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**Editorial Board:**

Hans-Christoph Hobohm (Editor in chief)

Fachbereich Archiv-Bibliothek-Dokumentation, Fachhochschule Potsdam,  
PO-Box 600608, D-14406 Potsdam, Germany.

Tel.: +49 (0)331 580 1514, Fax: +49 (0)331 580 1599; e-mail: Hobohm@FH-Potsdam.de  
<http://www.fh-potsdam.de/~IFLA/INSPEL>

Jeannette Dixon, The Museum of Fine Arts  
P.O.Box 6826, Houston, Texas 77265-6826, USA

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Patricia B. Yocum, 3026 Shapiro Science Library, The University of Michigan  
Ann Arbor, MI 48109-1185, USA

**Publisher:**

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## Contents:

- André J. Geuns and Barbara Wolf-Dahm:  
Theological Libraries - an Overview on History and Present Activities  
of the International Council of Associations of Theological Libraries. 139
- Blane Dessy:  
Access For All - A New National Library for Tomorrow's Learners.  
The United States National Library of Education. 159
- Jakob Andersen:  
Denmark's National Library of Education: Growth and choices between  
media. 167 AR
- Emilija Banionytė:  
A network of educational libraries in the Nordic-Baltic countries. 176
- Karen J. Graves and Elaine R. Martin:  
Re-engineering the Library for Improved Access to Electronic Health  
Information: One Research Library's Experience. 182 AR
- Myoung Chung Wilson:  
To Dissect a Frog or Design an Elephant: Teaching Digital Information  
Literacy through the Library Gateway 189

# **THEOLOGICAL LIBRARIES - AN OVERVIEW ON HISTORY AND PRESENT ACTIVITIES OF THE INTERNATIONAL COUNCIL OF ASSOCIATIONS OF THEOLOGICAL LIBRARIES**

**By André J. Geuns and Barbara Wolf-Dahm**

## **I. HISTORICAL BACKGROUND**

The origin of libraries goes very far back in humanity's memory. The earliest testimonies to their existence can be traced to around 3000 BC. Libraries were often found in the proximity of kings or priests. They were the first to collect and preserve documents produced by their own activities. Religious libraries have existed in all eras of humanity's cultural history. In many cases they led to the conservation of other types of documents.

While both general and religious libraries have a long history, the more concerted effort to organize library-activities is far more recent. It was not until the end of nineteenth century and the beginning of the twentieth that common forms of library-organisations arose in Europe and the United States of America, either on a national as international level. Henri La Fontaine and Paul Otlet were the first to organize the international cooperation of libraries and librarians. In 1885 they founded the „Institut International de Bibliographie“ that in 1938 took the name by which it is still known, „Fédération Internationale de Documentation – FID“. Another, more typical, initiative to establish an internationally recognised association of libraries resulted in the „International Federation of Library Associations and Institutions“ (IFLA), founded in 1927 under the auspices of UNESCO at Edinburgh. It encompassed associations and institutes (such as libraries and library-formation institutions) as well as personal associates.

Theological libraries followed the same evolution - even if at a certain distance. Although ecclesiastical libraries had worked for centuries to collect and preserve theological documents often preserving precious ancient manuscripts, there was little concerted cooperation and no form of association had ever seen the light. These relatively small libraries jealously guarded their valuable collections, their independence and their limited access, until they were forced by the disastrous situation that followed the Second World War to go beyond their own enclosures

and seek the support of similar libraries and colleagues. Indeed, the first theological library associations were established some fifty years ago in the United States and in Europe.

The earliest effort to organize theological libraries in an association resulted in the American Library Association (ALA), which included theological libraries as early as 1884. In 1916, representatives from 21 libraries met to found the Round Table for Theological libraries. This became known as the ALA Religious Books Round Table. It took another thirty years of dreaming, anticipation, and effort to establish the first autonomous theological library association. In 1946, immediately following World War II, the American Association of Theological Schools (AATS) issued a call for a meeting of the librarians of its 110 member institutions. It appointed a committee to prepare a program and convene the conference that met on 23-24 June 1947 with 50 librarians attending. Over the last fifty years this effort has grown into the most important national association of theological libraries to date. The „American Theological Library Association (ATLA)“ is actively involved in serving the needs of theological libraries even beyond the boundaries of the United States.<sup>1</sup>

One year later, in 1947, faced with the need to rebuild after the Second World War, private universities, seminaries for the formation of priests, Abbeys and other religious Orders in (then West) Germany founded an Association of Catholic Ecclesiastical Libraries: Arbeitsgemeinschaft Katholisch-Theologischer Bibliotheken (AKThB). The founding assembly took place on the 11th of August of 1947 in Frankfurt (St. Georgen Hochschule).<sup>2</sup> A few months later, on the second of October 1947, the directors of the libraries of seminaries and religious orders in The Netherlands established an association for seminary and monastic libraries, the „Vereniging voor Seminarie- en Kloosterbibliotheken“ (VSKB),

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<sup>1</sup> See Elmer J. O'BRIEN and Betty A. O'BRIEN: From Volunteerism to Corporate Professionalism: a Historical Sketch of the American Theological Library Association, in: THE AMERICAN THEOLOGICAL LIBRARY ASSOCIATION: essays in celebration of the first fifty years, ed. by M. Patrick GRAHAM, Valerie R. HOTSCHKISS and Kenneth E. ROWE, Evanston, Ill.: American Theological Library Association, 1996, p. 4 -5; ISBN 0-524-10300-3.

<sup>2</sup> See Hermann-Josef SCHMALOR: Die Arbeitsgemeinschaft Katholisch-Theologischer Bibliotheken (AKThB), in: CONSEIL INTERNATIONAL des Associations de Bibliothèques de Théologie 1961 - 1996, éd. par Godelieve GINNEBERGE, Leuven: Bibliotheek van de Faculteit Godgeleerdheid van de K.U. Leuven, 1996, p. 9; ISBN 90-73683-17-3.

which in 1974 became the „Vereniging voor het Theologisch Bibliothecariaat“ (VTB).<sup>3</sup>

Several years later, in 1954, the World Council of Churches under the auspices of UNESCO convened a meeting in Geneva to establish the ambitious „International Association of Theological Libraries“ (IATL). This meeting witnessed to the need for the world-wide dissemination of information about theological libraries. It received UNESCO funding for one of its main aims, the publication of an international journal of religious bibliography. The IATL also expressed its desire to become a member of IFLA. The American libraries joined together in ATLA participated in this international effort as did their colleagues in the United Kingdom who in 1956 had founded the Association of British Theological and Philosophical Libraries (ABTAPL). Unfortunately, this international organisation was short-lived. Because it failed to obtain the endorsement of UNESCO, it stopped its activities in 1961. Nevertheless the time was ripe to promote internationalisation among theological libraries, particularly in Europe. Many of the IATL's aims and objectives were adopted by a new - this time private - initiative. While the existing national associations limited their action radius to their own particular purposes and needs, each one marked by its own language(s) and denominational characteristics, the need for operating on an international level grew steadily. The first international meeting of national associations took place in Frankfurt in September 1957, on the tenth anniversary of the foundation of the AKThB.<sup>4</sup>

This first informal contact gradually led the directors of the three founding-associations to meet one another periodically. They agreed on common directives and delineated an action-plan. The first official meeting was also held in Frankfurt on the 18<sup>th</sup> of October 1961. Present were delegates from three national associations: AKThB (Germany), VSKB (The Netherlands) and ABSR (France). This last acronym stands for the „Association des Bibliothèques de Sciences Religieuses“, started when three theological teaching institutions in Lyon decided

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<sup>3</sup> „Les promoteurs de cette fondation considéraient comme une mission apostolique non seulement la prise en charge de la conservation des collections précieuses de livres de séminaires et de couvents, mais aussi leur mise à la disposition d'un plus large public.“ See Johan VAN WYNGAERDEN: La 'Vereniging voor het Theologisch Bibliothecariaat' (VTB), in: CONSEIL INTERNATIONAL, p. 29.

<sup>4</sup> „A cette occasion elle (l'AKThB) avait invité à titre amical quelques bibliothécaires étrangers: le P. Luchsius Smits (VSKB, Hollande), le P. Francis Courtney (ABTAPL, Angleterre), le P. Paul Mech (France).“ See Paul MECH, Herman MORLION et André J. GEUNS: Le Conseil International des Associations de Bibliothèques de Théologie, in: CONSEIL INTERNATIONAL, p. 1.



to break with their rather isolated way of operating.<sup>5</sup> This new organisation was officially named: „Comité International de Coordination des Associations de Bibliothèques de Théologie Catholique“ (CIC). It advocated many of the aims and objectives promoted by the defunct IATL. It co-ordinated the services offered by national associations, fostered their international application and ultimately promoted new and ambitious proposals. Among its earliest initiatives were:

1. SCRIPTA RECENTER EDITA: the publication of an international bibliographical bulletin covering mainly the field of theology.
2. BIBLIOGRAPHIA AD USUM SEMINARIORUM: a series of annotated thematic bibliographies of liturgical, ecumenical and religious music documents.
3. The establishment of an international book-shop, where all the associates could order books at advantageous rates: VSKB WORLD LIBRARY SERVICE.
4. TEOL: an exchange programme for out-of-print books, offered to all members of the various associations.
5. The reproduction of ancient documents on microfiches by the Benedictine Abbey of SLANGENBURG in the Netherlands.

Of these projects, only the last two continue.

By 1965 the annual meetings became rather irregular. The group lacked a solid structure and continuity.

By 1970 the many changes that had occurred in European theological libraries required a revision of the international committee's original form. One event that greatly influenced this revision was the second Vatican Council. In its footsteps, library cooperation began to move into the ecumenical sphere. Another major change in the theological libraries was the replacement of the clergy-librarians with qualified lay people. This opened membership to public libraries holding valuable collections of theological books. During that period many theological libraries had to operate in a situation inferior to that of other types of libraries, especially those run by public institutions. They felt unable to cope satisfactorily with the numerous challenges they faced. The members of the CIC proposed to establish regular and structured encounters, to improve cooperation and to call for

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<sup>5</sup> „L'initiative était venue de la présence de trois institutions: la Faculté de théologie des Facultés catholiques de Lyon, le Séminaire universitaire, et la Faculté de théologie jésuite de Lyon-Fourvière“. Paul MECH: L'Association des Bibliothèques Ecclésiastiques de France (ABEF), in: CONSEIL INTERNATIONAL, p. 43.

a general assembly at least once a year, inviting each member-association to send two delegates. Furthermore they decided to reform the committee into a more structured body and to draw up legally valid statutes. Its name was changed to the one it now bears: „Conseil International des Associations de Bibliothèques de Théologie“, with official titles in German, „Internationaler Rat der Vereinigungen theologischer Bibliotheken“, and in English, the „International Council of Theological Library Associations“.<sup>6</sup> The social seat of the Council was established, mainly for then practical reasons, in The Netherlands.

From 1971 the annual General Assemblies have been held regularly, each time in a different country, to view the work of each member-association.<sup>7</sup> The number of associates in the Council grew gradually, especially after 1990, when political changes in Central and Eastern Europe opened the doors for the theological libraries in those areas to establish associations and participate in international cooperation.

The Council's Statutes recognize two levels of membership: first is the ordinary membership, of the various national associations that are themselves comprised of individual libraries; second is a special membership granted to important libraries that house extensive theological collections.

At present, the International Council counts 10 ordinary members and 4 special members, representing over 2000 libraries, with a total stock of over 60 million volumes. Given the ancient origin of a great number of these libraries, the presence of the antique and precious books should cause little surprise.

## **II. FORM AND STRUCTURE**

### **A. Objectives**

The official statutes<sup>8</sup> of the International Council delineate a three-fold objective:

- a. to promote the cooperation among its associated members;
- b. to serve their interests on an international level;
- c. to contribute to the progress of the theological libraries, associates or not, especially operating in a difficult situation.

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<sup>6</sup> See Statutes, 1, art. 1. The full text of the Statutes can be found in the official brochure of the Council: CONSEIL INTERNATIONAL, p. 145-151.

<sup>7</sup> The 36 Annual General Assemblies have been held in 9 different countries: 15 times in Germany, 8 times in France, 6 times in Belgium, twice in the Netherlands and once in Great-Britain, Switzerland, Italy and Hungary.

<sup>8</sup> See note 6.



## B. Membership and Adhesion

The two levels of membership have already been mentioned. Ordinary membership is reserved for associations and special membership to libraries or librarians with an international impact in the field of theological libraries.

Membership is decided upon by the annual General Assembly, after a written solicitation of the candidate(s), and is taken by a two third majority.

## C. Structure

There are two operative bodies in the Council: the General Assembly and the Executive Board. Each ordinary member association is entitled to send two delegates to the Council meeting; special members send one. The delegates meet at least once a year and decide on every kind of concerted action, leaving full autonomy however to the national associations.

From among the official delegates the General Assembly elects a four-member Executive Board that serves for a period of 5 years. It consists of a president, vice-president, secretary and treasurer charged with the daily management of all matters cared for by the Council.<sup>9</sup>

In addition the General Assembly frequently appoints various working groups to guide special projects.

