ASU Libraries
ARIZONA STATE UNIVERSITY

Foro Transfronterizo de Bibliotecas
FORO 2007
Transborder Library Forum
Tempe, Arizona 20-24 February

**Bridging the
Digital Divide
Crossing
All Borders**

**Cerrando la
Brecha Digital
Cruzando Todas
las Fronteras**

PROCEEDINGS
TRANSBORDER LIBRARY FORUM 2007
Bridging the Digital Divide: Crossing All Borders
Tempe, Arizona ● February 20-24, 2007

MEMORIAS
FORO TRANSFRONTERIZO DE BIBLIOTECAS 2007
Cerrando la Brecha Digital: Cruzando Todas las Fronteras
Tempe, Arizona ● del 20 al 24 de febrero, 2007

Compiled by | *Compilado por*
Lydia E. LaFaro

Edited by | Editado por
Jeanette M. Mueller-Alexander
Rosa González

ASU Libraries
Arizona State University
Tempe, Arizona ● 2007

Printed in the United States of America.

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Introduction | *Introducción*

It is with great pleasure that we present this edition of the Proceedings of the Transborder Library Forum (Foro). The 2007 Transborder Library Forum was held at Arizona State University in Tempe, Arizona in February, 2007. We are pleased that there will be both a print edition and an online edition. Editing has been kept to a minimum to preserve the intent of the author in the language the paper was presented.

The theme for the 2007 Foro was Bridging the Digital Divide. Topics ranged from international copyright issues to getting information to students in widely dispersed communities with little or no infrastructure except the Internet. While most attendees and speakers were from the USA and Mexico, we also had some from Uganda, Kenya, Hungary, and the West Indies.

Our three keynote speakers' podcasts are still available on the Library Channel (http://lib.asu.edu/librarychannel/?s=foro+2007) and the FORO 2007 web site (http://www.asu.edu/lib/foro/).

In spite of all the technological progress made since the very first FORO in Rio Rico, AZ, in 1991, there are still great disparities in information and library access between metropolitan and rural areas. Some of this is now partially resolved with affordable mobile links if there is also a source of electrical power. We had several sessions with examples of libraries providing information to very remote locations with these new technologies. We hope you find these papers and sessions a valuable source for how far "Bridging the Digital Divide" has come since 1991.

Jeanette M. Mueller-Alexander
Co-Chair, Foro 2007 Planning Committee
Hayden Library
Arizona State University
PO Box 871006
Tempe, AZ 85287-1006
USA

foro2007@asu.edu
(480) 965-3084

Rosa A. González
Co-Chair, Foro 2007 Planning Committee
Hayden Library
Arizona State University
PO Box 8871006
Tempe, AZ 85287-1006
USA

rosa.gonzalez@asu.edu
(480) 965-3956

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Foro Transfronterizo de Bibliotecas
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Transborder Library Forum
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February 5, 2007

WELCOME TO FORO!

On behalf of Arizona State University Libraries I would like to welcome everyone to Transborder Library Forum 2007 **"Bridging the Digital Divide-Crossing all Borders"** which I believe has very exciting programs this year. It is our pleasure to have all of you here and I applaud your commitment to FORO in its efforts to making the dissemination of information across borders a reality.

FORO has been existence for 16 years. This is the third time FORO has been in Arizona. We are honored that it is being held at Arizona State University. FORO is a place where we exchange ideas with colleagues. I welcome back those who have contributed to the success of FORO by participating on planning committees and as speakers. I especially welcome new attendees to FORO and urge them to be active participants in the conference.

Technological advances have facilitated the increase of access that libraries are able to provide. Further, the application of digital preservation insures that we will be able to provide persistent access to our shared cultural heritage. Much growth in resource sharing over the last sixteen years across our borders is attributable to FORO, my thanks to all participants who make this so. May our future endeavors continue to enhance the library services we are able to provide to our users.

Please accept my best wishes for a productive conference. We are proud to host such a significant conference.

Sherrie Schmidt

Sherrie Schmidt
University Librarian

ASU Libraries
ARIZONA STATE UNIVERSITY

Foro Transfronterizo de Bibliotecas
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5 de Febrero 2007

¡BIENVENIDOS A FORO!

A nombre de las bibliotecas de la Universidad del Estado de Arizona, quiero darle a cada uno de ustedes la bienvenida al Foro Transfronterizo de Bibliotecas 2007, *"Cerrando la Brecha Digital-Cruzando Todas las Fronteras"!-"Bridging the Digital Divide-Crossing all Borders!"* el cual tiene programas muy interesantes este año.

