meeting we have managed to get the users' critical collaboration, and one thing we have learnt: this

collaboration can be taken even further by asking the users' help to call the staff's attention to damaged books or to poor quality microfilms.

4. Consistency, confidence and quality

Consistency of procedures within the institution is another issue requiring our attention within the Preservation and Conservation Programme. Regardless of any alterations or differences, solutions to be adopted must be always the same throughout the institution. For instance, if the photocopying of newspapers is no longer allowed, I cannot change this regulation just to please a reader who happens to be one of the Director's students at the University. Not even do I dare to bring the newspaper to my department where it could be photocopied far from indiscreet eyes. My behaviour would then be inconsistent, and I would be causing huge scepticism about the implementation of any decision. What would then be the value of those principles? For end users a consistent procedure is a sign of quality, but for the staff firm behaviour is even more meaningful. In the recent past, the National Library staff got used to seeing a very permissive interpretation of regulations. This attitude has raised many doubts about the aims of the policy to be implemented, and above all about its validity, usefulness, and feasibility. Unfortunately for staff members, practice somehow contradicted existing regulations for years. The lack of balance between existing regulations and their enforcement caused complete discredit of any policy for Preservation and Conservation. Another aspect of utmost importance is to take Preservation and Conservation as a single consistent action. We cannot proceed with a Preservation and Conservation policy on a piecemeal basis. That is, we cannot have one practice in the newspaper reading room, and an opposite one in the newspaper store. The same applies to the photocopying policy: the policy in force in the

general collections reading room cannot contradict the ongoing policy in the newspaper department. Some differences are understandable in practice but the underlying philosophy must be the same. So it seems that a Programme of Preservation and Conservation demands a strategic intervention, involving both details and broad aspects, pointing out the anwers and solutions required, but always doing so in the same overall direction. Any Preservation and Conservation programme stretches out, like a large blanket, covering every inch of the library. If, in order to cover some departments, a programme neglects a few others, then such a programme does not deserve the name.

5. Preparing regulations for Preservation and Conservation

If our intention is to change the Library's policy, it becomes absolutely necessary to make this public. Gossip about change is bad enough, and readers seem to have a special scent for changes that are about to be introduced. If change is to occur, there is no option but to prepare straightforward regulations which must be widely and quickly distributed. The same applies for new price lists if these are to undergo changes. And everything should be planned well in advance because users are entitled to have some time to adapt themselves to the new rules. On the other hand, regulations cannot be an authoritarian list of "do it" and "don't do it". To be more easily understood and accepted, regulations must be written down in a clear way including two or three paragraphs explaining the reasons for the regulations themselves, and also for the Programme of Preservation and Conservation. The National Library has had some authoritarian regulations in the past, and the result was not brilliant. This time, when we were in the process of writing down the new regulations we made an effort to adopt a more open style. More democratic one may call it. The style of the current regulations has proved to be above any

criticism. As a matter of fact, we succeeded to write in a "friendly" style.

6. "Selling Preservation"

Once regulations have been approved, we can then launch a campaign to "sell preservation". Posters, various leaflets, panels, instructional bookmarks, "live" training sessions, or video viewing sessions, or just taking advantage of book trucks or reader cards, everything can be done, or used in order to grasp the attention of both end user and staff members not directly involved with the Preservation and Conservation department for this campaign to "sell preservation". Assuming that all this is not boring, but lively and interesting, straightforward and carefully produced, it will show its advantage. Far more successful are exhibitions displaying badly deteriorated books and documents. Recently the National Library organized a small exhibition with only three showcases containing books in a very poor physical state due both to mechanical and chemical reasons. We made sure the readers would be able to understand why certain books cannot be lent, and why our photocopying policy has become so firm. As librarians it is neither our pleasure to make the readers' life a hard one, nor are regulations the products of a librarian's imagination. Readers have to be sure that deteriorated books are a real problem not a virtual one, and unless precautions are taken the library will become unquestionably a virtual library. This is for sure a familiar terminology for all users. Each book displayed in the exhibition had a label explaining the disease that caused the book pain. Although the text was correct from a scientific point of view, it was a vernacular text taking into account our readers' humanities and social sciences background. We were very much in favour of simplified labels as long as they would contain all the necessary data.

I have no doubt about the good results of the exhibition: during three weeks the showcases were in the General Catalogue area, close to the Main Reading Room. Readers stood looking at them attentively, and their faces could not hide their surprise. Even here, one image is worth a thousand words.

To raise awareness among readers is a hard task because much of what has to be done is against their immediate interest. Even the best campaign for promoting awareness will not turn librarians into "persona grata" for end users. In this particular context users may make an effort to pretend they understand us, but as long as they come to the library as users, librarians will remain their best enemies. Following the same line of thought, to raise awareness among staff not directly involved with Preservation and Conservation is not a minor task either. In order to succeed we will have to rely on strong convictions and masses of psychology. We are trying to instil a new attitude and this is the hardest thing one may attempt to achieve.

The first step is to make it obvious that we have on our hands a problem affecting the whole library. It does not matter whether one works in the administrative department, in acquisitions, or in the cataloguing department: it is always a library-wide problem, and if this is not self evident, there is no choice but to talk to people showing their own responsibility. It is worth trying to involve, for instance, the administrative department: the administrative department is responsible for the budget, and they know the budget allocated to Preservation and Conservation; they are also always involved with all sorts of tenders and acquisitions. If we manage to make them understand the complexity of our specifications, we might succeed in having them on our side and becoming excellent marketing officers on our behalf.

In the specific situation of the acquisitions department, if there is a connection with the bindery workshop, the acquisitions staff will understand the advantage of binding books before they

reach the stores, or the circulation desk, in order to prevent further damage, and then the programme of Preservation and Conservation would be getting into the department itself. Each book has a certain cost but beyond this, each book gathers a few other characteristics, due to its fragility and predictable use. Acquisitions staff know by heart which books will be more popular and therefore they can predict their risk of deterioration. More often than not, there will be no miscalculations, and the staff's advice will prevent bigger problems at a later stage.

It is also the acquisitions department's responsibility to evaluate gifts and acquisitions, but what about selection? Should the library buy everything even if the materials are too brittle, or have some other conservation problem? How much will that gift or acquisition really cost the library? Does the acquisitions staff take proper care about the way books are lined up while in the bibliographic processing department? Is this their problem?

The cataloguing department can collaborate when processing valuable documents, full of historic evidence. Taking into account they are irreplaceable and deserve special care, it would not seem inappropriate to include in the book (or in the box) a note calling the reader's attention to their value.

A similar situation applies to loans for exhibitions. Staff dealing with books know very well that after an exhibition books need extra care, and they can collaborate closely with the Preservation and Conservation department. If there is no other record, the staff working in the stores can call the bindery's or the conservation laboratory's attention, they may even call the head's attention to small damages caused by the last exhibition, and it is then up to the Head of the Preservation and Conservation department to act either by involving other departments within the library, or by involving the institution which benefited from the loan. Staff members should be encouraged to evaluate books each time they are holding them, either in the stores or at the circulation desk. It is not just good enough to control the number

of books returned; books need to be browsed in order to be checked inside. To shelve books or to receive books at the circulation desk cannot be considered as minor tasks or repetitive ones. A "robot" cannot perform these tasks properly because shelving books is not exclusively arranging them according to a given call number. To handle books properly requires attention and care, preservation awareness and specific training. Of course it is delicate to teach how to handle books, or how to put books on a truck to people who for years have been used to perform that task, people well convinced that they have nothing else to learn. Eventually the best way to call their attention is through role play in the working place, not in a classroom. A videocassette session can be very useful but it may recall a school lesson and become useless. One has to avoid comments such as "here they come with the video again!"

7. Identifying the problems

Preservation training is not easy, but it is even more difficult to teach staff to apply the same definititions to the same problems, day after day, year after year. What is a minor prolem? What is a major problem? When does a book need repair, and when does a book need restoration? What prevents a book from going into the reading room? If those differences are not understood by the staff working in the storage areas it may very well happen that decisions taken there will suddenly affect readers, and once the librarian is called to intervene it will become clear that there was some sort of exaggeration, and that criteria may have been wrongly applied. So, in these training sessions problems have to be identified, put in some sort of order and defined, and people have to learn to identify them. This procedure can then be applied in a consistent way throughout the library: a book with broken corners will always be a book with broken corners, whether it is in the General Collections

department or in the Music department; an acidic book will always be a book in danger of disappearing, whether in the Rare Books department or in the Maps department: problems are more or less complex according to a hierarchy not according to a department. It is my belief then that to organize an hierarchical list of problems can help us to survey and get to know our collections. One could perhaps call it standardization. Another aspect which becomes crucial has to do with cleaning books. Cleaning books or other ornaments may seem to be the same thing, but ask staff members to show you how they dust books at home, and differences will become apparent immediately. The way you handle books, the care they deserve, using a brush or a vacuum cleaner and the direction in which such instruments are used are all different and staff need to pick up these ideas. It is not easy to explain that neither pieces of paper nor memorabilia should be kept inside the books. If you have to use bookmarks choose neutral paper, if you have to stamp books, be careful - do not stamp over the illustration or the text. If you have to write a control number, write it down carefully, choose an endpaper or the back of the front page. And why is all this necessary? Simply because the books of today will have a distinct value in the future, and libraries after all are the sum of generations of books.

So far, we have tried to instil a new attitude around the idea that the book is a fragile object regardless of its robust aspect. But we need to teach something about the book and the materials it is made of. What can be done about yellowing paper, acidic paper, the effects of ink and light. Some problems are difficult to stop and require much more than our care, like acidic paper or iron-gall ink; some others, such as light, are within our reach, and we need to know how to deal with them. Staff members need to realize their share of responsibility in what concerns the future. By far and large, the future of libraries is in the hands of the library staff.

We had an interesting experience at the National Library which had to do with the modernisation of the Bindery Workshop. In Portugal "buckram" is not available on the market: it has to be imported and very few people know what "buckram" is. It is mentioned in specialist catalogues and some people interested in library binding bring the good news from abroad. This is exactly what happened: we saw how it was used abroad, and once its specifications were explained to us, we thought it would be wise to import it to have it used on our books. Binders may have thought this change was just another idea. In their opinion, the tissues that were used before were just as good and therefore there was no need to change. We had to explain the advantages from the point of view of the preservation of the books, how stable, strong, and water-proof the new material was, not to mention the advantage that it has no grain. We started the change with books coming from the General Reference Room, and so far nobody has complained about the "new look". Comparing books bound with materials used hitherto and books bound with "buckram", binders are beginning to understand that they also have a share in what concerns the books' future.

8. Keeping everybody happy

Technical aspects are not the worst problem in training and promotion of awareness, nor is money an unsurmountable problem, since preventative conservation does not require huge amounts of money. The most diffficult problem is the daily relationship with staff members. Staff members are nice enough to agree with our Preservation and Conservation work plans, but the core of the problem remains their anxiety. Suddenly, library members are more alert to preservation and conservation problems, but they do not seem able to cope with more delays caused by concerns for the deterioration of the collections: either because the books are not properly protected, or because some

books are always needed for exhibitions, or because the number of orders for photographs and transparencies is exponential. For the first time in the library there is a department exclusively dedicated to preservation and conservation, and to satisfy everybody became virtually impossible. It is hard to stick to our list of priorities. We do not want clashes between departments and we have to make sure that we are not being pushed into a direction we do not want to go. In our daily practice, we act very much like an octopus: preservation and conservation are everywhere, either because it was decided to approach a specific department or because a specific department requires our intervention. The true nightmare is to keep the balance between our plans and those moments of anxiety that now and then occur in different library departments.

As a matter of fact, for a successful performance of a Programme of Preservation and Conservation three things seem essential. First of all, *promotion of awareness* through words, through evidence and through training. Secondly, *communication*. It is vital to promote communication among people and among departments.Once a problem has been identified, it has to be transmitted to the person in charge and to the department that has the responsibility. One cannot adopt a "wait and see" approach with preservation and conservation problems. A small problem can be easily overcome; a big problem will be difficult to stop. Lastly, *action*. Everybody is responsible, and there is no way to postpone action. In a library environment nobody can ignore a situation that has arisen and the adoption of this new attitude is, somehow, the key to many of our problems. To educate is an endless task indeed.

[The book *Promoting preservation awareness in libraries: a sourcebook for academic, public, school, and special collections*, edited by Jeanne M.Drewes and Julie A. Page (Greenwood Press, 1997) proved to be very useful when preparing the current paper specially this last paragraph.]

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 557-572.

Preservation Policies in European Research Libraries[1]

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The need for international cooperation and collaboration in preservation and conservation is widely recognised. In Europe, some progress has been made since Alex Wilson undertook a study for the Commission of the European Community ten years ago.[2] The establishment of the European Register of Microform Masters (EROMM) was one of the tangible outcomes of his work. The creation of the European Commission on Preservation and Access (ECPA) in 1994 laid the foundations for a new infrastructure.

There remains, however, a fundamental problem. Preservation policies have developed at different speeds and in different ways in various European countries. Indeed, in many places there are no clearly defined national policies. Any understanding of national - let alone supranational - issues can only be based on a study of the present situation as it actually

1 This paper was delivered to the Division of Preservation during the LIBER Annual General Conference, held in Bern, Switzerland, 1-4 July 1997.

2 Alex Wilson. *Library Policy for Preservation and Conservation in the European Community. Principles, practices and the contribution of the new information technologies*. Munich: Saur, 1988.

exists in the institutions which are the custodians of our documentary heritage. In order to address this problem, the LIBER Division on Preservation decided to commission a survey of preservation policies in LIBER's member libraries, to discover the current situation. The work was undertaken in 1995-96[3]; this paper offers a summary of the findings.

In a formal report to the Division, we did little more than present a statistical analysis of our findings, with some explanations but little commentary. In this paper, we go beyond that, giving not only a description of the methodology adopted and a presentation and analysis of our findings, but also some suggestions about how these findings might now be used.

1. Methodology

Given the constraints of time and money, it was clear that the only feasible method for the survey was by postal questionnaire. We included all member libraries in the survey, but we excluded three categories of LIBER members: booksellers and publishers; organisations such as cooperative bureaux with no collections of their own; and personal members. This left 216 organisations to whom questionnaires were distributed. No doubt because we were conducting a survey among LIBER members on behalf of a Division of LIBER, we had a high response rate, and exceptional cooperation from respondents; 136 (or about 63%) of the 216 responded (Table 1).

The questionnaire itself was developed in cooperation with the Executive of the Division of Preservation, although it was closely modelled on one which had been used successfully for a

3 I am grateful to my colleague Tracy Hopkins who undertook the administrative work and data collection on this project. I would also like to thank Dr Mirjam Foot and her colleagues on the Executive of the Division of Preservation for their inputs, and all of those who took the time and trouble to respond to our questionnaire and subsequent enquiries.

survey of preservation policies in Britain in 1994-95.[4] We did, however, adapt the earlier questionnaire in a number of significant ways; in particular, we sought some specific information about the collections to which preservation policies were applicable in each library.