The Council's working languages are French and English, although other main European languages are used during meetings without interpreters. In this way the Council seeks to develop a unified cultural and linguistic approach that spans the vast diversity of the European nations.

## D. Financial Management

Each member-association contributes an annual fee to the common budget to support the Council's projects and joint activities. These very modest contributions form its financial basis, and until recently was its only financial resource. In addition, the association gratefully accepts the delegates' voluntary donations of time and expertise, and is eligible to receive funds from the European

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<sup>9</sup> The Executive Board consists at present of: A.J. Geuns, President; E. d'Hondt, Vice-President; I. Dumke, secretary; J.A. Cervelló-Margalef, treasurer.

The Presidents have been:     1972-1977 Herwig Ooms.  
                                          1977-1989 Herman Morlion.  
                                          1989-     André J. Geuns.

The address of thesecretariat:I. Dumke,Evangelische Bibliothek Köln,Postfach 250104, D-50517 Köln

Community, charitable foundations and other private sources. This last form of financial support has existed only since 1997.

### **III. BRIEF DESCRIPTION OF THE MEMBERS OF THE COUNCIL**

#### **A. THE ORDINARY MEMBER ASSOCIATIONS**

For each associate, following items will be indicated:

- year of foundation
- the total number of associated members
- typology of the association
- a selection of publications by the association
- chairperson in function
- delegates to the Council
- official address of the association

#### 1. AKThB: „Arbeitsgemeinschaft Katholisch-Theologischer Bibliotheken“ - Germany

(a) 11.8.1947

(b) 144 associated libraries

Total Book-stock: 13 millions volumes, with 10.000 incunabula, 11.400 manuscripts and 33.000 periodicals

(c) Exclusively Roman Catholic libraries

(d) Main Publications:

- Mitteilungsblatt der Arbeitsgemeinschaft Katholisch-Theologischer Bibliotheken. ISSN 0177-8358; 1(1952/53) ss.

- Arbeitsgemeinschaft katholisch-theologischer Bibliotheken: Handbuch der katholisch-theologischen Bibliotheken. (Veröffentlichungen der - Arbeitsgemeinschaft Katholisch-Theologischer Bibliotheken, 4). 3., völlig neu bearb. Ausg. Bearb. Von Franz WERNHARDT. Mit einem Beitrag über katholische öffentliche Büchereien von Erich HODICK. München (u.a.), 1991. - (Erg.Heft) Aktualisierung der Adressen mit den neuen Postleitzahlen. Juli 1993

(e) Jochen Bepler, Dombibliothek Hildesheim, Domhof 30, D-31134 Hildesheim

(f) P. Eisenkopf, Vallendar; Hermann-Josef Schmalor, Paderborn  
(e-mail H.-J. Schmalor: eabpader@aol.com)

#### 2. VTB: „Vereniging voor het Theologisch Bibliothecariaat“ - The Netherlands

(a) 2.10.1947

(b) 69 libraries and/or librarians

- (c) Open to all denominations
- (d) Main publications:
  - Mededelingen van de VTB, Nijmegen, 1 (1948) ss.
  - Gids van Theologische Bibliotheken in Nederland en Vlaanderen, 1983, Voorburg: Protestantse Stichting tot Bevordering van het Bibliotheekwezen en de Lectuurvoorzieing in Nederland; XXXIV, 142 p.
  - Bibliografie Doctorale Scripties Theologie (BDST): annual list of the 'doctoral' theses by the student of the theological faculties in the Netherlands from 1977 - , of the faculty K.U. Leuven from 1984, and of the protestant faculty Brussels from 1985-.
- (e) Drs. J.F.G. van Wyngaerden, Postbus 4406, NL-6401 CX Heerlen (e-mail: Wyngaerden@ubn.kun.nl)
- (f) J. Van Wijngaerden, Heerlen; A.J. Geuns, President of the Council.
- (g) Vereniging voor het Theologisch Bibliothecariaat, Postbus 289, NL-6500 AG Nijmegen

3. ABEF: „L'Association des Bibliothèques Ecclésiastiques de France“ - France

- (a) September 1957
- (b) Over 200 members - 136 libraries
- (c) Mainly Roman Catholic libraries, but open to all denominations
- (d) Bulletin de liaison de l'ABEF - ISSN 0066-8958 - Rédacteur: B: Stelly, Bibliothèque diocésaine de Nancy, 11, rue de Laxou, F-54600 Villers-les Nancy (e-mail: b.stelly@infonie.fr)
- (e) Paul de Crombrughe, Bibliothèque diocésaine, 9, Boulevard Voltaire, F-21000, Dijon
- (f) M. Behr, Lyon (e-mail: behr@cpe.ipl.fr)

4. VRB: „Vereniging van Religieus-Wetenschappelijke Bibliotheken“ - Flemish-speaking part of Belgium

- (a) March 1965
- (b) 78 libraries and librarians
- (c) Mainly Roman Catholic libraries but open to all denominations
- (d) Main Publications:
  - VRB-Mededelingen: 1967-1970
  - VRB-Informatie; ISSN 0777-6306 / 1(1970) ss.

- K. VAN DE CASTEELE (Ed.), Lijst van werken betreffende theologie en godsdienst, verschenen in het Nederlands, Antwerpen, Bibliotheek van het seminarie, 1 (1973) ss. A current bibliography of all the books on theology published in the Dutch language.
  - (e) E. D'hondt, Bibliotheek theologische Faculteit, Sint-Michielsstraat 6, B-3000 Leuven (e-mail: etienne.dhondt@theo.kuleuven.ac.be)
  - (f) E. D'hondt, Leuven; K. Van de Castele, Antwerpen
  - (g) V.R.B., Minderbroederstraat 5, B-3800 Sint-Truiden
5. VkwB: „Verband kirchlich-wissenschaftlicher Bibliotheken in der Arbeitsgemeinschaft der Archive und Bibliotheken in der evangelischen Kirche“ (AABevK) - Germany
- (a) Since 1936 incorporated in the association of protestant archivists, from 1.1.1980 within an autonomous section
  - (b) 108 libraries
  - (c) Libraries of the Protestant Churches in Germany.
  - (d) Informationen für kirchliche Bibliotheken (since 1975, annual)
  - (e) A. Stephan, Neuendettelsau (e-mail: A.Stephan@t-online.de)
  - (f) I. Dumke, Köln; Wolfgang-Friedrich Krämer, Neuendettelsau.
6. ABTAPL: „Association of British Theological and Philosophical Libraries“ - United Kingdom
- (a) 1956
  - (b) 121 libraries and librarians
  - (c) Open to all types of theological and philosophical libraries
  - (d) Main publications:
    - Bulletin of the ABTAPL, 1 (1956) ss.
    - Guide to religious bibliographies in serial literature, Mansell, 1981
    - Guide to Theological Collections in the United Kingdom and Ireland, 1986 (an update is planned for 1998)
    - ABTAPL Union List of Periodicals. Annual
  - (e) Mrs. Judith Powles, Spurgeon's College, 189 South Norwood Hill, London SE25 6dj.
  - (f) Penelope Hall, Edinburgh (e-mail: prhall@mail.public.net / hallp@srvQ.div.ed.ac.uk)
7. ABEI: „Associazione dei Bibliotecari Ecclesiastici Italiani“ - Italy

- (a) 28.6.1978
- (b) 148 bibliotecari
- (c) Only libraries belonging to the Roman Catholic Church
- (d) Main publications:
  - Annuario delle biblioteche ecclesiastiche italiane 1995, ed. By Luciano TEMPESTINI, Editrice Bibliografica, Milano, 1995; ISBN 88-7075-365-4
  - Bollettino di Informazione, nuova serie. 1(1991) ss.
- (e) Mons. Ciriaco Scanzillo, Largo Donnaregina 22, 80138 Napoli
- (f) L. Tempestini, Pistoia (e-mail: luctemp@mai.promonet.it)
- (g) Associazione dei bibliotecari ecclesiastici italiani, Piazza S. Maria Maggiore, 5, I-00185 Roma

8. ABTIR: „Association des Bibliothèques de Théologie et d’Information Religieuse“ - French speaking part of Belgium

- (a) 29.9.1983
- (b) 50 libraries
- (c) Mainly Roman Catholic libraries but open to all denominations
- (d) Marie-Christine CLAES, Suzanne LEROY: Répertoire des bibliothèques et centres de documentation en sciences religieuses de Wallonie, de Bruxelles et du Grand-Duché de Luxembourg, 2me tirage, Namur, ABTIR, 1986
- (e) Vacant

9. FIDES: „Federation of the Polish Ecclesiastical Libraries“ - Poland

- (a) 1991 (existed already in 1979, but without the official status of legal association)
- (b) 79 libraries
- (c) Libraries belonging to the Roman Catholic church
- (d) Main publications:
  - FIDES - Biuletyn Bibliotek Koscielnych, Federacja Bibliotek Koscielnych FIDES, 1 (1995) ss.
- (e) Jan Bednarczyk
- (f) Biblioteka Papieskiej Akademii Teologicznej, ul. Podzamce 8, PL-31-003 Kraków (e-mail: atbednar@kinga.cyfkr.edu.pl).

10. ABIE: „Asociación de Bibliotecarios de la Iglesia en España“ - Spain

- (a) 200 libraries
- (b) Starting point in 1968; official approval: 9.4.1994
- (c) Libraries belonging to the Roman Catholic church
- (d) Main publications:
  - José Maria FERNANDEZ CATON: Guia de los Archivos y las Bibliotecas de la Iglesia en España, Leon, Asociación española de archiveros eclesíasticos, 1985, 2 v., 547 p. / 376 p.
  - Ricardo BLASCO GENOVA: Catálogo colectivo de las bibliotecas de centros de estudios eclesíasticos de España. Sección de revistas, Madrid, Dirección general de bibliotecas, Instituto bibliográfico hispánico 1982, 2 v. XXXI-1490 p.
- (e) Alfonso de la Fuente, San Buenaventura, 9, E-28005 Madrid
- (f) Delegates: F. Rodríguez Barbero, Valladolid

## B. EXTRAORDINARY MEMBERS

### 1. CIB - MAREDSOUS: „Centre Informatique et Bible“ Maredsous - Belgique

This institute of the Benedictine Abbey of Maredsous applies the computer tools to the field of biblical sciences. Since 1983 CIB has put its experience in the field of automatization at the service of the theological libraries. Member of the Council since 12.9.1986.

Director: R.-Ferdinand Poswick, O.S.B.

Publication: DEBORA-Doc- Information, 1 (1985) ss. Now called Interface

Address: C.I.B., Maredsous, B-5337 Denée (e-mail: cibmare@fundp.ac.be)

### 2. THE WORLD COUNCIL OF CHURCHES' LIBRARY - Geneva

Founded in 1946, the WCC Library aims to render optimal bibliographical, documentary and information service on the history of the ecumenical movement and the programmes and activities of the World Council of Churches. The library stocks about 105.000 volumes, 1350 titles of periodicals. Houses also an archive.

Director: Pierre Beffa

Address: WCC Library, P.O. Box 2100, 150, Route de Ferney, CH-1211 Geneva  
(e-mail: pb@wcc-coe.org)

### 3. B.N.U.S.: BIBLIOTHEQUE NATIONALE ET UNIVERSITAIRE DE STRASBOURG

A section of the National Library of Strasbourg, founded in 1871. Since the reorganization in 1992, religious sciences are part of the technical department on humanities. It functions as „un pôle d'excellence“ (special collection field ). Since

1980 the section of religious sciences is a Cadist-seat within the national library service, as are the libraries of the Catholic and Protestant faculties of Strasbourg. This library holds over 200.000 volumes, with a stock of 100.000 ancient documents.

Director of the theological section: Jacques Dedeyan  
Address: 6, place de la République, BP1029  
F-67070 Strasbourg Cédex  
(e-mail: Jacques.Dedeyan@bnus.u-strasbg.fr)

#### 4. The Special Collection Field Theology and Religious Studies of the UNIVERSITÄTSBIBLIOTHEK TÜBINGEN

The Tübingen collection, comprising over 500.000 titles on theology, has been selected as special collection centre for theology and religious sciences by the „Notgemeinschaft der Deutschen Wissenschaft“ to insure that for this scientific discipline, relevant scholarly literature from around the world is systematically collected by at least one major German library.

Main Publications:

- Neuerwerbungsliste Theologie: Recent Acquisitions Lists
- Zeitschriftenverzeichnis Theologie
- Zeitschrifteninhaltsdienst Theologie (ZID)

Also available the ZID-Database with over 60.000 article-descriptions. Every month some 1200 new document descriptions with full indexing are added to the database.

The Tübingen Institute was admitted to the Council in 1998.

Director: Dr. B. von Egidy  
Delegate to the Council: H. Weisweiler  
Address: Universitätsbibliothek, Postfach 2620, D-72016 Tübingen  
(e-mail: hilger.weisweiler@ub.uni-tuebingen.de)

### C. OTHER EUROPEAN LIBRARY ORGANIZATIONS

#### 1. The Ecclesiastical Libraries in HUNGARY

The librarians of the Hungarian theological libraries meet regularly but have not yet formed an official association. This body has an ecumenical approach. The group is named „Egehazy Könyvtarak Egyesülése“ (Union of ecclesiastical libraries). A delegate regularly attends the Council's General Assembly of the Council as observer.