Es un placer tenerlos aquí y aplaudo su dedicación al FORO, y a los esfuerzos que este hace para que la difusión de la información a través de las fronteras, sea una realidad. FORO tiene 16 años de existencia. Esta es la tercera vez que el estado de Arizona le sirve de sede al FORO. Para la Universidad del Estado de Arizona es un honor poder ser su anfitrión. FORO es un sitio en donde intercambiamos ideas con nuestros colegas. A aquellos participantes que regresan y aquellos que han participado como miembros de comités organizadores, o como oradores, y que han contribuido al éxito de FORO, una vez más les damos la bienvenida y en especial queremos darles la bienvenida a los nuevos participantes y a invitarlos a tomar un rol activo en la conferencia.

Los avances tecnológicos han hecho posible el aumento del acceso que proporcionan las bibliotecas. Además, la preservación digital nos da la seguridad de poder proporcionar el continuo acceso a ese patrimonio cultural que compartimos. Gran parte del crecimiento, en el área del compartimiento de recursos a través de las fronteras en los últimos dieciséis años, se debe en gran parte a FORO. Nuestras infinitas gracias a todos los participantes que hacen que esto sea una realidad. Que nuestros futuros esfuerzos continúen realzando los servicios bibliotecarios que nosotros podemos ofrecerles a nuestros usuarios.

Por favor, acepten mis mejores deseos para que esta sea una conferencia muy productiva. Nos sentimos orgullosos de ser los anfitriones de una conferencia tan significativa.

Sherrie Schmidt
University Librarian

Opening Keynote Speech | *Discurso de apertura*

Janice Lachance
CEO, Special Libraries Association

Abstract: As a member of the US delegation to the World Summit on the Information Society (WSIS) 2005 and the UN Internet Governance Forum (IGF) 2006, Janice Lachance will speak about her experiences and provide observations about the direction of the Internet in the world.

Resumen: *Como un miembro de la delegación representando los Estados Unidos en la cumbre mundial de la sociedad informática 2005(World Summit on the Information Society) y el foro gubernativo del internet de las naciones unidas 2006 (Internet Governance Forum), Janice Lachance hablará de sus experiencias y proveerá observaciones sobre la dirección del internet en el mundo.*

See video podcast at:

http://lib.asu.edu/librarychannel/2007/03/06/janice-r-lachance-on-technology-and-the-internet-in-a-global-library-network-foro-2007-video/

Networking across the Border: The Role of the U.S. Embassy in Fostering U.S./Mexico Library Co-operation

Networking a través de la frontera: el rol de la embajada de Estados Unidos en fomentar la cooperación de las bibliotecas de los E.E.U.U./México

Steven P. Kerchoff
Information Resource Officer for Mexico and Central America
U.S. Embassy Mexico

Abstract: The U.S. Embassy in Mexico fosters mutual understanding between the people of the United States and the people of Mexico through a range of programs and activities. Since libraries and librarians have broad impact in all sectors of society, the Embassy's cultural diplomacy efforts include a wide range of library programs. The Embassy funds Mexican librarians for short-term exchange programs in the United States, where they receive a broad exposure to American library practices. The Embassy also brings library speakers from the U.S., both in person and via video teleconference, to address Mexican librarians and library science students. The Embassy's library, the Biblioteca Benjamín Franklin, maintains an extensive collection of books and periodicals on U.S. thought, society, politics, and economics, and performs sophisticated reference searches using a variety of electronic databases. Finally, the Embassy collaborates with library exchange programs sponsored by other organizations, providing a portal to additional opportunities for exchange and cooperation.

Resumen: La embajada de los E.E.U.U. en México fomenta la comprensión mutua entre la gente de los Estados Unidos y la gente de México a través de una gama de programas y actividades. Ya que las bibliotecas y los bibliotecarios tienen un amplio impacto en todos los sectores de sociedad, los esfuerzos de la diplomacia cultural de la Embajada incluye una amplia gama de programas bibliotecarios. La embajada financia a bibliotecarios mexicanos para programas de intercambio a corto en los Estados Unidos, en donde reciben una amplia exposición a las prácticas en las bibliotecas americanas. La embajada también trae oradores de las bibliotecas de los E.E.U.U., en persona y vía video teleconferencia , que se dirigiren a bibliotecarios y estudiantes mexicanos estudiantes de la ciencia de la bibliotecología. La biblioteca de la embajada, el Biblioteca Benjamín Franklin, mantiene una colección extensa de libros y de periódicos de pensamientos de los E.E.U.U., sociedad, política, y la economía, y realiza búsquedas de referencia sofisticadas usando una variedad de bases de datos electrónicos. Finalmente, la embajada colabora con los programas del intercambio de bibliotecas patrocinados por otras organizaciones, proporcionando así un portal para oportunidades adicionales para el intercambio y la cooperación.