In its final version, the questionnaire sought information on six major topics:

- the size, age and scope of collections
- preservation policies
- environmental conditions and conservation problems
- staff
- conservation and binding policies
- the use of external organisations for advice.

We also asked respondents to indicate what they thought were the inhibitions (if any) on the development and implementation of preservation policies in their institutions[5].

Following a preliminary analysis of the responses, we verified some of the data with our respondents, especially where there was apparently some ambiguity in the replies. We did not, however, attempt any systematic independent verification of such matters as the reported size of collections. We also asked for, and in many cases received, copies of preservation policy documents where their existence had been identified by respondents.

4 John Feather, Graham Matthews and Paul Eden. *Preservation Management. Policies and practices in British libraries*. Aldershot: Gower, 1996.

5 The questionnaire was translated into French, German, Italian and Spanish, although all respondents received the English original as well as any appropriate translated version and were invited to complete whichever was easier for them.

2. Findings

2.1 Size, age and scope of collections

Although there are some directories of libraries which give basic data on these matters, we needed some rather more detailed information if we were to assess preservation policies in a proper context.

The size of collections is, of course, notoriously difficult to estimate, for libraries use very different methods of counting. Any 'statistics' therefore are somewhat imprecise, but even so they can give us some idea of the potential extent of preservation problems in libraries (Table 2). The average size of collections in the national libraries among our respondents was 10.3 million items; university libraries were just over one-fifth of that size at about 2 million, and the 'other' libraries smaller still at 1.4 millions. Special collections - which contain much, although by no means all, of the material with which preservation policies are traditionally concerned - are found in libraries in all three groups, but it is in the national libraries that they are most conspicuous. Indeed in five national libraries (those of Austria, Denmark, Finland, Hungary and Ireland) the special collections are actually larger than the general collections. It must be emphasised that these figures are averages; the actual numbers range from the 54.4 million items in special collections reported by the British Library to the 46 "special collections" items in the Karolinska Institut in Stockholm.

The age of the material in the collections is, of course, of critical importance in making initial assessments of preservation needs. We asked respondents to divide their collections into three broad chronological bands. The more significant division was that at 1850, since it is likely that material published between the middle of the nineteenth century and about 1970 is on chemically unstable paper; indeed, for much of this period the general

standard of book production was poor. It is important to note therefore that over half of all the special collections consist of post-1850 materials. In the national libraries, this bias is even more emphatic; 73% of special collections fall into this category, compared with only 46% in the university libraries.

Our questions relating to the scope of collections were concerned with physical format rather than content or subject coverage. Although there is a certain logic in asking about materials (paper, vellum, celluloid film, and so on), we had previously found that a list of formats yielded more useful results. Hence we asked about broad categories such as manuscripts, printed books, photographic negatives, and so on, despite the fact that, for example, photographic negatives, microfilms and filmstrips are physically and chemically substantially identical. Our least surprising finding was that all of our 136 respondents had printed books in their libraries! Other print-on-paper materials such as newspapers, journals and maps were almost as common. Over a hundred libraries, however, also have manuscript materials. Photographic materials are even more widespread; 116 of the 136 have microfilms, while photographic negatives are reported by 92 libraries. Over 100 libraries have some materials in electronic and digital formats.

The numerical data provide a foundation for understanding the scope of the preservation problems which might be found in LIBER libraries. We must now consider how these problems are being addressed.

2.2 Preservation policies

In asking questions about preservation policies, we were seeking as clear a view as possible of the extent to which libraries had policies designed to deal with preservation. Such policies vary from informal arrangements, often orally transmitted from one generation of librarians to the next (especially in smaller

libraries), to elaborate and comprehensive documents which prescribe both administrative and technical processes in great detail. The distinction between informal and written policies is important: the former leaves more scope for individual judgment, but the latter ensures both continuity and uniformity. Even more important than the form of the policy, however, is whether or not it exists at all.

In the national libraries, preservation policies are almost universal (Table 3). Only one of the 23 respondents reported having no policy, and we know that even in that library there is preservation expertise. Among the universities, however, 20 out of 78 had no preservation policies. Written policy documents are still unusual. They are reported by only 8 national libraries, 10 university libraries and one other library. We can express this in another way: 108 of our 136 respondents have preservation policies, but of these only 19 have documents which record and describe those policies. This reliance on the knowledge and memory of librarians should be a matter of deep concern.

The comparative informality of preservation policies in many libraries probably has a negative impact on the financial provision made for preservation and conservation. We asked respondents to estimate the percentage of the overall budget which was devoted to these activities (Table 4)[6]; in nearly half of the libraries in the survey (64 out of 136), this was less than 5% and in some cases a great deal less than 5%. Again, the national libraries had a stronger showing; 11 of the 23 spent between 5% and 10% of their annual budget on preservation.

6 In the discussion which followed the delivery of this paper at the Bern conference, it was (rightly) pointed out by a member of the audience that these figures may not (indeed, in my view, in many cases do not) the full extent of an institution's financial commitment to preservation, in terms of space, involvement of non-specialist staff and so on. Nevertheless, the use of similar data in the past in our UK surveys suggests that it is valuable if used with caution.

We could not ask more detailed financial questions in a comparatively brief questionnaire, so we do not know how these preservation budgets are actually used. We did, however, ask about the scope of the policy itself, where this existed. Our findings again give cause for concern. Only 16 of our 136 respondents have preservation policies which cover all of the materials in their collections. Even the most common materials - books and manuscripts - are by no means fully covered. Of the 102 libraries with manuscripts in their special collections, 18 have no preservation policy for them; there are 9 which have no policies for their post-1850 printed books in special collections. For the non-book formats, the position is worse; for example, 20 of the 92 libraries which have collections of photographic negatives have no policies to deal with the preservation of this material.

2.3 Environmental conditions and conservation problems

The conditions in which materials are stored and used are, of course, fundamental to their preservation. In order to assess these conditions in general terms, we asked questions about the age and suitability of buildings, the use of closed access storage and the monitoring and control of environmental conditions such as temperature and relative humidity. We then asked respondents to identify those categories of material which had given them particular cause for concern.

In asking about buildings, we wanted to know how many libraries house their collections in buildings which meet, or come reasonably close to meeting, current standards. Nearly half (63 out of 136) had some accommodation built since 1960, and 62 of these used all or part of this for some or all of their special collections. A further 28 have made alterations to older buildings to bring them closer towards contemporary norms. Largely unaltered older buildings, however, are in widespread use; they vary from those built as libraries from the fifteenth century onwards, to former

factories, houses, banks, churches and warehouses. Some of these are, of course, important historical monuments in their own right, with all the additional problems that this implies.

Again, the national libraries are in a stronger position. Only one western European national library does not keep its special collections in a building constructed for the purpose since 1960; that exception - The British Library - will be remedied by 1999. Of the 64 university libraries with special collections, 41 accommodate them in post-1960 buildings, or in older buildings which have been upgraded. Closed access storage is used for special collections in almost all libraries (109 out of 116), an encouraging level of comparatively secure accommodation.

The use of environmental controls, however, is far from uniform, even among libraries with modern buildings and closed access storage. Even where systems exist, their use is sometimes intermittent. Here are some of the comments from respondents to this question:

- Monitoring is not continuous...controlling is not very precise.
- There is equipment installed...but control is not done properly.
- The library does control temperature/humidity and light in some areas of storage but not all areas.

At the other end of the spectrum, there are a few libraries in which state-of-the-art automated building management systems constantly maintain ideal conditions.

The identification of materials which give cause for concern was based on asking respondents to identify material which had caused problems in the past[7]. By far the largest category was post-1850 printed books, where 89 of the 136 respondents are aware of

7 This is, in one respect, not entirely satisfactory, since comparatively new formats - especially digital formats - are less likely to be identified. Nevertheless, it offers some guide.

preservation problems; 86 had a similar experience with newspapers. By contrast, only 66 libraries report problems with their manuscripts, and 67 with fifteenth- and sixteenth-century printed books. It would be interesting to know how far these findings - based entirely on statements provided by libraries themselves - are reflected in expenditure on conservation work.

2.4 Staff

In a very real sense, all library staff are involved in preservation. From the director to the cleaner, anyone who touches a book or other document can help or hinder its continued existence by how s/he handles the material. Making staff aware of this is essential if preservation policy is to be effective. At the same time, specialist staff are needed; in an ideal situation there is a senior manager who carries ultimate responsibility for the development and implementation of preservation and conservation policies, and technical staff who carry out the work in various capacities. There is, however, an alarming gap between this model and reality.

Although 93 of our 136 respondents claimed to have a member of staff responsible for preservation management, the level at which that responsibility is exercised varies greatly. In some cases, it is part of the duties of the library director; that means that it is either delegated or neglected. In some libraries, managerial responsibility rests with the head of a department such as special collections, or with the librarian in charge of manuscripts or rare books; in these cases, there is no obvious means by which an institution-wide view can be taken. In a very few libraries, although including most of the national libraries, there is a senior professional whose principal duty is the strategic management of preservation throughout the library.

The employment of technical staff such as conservators and bookbinders is normal in national libraries, but much less

common elsewhere. Of the 78 university libraries which responded to our questionnaire, 45 have binderies and 28 have conservation workshops. This means that the other university libraries are entirely dependent on external commercial providers to undertake their binding and conservation work. The average number of staff employed in these facilities is just over four; national libraries typically employ ten times that number of benchworkers.

Staff training, even at the most basic level, is badly neglected. We asked about general training - little more than awareness raising - not technical training in conservation practice. Even allowing for some misunderstanding of this, the sparseness of provision is one of the most disturbing of all our findings. Only 27 of the 136 respondents give any preservation training at all to their staff. This can be expressed in another way: in about 80% of LIBER libraries, staff are never exposed to the most basic issues of preservation, even to the extent of being given simple guidelines on the proper handling of materials. It is little wonder that librarians can identify so many preservation problems in their libraries.

2.5 Conservation and binding policies

Understanding the extent of a library's preservation problems is the necessary first step towards solving them. Systematic condition surveys underpin this understanding. Our concern, however, was not with the general sample survey which provides the information to support the development of a preservation policy, but with the more pragmatic inspection of stock on a regular basis (Table 5). Of our respondents, 18 national libraries, 33 university libraries and 20 other libraries (a total of 71 out of 136) undertake such inspections at the shelf. In nearly half of these libraries, however, such inspections take place at intervals of longer than one year. It is inevitably the largest libraries which

have the longest cycles of inspection; only 6 out of the 18 national libraries have inspections at annual intervals. Some libraries undertake basic repair and cleaning work at the shelves as a result of such inspections, although in many cases this is probably little more than dusting. In the university sector, this basic maintenance is actually rather more common than systematic inspection.

Almost all libraries make use of such devices as boxes and slip-cases to protect books and documents. Although in some cases such measures are officially described as interim or temporary, it seems likely that in practice the great majority of printed books protected in this way will not be fully repaired or conserved in the foreseeable future. It has already been mentioned that repair and conservation work are carried out both in libraries themselves and by external agencies. Even some national libraries send some specialised work such as paper repair or craft binding to outside providers. Typically, however, the position seems to be that where there are internal facilities these are used for the most valuable material, while other material is sent out.

A third aspect of conservation which we addressed was the use of microform surrogates as a means of preserving the information content of books and manuscripts. In all, 107 respondents use microform in this way, but we know little about the standards of either generation or storage which are applied. Although it is doubtful whether there is yet a digital format or medium which has true archival qualities, a few libraries claim to be using digital files as a means of information preservation.

2.6 Advice from external organisations

The technical expertise required for preservation and conservation ranges from craft binding to chemistry, and both techniques and materials vary from those which are hundreds of years old to those which are at the leading edge of modern

technology. Not surprisingly, libraries often have to turn to other organisations for advice on some of these matters. National libraries are themselves an important source of advice for the rest of the library community. In the survey, 41 university libraries and 13 other libraries reported that they had sought technical advice on some aspect of preservation or conservation from their national library. Moreover, librarians recognise that there are other professions and institutions for whom preservation is a major concern. Of our 136 respondents, 56 had sought help and advice from archives, and 41 from museums; indeed, 87 (including 19 national libraries) had turned to other libraries. Not all of the help came from public institutions. Commercial binders and private conservators had advised 56 and 68 libraries respectively.

What emerges from this set of data is that libraries recognise the limitations of their knowledge and skill base, and that there is an network - largely informal - at least within the preservation and conservation community in European research libraries. Although that is ultimately no substitute for increasing the number of specialists, it does at least ensure that there is some distribution of expertise across the library world as a whole.

3. Some conclusions and suggestions

The situation revealed by the survey gives no cause for complacency and little for satisfaction. Although most of those libraries which have major collections of historical importance do have preservation policies, few of them have systematically recorded their policies, and there is a great shortfall in both human and financial resources to implement them. No fewer than 55 of our respondents regarded the lack of money as the main constraint on their preservation activities, although there are many others. These include storage conditions - a perception confirmed by the analysis of the buildings used for housing special

collections - the heavy use of the collections, and the shortfall of both general and specialist staff.

The work reported here is no more than a beginning. We have only scratched the surface of preservation management in the research libraries of Europe, but we have done enough to be able to form some views.

First, we know enough to know that we need to know more. Libraries must undertake systematic surveys of their own collections as the first priority, so that we can at least quantify the scale of the problem. The present work has defined the outlines: all materials present some problems, but problems are concentrated on identifiable materials and formats, such as books printed since 1850 and newspapers. We need more detail, and we need strategies which will link the findings of institutional surveys with available resources, and with reliable methods of information preservation by format conversion as well as with traditional techniques of conservation, binding and repair.

Secondly, there is an urgent need for libraries to formalise or develop preservation policies, and to create managerial structures within which these can be implemented and monitored. There is a real problem here, especially for smaller and poorer libraries. Lack of expertise makes it difficult to develop policies, and yet without policies it is unlikely that any expertise will be brought into the library. This vicious circle can only be broken by external help; the informal advisory networks which we have identified cannot sustain this. The Division of Preservation, with the cooperation of ECPA, has now commissioned the writing of guidelines on preservation policy which will help institutions to develop their own policies[8].

Thirdly, we cannot avoid the financial problems. Good management information - such as that provided by condition

8 This work will be undertaken before the end of 1997, by Paul Eden, Graham Matthews and the author.

surveys - and systematic policies effectively implemented and monitored, will of course help to ensure the most effective use of resources. But achieving greater efficiency, important as this is, cannot be a substitute for genuinely new resources.