The 22 most important theological libraries in Hungary hold a total stock of over 1,5 million books, with 3000 medieval manuscripts.



Chairperson: P. Miksa Béla BANHEGYI O.S.B., of the Benedictine Abbey Pannonhalma

## 2. The theological librarians of SWITZERLAND

Since 1990 representatives of the 54 Swiss theological libraries meet annually, in a spirit of cooperation. At present they have no plans to form an association.

P. Beffa, librarian of the WCC in Geneva, and extraordinary member of the Council, assures the link with European colleagues.

## 3. The Theological Libraries of AUSTRIA

Most of the theological libraries in Austria are associates of the German AKThB. In 1966 the VOB (Vereinigung Österreichischer Bibliothekarinnen) instituted within its structure a „Committee for special libraries in theological field“. This initiative will probably be the first step towards the creation of an own association, involving about 20 theological libraries. The chairperson of this group attends the meetings of the Council as observer.

Chairperson: J. Lackinger, Bethlehemstrasse 20, A-4020 Linz

## 4. EASTERN EUROPE

In Eastern Europe only Poland and Hungary have so far established firm relations with the activities of the Council. Links with Russia and Slovenia are still in the preparatory stage. In 1996 a delegation of the Orthodox Patriarchate of Russia attended the General Assembly in Pannonhalma. But, in general, the dialogue between East and West is still very precarious and coincidental.

Contact-person: Rev. Boris Danilenko, Andreevkaja Nab.2, 117334 Moscow

## 5. FURTHER STATES

Within the European territory, some nations are still „blank spots“ for the Council: e.g. Portugal, the Scandinavian region, Greece, and most states from Eastern and Southeastern Europe. One of the main reasons for this absence is probably the apparent lack of a national corporation of theological libraries.

## D. LINKS WITH ASSOCIATIONS OF THEOLOGICAL LIBRARIES OUTSIDE EUROPE

The Council tends to cultivate the connections that have been already or will be strengthened with theological libraries of other continents to reinforce globally the position of these libraries. It seeks to keep alive a vision of progress and offer efficient tools for research and study in theology, in harmony with other disciplines. For this reason some space is reserved for a brief description of these overseas associations.

1. ATLA: „American Theological Library Association“

Founded in 1946, as a scholarly, ecumenical, non-profit organization dedicated to advancing and supporting librarian science in theology and religion. It holds an annual conference and publishes its proceedings, as well as a quarterly newsletter, produces electronic and print indexes to support research in religion and enables preservation of printed materials in religion. The Association is certainly the greatest and best organized one, with numerous associates, mainly in the U.S.A. and Canada, but also outside the own continent. Membership is available to individuals, students and institutions.

For the past fifty years there had been little or no contact between ATLA and Council. But in 1969 there was a renewed effort to promote more intense and efficient cooperation. This led to an agreement on a mutual partnership: delegates from both bodies attend the General Assembly of each partner; they exchange their own publications on free basis (News-bulletins, guides, catalogues, etc.); they plan to set up common projects.

Present chairperson: M. Patrick Graham, Pitts Theology Library, Emory University

Executive Director: Dennis A. Norlin

Address: 820 Church Street, Suite 300, Evanston, Ill., 60201-5613  
(e-mail: [dnorlin@atla.com](mailto:dnorlin@atla.com)).

2. ANZTLA: „Australian and New Zealand Theological Library Association“

Founded in 1985, ANZTLA is an association of librarians and individuals, involved and interested in theological library science. It has about 150 members and holds an Annual Conference with the conference of the Australian and New Zealand Association of Theological Schools. Its membership is open to all denominations. Given the enormous distances in the country, the Association is divided into local chapters situated in the major cities. These provide a forum for local interaction.

Publications: Newsletter: three issues a year

- JENKIN, Coralie: Collections of religion and theology in Australia and New Zealand, Blackwood SA: Auslib Press, 1992; ISBN 1875145117

- 'So great a cloud of witnesses': libraries and theologies: Festschrift in honour of Lawrence D. McIntosh. Ed. By Philip HARVEY and Lynn PRIOR. Melbourne: uniting Church Theological Hall and the ANZTLA, 1995; ISBN 0-95877313-0
- Australasian Union List of Theological Serials (AULOTS). Ed. By A:W: McCUMSTIE. 3d ed. Melbourne: ANZTLA, 1997; ISBN 0-646-32051-3

The cooperation between ANZTLA and the Council has been going on since 1990. At present it consists mainly in the free exchange of the publications of both bodies.

Present chairperson: Kim Robinson, Moore Theological College, 1 King Street, Newtown NSW 2042

### 3. RLIT: „Red Latinoamericana de Informacion Teologica“

RLIT, founded in 1994, unites the theological librarians of the Central Latin American region, and is open to all denominations, even though the Protestant Christian presence is prevalent.

Publishes the Boletin del Bibliotecario Teologico Latinoamericano.

Chairperson: Alvaro Perez, Biblioteca Seminario Biblico Latinoamericano, Apartado 901, 1000 San José, Costa Rica

The Council has established a first written contact with RLIT in 1996.

### 4. For ATL: „Forum of Asian Theological Libraries“

This group represents librarians from India, Korea, Indonesia, the Philippines, Malaysia and Taiwan, the colleagues from Australia and New Zealand are also invited. The first meeting of the Forum was held in 1991, the second on 8-13 October 1997.<sup>10</sup>

The Forum includes Protestant libraries only. There are no Catholic or non-Christian members. For further information contact: Karmito (Mr.), Librarian Duta Wacana Christian University, Jl. Dr. Wahidin S. 5-19, Yogyakarta 55224, Indonesia

Publication: Directory Asian Theological Libraries 1992-1993, published by ForATLin 1993

5. There still remain many blank spots on the map of theological libraries: numerous theological libraries are functioning in Africa and South America. At irregular intervals some of these libraries have appealed to the Council to support them in their difficult and often precarious situation. These contacts however have not yet taken a solid form of collaboration and support. In most cases they remained limited to individual exchanges between libraries.

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<sup>10</sup> See ANZTLA Newsletter, no. 33, p. 3.

#### IV. COOPERATION BETWEEN THE COUNCIL AND NATIONAL LIBRARIES

##### A. Germany

In Germany most of the academic universal libraries cooperate between each other and with Die Deutsche Bibliothek (DDB)<sup>11</sup>, in order to rationalize their services. Special libraries also profit by this cooperation, for example by using the bibliographic data provided by DDB for local cataloguing.<sup>12</sup> As part of its function as national bibliographic information centre DDB in 1995 established at its branch institute Deutsche Bibliothek Frankfurt am Main (DBF) a central clearing-point for the application of subject cataloguing for theological libraries. Meanwhile a close cooperation has developed between the theological section of the DBF and German theological libraries.

By arrangement of its German members VkwB and AKThB the International Council came into contact with representatives of DDB. With special interest DDB observes the Council's project of elaborating a multilingual thesaurus for religious libraries, called ETHERELI.<sup>13</sup> This project would fit fine as part of the project MUSE (Multilingual Subject Entry), initiated by some European national

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<sup>11</sup> DDB as German national library and national bibliographic information centre was founded in 1990 in the course of German reunification. It is a combination of three previous institutions and therefore present at three locations: Deutsche Bücherei (established in 1912) in Leipzig, Deutsche Bibliothek (founded in 1947) in Frankfurt am Main and Deutsches Musikarchiv (a part of the Deutsche Bibliothek since 1970) in Berlin. Cf. HAUS DER BÜCHER - elektronisches Archiv. Die Deutsche Bibliothek, Texte und Red. v. Renate GÖMPEL, Michaela MICHEL und Kathrin STEINKE, Leipzig / Frankfurt am Main / Berlin: Die Deutsche Bibliothek, 1997, p. 4-9; ISBN 3-922051-81-2. Engl. version: HOUSE OF BOOKS - digital archives. Die Deutsche Bibliothek, texts and ed. by Renate GÖMPEL, Michaela MICHEL and Kathrin STEINKE, transl. by John SOUTHARD, Leipzig / Frankfurt am Main / Berlin: Die Deutsche Bibliothek, 1997, p. 4-9; ISBN 3-922051-87-1.

<sup>12</sup> Primarily DDB publishes the „Deutsche Nationalbibliographie“ on a variety of different data media and systems. The bibliographic entries prepared for the „Deutsche Nationalbibliographie“ form the basis for a wide range of centralized services provided for outside users. Services are used for acquisition, processing and information purposes. DDB also is engaged in the development and expansion of the authority files that are used in bibliographic indexing. For example most of the libraries in Germany as well as in Austria and Switzerland use for subject indexing the „Schlagwortnormdatei“ (SWD) and the uniform rules for subject cataloguing „Regeln für den Schlagwortkatalog“ (RSWK). Cf. HAUS DER BÜCHER resp. HOUSE OF BOOKS, p. 14-16.

<sup>13</sup> See V.4 below.

libraries, including DDB.<sup>14</sup> Therefore DDB supports the project ETHERELI by providing an extract of the theological terms of the „Schlagwortnormdatei“ (SWD). A representative of DDB is also member of the working group ETHERELI of the Council.<sup>15</sup>

Contact-person: Barbara Wolf-Dahm, Deutsche Bibliothek Frankfurt am Main, Adickesallee 1, D-60322 Frankfurt (e-mail: wolfdahm@dbf.ddb.de)

## B. France

At present the French member of the International Council, ABEF, is investigating the possibilities of cooperation between theological libraries and the Bibliothèque Nationale de France. Negotiations are developing well. There is also still existing a close cooperation between the Bibliothèque Nationale de France and the section of theology and religion sciences of the B.N.U.S.

Contact person: Jacques Dedeyan, Bibliothèque Nationale et Universitaire de Strasbourg, 6, place de la République, BP1029, F-67070 Strasbourg Cédex (e-mail: Jacques.Dedeyan@bnus.u-strasbg.fr)

Barbara Wolf-Dahm

## V. THE COUNCIL'S PROJECTS AND ACTIVITIES

The ordinary and extraordinary members of the International Council retain of course the autonomy of their own activities, to meet the needs of their own members. The Council on the contrary only proposes activities that serve more than one association and that could be realized within an international context.

### A. Exchange of information

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<sup>14</sup> The project MUSE (Multilingual Subject Entry) is - in its present stage - a cooperation project between the Schweizerische Landesbibliothek Bern, the Bibliothèque Nationale de France, the British Library and the Deutsche Bibliothek Frankfurt am Main. The idea is to promote a multilingual thesaurus by establishing links between already existing national subject authority files which have been used for national bibliographies and other bibliographic services since many years: the Library of Congress Subject Headings (LCSH) - which also are used by the British Library - and the French and the German authority files RAMEAU and SWD. First steps are the developing of a prototype for this linkage system in two rather small and limited fields of knowledge, theatre and sports, the analysis of the linguistic and systematic problems of this linkage system and the establishment of a multilingual authority file with access open to all partners in the project. In a later stage the project will be extended to other fields of knowledge as well as to additional partners and their national subject authority files.

<sup>15</sup> Cf. Barbara WOLF-DAHM: Die Deutsche Bibliothek und theologische Bibliotheken, in: Dialog mit Bibliotheken 9 (1997) no. 3, p. 38-41; ISSN: 0936-1138.

One of the major obstacles to the international coordination of efforts in Europe is the diversity of languages and culture, in addition to the variety of ecclesiastical structures and the variety of library activities and methods that are in use across the continent. To work together, one should first of all know one another. The Annual Assemblies are an important instrument for exchanging information about the various problems, realisations, and projects. Another tool offered to the members is the tradition of exchanging publications amongst the associates. Each national association sends three copies of its bulletins and other publications to the other associations and in return receives the same from the sister-organizations.

#### B. TEOL (Teologici Exquisiti Oblatique Libri)

TEOL is an exchange programme for out of print books, created by the ABEF in 1961, and still functioning. Every member who decides to use this service, can ask request for or offer from his/her collection titles of out of print books,. TEOL distributes a list of offered and requested books about 6 times a year. It does not itself buy or sell. It limits its service to putting interested the libraries spread all over the world in contact with one another. The main purpose of TEOL is not to have financial benefit, but to find a good destination for books before they end up on the antiquarian market

Address: Soeur Jacques, Couvent des Tourelles, 158, Rue Pioch de Boutonnet, F-34090 Montpellier

#### C. CLAVIS FOLIORUM PERIODICORUM THEOLOGICORUM

Clavis stands for a fully annotated bio-bibliographic review of theological periodicals. Abbé Raymond Etaix (ABEF) started the review in 1959-1960 and elaborated its basic structure. The desire slowly grew to encompass the global production of theological periodicals published in Western Europe. But the project became too extended; as a result only partial realisations were published:

1. The ABEF's efforts produced more than a hundred titles. So far, its distribution has been limited to internal use in loose-leaf presentation.
2. The German AKThB adopted a more systematic approach thanks to the indefatigable energy of Alfons Kloos (Speyer). Over a period of nine years he gathered information on about 800 periodicals published in Germany between 1700 and 1980. Due to the enormous amount of data, AKThB realized as yet

only a limited number of descriptions, distributed for internal use in loose leaf presentation.