English Text

Ambassador Tony Garza has been a strong advocate of professional and cultural exchanges between the United States and Mexico. In a press release issued January 18, 2006, Ambassador Garza said that "Culture is the key to greater understanding between Americans and Mexicans.*"* In remarks delivered at Morelia, Michoacán; a 10 de agosto de 2006, he stated: "Cuando las naciones comparten su experiencia y conocimientos, no solamente obtenemos maestría en el aspecto técnico para resolver los problemas de hoy, sino que también forjamos relaciones duraderas en ambos lados de las fronteras."   The US Embassy supports cooperation between the United States and Mexico in a variety of cultural and professional exchanges, on topics ranging from fighting infectious diseases such as AIDS and tuberculosis to water conservation technology, from financial literacy among rural populations to protecting monarch butterflies. Since libraries and librarians have broad impact in all sectors of society, the Embassy's cultural diplomacy efforts include a wide range of library programs.

Each year, the Embassy sponsors Mexican librarians on short-term professional visits to the United States under the auspices of the International Visitor Leadership Program, which was first established in 1961. The emphasis of the program is to increase mutual understanding through communication at the personal and professional levels.

The International Visitor Leadership Program brings participants to the United States from all over the world each year to meet and confer with their professional counterparts and to experience the U.S. firsthand. The visitors, who are current or potential leaders in government, politics, the media, education, and other fields, are selected by the Embassy in Mexico City and other US embassies worldwide.

Each summer, for example, 25 librarians from around the world participate in the exchange program "American Libraries." The program has three goals:

-- To promote a better understanding of the role and function of libraries and information specialists in U.S. society;

-- To provide information on a wide variety of U.S. libraries and information management systems;

-- To demonstrate the diversity of library services and to study technology and its use in library systems, including online and digital services.

In June of this year, a librarian from Colegio de Mexico participated in this program, along with librarians from 24 other countries. She reported enthusiastically on her experiences with this program. She mentioned learning more about funding for libraries, the use of volunteers in public libraries, friends of libraries groups, federal agencies that work with library programs, library science education, and the public service orientation of libraries in the US.

The Voluntary Visitors program provides exchange opportunities for librarians and other professionals whose institutions can share part of the cost of an exchange program. The librarian's institution pays for the cost of travel to the United States, and then the US government funds all travel within the US during the program. In 2005, US Embassy Mexico City arranged for a group of Mexican librarians to study digital libraries in the US.

Participants included librarians from the Senate Libraries, UNAM, Autonomous University of Nayarit, and Benemerita Autonomous University of Puebla.

Elsewhere in the region, US Embassy Tegucigalpa worked with the newly-established Asociacion de Bibliotecarios y Documentalistas de Honduras (ABIDH) to develop a program focusing on library science education in the US. Ten Honduran the librarians visited the United States in February 2006 and toured major libraries, including the Library of Congress, Widener Library at Harvard University and the Boston Public Library. The librarians also met with the Special Librarians Association and toured universities that offer degree programs in library science, including the University of Maryland and the University of Arizona. The librarians' experience in the United States afforded them the opportunity to learn strategies for developing a library sciences degree program, to gain firsthand knowledge of library schools in the United States and to obtain an understanding of the library as a public institution in the United States.