It is for the members of LIBER to determine how to take this matter forward. It is clear that much needs to be done, and that there is need for great urgency in doing it. This initial survey will, we believe, have helped in defining objectives, and in beginning to move towards the achievement of them.

TABLE 1

COLLECTIONS

	General and special collections	General collections only	Special collections only	Number of respondents
National	24	0	0	24
University	64	14	0	78
Other	26	6	2	34
TOTAL	20	2	114	136

TABLE 2

SIZE AND AGE OF SPECIAL COLLECTIONS

	Average holdings (m. items)	Average *total* holdings (m. items)	Pre-1700 printed books (%)	1701-1850 printed books (%)	Post-1851 printed books (%)
National	5.6	10.3	7.4	18.5	74.1
University	0.21	2.0	12	20	68
Other	0.28	1.4	17	25.5	57.5

TABLE 3

PRESERVATION POLICIES

Responses to the questions:

(1) Do you have a preservation policy?

(2) If so, is it formal or informal?

[Note: 2 national libraries and 5 university libraries did not give state whether their policies were written or not].

	(1) Yes	(1) No	(2) Written	(2) Informal	(2) Written *and* informal
National	23	1	8	10	3
University	58	20	10	40	3
Other	27	7	1	26	0
TOTAL	108	28	19	76	6

TABLE 4

BUDGET ALLOCATION TO PRESERVATION

(% of total library budget spent on preservation)

	<5	5-10	11-20	21-30	>31
National	7	11	2	1	0
University	40	19	4	0	1
Other	17	3	5	2	1

TABLE 5

FREQUENCY OF CONDITION SURVEYS

	<annual	**annual**	**semi-annual**	**<semi-annual**
National	12	3	1	2
University	20	8	2	3
Other	6	10	1	3

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 573-582.

The Teaching Library[1]

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Introductory Remarks

This paper is written from a distinctly German point of view. Hopefully, however, some of its aspects, although dealing with German developments in particular, may be helpful for decision-making in other countries, too.

1. Research library versus teaching library

German universities have since the 19th century used the so-called Humboldt-concept. This means that the university professor in a research-oriented university will be a researcher as well as a teacher.

This Humboldt tradition had started much earlier, in the 18th century already, with the foundation of the university of Göttingen in 1737. The idea of a research-oriented university was here combined from the very beginning with the idea of a research library. Every book which showed progressive and new academic

1 Paper presented at LIBER Annual General Conference 1997, Bern.

insights would be bought by the library. The library was thus both the basis and the tool for Göttingen professors who would continue to write and do research and would publish works of excellence increasing their own fame a well as the glory of the university. In other words: the main user of the library was then the professor. The students would only be allowed to enter the library if a professor had sent them there. Until today the paradigm of a research oriented library in Germany remains in place.

The idea of the teaching library, on the other hand, which was developed in Germany, too, was to be realized not in the central libraries, but in departmental and institutional libraries instead. This process began at the end of the 19th century when the governments of the different German states would give special funds to professors so that they may acquire decentralized study collections. However, as the professors used the money they received in order to build up highly specialized libraries in their own main areas of research, these departmental libraries almost immediately diverged from the original concept of the teaching library. They became specialized libraries. The "universal" central library, on the other hand, was less and less sufficiently provided with all the most up-to-date specialized literature. This closed-access central library thus became increasingly obsolete for professors as a research tool. And yet, on the other hand, its remaining emphasis on specialized rather than general studies of use for the beginner, decreased its attraction for students as well.

2. The teaching library of the sixties

A true change of paradigm came as late as the 1960s. The increase in the number of publications on the one hand and in the number of students (and professors) on the other, led to a complete restructuring of the traditional German university library system:

- Cooperation in acquisition-policy between all the different libraries within a university made it easier to cope with the increasing number of journals and monographs.
- Local union catalogues made this shared acquisition-policy possible. They also simplified the allocation and the use of holdings in departmental libraries.
- Central libraries began to establish teaching-oriented collections with a grant from the Volkswagenstiftung, so-called "Lehrbuchsammlungen" (open access collection with 10-15.000 titles which were frequently used by students). The number of copies of these heavily-used materials would start from three and go up to 30 and more copies.

For the first time, German university libraries now looked at students in the appropriate manner: they were their main clients. The "Lehrbuchsammlungen" became an overwhelming success in the more and more overcrowded German universities. Sometimes some 300.000 loans a year would be realized in collections of 30.000-50.000 volumes. The value of the central library was more and more appreciated by students and professors alike (they would give advice on the titles to be acquired for these collections). And since they would now be using the teaching collections in the central libraries, students would also become interested in the research collections held in these libraries. These were used much more frequently than before, too. Due to the introduction of the union catalogue, the central library became the true centre of book-provision for the university. German students and professors relived the American experience: it became evident, that intensive use of the library lead to higher success rates in the exams.

The new concept of a combined teaching and research library made it easier to apply for investments for new central library buildings, not only in the new universities, but in the old

universities as well. Flexible air-conditioned open-access libraries would be built at new universities. Nevertheless, there was constant criticism concerning the space and energy needed for these overtechnicized buildings. The new buildings of central libraries in the old universities are often a compromise between the traditional German closed-stack library and the modern open-access library.

The main floor plan of "my" library in Göttingen may serve as an example. It is the newest university library in Germany right now. Coming from the entrance you can see at the left-hand-side the circulation desk combined with the open-access "Lehrbuchsammlung". Many users come in only for quick access to these books. The stairs lead up to two floors with working space for 600 readers and a selection of about half a million journals and books in open access. This is the second favourite choice of the average library user. Researchers who are interested in using the entire collection of the library, some 4 million volumes, will go straight for the computer catalogue, using the OPAC or receiving special help at the information centre.

Due to this staggered supply-system the library has become the most successful teaching entity in the university. There is no teacher who would give lectures for as long as the students read books from the teaching collection. There is no lecture or seminar which has as many participants as people using the reading rooms of the library. There is no better way of moving from study to research - a way that every German student has to find for himself - than the self-guided choice and active use of the literature provided in the open-access collections. The example of the Göttingen building shows that the development of the teaching library from the basis of a research library was indeed a success story in Germany.

3. The teaching library in the digital age

But how can libraries be a success at the end of this millennium, in the turbulent age of information? Looking around, there are a great number of projects and activities to help the researchers. Starting with the international electronic document delivery using ARIEL, there is a lot of cooperation with scientists in electronic publishing, there are projects of retrodigitization of books and journals, there are new developments of retrieval systems for internet-communication etc.

Just like teaching libraries in the Germany of the fifties, the electronic research library today is mainly a possibility, and an aim for the professor as user. And this is a hard job. We have to compete with publishers, agencies and other serial providers in order to serve the research community in the future as well as we do now. But is this sufficient? What would be our policy for students in the future? Will there be a teaching library in the electronic age, too?

3.1 As a first step towards the future, some librarians have begun to improve the provision of study material to students. Textbooks were digitized giving every student access to this material at any time via the campus-network. Due to copyright concerns, there are only very few projects of this kind in Germany at the moment, however - one of them is the MEDOC project. There is one particularly positive effect of electronic usage of heavily used material: there is no theft rate in the electronic collection and vandalism can be avoided.

3.2 Nevertheless, the electronic delivery of study material is not as simple as the lending of a book. Users need hardware and software tools as well as viewers in order to be able to use the material offered to them. Furthermore, students do not only wish to read the texts on screen, they wish to download the information or to print it. Problems of hard- and software double and triple with the use of multimedial material. In short, students need much

more service provision than in the past, the wonderful past time of the simple printed world. Furthermore, the internet creates a new and completely different instructional environment: students have to learn how to use information that has not been refereed. edited or published in the proper sense. Students need to be taught how to evaluate these resources to discern the useful from the useless.

3.3 Competition is a problem both for the teaching library and the research library in the digital age. And not within the context of the libraries alone - the entire university has to compete with other universities and with providers of tele-teaching material. The virtual university gives easy access to courses from all over the world. Once it is possible to participate in seminars taking place on a continent different from your home, what do you need your local library for? My answer would be the same as it was in the age of print: the library has to provide the user with a range of material broader than what he could afford for himself. The library has to offer additional information which opens up the world of individual learning and searching activities. And finally, the library has to provide the students with a complete collection of technical facilities.

3.4 If we try to rethink our concept of the teaching library in this way: will we be able to realize it? Will not the computer centre or the audio-visual centre be the better teaching "library" in the future? In Great Britain, quite a number of universities are combining computing centres and libraries. There is only one director heading these formerly divided entities. In Germany, there is now a first draft for a new university-law in Hessen, in which the word "library" is no longer to be found. Instead, the term "information facility" is used. And there is no mention that a librarian is needed to lead it. Maybe here we have a new field of competition between librarians and computer specialists, although no doubt, there are special abilities required in both of these very different professions.

In any case, what universities need are learning centres in which some of the services of libraries and computer centres are combined in a new service-package. These centres should not only provide access and services for the use of certain materials. They should also provide advice on how to handle all kinds of publications be they printed, digitalized or multi-medial.

3.5 A number of great changes are necessary in teaching libraries for the digital age. Librarians who are used to work as exchange agents will have to act as such even more than before. I will not concentrate much on the question of challenges for the staff, but the combination of skills from two professions which is now required from each one of them means that continuous staff-education and the ability and willingness to engage in teamwork are greatly needed. Librarians, too, will have to accept what a successful student nowadays needs to acknowledge during his studies: that it is necessary to continue to learn new things and to acquire new skills and that one ought to expect to engage not just in one but in a number of different "careers" in his or her lifetime. The library as a virtual educational environment has the chance to serve lifelong to the former students of the university, too.

3.6 Library buildings will have to change, too. In the modern library readers and books had been combined. The library of the future will need to bring in more and more computers. This is why in the reading rooms of the Göttingen library building the floor is hollow. Computer cables can be installed wherever they are needed.

But libraries also need to be quiet places allowing for concentrated work. This will be so in the future, too. Thus future libraries will have to combine areas with a quiet working atmosphere with facilities for group and teamwork, where users can ask staff for hardware or help, where group discussions are possible and where the parallel use of different hardware is only natural. Future libraries will have to introduce devices for noise reduction and will have to create plans for buildings (and

rebuildings) with smaller and differently shaped units. At the new university library in Göttingen we will face problems with the large catalogue hall, for example.[2] The hall is equipped with wired tables which can be used for computers as well as for old-fashioned catalogue boxes. So the plain technical problems are solved. However, the direct connection to the first floor-reading room is causing trouble[3]. If we were to change the hall into a service center for modern information technology, we would have to think about redesigning even this just recently opened building. You can see a better solution at work at the new building of the Deutsche Bibliothek in Frankfurt/Main, where, in addition to the separation of different rooms, special materials for noise reduction have been used.

The hybrid library of the future, oriented both to the book and the computer, is a new challenge for architects as well as librarians. The LIBER architecture group at its coming seminar in spring 1998 in Sheffield and London will be dealing with the "multifunctional library", the concept of such a future-oriented library. The learning center at the Sheffield Hallam University where the seminar partly will take place, will be shown as one example for this new generation of libraries.

4. Conclusion

It ought to be a primary task for future libraries to become true teaching libraries. As explained above, the concept of the student-oriented teaching library has successfully changed the German University library concept since the 1960s. There will be

2 The post-modern library between functionality and aesthetics. Proceedings of the Seminar of the LIBER Architecture Group Paris, 22-26 January 1996. Ed. by Marie-Françoise Bisbrouck and Elmar Mittler. Graz, 1997. Page 46 , fig. 3

3 Page 46, fig. 4

no success for future libraries without this type of client orientation. Students are the major group of a library's clients and they need special provisions of textbooks, broad access to tele-teaching facilities and related printed publications. The libraries have to be service and competence centers for digitized as well as for printed information. As learning centers they will help users to cope actively with the turbulances of a changing world of ever-expanding information. However, these services ought to be allocated for students as well as for researchers. Thus, the service-centers will be useful to the university: here, the university will be able to promote its reseach results, to author tele-teaching courses or virtual seminars. Last but not least the library will archive all digital university publications - newspapers as well as dissertations.

1. The concept of creating a teaching library that is student-oriented and hybrid, digital oriented as well as print oriented is the only feasible philosophy for a future-oriented library.
2. New services will have to be built for the digital library. The library will be a competent service centre for all kinds of applications and all types of information.
3. The library staff will need new skills in the area of information technology. Librarians will have to set up teams with computer specialists.
4. New library buildings will have to be able to cope with the use of printed as well as multi-media facilities. Books, computers and readers will have to be brought together. Space for concentrated quiet work as well as for teamwork and technical services will be needed.
5. The multi-functional library of the future will provide services for users and researchers as well as for long-distance-learning. As a teaching library it will provide a virtual educational environment.

6. The concept of the teaching library will be a cornerstone of successful library management in the digital age.

In short: the teaching library is a must for every university hoping to survive in the coming competitive age of virtual campuses.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 583-594.

The Role of the Librarian in the Teaching Library[1]

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The title of my paper, 'The role of the librarian in the teaching institution', should perhaps be qualified to read 'The teaching role of the librarian in the teaching institution', as I want to concentrate on the librarian as teacher.

This role is far from being a new one. There is evidence of a librarian lecturing to undergraduates at Harvard in the 1820s.[2] During the first half of this century the teaching of library skills was attempted in a number of university libraries, with varying degrees of success. In 1926 a paper entitled 'Instruction in bibliographical techniques for university students' was presented at the conference of ASLIB, the Association of Special Libraries and Information Bureaux.[3] But it was really in the 1960s and 70s that the topic became an important - and fashionable - part of the role the library profession saw for itself. In the USA the concept

1 Paper presented at LIBER Annual General Conference 1997, Bern.

2 Virginia M. Tiefel, 'Library user education: examining its past, projecting its future', *Library Trends*, 44 (1995) 318-38.

3 H.E. Potts, 'Instruction in bibliographical technique for university students', *Report of proceedings of the Third Conference*, London: ASLIB, 1926.

developed as 'bibliographic instruction' or 'BI'; in Britain as 'library instruction' or, when we decided that 'instruction' was too narrow a term, we adopted a broader term, 'user education'. For much of those two decades, it was the aspect of librarianship that was possibly the most written about, the most discussed and the topic of the most conferences. In a typically acerbic comment, John Urquhart wondered 'whether the growth in user education had been a reflection of the fact that during the 1960s and 1970s librarians were under-employed, over qualified, and keen to improve their status'.[4] In the 1990s status is no longer on the agenda, and whatever librarians are, they are certainly not under-employed.

What was the result of all that thinking and talking? By about 1980, the overriding lesson that had been learned was that library instruction *per se* is not only seen as irrelevant by most students, but it is also exceedingly boring to them. If we are honest, most of us will admit that at library school we endured some pretty dull classes. And we *chose* to be librarians! Why, then, should undergraduates who have *not* chosen to be librarians find the intricacies of our catalogues, classification schemes and reference tools any more exciting?