3. Only the Flemish association VRB and the Dutch VTB realized an official repertory describing 222 periodicals published in the Benelux from 1880 onwards, and of which 79 were still current in 1987.<sup>16</sup>

#### D. ETHERELI

When various associations, coming from different backgrounds, try to work together they inevitably meet serious obstacles. Even cataloguing rules still vary from country to country. These obstacles, however, challenge the Council to develop bridges that span the separating gaps. As the political structures of Europe move towards unity the Council promotes mutual cooperation, seeking for developing the necessary technical tools for coordinated efforts. The advance of automation spurs it to make the resources available to all member-associations. Over the period of the last three years the Council has developed a project to elaborate an instrument for indexing religious, theological and Biblical documents in various European languages. The acronym of this project ETHERELI stands for „European Thesaurus for Indexing in Religious Libraries“. The object is to compile a thesaurus in most of the languages used throughout Europe and make it available for online-consultation. Terminology and structure of this thesaurus are based on the still existing national authority files for subject cataloguing, as there are Library of Congress Subject Headings, RAMEAU, SWD and ATLA Religion Database. The thesaurus will also be provided in Internet. The International Council has recently petitioned the European Community and a private foundation for financial support and has been granted a measure of backing to pursue this work. At present work is progressing on a sample study on the subject descriptors of theological ethics in five European languages (English, French, German, Spanish and Italian).

#### VI. CONCLUSION.

Facing the numerous obstacles on the way to working together, the members of the Council try to keep alive the conviction that working together is fundamental to the quality of theological librarian science. Therefore they try to cultivate the connections made with colleagues in the rest of Europe and on other continents

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<sup>16</sup> W. AUDENAERT: *Clavis Periodicorum Theologicorum - Benelux (CFPT)*, met medewerking van G. GINNEBERGE en H. MORLION, Leuven: Bibliotheek van de Godgeleerdheid, 1994, XXIX, 439 p.; ISBN 90-73683-13-0.



overseas. The opportunities recently offered by the introduction of electronic communication should be fully exploited to promote unity and cooperation across national borders, and to share resources and expertise to the benefit of all theological libraries. Once theological research-centres were at the very heart of human scholarship, they now seem to be pushed back to the margins of general attention. The Council keeps alive the conviction that the high quality of its libraries will always play an important role in harmonious human development.

André J. Geuns and Barbara Wolf-Dahm  
Conseil International des Associations de  
Bibliothèques de Théologie  
Postfach 250104  
D-50517 Cologne  
Germany  
Fax: ++49-(0)221 - 3382-109

## **ACCESS FOR ALL - A NEW NATIONAL LIBRARY FOR TOMORROW'S LEARNERS. THE UNITED STATES NATIONAL LIBRARY OF EDUCATION \***

**By Blane Dessy**

**Abstract:** Created in 1994, the National Library of Education is to become a principal center for the collection, preservation, and effective utilization of the research and other information related to education. The National Library manages its own collections and services, the Educational Resources Information Center (ERIC), the largest Education database in the world, and is instrumental in the Department of Education's World Wide Web presence. The National Library is sponsoring several initiatives in new technology including cross site indexing across multiple web sites, the Gateway to Education Materials (GEM) project which includes the creation of new metadata standards for education materials, and the Virtual Reference Desk which is research and development of internet based reference services.

The National Library of Education is the largest federally funded library in the world devoted solely to education and the federal government's principal center for one-stop information and referral on education. The National Library began in March, 1994 as a continuation of the Education Research Library. It is presently located at 555 New Jersey Ave, NW. Washington, DC. It began a century ago with the private collection of American schoolbooks from Henry Barnard, the first commissioner of the Office of education. It was nurtured by Commissioner John Eaton during his tenure of 1870-1886 and enriched by several private donors.

The earliest volumes in the library's special collections date to the fifteenth century. Other special collections include rare books published before 1800, mostly in education: historical books dating from 1800-1964; early American textbooks dating from 1775 to 1900; modern American textbooks from 1900-1959; and children's classics. More recently, other special collections were added

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\* Paper presented at the 64<sup>th</sup> Congress of the International Federation of Library Associations and Institutions (IFLA), Amsterdam, August, 13 to 23 1998 in the Open Session of the Section Social Science Libraries: "Libraries in Support of Education", Tuesday, August 18, 15.00 h - Meeting n° 115

to the library; material from the former National Institute of Education, the former Office of Education, and DOE, including report studies, manuals, archives, speeches, and policy papers.

Soon after the library was formed, a recent reorganization of the Office of Educational Research and Improvement - the unit of the department in which the library is organizationally located, greatly expanded the library's available resources. The legislation had mandated that the education information branch, which operated a toll-free information and free-publications phone line, be merged with the new library. This brought additional staff with a wide range of educational subject expertise. At the same time, the department added Inet - a public access Internet site system and the Educational Resources Information Center. The ERIC includes 16 clearinghouses specializing in all aspects of education, adjunct clearinghouses, and support components.

Today the NLE houses more than 200,000 books and about 750 periodical subscriptions in addition to studies, reports, ERIC microfiche, a rare book collection, and CD-ROM databases.

Some collections are available through an online public library catalog, Maxcess. This online integrated library system provides access to the current collections via author, title, and subject searching. Soon the other modules of the system, including acquisitions, serials, and cataloging, and circulation will be available.

The National Library also maintains the U.S. Department of Education's Online Library. Individuals with access to the Internet can tap a rich collection of education-related information, including:

- Information about key Department of Education initiatives, such as GOALS 2000, Technology, and School-to-Work Programs.
- Full-text publications for teachers, parents, and researchers.
- Directories of effective programs, exemplary schools, information centers, and sources of assistance.
- Student financial aid information, and more.

For more information, visit the National Library's web site at <http://www.ed.gov/NLE> or call 1-800-424-1616.

A selected group of 12 distinguished educational professionals served on the National Library of education's Advisory Task Force. The Task Force consulted U.S. Department of Education staff, other organizations, and agencies, and members of the public about the role and functions of a national library of education. They studied National Library's legislation and previous reports and

studies on National Library of Education and its predecessor organizations. They also examined documents and operation pertaining to the other national libraries and major education libraries. The Task Force envisioned the National Library as a hub of a national network of libraries, archives, and other information providers in the field of education. The Task Force developed a report which serves as more of a map for the future and a set of opportunities that awaited National Library's action and program development.

The National Library's mission statement and subsequently the program development centers around the four essential goals that the library seeks to fulfill:

- Awareness - informing current users of the resources available in and through the National Library of Education and cultivating new customers through an active program of marketing and outreach;
- Access- providing all customers with effective and efficient means to utilize the National Library's information resources in all formats, whether housed within the library's own collection or available through network partners;
- Assistance - enabling users to learn how to use electronic and print information tools, effective and responsive reference services, and state-of-the-art technology; and
- Accountability - continually improving library services through feedback from customers, network partners, and policymakers inside and outside government.

The National Library of Education serves the educational community through three areas: the Reference and Information Services, Collections and Technical Services, and Resource Sharing and Cooperation. Reference and Information Services - is a "one-shop that responds to telephone, mail, electronic, and other inquiries for education information:

- Provides service to all customers - government, public, and international
- Specializing in search and retrieval of electronic databases; document delivery by mail and fax; research counseling, bibliographic instruction; interlibrary loan services; legislative reference services; and selective searches.
- They answer the 1-800 toll free service, serve walk-in patrons, respond to mail, e-mail, and fax. In fact, typically this division receives between 400-500 phone calls month and 200 to 300 letters a day.
- They mail out education publications published by all components of the U.S. Department of Education upon request. The department's publications are prepared in different formats for better accessibility. There are bilingual

versions, alternate formats for people with disabilities, and also online accessibility for most publications.

Collection Development and Technical Division directs the acquisition, preparation, and assessment of all collections in all formats. This division within NLE prepares several hundred thousand monographs, a thousand journal titles, many databases, legislative reference materials, textbooks, and rare materials. A partnership in the transfer and exchange of materials with the Library of Congress create an even more extensive database and development of alternative formats for these materials.

The U.S. Department of Education staff may check-out materials except rare books and archive collections from the Library. The loan period is 30 days and renewal is for 14 days.

The third division within the National Library is the Resource Sharing and Cooperation Division. This division develops and maintains a network of national education resources. Major activities include: OERI Toll-free Electronic Bulletin Board System, the award winning U.S. Department of Education's web site which contains more than 21,000 files and receives approximately 5 million hits per month. This web site offers cross site indexing across approximately 170 department of Education sponsored web sites and a state management of Educational Resources Information Center (ERIC).

## **ERIC**

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, 11 adjunct clearinghouses, 1 affiliate clearinghouse, and 3 supporting service components. ERIC is sponsored by the U.S. Department of Education, Office of educational Research and Improvement, and is administered by the National Library of education. ERIC has been an important component of the national education dissemination system for more than 30 years, ensuring that education information reaches those who need it, including teachers, administrators, parents, and students.

The ERIC database is the world's largest education database. Created in 1966 to capture and make available the "fugitive" education research, the database now includes nearly 1 million records. The ERIC database consists of two files: Resources in Education (RIE), which covers conference papers, research reports, program descriptions, book, curriculum guides, and other documents; and Current Index to Journals in Education (CIJE), which covers articles from approximately

980 education-related journals. Overall the ERIC database through 1997 contained 403,324 document records and 548,446 journal article records - a total of 951,770 bibliographic records. Each year, ERIC adds more than 30,000 records to the database. ERIC now has acquisition arrangements with more than 2,100 organizations that submit documents for the database.

The database is available in print, online, and on CD-ROM. There are now five online and six CD-ROM vendors who offer access to the entire ERIC database or portions of it. More than 1,000 institutions in 27 countries around the world provide access to the microfiche collection of full-text ERIC documents; electronic document delivery is also available for many of the more recent documents.

## **AskERIC**

AskERIC is a personalized, Internet-based service that provides education information to teachers, librarians, counselors, administrators, parents, and others throughout the United States and the world. AskERIC began in 1992 as a project of the ERIC Clearinghouse on Information & Technology at Syracuse University, and, AskERIC answers approximately 1,400 questions per week and in September 1997, the staff responded to their 100,000th question. AskERIC draws from the resources of the entire ERIC system and many other sources. Anyone needing the latest information on special education, curriculum development, or other education-related topics can simply "AskERIC" by sending a request to [askeric@askeric.org](mailto:askeric@askeric.org). Information specialists send personal e-mail responses to questions within two working days. Responses include a list of ERIC citations that deal with the topic, relevant full-text materials, and referrals to organizations and other Internet resources for additional information.

Anyone wishing to search for answers to education questions will discover an abundance of electronic resources at the AskERIC Virtual Library. These resources include lesson plans, AskERIC InfoGuides, ERIC Digests, education listserv archives, and much more. The ERIC database can also be searched online from the AskERIC Web site.

### **AskERIC Listserv Archive**

ERIC fosters dialog and information exchange through the creation and administration of electronic discussion groups. More than 40 listservs are currently managed by ERIC Clearinghouses. A list of ERIC-sponsored listservs with links to subscription information is available on the ERIC systemwide Web site.

## **SPECIAL PROJECTS**

ERIC Clearinghouses and support components bring creativity to the ERIC system through a number of special projects.

Education Resource Organizations Directory.

ACCESS ERIC assists the U.S. Department of Education by maintaining the database for the Education Resource Organizations Directory located on the Department's Web site. The Directory enables Internet users to search more than 2,100 national, regional, and state organizations, including information centers; comprehensive and technical assistance centers; and many other types of programs, services, and organizations.

Virtual Libraries.

Several ERIC Clearinghouse Web sites offer virtual libraries of full-text documents in their topic areas. For example, The ERIC Clearinghouse on Counseling and Student Services has developed 11 Web-based virtual libraries on career development, cultural diversity, and many more educational topics.

ERIC Search Wizard and Expert Searches.

This state-of-art search engine developed by the ERIC Clearinghouse on Assessment and Evaluation allows users to select terms from the Thesaurus of ERIC Descriptors to build effective, high quality searches. The Wizard features seamless online ordering, readily available information on journal and document sources.

Gateway to Educational Materials (GEM).

The National Library of education is spearheading a consortium effort - GEM which is a special project of the ERIC Clearinghouse on Information & Technology. The goal of GEM is to create an operational framework that will provide the key to "one-stop, any-stop" access to the thousands of lesson plans, curriculum units, and other educational materials on the Internet. To accomplish this, GEM created the K-12 meta-data standard for describing educational resources. GEM also provides software, training, and support so that GEM consortium members with Internet-based collections can easily use GEM to describe their resources. These descriptions are assembled in the Gateway Catalog which went online in February 1998, and currently includes more than 2,000 records. The catalog contains links to the materials which creates easy access regardless of where the materials reside on the Internet.

Virtual Reference Desk (VRD).