In addition to sponsoring Mexican librarians on exchange programs in the US, the Embassy also sponsors American librarians to participate in speaker programs in Mexico. Often these speakers participate in a conference of one of the major library associations, such as Asociación Mexicana de Bibliotecarios, Asociación Civil, (AMBAC) o La Red de Instituciones Mexicanas para la Cooperación Bibliotecaria (Grupo Amigos). In the past two years, the Embassy has sponsored three library speaker programs. Carol Brey-Casiano, Past President of the American Library Asssociation (ALA) and Director of Libraries, El Paso Public Library, gave presentations in Mexico City and Guadalajara on "librarianship and archives in the 21st century" and "ALA y sus proyectos para la comunidad", Mario Gonzalez, Executive Director, Greenwich Public Library, lectured on "Philosophy of US Public Library and Information Services" and "Public Library Administration and Library Advocacy" in Mexico City, Queretaro, and Guadalajara, where he participated in the Jornadas de AMBAC. Mr. Gonzalez also participated in a panel discussion of "Benjamin Franklin and His Legacy" as part of the Benjamin Franklin Library's celebration of the 300th birthday of Benjamin Franklin. Library consultant Dennis Tucker gave presentations on intellectual property rights and copyright in academic libraries, both in Mexico City and in Cholula, Puebla, where he participated in the conference of Grupo Amigos.

The Embassy also invites American librarians who may be traveling in Mexico on business or on personal travel to lecture at the Benjamin Franklin Library. Recently, Ana Cristan de la Biblioteca del Congreso de Estados Unidos was In Mexico City for a workshop at CUIB-UNAM. While In Mexico, she also delivered a lecture on "Programas Internacionales de Cooperacion en Catalogacion" at the BBF. Last week, Adán Griego, Bibliógrafo de las colecciones Ibérica, Latinoamericana y de Bibliotecología y Ciencias de la Información de la Universidad de Stanford en California, gave una presentación entitled "iTexto completo aquí y ahora! Así lo piden los nuevos usuarios" when he was in Mexico City on university business.

It is not always possible for speakers to come to Mexico and give their presentations in person, but new technologies have made it possible for American librarians to meet virtually with our Mexican counterparts. The Embassy has begun to use digital video conferencing, web chat, and webcast to facilitate contact between librarians in the US and Mexico.

US Embassies in Mexico and Central America have used digital video conferencing to deliver presentations by American librarians. The DVC format allows for very cost-effective programming. Since no travel time is involved, it makes less demands on the speaker's time. Furthermore, the DVC program can be view simultaneously by participants in several locations, or even in several countries. The US Embassies in San Jose, Costa Rica and San Salvador, El Salvador, for example, recently co-operated on a DVC program on information

literacy, featuring Gabriela Sonntag, Coordinator for Information Literacy at California State University, San Marcos. The US Embassies in San Jose, San Salvador, and Panama City all participated in a DVC program on reading programs in school libraries, with Hector Marino of Des Plaines Public Library. Other recent DVC topics have included Sally McCallum of the Library of Congress discussing library cataloging formats , and Isabel Espinal on the University of Massachusetts describing "How to Promote Research Through the Use of University Libraries."

US Embassy Mexico City has recently begun using webchat to facilitate communication between professionals in the US and in Mexico in a variety of professions, including librarians. El proyecto Webchat Station ofrece un espacio virtual para promover la interacción entre especialistas de los Estados Unidos y audiencias internacionales, para compartir experiencias en una gran variedad de temas utilizando una herramienta de "chat" sobre la plataforma del World Wide Web. Durante las sesiones (Webchats) programadas, es posible platicar en línea y en tiempo real, mediante el envío y recepción de mensajes entre el invitado y los participantes internacionales. The Benjamin Franklin Library's web page has a prominent link to Webchat Station. Recent webchat programs of interest to librarians have included Dennis Tucker on information literacy, Shalini Venturelli of American University on low-cost information technology for developing countries, and Derek Bambauer, assistant professor at Wayne State University Law School on Internet censorship.

US embassies have also begun using webcast technology for library programming. La Embajada de los Estados Unidos organizó una videoconferencia vía Internet sobre el programa Bibliotecas Hermanas de la American Library Association en octubre. A la audiencia que participó desde Buenos Aires se sumaron colegas de Argentina, Bolivia, Chile, Costa Rica, Cuba, El Salvador, Guatemala, Honduras, México, Nicaragua y Uruguay, que presenciaron la videoconferencia a través de Internet. Over the next few months, we expect to see an increase in the number of programs using this technology.

In addition to sponsoring programs, the Embassy also works with other organizations to publicize exchange programs and training opportunities for librarians. When our colleagues at the Embassy in Buenos Aires arranged a webcast on the Sister Libraries program, we publicized the webcast among Mexican librarians, thus helping to increase awareness of this important program. The US Consulate here in Guadalajara has also supported the Sister Library partnership between Des Plaines Public Library and the Benjamin Franklin Library at the University of Guadalajara. The Embassy has also cooperated with the Mortenson Center for International Library Programs, University of Illinois at Urbana-Champaign, to publicize their library leadership development seminar "Thinking Outside the Borders: Library Leadership in a World Community." As a result of the Embassy's publicity efforts, two Mexican librarians from academic libraries in the border region and two full-time graduate students in library science participated in this recent program.