Those programmes of library instruction which were generally deemed to be successful avoided this pitfall by integrating themselves into the subject-based instruction. If a student has elected to read Botany, we assume that he or she is interested in Botany. The success of library instruction depends on making it relevant to the subject of the student's interest and on seizing the 'teachable moment' - the time when the learner is ready to learn. 'The teachable moment is a realisation of need combined with the

4 J. A. Urquhart, *The information chain: proceedings of the UK Serials Group Conference, 1982*, Loughborough: UKSG, 1983, pp. 164-5.

learner's motivation to meet that need'.[5] As far as students are concerned, this teachable moment comes at the time when they have to move from the safety of their textbooks and undertake an exercise or project which requires the use of unfamiliar information resources. They suddenly realise that they have no idea how to go about a literature search or how to construct a search strategy. This is the 'teachable moment', the moment when, with collaboration between the academic and the librarian, a class in information-handling skills can be given, so that the student can be shown the most appropriate information sources and how to exploit them most efficiently. We have all, I am sure, encountered the student towards the end of their Ph.D. who confesses that, if only they had been taught how to conduct a literature search, they could have saved themselves six months' work.

So far I have not defined these reference sources as being paper-based or electronic. This is quite deliberate, as I do not believe that, in this context, there is any fundamental difference. An unstructured search in a large database is just as wasteful as a badly-planned literature search in a traditional bibliography. The role of the librarian as teacher is just as important in the age of the ERL-based *Medline* and the Internet as it was in the days of *Index Medicus* and the British Museum Catalogue. In fact it is probably more important, as it is now so much easier to end up with a vast number of largely irrelevant references and the librarian needs to take on the role not just of gatekeeper and navigator but also of guide and educator.

We must also keep reminding ourselves that we live in a far from totally electronic age. Just compare the number of print journals with those published only electronically, or the number of traditional books being published compared with databases and you will see that electronic publishing still represents only the tip

5 Carolyn Dusenbury & Barbara G. Pease, 'The future of instruction', *Journal of Library Administration*, 20 (1995) 97-117.

of the iceberg. You might expect me to say this, coming from an ancient university like Cambridge, but it applies also to the Tilburgs and de Montforts just as much as to Cambridge, though perhaps the balance is different. All of our libraries are, to a greater or lesser extend, hybrids, with varying proportions of paper and electronic information. And they will remain so for a long time to come. In this context, much of the teaching role of the library retains its traditional character, though this is now overlaid by the demands of electronic publishing.

In this context, I would like to refer to a report known as the 'Follett Report', produced by the Higher Education Funding Councils in the United Kingdom.[6] This report, published in 1993, has been immensely important, not only in setting the agenda for academic library development but also for injecting significant sums of money into the system. It has put academic libraries back on the map and raised their profile in a way not done for perhaps a generation. Its success has been achieved largely through a number of so-called 'post-Follett initiatives', many of which are still under way or about to be turned from projects into operational programmes. It has affected all types of library and library activity, with about £50 million being provided over five years for the cataloguing and preservation of special collections in the humanities, as well as the very important eLib (Electronic Libraries) Programme, which has funded exploratory work in testing models for intelligent gateways to electronic resources, document delivery, resource discovery, training, etc. and is now moving into the area of digital archiving. The Follett Report was, on the whole, a sensible one, based very much in reality and making realistic recommendations, but in the context of this paper I want to look at one section where the authors make a leap into a

6 *Joint Funding Councils' Libraries Review Group: Report*, Bristol: Higher Education Funding Council for England, 1993. [http://www.ukoln.ac.uk/follett/report]

fantasy world of the year 2001. The section is headed 'The Virtual Librarian':

> Meanwhile, the librarian has a meeting first thing with the group responsible for a new course on 'Redesigning the Inner City', for which he has assembled a package of material written within the department, along with a wide range of other resources. These... comprise links to the main library catalogues and the relevant abstracting and news feed services to which the University subscribes, sample sets of demographic data, previous examination papers, and a range of example dissertations from previous years... The librarian enjoyed this close involvement with teaching. Over the last few years he had stopped trying to predict his future: innovation and change had come unexpectedly... the reformists' cry of 'access not holdings' had worked right through the information chain... The actual storage of knowledge - the articles, texts, interactive experiences - had been passed back to its creators in the universities and elsewhere, to be retrieved, reformatted into the house style, and delivered to whoever ordered it... In the afternoon he ran a weekly seminar on 'information discovery and management. He had done this for several years. The discovery elements, knowing where and how to use the many network index systems, had become progressively easier. He had always insisted that academic staff came with their students: it wasn't that the students treated it as an unnecessary side-show - rather they could run ahead of their tutors if unchecked.

There are a number of aspects of this Follett vision of the future which I have doubts about. Bear in mind that the year is 2001 - only four years away. Some of it may come to pass, but, as usual with predictions - at least in the library world - the timescale is too short. At one level the electronic developments described in

this fantasy - indeed the developments we are all already experiencing - might reduce centrality of the library. The user will not necessarily have to visit the library to gain access to these information sources. But what of the librarian? Here I think Follett got it right. His librarian is involved in the compilation of teaching packages and with teaching. Even if the library itself is no longer central - and I have serious doubts about even that prospect - the centrality of the librarian could well increase.

Some of you may be familiar with an article by John Sack, in which the author puts forward the concept of the Ptolemaic and Copernican views of libraries and scholarship. The Ptolemaic view places the library at the centre with scholars circling round like planets; the Copernican is centred around the scholar, with his sources of information (publishers, libraries, colleagues, etc.) as the planets. This represents a fundamental difference in approach. Previously the scholar went to the library to satisfy his information needs. Now the Iibrary represents but one of the ways in which those needs are met. This is of course not such a new thought, but Sack's expression of it is a striking one: 'the library is a node in the scholar's information web'.[7]

Previously the library was concerned to provide access to its own holdings and to teach readers how to use those holdings. In Sack's world, and to some extent the world we are now living in, it is irrelevant where the information is. It might be in printed or manuscript form in the local library; it might be on CD-ROM on the university's local area network; it might be available from a database half way across the world; it might be on someone else's Web site. From the point of view of the scholar, it no longer matters. For Sack, the role of the librarian is no longer 'material acquisition' - material accessioning - but 'access to material' however and wherever that material is held.

7 John R. Sack, 'Open systems for open minds: building the library without walls', *College and Research Libraries*, 47 (1986) 535-44.

It is now over ten years since that article was published, and things have moved on, but largely in the direction which Sack suggested, towards the Copernican world view. We need now to consider the role of the librarian in this world where the information needs of the scholar are central (and within the term scholar I include the first-year undergraduate as well as the senior professor). The librarian will have, as I have suggested, a major role to play, but it will be a role in which collections become less important and services, including teaching, gain in significance.

This is, of course, not a revolution but an evolution in the role of the librarian. We are trained to organise information in whatever form it appears. As a profession we have been doing it for years and I would argue that we are rather good at it. You only have to look at the anarchy of the Internet to see what a mess things can get into if they are left to computer professionals and enthusiasts without any input from librarians! What our users will look to us for is what they have always looked to us for: assistance in finding their way through the mass of information. Or, to put it a different way, 'information navigation, information access and information delivery'.[8]

Again, this is not a new role. It was important when readers needed help to navigate their way through the card catalogue or needed guidance on which bibliography to select and how to use it. How much more necessary will that help be when the user is faced not just with printed bibliographies and online catalogues but with all the other manifestations of electronic publishing? The virtual librarian might well become rather less virtual and rather more visible than before.

But despite all the changes, the overall strategy for user education remains fundamentally the same. That role falls very broadly into two categories: orientation and higher-level training.

8 *Electronic access to information: a new service paradigm*, ed. by Win-Shin S. Chiang and Nancy E. Elkington. Mountain View, CA, 1994, p. 10.

Let us assume for the moment that we do actually get readers coming through the doors of our library and that we are not in the situation where the library is entirely virtual and has been turned into a car park. The first element of user education is now, as it was in the 1970s and 80s, basic orientation to the building - how to find your way around and how to find the material you need, whether it is on the shelves or on a PC.

A major objective must be to reduce the amount of such basic orientation that is needed, by making the library as easy to use as possible. The methods of achieving this are familiar to all of us, but how often do we see libraries which do not meet these minimum criteria?

- clear, comprehensive, well-planned signs

- library guides - printed, video, interactive

  Though we are moving towards Sack's Copernican view of the world, we still do have new readers. They still need to be told how to use the library. Readers have generally adapted to the use of the OPAC more quickly than they did to the card catalogue, but the more subtle functions, such as short cuts and Boolean searching, still need to be taught. We also need to remind our users, especially undergraduates, that they will not find all the information they will ever want on the Internet!

  This is perhaps an appropriate moment to move on to IT:

- user-friendly IT with common interfaces

  All library users are now familiar with features like pull-down menus and icons. We need to make our systems as user-friendly as possible by making them appear as

similar as possible to what the user is familiar with. Obviously, with some proprietary systems one cannot change the interface, but one can in many cases offer easy means of access or clear guidance, either through printed guides or help screens.

Finally, another obvious example:

- enquiry points at appropriate locations.

  The self-explanatory library still needs people. The placing of enquiry points is usually determined by the geography of the building and the availability of appropriate staff, but it is always worth looking afresh occasionally at the assistance provided to users and whether it could be improved.

If a library has this basic orientation in place, its teaching librarians can then concentrate on higher-level training. In the past this generally consisted of classes held in the library. There is still a role for these. As I have already indicated, experience suggests that this is most successful when it is given at the 'teachable moment'. Determining when this is to occur requires close collaboration with the academic staff to ensure that the students and the librarian are brought together at the right time.

It is also important to involve the teaching staff themselves if at all possible. Perhaps I can remind you of our Follett librarian. He insisted that the academic staff attended the seminar along with the students, because things were changing so quickly that the students could easily run ahead of their tutors. This is very important and may well be the way in which we can get round some of the problems of the integration of teaching of information skills into the subject-based curriculum, since academics generally do not like giving up teaching time to what they regard as peripheral activities. Twenty years ago it was reasonable to

assume that the bibliographies and reference books which our academics had used when they were working for their doctorates would have been the same as those that we were teaching their students about. Now this is no longer the case, and in many cases academic staff welcome the opportunity to participate with their students in training sessions which incorporate access to the latest in electronic media. They do not like to admit it, but very often their students are way ahead of them in their knowledge of the use of electronic sources.

The truly teaching library also has another way of exercising this role of higher level training: through the provision of tailored gateways to subject resources. In the heyday of user education, librarians saw it as part of their job to produce guides to information resources in a whole range of subjects. The structure was frequently a standard one: lists of bibliographies of bibliographies, then subject bibliographies and reference works, all carefully annotated with full bibliographical details and the classmarks/locations of them in the library. These were given out during user education classes. They might have been useful to some students but personally I rather doubt whether the work involved was justified by the use made of them. Furthermore, when I saw similar guides from libraries all over the world I always felt that there was an element of reinventing the wheel; is a guide to library resources in French studies suitable for a student at Manchester really much different from one that could be used by a student at Cardiff - or, for that matter, at Iowa?

Whatever the value of these publications, there is now both an opportunity and a danger for a similar type of exercise in the electronic age. In the print era, the world was nice and straightforward: with a decent catalogue you could find out what bibliographies and reference works your library had on a given subject. You had to be content with those or try another library. Now the user is swamped with information resources, both those available locally in print and CD-ROM, those to which the local

library subscribes and makes available online, and those which one can find by searching the Internet. The user of these in the Copernican information world does not care where they are - and he is right not to do so. But, as we all know, one can waste a huge amount of time trying to find information on the Internet, coming across all sorts of resources, most of them of very dubious value and quality. In this context the role of the teaching librarian is, as we have already heard in this conference, to help the user to find adequate rather than plentiful information. One of the ways of doing this is to develop gateways to sources. But here too lies a danger: the danger that each subject librarian in each library will develop from scratch a local gateway to resources in the subjects for which he is responsible.

One of the supreme benefits of Web technology is its ability to insert links from one site to another. So each library does not need to develop resource guides de novo. A good subject librarian should be able to discover where a suitable guide already exists or, if one does not, to co-operate with colleagues elsewhere to develop one. This can then become a model to which locally relevant features such as links to locally held CD-ROMs and the local library catalogue can be added. This concept is basically behind a number of the of projects in the Electronic Libraries Programme (eLib) in the United Kingdom: to develop intelligent interfaces to subject based resources.

I do not have time to deal with these in any detail but I just want to mention two of the projects and indicate how they are tackling these issues. ROADS (Resource Organisation and Discovery in Subject-based services: http://www.ukoln.ac.uk/) is an umbrella project for some of the more specific subject-based projects such as:

EEVL (Edinburgh Engineering Virtual Library)
http://www.eevl.ac.uk/

and

SOSIG (Social Science Information Gateway)
http://sosig.ac.uk.

Its objective is to design and implement a user-orientated resource discovery system. By developing a model that can be used for any subject it will help people working in the area of subject-based services to describe the resources they are providing access to, so that they are as easy as possible for the users.

OMNI (Organising Medical Networked Information: http://www.omni.ac.uk/) is an example of one of the more advanced electronic gateways to high-quality networked information resources in the biomedical field (note the stress on high-quality). It does not offer vast numbers of resources, but selected ones of known quality which have been evaluated by subject-specialists. It is a national project involving six institutions.

Finally, in this survey of the role of the librarian in the teaching library, what about the librarian's need for teaching skills? 'Netskills', another eLib project, has as its aim to help the higher education community to develop network skills to use the Internet effectively for teaching, research and administration. It does this by placing the librarian right at the heart of the teaching process. The Netskills team is training people in higher education - mainly but not exclusively librarians - in these network skills, so that they are then equipped to train the end-users. The concept is that of training the trainers. Netskills is now fully operational and, over the last two years it has trained over 2000 people.

In this brief survey of the role of the teaching librarian in the teaching library I hope I have been able to indicate that I see this as an expanding role for the librarian and one to which we ought be directing more resources of we are to continue to help our users to use our libraries - whether actual or virtual - more effectively.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 595-605.

Developing an Integrated Digital University Library: The De Montfort/IBM Shared Research Project[1]

MEL COLLIER
De Montfort University

Much is changing in the world of Higher Education. I cannot dwell today on issues such as globalisation, competitiveness, widening of access, lifelong learning, distance learning and technology based learning, for much is being written and said about them. I simply note that the development of the library in the context of these major changes is absolutely crucial for institutions in formatulating successful strategies. In the UK, for example the recent review of higher education library provision resulted in significant initiatives in research collections, buildings, preservation and axccess and, of course, digital libraries. The latter is now well known as the eLib programme with over fifty projects involving the great majority of UK universities.