The Virtual Reference Desk, is a new project creating the foundations for a national cooperative digital reference service. The project is sponsored by the



National Library of Education and the ERIC Clearinghouse on Information and technology, with support from the Office of Science and Technology Policy. Resources of the Virtual Reference Desk:

#### AskA+ Locator.

The AskA+ Locator contains over 70 quality online expert services that answer the questions of the K-12 community. Digital reference services, also called "Ask-An-Expert" services, are Internet-based question and answer services that connect users with individuals who possess specialized subject or skill expertise. As opposed to static Web pages, digital reference services use the Internet to place people in contact with people who can answer specific questions and instruct users on developing certain skills.

#### Software Development and Certification.

The "Knowledge Base" is Internet software that allows students, teachers, experts, and others to search across AskA services archives for answers to previously-asked questions.

#### AskA Starter Kit.

This instructional resource guides organizations in the development of new AskA services in their areas of expertise by providing how-to-advice and methods based on experiences of exemplary services and in-depth empirical research.

#### Organization.

The Virtual Reference Desk seeks to identify and provide the resources necessary to link all K-12 community members to necessary expertise in order to satisfy information needs.

#### AskA Consortium and Standards Development.

The Virtual Reference Desk seeks to aid organizations of all types in the creation of a AskA services and offers resources and guidance to those interested in building and maintaining quality digital reference services.

### **USNEI**

United States Network for Education Information was created in 1996 to meet the information needs of all who are involved in international educational mobility, including parents, students, educators, advisers, institution, and organizations. USNEI provides a central reference point for information on the United States and foreign education and also refer persons to the correct authority to help with the specific questions and assistance.

USNEI also serves as the official information service for the United States under the terms of international agreements involving the provisions of education information. USNEI is the National Education Information Center under the terms of the 1996 Convention of the Recognition of Qualifications Concerning Higher Education in the European Region.

While the management center for USNEI is housed at the National Library of Education, USNEI is actually both an internet presence and a distributed referral service spread across the United States and with contacts around the world in the United States embassies and consulates.

Blane Dessy  
National Library of Education  
80 F Street, NW  
Washington, DC 20208  
Telephone: 202-219-1692  
800-424-1616  
Fax 202-219-1970  
Blane\_Dessy@ed.gov

## **DENMARK'S NATIONAL LIBRARY OF EDUCATION: GROWTH AND CHOICES BETWEEN MEDIA\*** <sup>©</sup>

**By Jakob Andersen**

Abstract: Two sets of problems are discussed: Why have the activities of the library been growing so fast the last few years? Three factors are considered, the most interesting being the changes in the study patterns of educational students.

Next, the choices and priorities educational libraries face in times of great strides in the technological development are described. The conclusion is that straight choices are never good enough; to strive for balance is strictly necessary.

In this paper, two sets of problems will be considered. The first may or may not be special for the situation in Denmark: I shall attempt to explain why the use of the National Library of Education has been growing so fast. The second is, I think, a lot more universal: How should an educational library respond to the challenges that the wonderful world of information technology pose?

But I am afraid that I shall have to bore you with a few facts about the library first, just to give you the setting in which we operate.

The National Library of Education is actually the result of a merger of two libraries: The original National Library of Education, started in 1887 as a school museum, and the original library of The Royal Danish School of Educational Studies, started in 1895. The two libraries were formally and organizationally merged in 1990, but only physically merged in 1995 after the old gymnasiums of the school had been rebuilt for library purposes.

The merged library has around a million volumes, 4,500 serial titles and some 500,000 microfiche - mostly ERIC-reports. Around 85,000 of the volumes are children's literature of all kinds, both Danish and foreign. The rest is a collection in most subjects, since we have to cover all the subjects of the schools up to the

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\* Paper presented at the 64<sup>th</sup> Congress of the International Federation of Library Associations and Institutions (IFLA), Amsterdam, August, 13 to 23 1998 in the Open Session of the Section Social Science Libraries: "Libraries in Support of Education", Tuesday, August 18, 15.00 h - Meeting n° 115

12th year, but of course the fields of education, educational systems and developmental psychology are covered a lot more intensively than the school subjects. We also have a large collection of educational aids - most of it in Danish, but the major other European languages are represented too.

We tend to take our role as *national* library very seriously. We are part of the School of Educational Studies but as you will see, our customer base is much broader, if I may use such a crassly commercial phrase. We are truly open to the public - anybody at all may use the materials at the library, and anyone with an address in Denmark and over 18 will be issued a borrower's ticket - no other questions asked.

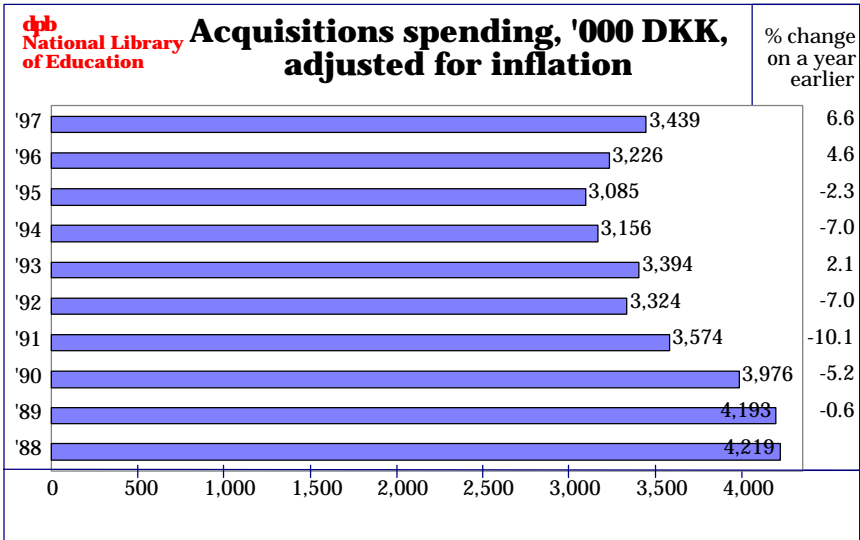
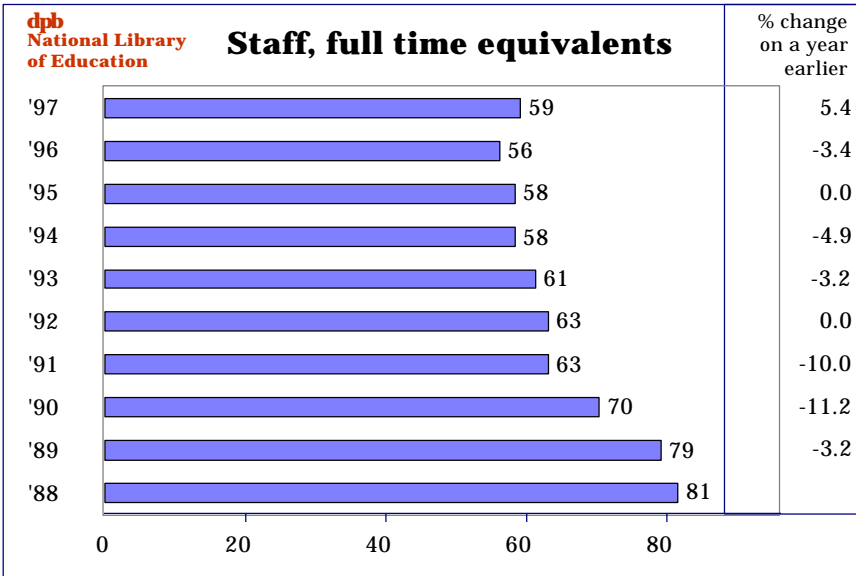
The library is regionalized in that we have the main office - and main collections - in Copenhagen, and smaller regional branch offices, each having 20-30.000 volumes - two in northern Jutland, one in the central part, two in southern Jutland, one in Funen, and one in the south of Zealand. This means that very few Danes are more than 75 km from our nearest branch. It also means that we are open 292.5 hours a week if you accumulate all the branches. This is very unusual in Denmark, and quite expensive to maintain.

The education of primary school teachers (grades 0-10) and certain educational social workers takes place in special colleges which have never been affiliated to the universities. The only way for school teachers to receive further education has until recently been to go to the School of Educational Studies, the school that we are part of.

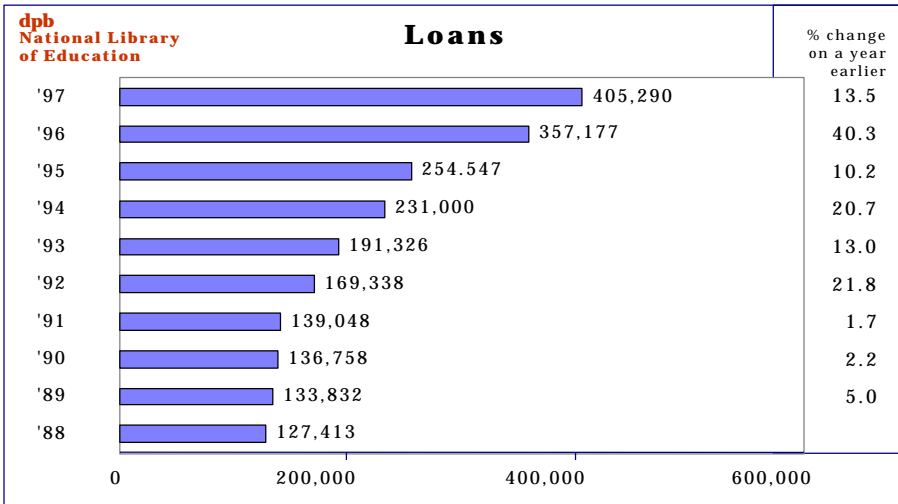
Now that, very briefly, is the setting. I shall now turn to the development of the library the last ten years.

The acquisitions spending was on an acceptable level until the merger; since then it has fallen for most years, if one adjusts for inflation. (One million DKK corresponds, roughly, to 150,000 US\$). The last two years it has risen again, to some degree. This has to do with the budgeting method, which in our case is very dependent on the amount of loans.

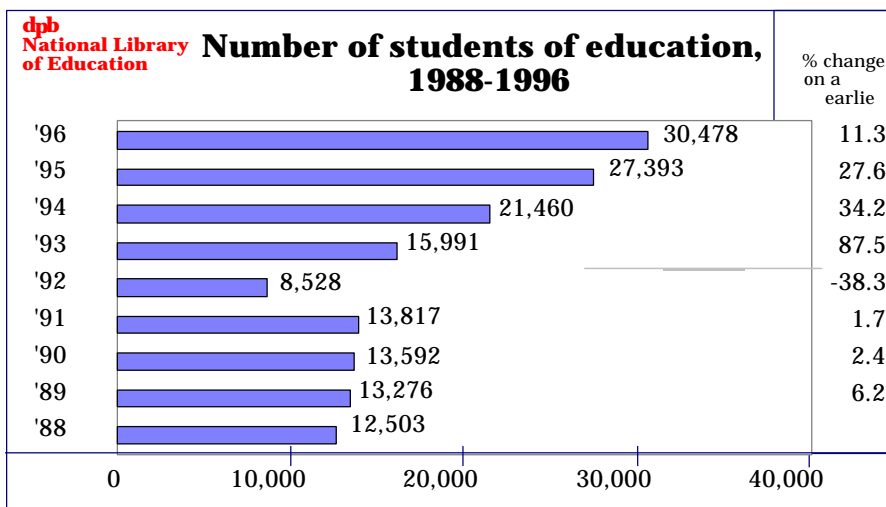
The number of staff shows the same tendency: Rather high until the merger in '90, falling or standing still until two years ago, and then rising a bit again.



Loans are a very different matter. Before and during the merger, they rose, but very slowly. Not until '92 did something happen, and since then the growth has been very nearly explosive, with the year after the physical merger as the absolute largest growth - probably the largest we'll ever see, unless conditions change very radically.



The number of students of educational matters (the same school teachers and social workers I mentioned earlier) also grew very slowly from '88 to '91. For technical reasons - changes in the curriculum and organization of the social worker education - it actually fell quite dramatically in '92, but since then it has more than doubled from the level in '91. The reason I concentrate on these students, instead of the students of the School of Educational Studies is, firstly, that the number of students at the school has changed very little in the period, and secondly, that basic educational students account for some 70% of our customers - and our loans. This proportion is still going up - not because the students and faculty at the school use us less but because the other people use us more.



To sum up this jungle of numbers here are the over-all changes from '88 to '96/'97. Acquisitions and staff fell, staff a lot more than acquisitions. As opposed to this, loans and the number of students have risen - loans far more than students. The 218% can be compared to the growth of 123% which the 12 largest research libraries (our library included) have experienced in loans in the same period.

And what are the reasons for the rapid growth in loans, then? There are several, and their relative weight is not easy to estimate.

First, there is no doubt that the physical merger into new, well-equipped premises is a factor. Otherwise the rise of 40.3% in one year cannot be explained.

The second factor is, of course, the rise in the number of students.