Spanish Text
El Embajador de los Estados Unidos en México, Tony Garza, ha sido un entusiasta promotor del intercambio cultural y profesional entre los Estados Unidos y México. El pasado 18 de enero, en un boletín de prensa, el Embajador Garza dijo que "La cultura es la clave para un mayor entendimiento entre los estadounidenses y los mexicanos". El 10 de agosto en Morelia, Michoacán dijo: "Cuando las naciones comparten su experiencia y conocimientos, no solamente obtenemos maestría en el aspecto técnico para resolver los problemas de hoy,

sino que también forjamos relaciones duraderas en ambos lados de las fronteras". La Embajada de los Estados Unidos apoya la cooperación entre los Estados Unidos y México con una gran variedad de programas de intercambio culturales y profesionales, en áreas que van desde la lucha contra enfermedades como el SIDA y la tuberculosis, hasta la tecnología de conservación del agua; desde la capacitación en finanzas en zonas rurales, hasta la protección de las mariposas monarca. Dado que las bibliotecas y los bibliotecarios tienen un amplio impacto en todos los sectores de la sociedad, los esfuerzos en diplomacia cultural de la Embajada incluyen una gran variedad de programas relacionados con la bibliotecología.

Cada año, la Embajada apoya a bibliotecarios mexicanos para que realicen visitas profesionales cortas a los Estados Unidos, bajo el auspicio del Programa de Visitantes Internacionales establecido en 1961 (mil novecientos sesenta y uno). Este programa contribuye a incrementar el mutuo entendimiento a través de la comunicación a nivel personal y profesional. El Programa de Visitantes Internacionales invita a participantes de todo el mundo a los Estados Unidos para que conozcan y compartan experiencias profesionales con sus contrapartes, y para que experimenten los Estados Unidos de primera mano. Los visitantes, quienes son líderes o líderes potenciales en el gobierno, la política, los medios de comunicación, la academia y otros campos, son seleccionados por la Embajada en México y otras Embajadas Americanas en el mundo.

Cada verano, por ejemplo, 25 bibliotecarios de todo el mundo participan en el programa de intercambio "American Libraries" o "Bibliotecas Norteamericanas". El programa tiene 3 objetivos:

-- Promover un mejor entendimiento del papel y la función de las bibliotecas y los profesionales de la información en la sociedad norteamericana.

-- Proveer información sobre los diversos tipos de bibliotecas y archivos en los Estados Unidos.
-- Mostrar la diversidad de los servicios bibliotecarios, y estudiar la tecnología y su uso en bibliotecas, incluyendo productos electrónicos y servicios en-línea.

En junio de este año, una bibliotecaria del Colegio de México participó en este programa, junto con 24 bibliotecarios de otros países. Nos platicó con entusiasmo sobre sus experiencias. Me dijo que aprendió más acerca del financiamiento para bibliotecas, la participación de voluntarios en bibliotecas públicas, los grupos de amigos de las bibliotecas, entidades federales que apoyan proyectos bibliotecarios, la enseñanza de la bibliotecología, y el servicio orientado al público de las bibliotecas norteamericanas.

Existe otro programa llamado Visitantes Voluntarios, que ofrece oportunidades de intercambio para bibliotecarios y otros profesionales, cuyas instituciones desean compartir el costo del programa. Su institución cubre la porción internacional del viaje a los Estados Unidos, y el gobierno americano se encarga de los gastos de transporte dentro de los Estados Unidos. En 2005, la Oficina de Intercambio Académico de la Embajada organizó un programa de Visitantes Voluntarios sobre Bibliotecas Digitales en varias ciudades norteamericanas. Participaron bibliotecarios de la Cámara de Senadores, UNAM, Universidad Autónoma de Nayarit y de la Benemérita Universidad Autónoma de Puebla (BUAP).