At my university phenomenal change has taken places. In 1989 we were about 8,000 students on two campuses in the City of Leicester. Now we are 28,000 students on 9 campuses in cities across the east and middle of England, with a large international network of associates colleges. You can imagine the pressure and challenge this places on the University's library services. Compare

1 Paper presented at LIBER Annual General Conference 1997, Bern.

for example the University of Oxford which has around six million books, for 15,000 students, about 400 books per students. At De Montfort we have half a million books, approximately 18 books per student. Admittedly at De Montfort most books are read frequently, whilst in our great research libraries most books are hardly read at all, if ever - but we will leave that aside. The point is that De Montfort and other similar universities could spend huge resources and still not be able to compete with Oxford on those terms. No, we will compete on different terms.

Simply, De Montfort University aims to be a University of the highest class but it is just not possible in this day and age to create a physical book library of the highest class in the time and resources available. But we can create a great digital library. And that is our aim - to have a library of the 21st century with the power to store, retrieve and access almost limitless amounts of information and distribute it to our students in their campuses, workplaces and homes. This is a formidable challenge, to say the least, but happily we are not alone, because IBM, one of the world's great corporations is also greatly interested in digital libraries and has come alongside us in this endeavour. So how did this come about?

Back in 1989, when the University expansion began we began to conceive and design electronic library projects. We began experimenting with digitisation, text and image processing and the associated copyright and licensing issues in ways which have now become commonplace, but almost unheard of then in the university environment, and the World Wide Web was not even on the horizon. I give some examples of these projects.

ELINOR

The first UK electronic library project. Used Excalibur EFS document image processing technology, with text scanned and

stored as TIFF images. Documents are OCR'ed and searchable using fuzzy searching by the Excalibur search engine.

ELISE

An EU funded project which has developed an early prototype for interconnection of image banks at DMU, V&A and Tilburg. Images are captured using Kodak PhotoCD and JPEG compression applied. Images are stored in an Index Plus and database managing JPEG and BMP formats. Tilburg has developed a Z39.50 interface.

HELIX

This is an eLib project which takes the ELISE approach to provide networkes image banks at DMU (National Art Slide Library), St Andrews (Valentine Archive) and the Hulton Getty Picture Library. Images will be distributed over SuperJanet to UK Higher Education Institutions.

ELISA

An EU founded project in which Elsevier supply 5000 SGML tagged documents to DMU. The viewer is supplied by Jouve Systèmes d'Information. The documents support HTML hypertext links.

PHOENIX

An eLib project of which DMU is a partner with South Bank University and Huddersfield University. The project will provide on-demand texts for students. Materials are licensed for academic use and held in PDF format, viewed by an Adobe Acrobat reader.

EPRG

Electronic Publishing Research Group led by Dr P. Robinson which is publishing a corpus of SGML encoded major works. Works include The World Shakespeare Bibliography, Johnson's Dictionary and Chaucer's Wife of Bath Prologue.

Formation of the International Institute for Electronic Library Research

The spectacular rise on the volume of our research and development work led us in mid 1995 to re-assess the situation. Until then the main task of driving research had been carried out by the sheer hard work and determination of staff who in most cases had a full time operational role in the University. It was clear that the volume and importance of the work should be properly recognised through an appropriate structure. It was also important to manage projects as an inter-related whole, rather than in isolation as was the case hitherto.

It was therefore decided to form the International Institute for Electronic Library Research which would be able to reflect appropriately the prestige of the work being done and provide a focus and springbord for further work. The Institute would be able to consolidate the positioning of De Montfort in the national and international framework and provide a critical mass of research volume and quality in the context of the UK Research Assessment process, which is highly important in gaining structural research funds from the UK Higher Education Funding Council.

The Institute was launched in March 1996 with two new research professors as co-directors and a number of full-time research staff. Other staff of the University who carry out electronic library research on a part-time basis are specifically associated with the Institute.

Lessions Learned

The last six years have been a period of intense activity and the digital library has moved from being the tentative propositon of a few enthusiasts (often received with much scepticism) to a concept which is receiving endorsement and support at national and international level. In fact the lesson first learned should perhaps be the first of the following list:

The digital library will develop more quickly than you think. Professionals and organisations need to prepare more urgently their skills and infrastructure.

The digital library is still a complex, unstable enity for which little theoretical structure exists. This instability will be a continuing characteristic which will need to be encompassed by professionals and organisations.

Because of this inherent instability, investment and implementation is relativly high risk, yet must be faced. This situation is more challenging than at earlier periods in the development of library information technology because:

We are operating in global environment. New products and services can emerge suddenly from the developed and developing world and can become de facto standards much more quickly than ever before.

Co-operation is therefore an absolutely key factor for maintaining competitiveness, avoiding unproductive effort, sharing risk and developing global infrastructure. The private sector will be indispensable here for the public sector simply cannot maintain the investment that will be required to deliver the digital library on a global scale.

Content of the digital library wil become the dominant factor. Already preparations are being made to digitise content for delivery over the nascent digital library infrastructure. It is access to content which will finance continuing developmnent.

Copyright issues will be resolved or side-stepped because the market will demand it. Despite much continuing uncertainty, one can see in retrospect that much progress has been made towards licensing agreements in only a few years.

The economies of the digital library are not yet well understood. The digital library should deliver the information more cheaply for that is the history of information technology, but a combination of protectionism and investment requirement is keeping costs high. For individual libraries cost modelling of the total actual cost of the digital library compared to the print based library is not a well researched topic but that situation will surely change very soon.

Jobs and roles will change very rapidly. Thosed concerned with managing stock will tend to decline. The emphasis will be on high level skills to manage the digital library and high calibre training and interpersonal skills to help users access it.

Digital Library Concept

Going back to our first electronic Library project our digital library concept was originally defined in 1991 as

> "a teaching, learning and study environment in which learning resources are held primarily in electronic form"

which was later redefined 1994 to:

> "a managed environment of multimedia materials in digital form, designed for the benefit of its user population, structured to facilitate access to its contents and equipped with aids to navigation of the global network".

It is envisaged that the electronic library would be an environment in which:

- Expenditure on printed holdings as a proportion of total expenditure on information will steadily decrease.
- Expenditure will be increasingly capital intensive.

- Expenditure on information will shift from ownership to subscription and licence payment.
- Access to electronic holdings as a proportion of total information access will steadily increase.
- Balance of usage of buildings assets will shift from stockholding to networked study space.
- Networked end user information access from outside the library will steadily increase.
- Digital information will include text, still images, video and sound, both as raw information and also packaged as information products and learning materials.
- Job skills, training and recruitment would be re-profiled.

The Alliance withe IBM

We now come to the most difficult aspect of all: the transfer of research in the small scale experimental framework to full scale implementation. Project work takes place within circumscribed parameteres and inevitably to a certain extent in isolation. This is particularly the case with EU work where projects must be designed to fit the interests of the partners and of the programme itself. For a university like De Montfort the results of that work must then be taken and integrated to form a meaningful operational model. This is where our relationship with IBM is extremely important.

IBM has been involved in De Montfort's projects for some years but the relationship became even firmer when IBM realised that there is an immense opportunity in moving beyond the world of commercial and business transactions and records into digital libraries and the IBM Digital Library Initialitve was launched in 1996. Hitherto IBM like De Montfort had been engaged in various related projects such as the Vatican Library and the Universities of Illinois and Florida but the Digital Library was not a major business area. That all changed about two years ago when

under the personal initiative of Lou Gerstner, the Chairman, a Digital Library Division was set up. Today there are around 250 pepople world-wide working in this initiative, some of whom are helping De Montfort.

Briefly IBM, knowing of our work in the field, approached De Montfort with a proposal for a joint research project to set up the first integrated digital library for a univesity. The challenge is to integrate standards, formats, delivery mechanisms and interfaces into an operational model which allows the user to access material from many sources, held locally and remotely, in a transparent manner irrespective of source and format. It is firmly our belief that the university digital library will be a combination of content held or mirrored locally and remote content accessed rapidly and conveniently by appropriately designed metadata. Data will remain for the foreseeable future a large amount of heritage information in libraries which will need to be digitised. Our digital library will in effect be an immense web site. Our conceptual model is presented in this overhead.

As mentioned earlier DMU is already underway with preparing electronic repositories of information in a range of formats. For the pilot stage of our project we will cater for three basic groups of information:

Images	-	using the ELISE framework
Text	-	primarily in TIFF and PDF formats
Text	-	in SGML format

Users will access the Digital Library after due authentication via a single integrated interface. The user will not be required to nativate through each database as if they were autonomous stores, but in the same way for each. Users will be able to submit queries to or browse through holdings. Images will be available at medium resolution so that performance is acceptable and higher quality images will be available in near-line robotic store. Images will be protected by watermarking and access to all holdings will be controlled by rights management procedures. The system will

accept queries that conform to the Z39.50 standard for text and images returning hits from the digital library and any other linked conforming databases.

As the Digital Library will comprise many formats the search and retrieve functions must support, in addition to conventional on-line searching facilities, metadata navigation, image content retrieval (ie. searching by shape, texture and colour)

Further down the track we will need to develop searching of video and sound. Multiple database searches will be transparent to the end user.

Because of the phenomenal amounts of data that will be stored there will be a combination of on-line high speed disk and near-line store held on a robotic tape library. Uncompressed scans of high resolution images can of course be archived off-line. Mirroring and migration of data from other sites will be a regular feature.

Although much information on the Digital Library will be unrestricted as to copyright there will need to be a full suite of facilities for rights management. De Montfort already has some product from its ELINOR project and will develop further facilities through ERCOMS, an eLib project. These will be integrated where possible with IBM facilities for authentication, watermarking and billing.

De Montfort will take IBM's recently announced digital library architectural framework and associated products and use them to develop it's integrated approch. The platform will be a large IBM SP2 parallel processing supercomputer with eight nodes.

But the IBM relationship is not our only avenue of exploration. Over the next year we will be working with Cambridge University Press to digitise a significant section of their existing printed list, and put these on the Web, together with some of their existing electronic publications as an experiment in Internet publishing. We want to have some of these materials on

the Web, and available for selected test sites, later this year. It will be an important part of our work, over the coming years, to gather all we can of the materials already available in electronic form and enable access to these through our digital library. So many existing printed materials are being converted into electronic form, with such speed, that I believe that within a short time we will be a considerable distance towards our original brief: to provide a way to give access to all sorts of materials in electronic form.

We can reasonably expect the following types of new material to be incorporated in the electronic library over the foreseeable planning period:

Academic Journals	-	to a large extent
Text Books	-	selectively
Electronic Courseware	-	completely
Reference Works	-	to a large extent
Research Collections	-	under licence

Bearing in mind that it is widely accepted that there will be a major shift towards resource based learning and technology based learning and adding to that a range of student support facilities such as:

- Lecture noted and study aids
- Examination papers
- Course schemes and timetables
- Conferencing and workspaces

It is perfectly feasible for the digital library to occupy an even more central role in University life than is presently occupied by the paper library. Indeed, as i said earlier the digital library may be the only prospect for many institutions to maintain their position and serve their customers.

In Britain, and I suspect this is happening elsewhere there is mounting pressure to concentrate more resources in fewer institutions, particularly in research. The leading research institutions which are already the best resourced, want to have an

even greater proportion of the same resource. Who can blame them?, but it must be remembered that teaching money and library money usually follows research money. Valid or not there appears to be a perceived correlation between research excellence and teaching excellence. At De Montfort we do not accept that the status quo can or should prevail simply because of historical factors. A shining example of this philosophy is Warwick University which was new only twenty-five years ago and is now among the top universities in Britain. The natural competitive vigour of universities should not be stifled by mid 20th Century perceptions of what a university library should be. Rather we should take the best of the conventional library and the best of the digital library and combine them to offer a realistic prospect of continuing competiveness in the future - and this is our aim.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 606-612.

The Teaching Library in a Country or Region without a University[1]

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Biblioteca cantonale di Locarno

O. Introduction

To avoid running the risk of deviating from the topic I have been assigned and which I have agreed to deal with, I will try to keep, more or less scrupulously, to the following plan:

- brief presentation of the region (Canton Ticino)
- concise delineation of the Library System in Ticino
- illustration of the "public library" as a "centre for the promotion of culture with specific reference to the activities promoted and organised by the Library of Locarno

As I deal with the above mentioned points I will attempt above all to keep to the facts and figures in the conviction that they - and obviously I make no claim to originality here - provide us with a good point of departure or, if you wish, a sufficiently sold basis on which to develop some rational debate.

1 Paper presented at LIBER Annual General Conference 1997, Bern.

1. Canton Ticino

The region is, in a broad sense, a small Swiss canton with Italian language and culture which for little more than a year has counted itself among the Swiss cantons with a university. I realise that in mentioning this fact I am already running the risk of wandering off my subject: I will therefore try to "save myself" by further mentioning that the region, in a narrow sense, of Locarno and the surrounding area - which is where the library I run is situated - has itself nothing in the way of university facilities. These are in fact located in the south of the canton (in Lugano - the Faculty of Economics and Communication - and in Mendrision - the Faculty of Architecture). As far as the region around Locarno is concerned, I would merely like to point out that it has a population of around 40.000 inhabitants and that, in proportion, the same basic considerations already made apply as for the canton as a whole: but it has to be remembered that being a "tourist area" it is visited by many confederates, in the main from German-speaking cantons.

2. The Library System in Ticino (LST)

Towards the end of the 70's libraries in Ticino were practically limited to a few cantonal institutions (the Cantonal Library of Lugano, the Cantonal Archives in Bellinzona and two substantial school libraries: one belonging to the Cantonal School of Commerce and the other to the Teacher Training College of Locarno) together with extremely rare and not very significant local council libraries, and with two important private libraries belonging to the Capuchin Convents of Locarno and Lugano and in Bellinzona the Everyman Library fo the Italian-speaking part of Switzerland.

The events which fostered a new interest in libraries and the consequent beginnings of the implementation of a specific policy for libraries by the cantonal authorities were:

- the reform of the middle school in the first half of the 70's (ages 11-14)
- the foundation of new high schools in Bellinzona, Locarno and Mendrisio towards the end of the 70's (ages 15-18).

In particular the foundation of the new high schools proved to be a valuable stimulus in emphatically bringing to notice the necessity of providing the three regions with libraries able to cater for the needs created by the new high schools. And so it was that towards the end of the 70's the canton began to outline a programme whose aim was to set up alongside in Bellinzona, Locarno and Mendrisio. With their realisation during the 80's these new institutes began in fact the new cantonal policy on libraries, namely the taking into account of:

- the real need for coordination between the various types of library
- the now even greater need for the professional training of library staff.

The new legislation on libraries passed in 1991 meets these needs in systematic fashion. In fact the law contains:

- a clear outline of the aims of the Canton's policy on libraries
- a definition of the typology of libraries and the special functions of each one
- the foundation of the Library System of Ticino (LST) with indication of the duties and organs for its functioning.