The third factor is the one I find the most interesting by far. It has to do with the way the educational system is changing in Denmark. I don't know if this is characteristic of comparable educations in other countries, but in Denmark, all the three and four year colleges (called higher education of middle length in Denmark) are changing - they are being academized. Where just a few years ago the students were asked to read a few set textbooks, were given photocopied compendia - all students of the same subject the same - and given almost exclusively classroom instruction, the situation has now changed radically. Students are expected to work together in groups and to prepare project reports - most

of the time on their own. They are also expected to find the literature they need themselves - and there, of course, we are at the crux of the matter from a library point of view. The college libraries are rather poor, both in the sense that their collections are rather small, and in the sense that their appropriations are small - a typical teacher training college with 1000 students to cater for uses maybe 150-200.000 DKK (20-30.000 US\$) a year on materials.

This means that the students have to go elsewhere. Some of their needs are filled by the public libraries. The titles that public libraries order as ILLs from us are also clear pointers to their end-users often being educational students. When their needs are a bit more specialized in our fields, or they need guidance, or they have to find older material (many reports have to have an historical dimension) they have nowhere to turn but to us.

Not that we mind. As I have mentioned, our appropriations are heavily dependent on the number of loans, so the more the merrier, so to speak.

And how do we cope, then? It certainly has not been easy. With a falling number of staff members, and a rising number of users it was clear that something rather radical had to be done.

The solutions have been manifold, but a common characteristic is that they usually include some aspect of information technology. To release man-hours for instruction and guidance of users, we had to reduce the numbers of hours used in processing materials. We are fortunate in that we use the Danish version of the Dewey Decimal Classification as shelf marks and classification, just as the public libraries do. That made it realistic for us to process almost all Danish material by downloading and using records made by the Danish Library Centre, almost sight unseen. This saved a number of hours. We have hopes of streamlining this even more by sending minimal order-records to the Library Centre database and having them up-dated and returned to our own system automatically.

Another initiative in the same vein, which will start to come into effect this fall, is the outsourcing of serials acquisitions, including the creation of acquisitions data and transfer of these and of invoice data via the net or by other electronic means. This has the consequence that thousands of yearly invoices which had to be handled individually will be reduced to just four or six a year. In the process of outsourcing we also found out that large amounts of time were spent on treating individual serial issues further, for example by photocopying the tables-of-contents. One of the vendors we found has the service of sending tables-of-contents by e-mail directly to faculty members. The service is even rather



inexpensive, especially when compared to our own copying and distribution of the copies.

Another way of coping with the rising number of users and falling number of staff has been attempts to instruct users in the arcana of the OPAC in groups rather than singly. This has made us invest heavily in PCs for our classroom, the idea being that users should be as self-sufficient as possible.

Unfortunately, not many of the 70% of users who have no connection to the school come to us in groups, which made it necessary to try to make a better interface to the catalogue than the - by now traditional - text- and CCL-based. Our web-interface to the catalogue isn't yet fast enough but it's getting there. We have also invested in the Danish serials article database, which covers most Danish serials and some parts of the newspapers, and we use exactly the same interface to that base as to our own. Two years ago, we bought the ERIC and PsycINFO databases and we have placed them on an ERL-server. This made it possible to create an interface to these bases which is very close to the other interfaces. It has involved translating the interface and the help text into Danish, since a large majority of our users, though willing to read articles in English, much prefer their search interfaces in their mother tongue. This is probably also true of users in other countries. All in all we aim to make it possible to use our resources as easily as possible, and at the same time reduce the time necessary to instruct the individual users.

We take some pride in our web-pages. They are built with that fact in mind that the majority of our users - students at small colleges, school teachers, and social workers - have access to the net only with rather slow connections. That means that extravagant graphic presentations, Java code, sound bites and the like all are banished; well-checked quality is the watch-word.

As most libraries open to the public, we have a few problems with the young nerds, as we call them. Twelve-to-twenty-year-olds, mostly males, have been flocking to the library to use our PCs with net connections, blocking out the more timid, somewhat older and usually female users. We try to prohibit chatting and e-mailing in general, not least the ludicrous sight of two young people sitting back-to-back chatting via some remote site while also shouting joyously at each other and disturbing everybody else.

In the not so far future, two projects will be realized. The first is the retroconversion of the records which until now can only be found in our card catalogues. About 400,000 volumes are so far only recorded there and can't be found in the OPAC. The plan is to use the opportunity to amalgamate the two old

main collections at the same time, something that had been planned at the time of the merger, but which was prevented by the cut-backs in staff at the time. Right now the situation is not very user-friendly: Duplicates can easily be found in different parts of the library, leading to confusing situations for both staff and users.

The other, less ambitious but still quite labour intensive plan is to digitize all the legal matter that has governed primary education in Denmark since 1814. In that year it was first enacted that all Danish children must receive instruction in the basic skills of reading, writing, arithmetic, and Lutheran Christianity. Since then, numerous reforms have been introduced, and the collected Acts of Parliament, commission reports, white papers, blue books, instructions from the Department of Education and the like are estimated to consist of 15-20.000 pages. All these we plan to digitize, probably as graphical documents rather than text, since the material doesn't really lend itself to full text searching. Instead, we plan to index the material, hopefully in a user-friendly way, making it accessible to students, who very often ask questions to do with these matters. At present the material is not indexed very well, and a lot of users lose their way in the maze that it presents.

There are, of course, a great many resources already available on the net. We have created links on our web-pages to those that we find it likely that our users would be interested in. However, this does not mean that we embrace the naïve idea that everything will be accessible via the net in the foreseeable future. In our library, and together with other libraries, we have a great many terabytes of information and knowledge, and even some scraps of wisdom, which will never, ever become available on the net.

We also have the feeling that the speed of digitization of for example serials is much over-hyped, at least in our field. Last time we looked - this spring, as a matter of fact - only 3-5% of the serials we use most often were available in full text. This does not mean that we have stopped watching the market, but we feel that the critical mass of full text serials on the net in our fields will be some time coming.

So what we have to do with is the hybrid library. There is no question that some of the new media are increasing in importance, but that doesn't mean that interest in the printed media is falling. A wise man from the Library of Congress put it quite well a number of years ago: „No medium ever disappears“, he said. It is not the whole truth: There aren't very many wax cylinders around anymore, for example. And I have a gut-feeling that there won't be very many commercial CD-ROMs

around either, in a few years. But that books as a medium are dying is a gross, and to my mind, rather ridiculous misstatement.

No, the challenge we are facing is not the transition to electronic media exclusively, but rather the balancing of efforts in all the different media, including media yet to come. If we give top priority to the needs of the users, we have to think of substance rather than form. Most users couldn't care less than for the form: They look for the informational value.

The choices were made even more pressing when, last year, the three government departments to which the 12 largest research libraries belong, the Departments of Culture, Education, and Research, decided to appropriate 200 mio. DKK (about 30 mio. US\$) over five years to construct the Electronic Research Library of Denmark. I don't know about other countries, but it is a unique situation in Danish history that three departments have co-ordinated their efforts so closely. The libraries themselves will supply an estimated further 200 mio. DKK. The idea is that all the largest (and later a great many other) OPACs should be searchable together via Z39.50. This, combined with other projects - some of which are very interesting - would make use of the net - from people's homes as well as from their offices - even more popular than it is already. We of course take part in these developments and hope to have some of our own projects at least partly paid for by the umbrella project.

However, these projects (by themselves much to be applauded) only underline the need to balance the efforts - whatever projects we become part of, they will cost man-hours, but since our users quite evidently have not stopped using the printed media there is also an ever-growing need for guidance. It's a juggling act between the different media, and this year's best solution probably won't be next year's. The next few years will show if we can keep a reasonable balance, beneficial to our users; unfortunately we work in a circus without safety nets.

Jakob Andersen  
Danmarks Pædagogiske Bibliotek  
National Library of Education  
Postboks 840  
DK-2400 København NV  
tlf: (+45) 3969 6633  
fax: (+45) 3966 0082  
jak@dpb.dlh.dk

## **A NETWORK OF EDUCATIONAL LIBRARIES IN THE NORDIC-BALTIC COUNTRIES**

**By Emilija Banionytė**

While talking about libraries supporting education we usually think about the end-users' point of view. That is absolutely correct. In my paper I would like to talk from the libraries point of view.

Nordic and Baltic libraries had developed a network the main aim of which is to support education. In my presentation I will tell you why we started co-operation and what we have already achieved.

The co-operation between Nordic libraries is well known and perhaps need not to be discussed in detail.

What about Baltic libraries? In order to talk about the libraries in the Baltic countries let's find out what does "the Baltic" mean. I am sure most of you had never heard about the Baltic countries some 10 - 15 years ago. We are three small countries - Lithuania, Latvia and Estonia - that "broke" the Soviet Union down. All three of us have a long, interesting and different history but this is not a topic of my report. I just wanted to mention that for 50 years (1940-1990) we were not on the map - to be more precise we were named USSR. The world had heard about us in nineties after we have separated from the Soviet Union and declared independence. We have got different colours on the map with our names on it. We are on the Baltic Sea: Nordic countries form one side, Baltic form the other.

The co-operation between Nordic and Baltic libraries started right after we declared independence at the beginning of nineties. It took some 5 years to establish the network of educational libraries in Nordic and Baltic countries. The initiative came from the Nordic countries.

Nordic national resource libraries in education:

National Library of Education, Denmark,  
<http://www.dlh.dk/dpb/>

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\* Paper presented at the 64<sup>th</sup> Congress of the International Federation of Library Associations and Institutions (IFLA), Amsterdam, August, 13 to 23 1998 in the Open Session of the Section Social Science Libraries: "Libraries in Support of Education", Tuesday, August 18, 15.00 h - Meeting n° 115

Jyväskylän University Library, Finland,  
<http://www.jyu.fi/~library>

The Library of the University College of Education, Iceland,  
<http://www.khi.is/bok/>

The Library of the National Center of Educational Resources, Norway,  
<http://www.nls.no/bibliotek/bibliotek.html>

The National Library for Psychology and Education, Sweden,  
<http://www.sppb.se/>

have been running the network called NEP for years. The idea to start co-operation with Baltic national resource libraries in education came from the NEP.

Thanks to the initiative of Oili Kokkonen, Finland, it was possible to obtain financing for a conference concerning research libraries within the field of education in both Nordic and Baltic countries. The first meeting took place at the National Library for Psychology and Education, Stockholm, Sweden in December, 1995.

Three Baltic Libraries were invited to the conference:

The Library of Tallinn University of Educational Studies, Estonia,  
<http://www.tpu.ee/>

The Library of Liepaja Academy of Pedagogy, Latvia,  
<http://www.cs.lpu.lv/library.html>

Vilnius Pedagogical University Library, Lithuania.  
<http://193.219.54.34/biblioteka>

Each library was represented by one or two representatives.

The main aims of the meeting were:

- to get to know each other personally;
- to give an overview of the library and information services in education in each Nordic and Baltic country;
- to discuss and identify needs and possibilities for future co-operation.

Our interest was to deal with practical common issues. After each country presented overview of the library and information services in their country, we found out that we have lots in common, but also lots of differences.

We found out that all resource libraries in education, except Sweden, are affiliated to the university, academy, school or centre. That means that they have double

duties: to serve their home institution and serve the whole country in the field of education. On the other hand it is not really true, as not all of us have formal responsibilities of being the national resource library. Legally the responsibility of being the resource library in education are given to:

National Library of Education, Denmark  
Jyväskylä University Library, Finland  
The National Library for Psychology and Education, Sweden  
Tallinn University of Educational Studies, Estonia.

While the other main educational libraries do not have this formal responsibility prescribed by the law of their countries:

The Library of the University College of Education, Iceland  
The Library of the National Center of Educational Resources, Norway  
Library of Liepaja Academy of Pedagogy, Latvia  
Vilnius Pedagogical University Library, Lithuania.

The other difference we found out - the use and compilation of educational databases. All Nordic libraries, except Iceland, compile and use PEPSY - the Nordic database for education. Baltic countries, as well as Iceland, do not participate in PEPSY developments. The question whether we should join PEPSY was discussed at the meeting. We came up with the decision that it is no use to join it as the languages of all Baltic countries are so different - nobody else will be able to understand our articles (the majority of the articles in education are written in national languages and only few include summaries in English or German).

Some libraries participate or are responsible for compilation of national educational databases: KOTU in Finland, FOU-basen in Norway, FRIDTJUV and ARTIKELSÖK in Sweden (though these are not only educational databases: FRIDTJUV is the on-line catalogue of SPPB, while the ARTIKELSÖK is the database of articles in Swedish periodicals).

Most libraries are compiling databases of the publications of their professors and faculty - Universities consider such databases as high priority.

All Nordic resource libraries in education and the Library of Tallinn University of Educational Sciences, Estonia are responsible for EUDISED database in their countries. EUDISED is the database which register all the research projects carried out in education in Europe. Lithuania and Latvia also participate in EUDISED but there are other agencies, not libraries, responsible for this work. EUDISED uses European Education Thesaurus for data classification. National resource libraries in education in Denmark, Norway, Iceland, Finland and Estonia

have translated Thesaurus into their native languages. National agencies in Lithuania and Latvia have not. The National Library for Psychology and Education in Sweden had developed their own thesaurus which has links to the European Education Thesaurus.

Both Nordic and Baltic resource libraries in education have found out some common obstacles:

- lack of legal documents;
- lack of understanding of library information services in research and studies;
- lack of information;
- lack of money;
- poor or no knowledge of English and other foreign languages, (especially in Baltic libraries);
- poor or no knowledge of computers;
- lack of qualified staff;
- lack of time.

I wish I could find a library somewhere in the world which does not meet at least one of the listed obstacles.

After having discussed these and some other problems of work of the national resource libraries in education, we have come up with the conclusion that we want to continue our co-operation and we have set up goals for it:

- library promotion;
- in-service training for librarians; library and information education;
- keep up possibility to communicate;
- establish network.

We have also foreseen means to reach the goals:

- To hold annual NEP Meeting (together with Baltic colleagues) combined with Thesaurus Meeting in Lithuania;
- To invite Rectors and Library Directors to a study tour to Nordic Educational Libraries;
- To establish Nordic-Baltic virtual library.

All the reports presented at the first Nordic-Baltic Meeting of the Directors of the National Resource Libraries in Education on 7-10 December, 1995 in Stockholm were published in NORDINFO-rapport 1996:1.

As the means to reach our goals were foreseen, we started working on further co-operation.

NEP Meetings were held annually in one of the Nordic national resource libraries in education. Emilija Banionyte proposed to hold the next meeting at Vilnius Pedagogical University Library, Lithuania. The idea was to show Nordic colleagues how Baltic librarians work and live. This is extremely important in establishing the network between different countries.

The Meeting was held at Vilnius Pedagogical University Library in May, 1997. Taking as the example this library and the National Library, the participants of the Meeting had a possibility to get acquainted with library work in Lithuania. For most of the participants from Nordic countries this was the first visit to the Baltic country.

The previously foreseen goal to organise the study tour to Nordic educational libraries was discussed. The Rector of Vilnius Pedagogical University had met the participants of the Meeting and supported the idea of further co-operation.

In order to arrange the study tour to Nordic educational libraries big funds were needed. Naturally, nobody had so much money. Leif Lørring, the director of the National Library in Education, Denmark took the responsibility to apply for money from the Council of Nordic Ministers. Liisa Hughes, Jyväskylä University Library, Finland applied for money from the NORDINFO. Eva Trotzig, the director of the National Library for Psychology and Education, Sweden had been in contact with the National Library and the Swedish institute for the same purpose. We planned a study tour to all Nordic educational libraries.

We got 40% of what was applied for. Therefore it was decided to change study tour to the seminar in Jyväskylä University Library. All three Rectors and Library Directors from Baltic educational universities together with all representatives from Nordic national resource libraries in education were invited to the seminar.

The Nordic-Baltic Seminar on the Role of Educational Resource Libraries was held at Jyväskylä University Library on 16-18 October, 1997. The hosts of the seminar organised a very interesting program vividly describing their day-to-day work as well as work on different projects. The main goal of the seminar was to get the Rectors of Baltic universities to know the modern library, its role in education and research processes, present developments and future trends.

The Rector of the Jyväskylä University Aino Sallinen made great impression on the Baltic Rectors. First of all she is a woman and it is very unusual for Baltic Rectors to see a woman in the role of the Rector. In her speech she pointed out that there is no need to examine curriculum or the procedure of appointing honourable names in order to get to know any University - one should simply spend few hours in the library and everything will be evident. She thinks that the



library is the face of the University. Her speech impressed her Baltic colleagues greatly. The Rector of the Vilnius Pedagogical University keeps quoting Aino Sallinen very often.

The participants of the seminar were guided through the Jyväskylä University Library (which is really impressive), visited Finnish telecom and electronic publishing house of the University.

To my understanding those three days keeping Rectors' attention on the library matters made great change on their understanding of the library role in general. The possibility for the Library Directors to have the company and attention of their Rectors was also a great luxury. Just one example which shows that the seminar was a great success: on the way back to Vilnius my Rector told me "I think we need a new library - the one we have got is out of date". There is a long way before we will build it but the first step is made - I will not need to persuade him *why* we need a new library.

I do not know the other happy stories from our co-operation, but I am sure we are all changing, learning from each other and becoming personal friends.

The future co-operation of Nordic-Baltic national resource libraries in education is very much dependant on the IT, economic situation in our countries and our will.

We look forward to creating a Nordic-Baltic Home page and start publishing an electronic Nordic-Baltic Education Year Book.

Emilija Banionytė  
Lithuanian Librarians' Association, President  
Studentu 39  
2034 Vilnius  
Lithuania  
tel./fax: (370-2) 72 57 98; mobile: +370 99 15361  
e-mail: Emilija.Banionyte@bl.ped.lt

## **RE-ENGINEERING THE LIBRARY FOR IMPROVED ACCESS TO ELECTRONIC HEALTH INFORMATION: ONE RESEARCH LIBRARY'S EXPERIENCE \***

**By Karen J. Graves and Elaine R. Martin**

**Abstract:** Organizational changes such as downsizing, reinventing the organization, mergers, and customer-focused services are buzz words for the 90's. One way that organizations are dealing with change is by re-engineering. Re-engineering is reinventing the way one does business, by stepping back and examining values, goals, and the system processes used to meet these goals. Process redesign is often an outcome of this evaluation. However, the customer remains at the center of each process, with systems being redesigned to meet customer needs and demands. At the University of Illinois at Chicago re-engineering began by examining the Technical Services processes, but re-engineering has also had a major impact on Public Services offered to library patrons. This paper will describe two of these re-engineering projects: access to electronic reserves and access to full-text journals. Issues related to these projects such as staff involvement and training, equipment, copyright, and user reactions to these new services are discussed.

Re-engineering, which has been very popular in the business world during the 1990's, is reinventing the way one does business. It involves redesigning key processes, while keeping the customer at the center of process redesign. One can find many examples of re-engineering in the business literature (1,2). With the growing emphasis on quality improvements librarians are also searching for methods for cutting costs and improving services. There are examples of organizational restructuring of libraries to accomplish these ends, but fewer examples for library process redesign (3,4). These examples are mainly in the area of outsourcing (5,6).

At the University of Illinois at Chicago (UIC), the Library's Re-engineering Project began by examining Technical Services processes. As the project progressed, it became clear that it was difficult to separate Technical Services from Public Services, and the project has resulted in redesign of processes in Public Services areas as well. This paper will report on two of these projects, access to electronic reserves, and access to electronic full-text journals at the Library of the Health Sciences (LHS).

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\* Paper delivered at the 63rd IFLA General Conference, Amsterdam, August 31- September 5, 1997

## **Background**

Several factors led to the University Librarian's decision to undertake re-engineering. UIC Libraries include the Main Library, Math, Science, and Architecture & Art Libraries, and the Library of the Health Sciences with its three regional site libraries in Peoria, Rockford, and Urbana, Illinois. LHS is an administrative entity within the University Library System

with its own Technical Services Department, performing similar processes. It was felt that some processes could be consolidated and some redesigned in order to reallocate staff from technical services into systems and public services projects throughout the UIC libraries. It was not envisioned that the number of staff would be reduced, but that savings from re-engineering would allow for new electronic initiatives.

## **Start-up Procedures**

An outside consultant was brought in to introduce re-engineering concepts to staff and to guide the re-engineering process. A training session was held for selected staff and department leaders and during this session, participants developed goals for the project.

The re-engineering project consisted of a Steering Committee and two teams, a Before Team focusing on processes performed before materials arrived in the library, and an After Team focusing on those processes performed after materials are received. Each team had a champion who also served on the Steering Committee made up of department leaders and the University Librarian. The Steering Committee studies user expectations and behavior, and guides the entire process. A project coordinator was also appointed to coordinate, schedule, and document all activities, in addition to serving on both teams and the Steering Committee.

## **First Stages**

The teams began to carry out their charges by first examining current processes, while the Steering Committee focused on user expectations and user behavior. Process redesign cannot be accomplished without adequate baseline information, and participants found that needed baseline data was not always available. Several studies were initiated to gather data on procedures and cycle times for current processes. User behaviors were examined by conducting an availability study, by analyzing public terminal use logs, and circulation and interlibrary loan patterns and statistics. User expectations were explored in focus groups, and library

performance was compared with other peer libraries and organizations outside of academe.

During the process of gathering data it became apparent to team members that some processes could be improved by "quick fixes". However, any proposed change in process required team consensus as well as Steering Committee approval. Some of these "quick fix" changes included decentralization of the withdrawal process, elimination of bibliographer's review for rush and firm order books, and minor software programming changes to improve ordering and shelf preparation procedures.

### **Clean Slate**

After completing the preliminary steps, the teams were now ready to turn their attention to Clean Slate Design. Clean slate design is when one discards an old process, and then completely redesigns the process based upon customer needs and preferences.

The Steering Committee decided that a frame of reference was necessary to help teams plan for the future. It was decided to hold a joint all day meeting with both teams and the Steering Committee, called "Future Think Tank Day", to introduce and to discuss issues that might play an important role for libraries in the future.

Knowledgeable librarians within the UIC libraries made presentations on GUIs, (graphical user interface), EDI (electronic data exchange), images, relational databases, and medical informatics. Each presentation was followed by small group discussions where staff speculated on how these topics would relate to the library in the year 2000. Projects related to both Technical and Public Services were identified that might help position the library for these technological changes. The Technical Services clean slate design continues. A new process for ordering library materials has been implemented, and a Loading Dock team has planned the implementation process for a shelf ready project with one of our vendors. Other implementation teams are working on selected pilot projects related to the home page, and policies and processes for acquiring and cataloging electronic journals.

### **Electronic Full-Text Information**

Based upon "Future Think Tank Day" it was affirmed that the Library should strive to provide access to electronic full-text information. The Library had been involved in several initiatives to bring information about library holdings and databases to the desktops of faculty and students. The Library's online catalog, the

fixed-fee agreement with the National Library of Medicine to provide campus-wide access to MEDLINE through the Grateful Med software, as well as cooperative state and regional agreements, already provide a wealth of information for UIC faculty, staff, and students. Two projects resulting from re-engineering efforts were Electronic Reserves and Electronic Full-Text Journals.

### **Electronic Reserves**

Given the primarily article-based nature of course reserve materials to support health sciences education, the Steering Committee determined that the Electronic Reserves Project would be conducted at LHS. The project was to include all materials that faculty might place on reserve: course outlines and assignments, class notes, old exams, reading lists, journal articles, and graphics.

In order to be sure that all types of materials would be included in the project, two health sciences faculty members were contacted to ascertain if they would be willing to participate. These faculty members from the School of Public Health and the College of Medicine enthusiastically agreed to participate, and submitted required course materials and reading lists.

Copyright permission was not necessary for course materials prepared by faculty. Ordinarily faculty must request permission from the publisher for copyrighted materials placed on reserve, but for this project LHS librarians agreed to seek copyright approval for journal articles and graphics. Letters were sent to copyright holders requesting permission to place articles on electronic reserve for one semester, accessible only to UIC patrons. The library also agreed to affix required copyright statements.

Permission letters were sent to twelve publishers, and replies were received from eleven. Seven gave permission with no fees, two gave permission with access charges, and two refused permission. The decision was made to use only the articles from the seven publishers granting permission with no fee for the initial pilot project.

Equipment required for this project consisted of a scanner and a personal computer with an Internet connection. Portable document format (PDF) software was employed. PDF readers are available campus-wide for downloading, and these readers have been loaded on all library public terminals. Additionally a wireless network has been installed in LHS. Two laptop computers are available for check-out for use by patrons within the library, providing another option for accessing electronic reserve materials at LHS.

Staff were trained, in a relatively short time, to use the software and to attach the copyright statement. With experience, staff can prepare two articles per hour. Systems staff set up a secure file for copyrighted materials that is available only on a UIC IP restricted Web site.

This small project has been successful and will be expanded to other colleges at the Health Sciences Center. Student assistants have been trained to scan course materials, with library staff processing only copyrighted materials. Use statistics and patterns will be collected to determine not only use of electronic materials, but also future equipment needs for public access to full-text electronic course materials in the library.

### **Electronic Full-Text Journals**

The Library also had limited experience providing access to full-text journals through various state and regional cooperative agreements. The Steering Committee determined that LHS should be the site for the electronic journal project for two reasons. Full-text electronic journals were becoming available in the biomedical sciences. As medical education moved off campus to clinical clerkship locations early in the medical curriculum, students did not have ready access to library materials. Although students had access to the Grateful Med databases (7), they needed access to electronic full-text journal articles.

A Task Force was appointed to evaluate available products and to determine equipment needs. After discussion with several producers, Ovid Technologies was chosen because it offered access to several databases plus a full-text core biomedical collection. LHS chose a campus-wide licensing agreement with access to the CINAHL (Cumulative Index to Nursing and Allied Health Literature) and IPA (International Pharmaceutical Abstracts) databases plus the Core Biomedical Collection, which is a collection of fifteen full-text major biomedical journals. By January 1999, LHS will have two hundred full-text titles from Ovid.

Technical requirements for access for multiple users of the Ovid system include a Z39.50-compliant Ovid Client/Server, an HTTP Web Server capable of loading PERL, and a Web browser. Databases and documents are accessed via the Internet rather than loading this information locally. Full-text access includes all graphics and hypertext links. This capability allows access to photographs, charts, tables and diagrams found in the full-text articles.