The LST is a member of RERO and so is party to an important national network of automated libraries. It was in fact really thanks to automation that the LST was able to come into being and thrive, making it possible also to elaborate a programme for its development which involves all the libraries in

the system and consequently all the staff with professional qualifications.

3. The public library as "a centre for cultural activity"

Right at the end of the 70's in an important government document, which contains the successive developments of cantonal policy from its beginnings with regards to libraries, there is the outline of the profile of a public library intended for study and general culture for the benefit of citizens at all levels: professional, political, informative and simply for pleasure. The scope and sense of these indications were subsequently acknowledged in the already mentioned legislation on libraries of 1991 be it with regards to the "aims and tasks" of the "cantonal policy on libraries" - in the sense that the latter is to be realised also through the development of "programmes for cultural activities" (art. 2, comma 2, lett. c) - or with regards to the specific functions of libraries, as clearly set out in art. 10, note on "cultural activities". As can easily be surmised, the type of library called upon to promote cultural activities of the kind mentioned is in particular the one defined in the law as a "public library" (art. 4).

I thought it appropriate to quote also comma 3 on the specialised functions because it enables you to understand the legislator's intention in setting up as many as four public cantonal libraries, which was not simply to make several copies of the same type of library in the various regions of the canton but to aim rather at providing the single regions with libraries suitable for study and general culture which have traits and functions in common but which also have specific aspects of functional variety as indicated in the document (1993) containing the details of the enforcement of the 1991 legislation.

4. Cultural activities promoted by the Locarno Library

I do not believe it would be relevant to give here a sort of account with examples of the way in which the Locarno Library - in the letter and spirit of the law - performs its tasks as a "centre for the promotion of culture". In my view it is more useful, on the one hand, to emphasise the type of collaboration established with other bodies, institutes and associations - in the Locarno area, in Ticino, in Switzerland and abroad - and on the other, to try to bring out the typology, so to speak, of the activities promoted, in an attempt to also point out valid reasons for supporting them.

A. Collaboration

Nearly all the cultural activities are organised by the Locarno Library in collaboration with other institutes (high schools in the region, Swiss and foreign university faculties) or associations and foundations (The Locarno Historic Society, The International Film Festival, The Association for Classical Culture, The Philosophical Society, The Association of Italian-Swiss Writers, etc.) or cultural magazines or publishers both in the Italian-speaking part of Switzerland and in Italy.

Now after almost a decade we have been able to experience at first hand the benefits of organising activities to promote culture in collaboration with others: at the same time we have finished up with a network of extremely useful relations which goes to enrich our regularly up-dated programme which is able to look further afield; secondly, the library is known well beyond the confines of its sphere of activity and, finally, it is becoming a reference point and a partner for many other people concerned with the production and diffusion of culture.

B. Typology

Conferences
Presentations
Study days
Seminars lasting several days
Conventions

In brief these are the types of cultural activity promoted. Conferences and presentations are the most typical and I do not think any further comment is called for. I would just like to specify that the invitation to these two types of activity is structured in such a way as to provide the maximum information together with the reason, so to speak, for organising the activity. In the invitation you can find, for example, bibliographical notes of the speakers and a note for guidance on the subject in question (book, topic, etc.).

The study days and the seminars which may deal with a certain theme or author differ not only in terms of time (one day for the former, at least two days for the latter), but above all in the way they are organised. During a study day three or at most four speakers will be present to discuss various aspects of the same problems, while seminars are organised in sessions during which the problems are treated speparately and in each session two or more speakers are present. Having said that I have to add that both study days and seminars are planned along the same lines which are:

An informative pamphlet containing:
a) a general outline of the activity
b) the programme
c) an enrolment slip

A dossier with the documentationwhich is sent to participants at least a week before the activity takes place and which contains
a) details concerning the organisation
b) an ample bibliography on the subject

c) articles and/or essays on the topic

A publication of the official record of the activity which is not always possible to produce, but which more often than not comes out in a special edition of a magazine or as a booklet.

Halfway between a study day and a seminar - from an organisational point of view - you have the convention which can last one or more days and which is organised in sessions but without the dossier containing documentation. An official record is always published for conventions.

5. By way of conclusion

As you have been able to see from the examples given, the various types of activity do not assume a rigid typology: they all have something in common - collaboration and documentation, for example - and the differences between them depend more often than not on extrinsic (time available, costs and possible developments) rather than on intrinsic reasons. In fact it is often the case that an activity originally conceived in terms of a "Presentation" develops into a "Seminar" or gives rise to a "Convention". If there is one thing I have learned from organising cultural activities it is that keeping rigidly to a pre-established plan is more often that not couterproductive: it is the cause of that sort of dampening of enthusiasm typical of routine. When all is said and done every cultural activity should be experienced as an adventure: an adventure, let me make it clear, which does not always turn out to be fully satisfactory and which can at times even prove to be a disappointment. But that is another question ...

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 613-622.

Libraries in Switzerland[1]

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General Comments

From a country, which to the present day has found its identity in being independent, different and special and accordingly has maintained a critical distance, one could expect that it also has something original to offer with regard to libraries. This is exactly so, even if Switzerland is in no way as exotic where libraries are concerned as it has been on the political front, particularly during these years.

For the on-looker abroad, and even sometimes at home, it must, at times appear as if the much cited phrase, which ostensibly stems from the humanistic circles of the 16th century "Hominum confusione et Dei providentia Helvetia regitur" (Switzerland is governed by human confusion and the providence of God) still held true today.

I would like to take this opportunity of familiarising you with the library structures of this country, but first a brief word about the politics:

1 Paper presented at LIBER Annual General Conference 1997, Bern.

Political Structures

The Swiss Federation today consists of 26 cantons of greatly varying sizes and population numbers. The latter ranges from the Canton of Appenzell Innerrhoden with a population of 14.800 to the Canton of Zürich with a population of 1.175.500.

The cantons are made up of municipalities. The Canton of Basel-Stadt has merely of three municipalities whereas the Canton of Berne has 401. The populations of the municipalities vary from perhaps a couple of dozen people in a small mountain community to the town of Zurich with 360.000. 60% of the round 3.000 municipalities have less than 1000 inhabitants.

Foreign policy, the army, customs, post and telecommunications are matters dealt with by the Federal Government. All other matters come under the auspices of the cantons (and in some cases the municipalities). This also applies to art and culture. The cantons are also responsible for education, from primary schools through to universities. (Two exceptions to this are the Institutes of Technology in Zurich and Lausanne.) And also in the library system there are no state uniform relgulations.

As the result of this state of affairs the library system in Switzerland is decentralised and without any real standardisation. The supporting bodies are manifold. Only three of the larger libraries are financed by the Federal Government: The Swiss National Library Schweizerische Landesbibliothek and the libraries of the Federal Institutes of Technology in Lausanne and Zurich.

Typology

Overview

In Switzerland four types of library are distinguishable:

1. General Research Libraries
2. Special Research Libraries
3. Study and Educational Libraries
4. General Public Libraries

General Research Libraries

Characteristic of the general research libraries in Switzerland (in comparison to the anglo-saxon countries) is the combination of the functions of a university library on the one hand, and on the other, those of a public library. According to Swiss tradition the collections of the ten Swiss universities are freely accessible (with restrictions in three cases). Most of these libraries fulfill the function simultaneously of a cantonal and, in part, of a municipal library. The Stadt- und Universitätsbibliothek Bern, for example, is the main lihrary of the University of Berne, the Cantonal library of Berne and the Municipal Library of Berne all in one.

With the exception of the two Institutes of Technology libraries and the University Library of St. Gall we are dealing with academic general libraries covering all fields of knowledge.

Characteristic is also the co-existence of central university libraries and faculty libraries, numbering between less than 50 and more then 150 depending on the university. (An exception is the University of Lausanne, where at Dorigny a large central library has been built on the campus. The only faculty libraries still in existence here are those for Law and Medicine.) Basically, it was intended that the central library was to procure the rudimentary and interdisciplinary literature, whilst the faculty libraries were to procure specialised literature for research purposes. In practice, however, this division is often ignored by the faculty libraries.

Special Research Libraries

To the most important publically accessible libraries in this category belong the Swiss Social Archives in Zurich, the Swiss Archives of Economics in Basle and the Swiss Eastern European Library in Berne.

The chemical industry in Basle possesses considerable company libraries. However, over the past few years the company libraries habe been the subject of cost reviews and as a result there have been noticeable cutbacks. Due to these developments, use of the inter-library loan system in the General Research Library sector, and in particular in relation to the Institutes of Technology and medical faculty libraries, has increased considerably.

With regard to the international organiations, one should not omit to mention the large collections of the UNO, the International Labour Office and the World Health Organisation in Geneva.

The most important ecclesiastical collection is the Stiftsbibliothek St. Gallen, with its theological, philological and historical stacks. It is one of the most outstanding medieval libraries in the world. (The monastery was founded in 612 A.D. and secularised in 1805.)

Study and Educational Libraries (Studien - und Bildungsbibliotheken)

The most significant representatives of study and educational libraries atre the cantonal libraries. But some of the medium-sized towns (e.g. Biel, La Chaux-de-Fonds, Winterthur) have a study and educational library.

Each canton in Switzerland has a cantonal library. In some cases it is named after the canton (e.g. as in Valais of in Aargau),

in others these functions have been taken over by a university library (e.g. in Vaud, Freiburg and Berne).

The cantonal library collects, apart from academic and popular science literature from all fields, the entire literature relating to the canton, as well as works by authors from the canton (archiving function). In most cases the library also produces the cantonal bibliography. The study and educational libraries often have in their possession valuable old stocks, for example, from secularised monasteries. The stocks vary from 22.000 volumes (Appenzell) to 800.000 (Solothurn).

The main user group is usually secondary school children. In cantons without a university, the study and educational libraries provide the most important help for students in their home areas. As the study and educational libraries are linked to the national inter-library loan system it is possible to obtain literature which would otherwise be unavailable. In some instances, however, individual subjects areas are so well represented that the stocks almost resemble a university library. Naturally, this applies primarily to the local knowledge of a canton, but in some cases also applies to other subjects such as law (e.g. Winterthur) or theology/philosophy (e.g.Lucerne). Other study and educational libraries (e.g.Biel) have decided to supplement their stocks with a selection of books which would normally be found in a public library, such as children's and adolescents' literature, as well as works with an entertainment value and a wide range of sound recordings and videos covering all subjects. In this sense, they come closest to the definition of a public library which are to be found in Anglo-saxon and Scandinavian countries.

General Public Libraries (Allgemeine öffentliche Bibliotheken)

The library system, which in the USA comes under the heading of "Public Libraries" is devided in Switzerland into study

and educational libraries on the one hand and general public libraries on the other.

The stocks of this kind of library are based on entertainment and on education and further education. The fiction in the smaller libraries tends to be predominantly in the local language, whilst larger libraries very often also stock foreign language standard works and new publicaitons. The non-fiction books are of a popular science nature. Stocks are continuously updated and those which do not prove to be popular are withdrawn.

Unfortunately, nearly all the general public libraries in the German speaking part of Switzerland are subject to lending fees. In Berne, the annual subscription fee for 1997 is CHF 50.-- Students may borrow books free of charge.

Travelling libraries (e.g. library buses) are still an exception in Switzerland. They are only to be found in the French speaking part of Switzerland. The Appenzeller Railway, however, has a library carriage which stops ast a different station each day.

The Swiss National Library (Schweizerische Landesbibliothek)

The Swiss National Library (founded in 1895) cannot be easily slotted into one of the above mentioned four categories of library systems. The former director of this institution, Prof. Franz Georg Maier, described it as a research library for Helvetica[2], as a purpose lies in the collection of works by Swiss authors, works about Switzerland or those which were printed in Switzerland.

The National Library edits the national bibliography ("Das Schweizer Buch"), as well as other special bibliographies and maintains the "Catalogue of Foreign Journals in Swiss Libraries" (Verzeichnis ausländischer Zeitschriften in Schweizer

2 Maier, Franz Georg: Libraries in Switzerland. In: Encyclopedia of library and information science. 36, suppl. 1. 1983, S. 508-515. 513.

Bibliotheken - VZ). However, the "Union Catalogue of Foreign Publications in Swiss Libraries" (Gesamtkatalog ausländischer Schriften in Schweizer Bibliotheken) on catalogue cards, which was previously of great importance has lost much of its significance in this age of on-line retrieval. For stocks, particularly those which are not listed in the EDF catalogues, the National Library still serves as a turnable for national inter-library loans.

Other national collection centres are the Cinématique Suisse in Lausanne (founded in 1943), which preserves all Swiss films and a selection of foreign ones, and the National Phonothek (Landesphonothek) in Lugano (founded in 1983), which collects sound recordings which are of importance for Switzerland.

In fact, the Federal Institute of Technology (Eidgenössische Technische Hochschule) in Zurich, the largest library in Switzerland, also has the function of a national library for science and technical literature, which it collects in its entirety.

Online Union Catalogue Systems (EDV-Verbundsysteme)

On a university level three large union catalogues are in existance at the present time in Switzerland. They include nine of the ten Swiss university libraries, and work with different systems:

The university libraries of Geneva, Lausanne, Neuenburg and Freiburg, as well as the cantonal libraries of the Valais (Sion) and the Ticino (Lugano, Locarno, Bellinzona) are joined in the Réseau Romand et Tessinois (RERO). Until 1996, the software SIBIL, developed in Lausanne, was operational. In 1997, however, after an extensive period of preparation, a switch to the VTLS system was made.

The Swiss German Union Catalogue includes the Universities of Basle and Berne, with a total of over 100 participating individual libraries. The software in operation is also SIBIL. Stocks number approximately 1,5 million titles.

The Swiss Federal Institutes of Technology in Zurich and Lausanne, together with the Central Library Zurich and the Social Archives Zurich, are joined in the Zurich Information Union Catalogue ETHICSplus.

Two smaller union catalogues, which operate with the DOBIS/LIBIS software are located at the University of St. Gall and the faculties of the University of Zurich.

In the Swiss German speaking part of Switzerland preparations are currently in progress for the replacement of these systems by a restructured union catalogue using a uniform system.

A union catalogue for General public libraries, as is used in Denmark for example, does not exist in Switzerland.

Personnel and Training

Swiss libraries have a comparatively small number of staff, which is partly due to the 42 hour working week. In compliance with the heterogenic governing bodies, the employment conditions (and salaries) over the entire range of private and public legal contracts.

Uncontested to date, is the three level division of library personnel into upper service (academic staff), middle service (diploma staff) and other staff. In comparison to Germany it is interesting to note that the academic and diploma librarians generally work together.