The Task Force also was charged with preparing documentation for this new resource, training of staff, preparing publicity to announce the availability of the Ovid resources, and holding an Open House for the campus community.

## **Discussion**

Access to databases and full-text documents via the Internet have been well received by library users and library staff. An evaluation of these two new services is currently underway. Analysis of users' preferences and behaviors will provide insight for future projects. However, several issues that arose during this project will be of interest to other libraries planning to implement electronic services: printing, downloading, and lag time.

Library users want to be able to print articles for later study and reference. However, printing is sometimes a slow process and it requires large amounts of paper and ink cartridges, now supplied by the library. The campus may need to explore options for charging or imposing fees for printing in the future.

The ability to download files or to send files to an e-mail account is appealing to library users. Also library staff need not be as concerned when a print issue is missing or in use, when the needed item is available electronically for downloading. The library encourages users to download rather than to print, but library users do not always have a disk, and the library presently does not sell disks.

Publishers' embargoes create lag time before articles are available. For example, the publishers hold Nature for three months, and Science for ten days before it is available to Ovid. Ovid must re-key the information because the publishers do not provide marked-up language format. Despite the delay in receiving electronic publications, our users tell us that electronic access to full-text data is the best thing we have ever done. Since the initiation of this project, Ovid has worked diligently with publishers to formulate agreements to decrease the lag time.

## **Conclusion**

The Library's initial efforts to provide electronic resources have been successful from several standpoints. The line between Technical and Public Services continues to be less discrete, and the implementation of these two projects has increased coordination among systems, technical services, and public services processes and staff members. Library staff and library patrons are becoming more adept at handling technological changes. And, perhaps, most important, the Library can now provide for our patrons, 24 hour access for selected materials.

The Library began its re-engineering efforts in 1994 and continues today. Many other projects have been completed or are underway. One of the things we have come to realize is that re-engineering is an ongoing process. Data collection and analysis, and monitoring of cycle times continues for current procedures and for

new processes. Change is an opportunity, but sometimes also a problematic fact of life. Planned and managed change remains the goal.

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Karen J. Graves and Elaine R. Martin  
University of Illinois at Chicago  
1750 W. Polk Street M/C 763  
Chicago, IL 60612  
USA  
(312)996-8970 Tel.  
(312)996-1899 Fax  
kgraves@uic.edu



# **TO DISSECT A FROG OR DESIGN AN ELEPHANT: TEACHING DIGITAL INFORMATION LITERACY THROUGH THE LIBRARY GATEWAY.\***

**By Myoung Chung Wilson**

## **I. Introduction**

Derrick de Kerckhove, the Director of the McLuhan Program at the University of Toronto, states that the parameters of the digital society are bits and connections. He asserts that everything in a digital society will be reduced to bits and that all bits will be connected.(1) In this emerging digital world , teaching and learning will take a quantum leap from the present print based culture. In a humorous comment that supports this argument, Negroponte suggests that in a society made of bits and bytes, students should be taught biology not by dissecting a frog but by building or designing a frog.(2) In fact, what they may truly be designing is an elephant.

The bits and connections described by De Kerckhov are best represented by the Internet. The Internet's potential as a research, teaching and learning resource is fast becoming a reality. Libraries now routinely post their portion of electronic information resources on their home pages. These library homepages also routinely serve as gateways that reach out to information resources outside of their own localized collections and services. These library gateways usually contain their own online catalogs and other electronic research and teaching materials. On these library Web sites, valuable collections of texts, images and sounds exist some of these are an electronic version of print or analog versions of materials owned by the library ; increasingly some of these materials will be available only in electronic formats without print counterparts.

Consider the existence of the Internet Public Library (URL: <http://www.ipl.org>). This Internet Public Library organizes its electronic collections in the same way that the traditional library organizes its print collections. The Internet Public Library exists only in the cyberspace serving the Internet community. It does not have a physical counterpart. The IPL Director claims that in 10 months 700,000 users from 88 countries visited (clicked) this public library.(3) To date little is

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\* Paper delivered at the 63rd IFLA General Conference, Amsterdam, August 31- September 5, 1997

known about the IPL users' level of sophistication in the use of the IPL's collections and services, and, more importantly, their levels of satisfaction in the way their information needs were met. While there is much need to study user behavior as well as electronic libraries such as the IPL and the home pages of traditional libraries, the more immediate concern for librarians and users alike is to develop training programs that will teach how rapidly growing electronic collections can be effectively accessed and assessed. For many students and faculty, the library gateways into the Internet world are the first step requiring digital information literacy.

For the purposes of this paper, digital information literacy (or digital literacy) is defined as literacy appropriate for the Internet age; it therefore extends the boundaries of traditional literacy. This paper will briefly review the skill sets that are required for the effective use of the traditional library focused on print collections and those that are now required for electronic library collections. It will then point out the common ground shared by these two literacies and how user training in the library gateway is the bridge to attaining digital literacy.

Because the digital environment provides a new way of communicating and a new way of interacting, and because it is heavily dependent upon evolving technology, the training of users in digital literacy not only requires reinforcement of some of the fundamental attributes of traditional literacy but also flexibility and adaptability on the part of librarians and users alike. Therefore, library training in the post digital age must include a paradigmatic pedagogical shift that will educate users to reevaluate older ways of information gathering even as they learn to incorporate these ways into newer patterns.(4)

The technology that permits the storage of vast amount of information and movement along ever speedier information superhighway brings in its train the difficulty of making sense of what has turned out to be an enormous information glut. The current state of what David Shenk calls "data smog"(5) makes traditional literacy alone inadequate for survival in the digital world. Therefore, while digital information literacy shares some of the critical attributes of literacy in the traditional sense, it requires additional competencies. Technical/computer literacy, media literacy and network literacy are among the prerequisite skills that are required for users to be digitally literate.

## **II. Library Training in Print based Collections**

In an attempt to understand training needs in digital libraries, a quick overview of the requirements for access to print collections is first necessary. In the print environment, the prerequisites for effective use of library resources are reading

skills, knowledge of access tools, and the ability to critically evaluate both the access tools and the materials found by these tools. The emphasis is on teaching users how to interpret the different elements of information used in the card catalog. These include preeminently the controlled subject vocabulary developed by the Library of Congress subject headings system. This vocabulary is one of the most important elements, being, as it is, the print version of hypertextual explorations through its subject tracing. Also critical is learning how to obtain periodical literature through different kinds of access tools such as subject indexes, abstracts and citation indexes.

The increased amount of information available to users through machine aided information retrieval has motivated librarians to expand traditional literacy into more comprehensive information literacy. Information literacy emphasizes the user's ability to critically evaluate the information on hand as to its authenticity, currency and appropriateness to the problem solving process, etc.

Print collections have distinct visual effects due to their physical impact. The traditional card catalog, for example, is imposing by its physical size whereas the online computer catalog (referred to as the online access public catalog) does not have this characteristic. The traditional physical card catalog permits a search by author, title and subject of the books (and journal titles and microforms) that the library physically owns. In contradistinction, the many integrated online catalogs posted on the library gateway are multi functional including information on circulation status, new acquisitions, periodical article indexes and, more recently, the articles themselves. To a student with little experience and imagination, the little computer (the hardware) cannot possibly contain all this information! The size of the computer workstation compared to the enormous wooden card catalog (which is often kept side by side with computer workstations) has significant visual impact. The lack of industry standardization in hardware, not to mention the continuous upgrading of software and the relentless development of new products, further confuses novice library users. Do different looking computers do the same thing? Do all computers perform the same functions? An average user of the library gateway is often misled, believing that all information flows from the same source with the same quality, similar to the card catalog. Using information from diverse sources (e.g., networked sources versus stand alone workstations versus LAN) delivered through a variety of media with varying quality is a mystifying experience for novices. The library gateway is thus the first step in teaching students and users similarities and differences between print and digital collections; it begins the process of teaching how to mine the ever deepening pools of digital information that are available on the Internet

### **III. User Training in Electronic Libraries**

When CD databases became available in the mid 80s and popularized the idea of end user searching (users do database searching without a librarian intermediary to help construct search statements) , both users and librarians alike began to realize the enormous volume of value zero information (out of context information) being retrieved from machine readable databases. As a result, Nash and Wilson observed that undergraduate students frequently tap CD ROM databases for citations that are unavailable, inappropriate, and ultimately unreadable and irrelevant to the student's needs; they emphasized the necessity of training users in citation evaluation at the micro level and, at the macro level, in training in the relational connections between and among different access tools.(6) While the same basic ability to critically evaluate sources is required for digital literacy as for print collections, digital literacy requires added knowledge of hardware/software use and a whole new set of vocabularies and basic computer skills, particularly the ever popular windows program and certain web browsers.

The library gateway further accelerated the number and variety of filtered as well as unfiltered information sources; the offerings of commercial databases now available through the library gateway as well as other freely available web sites all require enhanced critical thinking on the part of users. Understanding the scope and the nature of the library gateway helps users to explore other web sites. Under these circumstances, ad hoc based training is less effective than establishing a systematic method for judging the reliability of each web site. Gilster suggests the following criteria that are necessary for content evaluation of a website; authorial background particularly through understanding the Internet domain structure (e.g., .com, .edu., .org, .dk., etc.), currency, stability of information and whether the web site provides new content rather than being a mere reflection of old media.(7) On the obverse side, understanding these criteria helps guide users in determining when and what topics are appropriate for Internet search.

The Internet, and the library use of it as a gateway, has introduced a whole new set of vocabularies that users must understand in order to effectively use electronic library collections; some examples of these vocabularies are:

#### **Metadata**

Negroponte points out that in the information age, it is often information about information that is more valuable than information itself. As an illustration, he refers to the larger revenue that is garnered by TV Guides versus that of the major networks.(8) Understanding metadata is the first step in capturing the extent of a Web site, just as understanding the scope of the traditional card catalog helped users to find books.; this data about data will play an increasingly important role

as the hyper textual nature of each Web site connects users through its hyperlinks to hundreds of related web sites.

### **Search Engines**

It is important to give users a basic understanding of different search engines and how to use them. Users need to be encouraged to read online instructions and to bear in mind the malleability of databases and search engines. Certain Internet search engines, such as INFOseek, Yahoo, AltaVista, etc., are rapidly becoming household names. Users also need to learn the different interfaces required in each database once they are on a site. The library gateway is a good introduction to the use of different interfaces.

### **Internet Vocabularies**

There are basic sets of vocabularies that digitally literate library users must be able to understand when using electronic library collections through its gateway. They are: hardware and software, work station, LAN, network, web browser, URL, link, bookmark, gophers, telnet applications, link, icons, click, left/right click of mouse, down click and when to place the pointers, and listserv among others. As in any new teaching and learning environment, familiarity with and understanding of these new vocabularies are the first step in smooth communication between the user and the librarian.

## **IV. Common Ground**

To reiterate Glister's definition, digital literacy is gaining the ability to understand and use information in multiple formats from a wide range of sources when presented via a computer.(9) The common characteristic shared by the olders and newer literacies is being able to critically evaluate information sources. Yet while evaluative skills are equally necessary for digital and print literacy, what has occurred is a fundamental transformation in the magnitude of the skills that are needed. The following matrix presents the converging and diverging skill sets required for print and digital literacies.

Literacy	Required Skill sets	Evaluative skills	Access Skills
Pre Internet Information Literacy	read/write	critical thinking within a filtered information environment	catalog vocabulary indexes/abstracts/citation indexes
Post Internet Information Literacy	read/write/type	enhanced critical thinking within a filtered and unfiltered environments engines	computer skills/vocabularies online catalog/Internet vocabulary search

The matrix clearly reveals that literacy in the digital society requires a quantitative growth in the skills needed to locate vastly expanded information sources as well as a proportional qualitative shift in evaluative skills. Due to the increased amount of information that is now available, enhancing evaluative skills is clearly essential for post Internet literacy.

## **V. Conclusion**

This paper has briefly reviewed the different literacies that are required for print and electronic environments. It has argued that training users through the library gateway can lead them to achieve digital literacy. It has also emphasized that the most important personal characteristic needed for the effective use of digital tools is adaptability. The malleable and dynamic nature of the Internet provides users with an opportunity to create and build their own electronic library. The paper suggests that being able to evaluate information sources critically is a competency that is required in both print and electronic environments. They are differentiated, however, both quantitatively and qualitatively. Building digital information literacy is truly analogous in power and sophistication to constructing an elephant.

The Nobel Laureate Arno Penzias stated that both knowledge and technology can become allies and adversaries at the same time. He describes the modern society as the age of knowledge destruction. Because new technology constantly requires adaptation, people need to destroy parts of their existing knowledge in order to acquire new technological skills. The role of librarians in the age of knowledge destruction is not to reinforce existing beliefs or prejudices but to help refresh knowledge.<sup>(10)</sup> For digital literacy, familiarity with what information is made available, by whom, and how it is made available becomes extremely important. Penzias emphasized the librarians' need to provide users what they need before users know what they need. Training users through the library gateway is one such example.

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Myoung Chung Wilson  
Alexander Library  
Rutgers University Libraries  
169 College Avenue  
08903 New Brunswick, New Jersey  
USA  
mywilson@rci.rutgers.edu