Whilst in General publoic libraries women are,m at the present time, in the majority and in most instances hold leading positions, in the university libraries and the study and educational libraries they are trailing behind. It is obvious that women are under-representated here in leading positions.

With regard to training, Switzerland is on the brink of change. Over the next few years a uniformly regulated, state recognised qualification is to be introduced, which will include not only

librarianship but also archive and documentation systems. Planned is a three level pervious training model with a professional apprenticeship for an information and documentation assistent (prerequisite qualification: secondary school), a technical college course (prerequisite: 'Matura') and a post-diploma course on a university level. The legal stipulations for levels one and two are currently being reported on.

Critical Assessment

On the whole, Switzerland has proved politically that decisions should be made where the action is. In other words, autonomous responsibility on a local and regional level works. However, there is another side to federalism regarding the inequality of finances or the fact that projects, which would be of national interest, frequently fail due to the dissemination of decision making competences and the lengthy channels of officialdom. An example for this is the organisation of special subject collections as demonstrated in the German model for example, which was never able to be realised for research libraries in Switzerland.

In my opinion, Switzerland lies somewhere in the middle of the library system n Europe.

The following factors count as positive:

A large number of old library stocks, as well as modern works are available. This is in part due to the fact that Switzerland, over the past two hundred years has not been involved in or affected by war, but it is also due to the fact that the buying power of this country has been comparatively good over the past fifty years.

Switzerland has a dense network of medium sized libraries (study and educational libraries) which archive the complete cultural heritage of their region, in addition to making the most important academic works from all fields of knowledge available to the public.

The number of university libraries (10) is also relatively large. It is also worth mentioning that they are all (with three exceptions, open to the public, without restrictions.

The following are points of criticism:

There are no federal uniform library regulations, as a result of which the number of libraries varies according to each region.

Up to now, training has been strongly practice-oriented with too little emphasis on theory.

Swiss libraries often charge fees for their basic services such as lending.

With regard to the library union catalogues these are too diverse in all library categories.

The digitalisation of Helvetica has hardly begun.

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 623-631.

LIBER DIVISION REPORTS

LIBER DIVISION ON PRESERVATION

The Divisional meeting was held in Bern on 3 July 1997

1. The workplan of the Division was updated. The Division's aim to collect and evaluate existing mass deacidification processes was taken up and pursued by the ECPA who produced and published a very useful evaluation. Information about the Division is available both on the LIBER home page and on the ECPA web site. The European Register of Microform Masters is now available on RLIN. The main work of last year was the design of a questionnaire for, and the evaluation of the results of, a study into existing preservation policies in European Research Libraries. This work was commissioned by the Division, not only as a fact-finding exercise, but with the aim that existing preservation policies may be used as building blocks for a European preservation strategy. The results of this study were presented by Professor John Feather and are printed in the LIBER Quarterly.

   At last year's divisional meeting it was agreed to add preservation education to the Division's programme. The open session of the Division was devoted to this topic and a successful workshop was held in Amsterdam in November1996 in cooperation with the ECPA, the

International Council on Archives and the Marburg Archiv Schule. This workshop focussed on preservation management and was aimed at those in charge of preservation and conservation in libraries and archives. The participants came mainly (but not entirely) from Eastern, Central and Southern Europe. A whole range of topics was discussed and the speakers focussed on training methods and techniques for those subjects. The discussions among the participants formed a very useful and important part of the workshop and provided a stimulus for a more positive approach to problems and a more creative search for solutions. A range of issues that needed discussion in greater detail was identified and these were taken forward at a Summer School at Marburg in August 1997.

2. According to the LIBER regulations two members of the Standing Committee, Dr Herman Leskien and Madame Christiane Nicq, retired from the committee. The Division is grateful for their contributions to the work plan and to the annual divisional sessions. Two new members, Mrs Maria Luisa Cabral (National Library of Portugal) and Mr Algirdas Plioplys (National Library of Lithuania) were elected.

3. Future plans for the Division were discussed. Following the compilation of the report on preservation policies, the policies themselves are being collected and will need to be translated and analysed. Guidelines for the establishment of a preservation policy will be discussed. The Division hopes that the funds for this work will be available in 1997/1998. Further work is planned in the field of training for preservation management. The workshop and summer school may be extended to a wider

audience and to other European countries and we hope to be able to assist in the production of guidelines for good preservation management practice. It was proposed that the Division should compile a version of available preservation-friendly photocopiers and issue guidelines for good photocopying practice.

Next year's Annual General Meeting will address the conflicts between short-term gains and long-term benefits. Traditionally, libraries have taken a long-term view, be it in collection development, access or, of course, preservation. More recently, libraries are being compelled to do more with less and to do better with less. Ever diminishing resources, both financial and staff, and ever greater emphasis on efficiency put pressure on libraries. This pressure often leads to short-term decision making. Libraries move from crisis to crisis, are under constant pressure to justify their staffing needs, their collections and their very existence. This atmosphere is not conducive to reflection and to thinking carefully, to weighing all implications before taking any decision. To give but two examples. Many libraries now offer short-term contracts but is this the best way to develop a knowledge of the collections? Many libraries go in for extensive digitising programmes, but without giving much thought to the extreme volatility of the digital format, or without thinking through the resource implications for maintaining longer-term access to these formats. There are many more examples of this kind where libraries feel compelled to react to ever-increasing pressures and these reactions are often required quickly, leaving no time for consideration of possible long-term implications. Therefore decisions are made that may be beneficial in the short-term, but that are often detrimental in the long

term. Alternatively, decisions are not made that may lead to benefits in the longer term.

For our Division we will consider those subjects that best reflect the conflict between short-term expediency and long-term need and the choices that have to be made.

Mirjam Foot
Chairman of the Division on Preservation

LIBER ACCESS DIVISION - ANNUAL REPORT 1997

(including the minutes of the Access Divisional Meeting on 3 July 1997)

1. Divisional Committee

After the elections at the LIBER Annual General Conference 1996 in Malta the Access Professional Division is administered by a committee with the following composition:

* Dr Alex C. Klugkist, University Library Groningen, The Netherlands, divisional chairman (elected in 1996);
* Ms Susanne Berke, National Széchényi Library, Budapest, Hungary, divisional secretary (elected in 1996);
* Mr Peter te Boekhorst, Universitäts- und Landesbibliothek Münster, ordinary member (elected in 1995);

* Ms Christine Deschamps, Bibliothèque Universitaire René Descartes, Paris, France, ordinary member (elected in 1995);
* Mr Jan Erik Roed, University of Oslo Library, Norway, ordinary member (elected in 1996).

Susanne Berke, Jan Erik Roed and Alex Klugkist will be in charge till 2000, Ms Deschamps will be in charge till 1999.

Because Peter te Boekhorst reported that he most probably will not be able to attend the future annual meetings and for that reason would like te retreat as committee member, in 1997 one vacancy had to be fulfilled. Mr. Te Boekhorst is willing to function as corresponding member of the Access Division.

The members of the Access division unanimously supported the candidacy of Anna Planet at their meeting in Bern on Thursday, 3 July 1997. Anna Planet is deputy librarian of the Bibliotheca de Catalunya.

2. Committee membership

Also in 1997 it was not feasible to get a good overview of all Access Division members, because many institutional members of LIBER still did not answer the questionnaires in which they were asked to give the names of the representatives for the respective LIBER divisions.

The LIBER Secretariat was so kind to take care for a general mailing to all LIBER members with the agenda and the invitation tot the Access Division members to attend the above mentioned meeting on 3 July 1997.

3. Leipzig meeting, 21 and 22 March 1997

The Access Division and the Collection Development Division were invited to participate in the organisation of a two-

days-librarians conference during the Leipzig Bookfair on 21 and 22 March 1997. Other participants were the University Library of Leipzig, the Bundesverein Deutscher Bibliothekare (BDB), the British Council and the Leipzig Bookfair Organisation. The theme of this conference was: "Relations between East and West Europe in the field of bookmarket, collection development and access to information. The two LIBER divisions jointly invited part of the speakers. The travel and accommodation expenses of many of the East European colleagues were funded by the organising participants.

About ten speakers gave lectures on the topics of the conference theme with special reference to the situation in their own countries. As could be expected, all European countries face severe problems in the field of acquisitions, collection development and access to information. The differences between East and West Europe are so big, that it will take a long time before a unified Europe in relation to libraries and information will be established.

The conference was attended by more than 150 persons, for the greater part from Germany and many of them from the Baltic States, Czechia, Hungary, Polen, Russia and Slowakia. Only a minority belonged to the LIBER membership.

4. Bern Conference, 1 - 5 July 1997

4.1 Session 2: "Teaching Access" on 2 July 1997

The Access Division was responsible for the organisation of Session 2 of the Bern LIBER Annual General Conference 1997 with the theme: "Teaching Access".

Four speakers accepted the division's invitation to contribute to this session. Dr Rosmarie H. Fouad, Instruction Librarian of the Oboler Library of the Idaho State University,

USA gave a lecture on "Interactive Teaching Methods in Relation to Electronic Access".

Mr Fred Bosman, Coordinator of Library Services at the Groningen University Library, The Netherlands, read a paper about "Teaching Access in a University Library".

Mr Bredo Bernstein, Social Science Librarian at the Oslo University Library, Norway lectured on "The Critical Choice".

Finally mr Daniel Renoult, Head of the Direction of Information Systems at the Bibliothèque Nationale de France, Paris, France, spoke about "Accessing Information at the Bibliothèque Nationale de France".

Their contributions were very much appreciated. They will be published in one of the forthcoming issues of the *LIBER Quarterly ERLC*.

4.2 Access Divisional Meeting on 3 July 1997

The yearly Access Divisional Meeting took place in the Stadt- und Universitätsbibliothek Bern on Thursday afternoon, 3 July 1997. The meeting was attended by about 75 persons. The divisional committee was represented by Christine Deschamps, Alex Klugkist and Erik Jan Roed. Unfortunately, Susanne Berke and Peter te Boekhorst were not able to come to Bern. The minutes of the Division meeting in Malta and the Annual Report 1996 were approved. A new board member was elected (see under 1. Divisional Committee): Anna Planet, deputy librarian of the Bibliotheca de Catalunya.

The Access Division members agreed to finalize the text of the concept Medium Term Programme (MTP) of the Division at the Paris Divisional Meeting in 1998.

The text of the MTP is as follows:

Medium-Term-Programme of the Division of Access of LIBER

Scope statement

The ACCESS Division of LIBER serves to foster and promote access to information resources for the benefit of the patrons of university and research libraries and to stimulate the development of modern information services.

Goals

1. Organisation of meetings and working groups concerning themes in the field of access to information.
2. Participation in initiatives, designed to facilitate the access to and free flow of information in Europe and abroad; encourage international linking of systems by application of modern network protocols.
3. Stimulate activities in the area of networking and promote the use of modern information technology.
4. Support the strategic IT-planning in libraries through meetings, seminars, working groups, and publications of its members.
5. Support of special projects in the area of information technology regarding access.
6. Reflections on marketing concepts and licensing models of information services and on economic aspects and copyright and fair use.
7. Promote standardization in areas vital for co-operation among libraries, such as resource sharing and linking the information world.

Those who want to comment on it, are invited to do so before 1 May 1998. Reactions should be sent to the chairman (Alex Klugkist, University Library Groningen, P.O.Box 559, NL-9700 AN Groningen, The Netherlands, Fax +31 50 363 4996, e-mail: a.c.klugkist@ub.rug.nl).

During the second part of the divisional meeting LIBER members got the opportunity to comment on the papers of the four above mentioned speakers of session 2.

Then the following six statements were presented for discussion:

1. Access to scholarly information in electronic form will not fully meet the needs of future generations of students and researchers.
   Books and journals in their traditional form will continue to be the best way to disseminate knowledge during the next decades.
2. An unbalanced move to electronic just-in-time service is not beneficial for students and researchers.
3. The process of scholarly communication will be predominantly electronic, especially in the field of science and bio-medicine, but to a lesser degree in the field of the humanities.
4. The current licence models prevent cost-benefit analysis that can clarify the relationship between periodical ownership versus full-text online access or versus electronic journals.
5. Libraries need to implement tools and techniques and seek ways to provide better access to information and materials not locally held, although the printed collections will continue to be a primary tool.
6. Integration of online catalogues and electronic bibliographical databases by userfriendly interfaces is un underestimated and underdeveloped item of library automation.

After an animated exchange of views the meeting was closed at six o'clock.

Alex C. Klugkist
Chairman of the Division on Accesss

European Research Libraries Cooperation:
The LIBER Quarterly, 7 (1997), 633-640.

Book Review

Hinrich Vollers / Eberhard Sauppe: *Arbeitsplatzbewertung für den wissenschaftlichen Bibliotheksdienst (AWBD): Beiträge zur Beschreibung und Bewertung von Arbeitsplätzen nach den Vergütungsgruppen IIa bis I des Bundes-Angestelltentarifvertrages (BAT).* Unter Mitarbeit von Günter Baron, Eckhard Blume, Alexandra Habermann und Jobst Tehnzen. Berlin: Deutsches Bibliotheksinstitut, 1997 (dbi-materialien; 158). ISBN 3-87068-958-7.- 186 S. DM 24,00.

Hinter diesem etwas sperrigen Titel verbirgt sich eine der spannendsten Veröffentlichungen des deutschen Bibliothekswesens der letzten Jahre. Mehr noch: Hier handelt es sich um eine der am dringendsten erwarteten Publikationen. Und dies gleich aus verschiedenen Gründen: Erstens wird damit eine bisher eher am Rande behandelte Gruppe von Mitarbeiter/innen in wissenschaftlichen Bibliotheken überhaupt in der gebotenen Breite hinsichtlich ihrer tarifrechtlichen Position gewürdigt: Angestellte nämlich im wissenschaftlichen (höheren) Bibliotheksdienst. Zweitens wird damit - endlich möchte man sagen - der Notwendigkeit entsprochen, Angestellte im höheren Dienst an wissenschaftlichen Bibliotheken als gewissermaßen gleichberechtigte Gruppe neben den Beamten zu sehen, was insbesondere für die Bibliotheken in den neuen Bundesländern nach der Wiedervereinigung Deutschlands von entscheidender Bedeutung ist. Drittens schließlich bürgen die Namen der beiden hauptverantwortlichen Autoren dafür, daß die in einer früheren Veröffentlichung von Vollers und Saup-

pe bewährten Details in der Darstellung auch in der nunmehr vorliegenden Veröffentlichung beibehalten werden.

Diese Erwartungen werden vollauf bestätigt. Vollers und Sauppe haben Ende der siebziger Jahre für die in den wissenschaftlichen Bibliotheken Deutschlands (damals der alten Bundesrepublik natürlich) am häufigsten vertretenen Beschäftigtengruppen im Angestelltenverhältnis die Grundlagen für deren tarifrechtliche Eingruppierung geliefert. Es handelt sich dabei um die Beschäftigten der Vergütungsgruppen BAT X bis IVb, also jener Gruppen, die vergleichbar sind dem einfachen, mittleren und gehobenen Dienst unter den Beamten. Auf der Basis der tarifrechtlichen Grundlagen, eben dem Bundes-Angestelltentarifvertrag (BAT), listeten die Autoren tabellarisch, jedoch äußerst differenziert, die vielfältigen bibliothekarischen Tätigkeiten, die dazu im Einzelfall erforderlichen Anforderungen sowie die damit korrelierenden Eingruppierungsmerkmale des BAT auf. In der Folgezeit wurde dieses Werk sehr schnell zum unentbehrlichen Werkzeug für alle, die in den wissenschaftlichen Bibliotheken und ihren vorgesetzten Dienststellen mit der Eingruppierung von Angestellten befaßt waren.[1] An der grundlegenden Bedeutung dieses Werks hat sich im übrigen bis heute nichts geändert. Dies wurde (und wird teilweise noch) dadurch belegt, daß nach der Wiedervereinigung Deutschlands die in den wissenschaftlichen Bibliotheken der ehemaligen DDR Tätigen landesweit auf der Basis des kurzerhand als "Sauppe" zitierten Werks in die Vergütungsstruktur des BAT eingruppiert werden konnten.

Daß darin die Bibliothekare des wissenschaftlichen Dienstes ausgespart wurden, ist nicht den Autoren anzulasten. Vielmehr

1 *Arbeitsvorgänge in wissenschaftlichen Bibliotheken (AVWB): Beiträge zur Praxis der Beschreibung und Bewertung von bibliothekarischen Arbeitsplätzen nach dem BAT.* Hrsg. E. Sauppe / H. Vollers, Hannover-Waldhausen: Nordwestverlag, 1978. 2., unveränderte Aufl. Berlin: Deutsches Bibliotheksinstitut, 1991 (dbi-materialien; 102).

konnte noch bis Ende der achtziger Jahre davon ausgegangen werden, daß im wissenschaftlichen Dienst die Planstellen fast ausschließlich von Beamten besetzt waren. Angestellte gab es im Regelfall nur für die Besetzung befristeter Stellen. Die drei im deutschen wissenschaftlichen Bibliothekswesen vertretenen Gruppen (Angestellte, Arbeiter, Beamte) verteilten sich - bis zur politischen Wende des Jahres 1989 - etwa wie folgt auf die einzelnen Dienststufen: Im höheren Dienst gab es fast nur Beamte, im gehobenen Dienst hielten sich Beamte und Angestellte in etwa die Waage, im mittleren Dienst überwogen schließlich die Angestellten deutlich (Arbeiter spielten rein zahlenmäßig nur eine untergeordnete Rolle).

Diese Situation änderte sich grundlegend mit der Wiedervereinigung Deutschlands. Beamte gab es in den Bibliotheken der neuen Länder vor der Wende nicht, konnte es künftig auch nicht ohne weiteres geben: Die dort Beschäftigten wurden durchweg in Arbeitsverhältnisse auf der Basis des Bundes-Angestelltentarifvertrags übernommen. Während für Angestellte in den unteren und mittleren Vergütungsgruppen (bis BAT IVb) mit dem "Sauppe" seit 1978 eine bewährte Grundlage bereit stand, konnte bei der Eingruppierung der zahlreichen Mitarbeiter/innen des wissenschaftlichen Dienstes allein auf die allgemeinen und zwangsläufig sehr abstrakten Eingruppierungsmerkmale des BAT zurückgegriffen werden. Diese setzen den Abschluß einer abgeschlossenen wissenschaftlichen Hochschulausbildung voraus und rekurrieren weiterhin im wesentlichen auf die Schwierigkeit, die Bedeutung und die Verantwortung der wahrgenommenen Tätigkeit, um zu einer tarifgerechten Eingruppierung innerhalb der vier möglichen Vergütungsgruppen BAT IIa bis I gelangen zu können. Dabei kann es aufgrund der Allgemeinheit der Merkmale nicht ausbleiben, daß für die Eingruppierung in die jeweils höhere Vergütungsgruppe eine besondere Schwierigkeit oder die besondere Verantwortung gegenüber der jeweils niedrigeren Vergütungsgruppe ausschlaggebend ist. Für die Anwendung dieser höchst all-

gemeinen Kriterien auf den konkret zur Debatte stehenden Eingruppierungsfall fehlten bisher die bibliothekarischen Bezugspunkte, wie sie der "Sauppe" für sämtliche darin behandelten Vergütungsgruppen mustergültig bereitstellte. Beispielsweise für die Eingruppierung von Personal in der Formalkatalogisierung: Hier gewährleistete eine transparente Matrix[2] von einerseits komplexer werdenden Titelaufnahmeregeln sowie der zahlreicher werdenden, zudem noch hierarchisch gestaffelten, bibliographischen Kategorien die weitgehend konfliktfreie Eingruppierung von Mitarbeiter/innen in die Vergütungsgruppen VII bis IVb (konfliktfrei deshalb, weil diese Matrix sowohl für Bibliothekare wie für Sachbearbeiter in den Personalbüros der Dienstellen unmittelbar nachvollziehbar war). Demgegenüber in gleicher Weise deutlich zu machen, worin die besondere Schwierigkeit oder gar die herausgehobene Bedeutung einer Fachreferatstätigkeit besteht, die zu einer Höhergruppierung aus der unstrittigen Vergütungsgruppe BAT IIa nach Ib oder womöglich gar nach Ia führen würde, stellte sich weitaus schwieriger dar, eben weil die konkret wahrgenommenen bibliothekarischen Tätigkeiten nicht ohne weiteres unter die allgemeinen Merkmale des BAT subsumiert werden konnten. Am leichtesten war die Situation bisher immer noch dann, wenn die besondere Bedeutung einer Position im wissenschaftlichen Bibliotheksdienst rein formal durch die Unterstellung einer bestimmten Zahl von Mitarbeiter/innen der Vergütungsgruppen IIa und höher zweifelsfrei nachgewiesen werden konnte.

Abhilfe verspricht hier nun der gerade vorgelegte "Vollers", wie wir diese Publikation der Einfachheit halber nennen wollen (auch in der Hoffnung, daß ihr alsbald die gleiche selbstverständliche Grundlagenbedeutung zukommen wird wie dem "Sauppe"). Das Buch gliedert sich in folgende Hauptabschnitte: zunächst eine umfängliche und aufgrund der komplizierten arbeitsrechtlichen Grundlagen notwendige Einleitung, die knapp

2 Sauppe Ca1-Ca5, vgl. S. 41f.

ein Drittel des Buches beansprucht. Sodann folgt eine Sammlung von Beispielen für die Bescheibung von Arbeitsvorgängen, sogenannte "Muster-Arbeitsvorgangsbeschreibungen", die ergänzt werden durch eine kurze Übertragung der "Muster-Arbeitsvorgangsbeschreibungen" auf die unvermeidlichen Vordrucke der Personalverwaltung. Schließlich findet sich noch ein sehr umfangreiches und differenziertes Register, das den Umgang mit dem "Vollers" sehr erleichtern dürfte.

Die Einleitung bietet eine ausführliche Darstellung der tarifrechtlichen Bewertungsmaßstäbe der Vergütungsgruppen BAT IIa bis I, eine detaillierte Darstellung der Anwendung der allgemeinen Tätigkeitsmerkmale auf die wissenschaftlichen Bibliotheken, eine differenzierte Auflistung der einzelnen Aufgabenbereiche des wissenschaftlichen Bibliotheksdienstes, schließlich eine höchst willkommene Handreichung zum Gebrauch der in der Beispielsammlung versammelten "Muster-Arbeitsvorgangsbeschreibungen".

Die Beispielsammlung, die sich aufgrund der Erfahrungen mit dem "Sauppe" als meist benutztes Kapitel herausstellen dürfte, ist alphabetisch gegliedert nach den wesentlichen Aufgabengebieten des wissenschaftlichen Bibliotheksdienstes, die aufgrund der persönlichen Eingangsvoraussetzungen sowie der herausgehobenen Eingruppierung als Leitungsaufgaben definert sind: Neben den klassischen Aufgaben Benutzungsdienst, Direktion, Erwerbung, Fachreferat und Katalogisierung sind hier allerdings auch sogenannte Querschnitts- und sonstige Aufgaben verzeichnet. Zu den Querschnittsaufgaben, die meines Wissens zum ersten Mal in der gebotenen Ausführlichkeit dargestellt werden, zählen die Personalverwaltung, die Öffentlichkeitsarbeit sowie die Informations- und Kommunikationstechnik. Zu den sonstigen Aufgaben zählen die Handschriften- und die Nachlaßkatalogisierung sowie die Aufgaben in den Bereichen Bestandsschutz bzw. die Bestandserhaltung. Die oben vermutete leichte Verwendbarkeit der hier versammelten "Muster-Arbeitsvorgangsbeschreibungen" wird ohne

Zweifel dadurch befördert, daß die Kriterien zur Definition dieser Tätigkeiten ausdrücklich als "Textbausteine" definiert sind wie die Tätigkeitsmerkmale in den Bereichen Benutzungsdienst, Direktion, Fachreferat usw.

Da wissenschaftliche Bibliotheken, wie der "Vollers" zu Recht annimmt, sich allein durch ihre Größe, sicherlich jedoch nicht durch ihre Aufgabenstellung unterscheiden lassen (wenn man von der möglichen Differenzierung in Universitäts- und/oder Regionalbibliotheken einmal absieht), und da die Eingruppierungssystematik des BAT auf die Vergleichbarkeit von Tätigkeiten, deren Schwierigkeit, Bedeutung, Verantwortung usw. abhebt, ist die Methodik des "Vollers" vorgezeichnet. Sie baut ganz wesentlich auf der Größe der wissenschaftlichen Bibliotheken auf, in denen Tätigkeiten des wissenschaftlichen Dienstes wahrgenommen werden. Die Größe einer wissenschaftlichen Bibliothek wird bemessen an der Zahl der Personalstellen, dem Zugang in Bänden pro Jahr und den Ausleihen pro Jahr. Das mögen Kritiker für unreflektiertes Nachempfinden der Deutschen Bibliotheksstatistik halten, aber andere, in gleicher Weise objektivierbare Parameter stehen ganz einfach nicht zur Verfügung. Die Differenzierungen, die der "Vollers" vornimmt, müssen insgesamt als pragmatisch und schlüssig beurteilt werden, auch wenn jeder einzelne Parameter natürlich Gegenstand langwieriger Diskussionen sein könnte. "Großbibliotheken" (über 250 Stellen, über 100.000 Bände Zugang und über 800.000 Ausleihen pro Jahr) werden unterschieden von "größeren wissenschaftlichen Bibliotheken" (mindestens 60, 30.000, 300.000), "mittleren wissenschaftlichen Bibliotheken" (mindestens 20, 10.000, 100.000) und schließlich "kleineren wissenschaftlichen Bibliotheken" (unter 20, 10.000, 100.000). Daß es darunter noch "kleine wissenschaftliche Bibliotheken" gibt, wird nicht verschwiegen, bleibt aber für die Übersicht der tarifrechtlichen Eingruppierungsmöglichkeiten außer Betracht. Der vergleichenden Tarifsystematik des BAT folgend, postuliert der "Vollers" für die Leitung einer "kleineren" wissenschaftlichen Bi-

bliothek die Vergütungsgruppe BAT Ib (evtl. Ia), für "mittlere" Ia, für "größere" Ia, für "größere" I, während für "Großbibliotheken" schließlich eine außertarifliche Vergütung empfohlen wird. Für die im Stellenplan folgenden Positionen, Stellvertretung bzw. Leitung von Hauptabteilungen, wird eine Vergütung angesetzt, die in der Regel um eine Vergütungsgruppe niedriger bemessen ist als die Leitung selbst, bei Querschnitts- und sonstigen Aufgaben kann sich die empfohlene Eingruppierung um bis zu zwei Stufen unter der Leitung bewegen.

Das mag alles aus der Tarifsystematik des BAT schlüssig hergeleitet und in vernünftiger Weise auf die Größenunterschiede wissenschaftlicher Bibliotheken angewendet sein: Allein es sei die Frage gestelllt, was denn hinsichtlich der Eingruppierung des wissenschaftlichen Dienstes passieren mag, wenn der Stellenplan aufgrund von Faktoren, die völlig außerhalb der betroffenen Bibliotheken liegen, unter eine der im "Vollers" gesetzten Grenzen reduziert wird, oder wenn der Zugang aufgrund von Etateinsparungen ebenso sinkt wie die - gerade bei Universitätsbibliotheken - von der Beschaffung aktueller Literatur abhängigen Ausleihzahlen?

Der BAT legt peinlichen Wert auf formale Parameter, insbesondere Unterstellungsverhältnisse oder - an einer Stelle, nämlich der Vergütungsgruppe BAT IVb, Fallgruppe 8b - auch die Größe des Bibliotheksbestands. Hinsichtlich der Unterstellungsverhältnisse, aus denen sich eine bestimmte Eingruppierung des Vorgesetzten herleiten läßt, sind im übrigen auch für den wissenschaftlichen Dienst sehr enge Grenzen gesetzt. Wenn wir uns kurz vor Augen halten, daß die Eingruppierung in BAT Ib, Ia, und schließlich I von jeweils drei, fünf bzw. acht Angestellten der Vergütungsgruppen BAT IIa und höher abhängt, läßt sich erahnen, welche Gefahren für die Eingruppierung des Vorgesetzten drohen, sofern einzelne Stellen der im übrigen nicht gerade üppig bemessenen Stellenpläne wissenschaftlicher Bibliotheken in Deutschland wegfallen sollten. Dafür können Vollers und seine

Ko-Autoren natürlich am allerwenigsten, und es nimmt ihrer Darstellung nichts von ihrer Schlüssigkeit, wenn sie so verfahren (müssen) wie beschrieben. Der "Vollers" kann letztlich nur eine Empfehlung zur arbeitsrechtlichen Grundlage des Bundes-Angestelltentarifvertrages darstellen. Es bleibt zwar zu hoffen, daß die empfehlenden Festlegungen des "Vollers" alsbald Bestandteil verbindlicher Fallgruppen des BAT werden. Allein die bisherigen Erfahrungen mit dem "Sauppe" lassen hier keine allzu optimistischen Erwartungen zu, wenn man sich der Vergütungsgruppen Vc, IVa sowie III erinnert.

Es bleibt dennoch zu hoffen, daß sich der "Vollers" eine ebenso fundamentale Bedeutung für die tarifgerechte Eingruppierung von Personal in wissenschaftlichen Bibliotheken sichern kann wie es dem "Sauppe" vor nunmehr gut 20 Jahren gelungen ist.

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