Además de apoyar el intercambio académico de bibliotecarios mexicanos en los Estados Unidos, la Embajada también invita a bibliotecarios americanos a México para compartir sus experiencias con sus colegas mexicanos. Nuestros conferencistas han participado en congresos organizados por importantes asociaciones profesionales como la Asociación

Mexicana de Bibliotecarios (AMBAC) y la Red de Instituciones Mexicanas para la Cooperación Bibliotecaria (Grupo Amigos). En los últimos dos años, la Embajada ha invitado a Carol Brey-Casiano, Directora del Sistema de Bibliotecas Públicas de El Paso y expresidenta de la Asociación de Bibliotecas Norteamericanas (ALA), quien habló en México y Guadalajara sobre "La Bibliotecología y los Archivos en el siglo 21" y "La ALA y sus Proyectos para la Comunidad". Mario González, Director de la Biblioteca Pública de Greenwich dictó las conferencias "Filosofía de las Bibliotecas Públicas en los Estados Unidos y la Promoción de los Servicios de Información" y "Administración de Bibliotecas Públicas" en México, Querétaro y Guadalajara, donde participó en las Jornadas de la AMBAC. El Sr. González también participó en la mesa redonda "Benjamín Franklin y su Legado" como parte de la celebración del 300 (trescientos) aniversario del nacimiento de Benjamín Franklin. El consultor Dennis Tucker dio una presentación sobre "Propiedad Intelectual y Derechos de Autor en Bibliotecas Universitarias" en Mexico y en Cholula, Puebla durante la conferencia del Grupo Amigos.

No siempre es posible que los conferencistas vengan a México a dar sus presentaciones en persona, pero las nuevas tecnologías han hecho posible que los bibliotecarios mexicanos y americanos se reúnan virtualmente. La embajada utiliza video conferencias, web chat, y webcast para facilitar el contacto.

El formato de la videoconferencia ofrece una buena relación costo-beneficio. No se requiere de tiempo, ni de dinero para viajar. Además, la conferencia puede ser vista simultáneamente desde diferentes lugares, incluso desde varios países. Por ejemplo, los Centros de Recursos Informativos de San José, Costa Rica y San Salvador, El Salvador, colaboraron recientemente en una videoconferencia sobre alfabetización en el uso de la información, con la participación de Gabriela Sonntag, Coordinadora de Alfabetización en el Uso de la Información de la Universidad Estatal de California en San Marcos. Posteriormente, San José, San Salvador y Panamá participaron en una videoconferencia sobre "Programas de Lectura en Bibliotecas Escolares" con Héctor Marino de la Biblioteca Pública de Des Plaines.

La Embajada Americana en México ha empezado a usar webchats para facilitar la comunicación entre profesionales de ambos países. El proyecto Webchat Station ofrece un espacio virtual para promover la interacción entre especialistas de los Estados Unidos y audiencias internacionales, para compartir experiencias en una gran variedad de temas utilizando una herramienta de "chat" sobre la plataforma del World Wide Web. Durante las sesiones (Webchats) programadas, es posible platicar en línea y en tiempo real, mediante el envío y recepción de mensajes entre el invitado y los participantes internacionales. El sitio Web de la Biblioteca Benjamín Franklin incluye una sección dedicada al proyecto Webchat Station. Se pueden destacar algunos webchats de interés para los bibliotecarios como el de Dennis Tucker sobre "Alfabetización en el uso de la Información", Shalini Venturelli de la Universidad Americana sobre "Tecnología de la Información de Bajo Costo Para países en Vías de Desarrollo", y a Derek Bambauer, profesor de la Facultad de Derecho de la Universidad Estatal de Wayne sobre "Censura en Internet".

Otra tecnología que resulta muy atractiva es el webcast, que consiste en transmitir una videoconferencia a través del Internet. La gran ventaja es que prácticamente cualquier persona con acceso a Internet puede ver la conferencia desde su computadora. Esta tecnología se está usando para realizar programas enfocados a las bibliotecas. La Embajada de los Estados Unidos en Argentina organizó una videoconferencia vía Internet sobre el programa Bibliotecas Hermanas de la American Library Association en octubre. A la audiencia que participó desde Buenos Aires se sumaron colegas de Argentina, Bolivia, Chile, Costa Rica, Cuba, El Salvador, Guatemala, Honduras, México, Nicaragua y Uruguay, que

presenciaron la videoconferencia a través de Internet. En los próximos meses, esperamos ver un incremento en el número de conferencias a través de esta tecnología.

Ahora les voy a hablar un poco acerca de la Biblioteca Benjamín Franklin en la Ciudad de México, que es uno de los Centros de Información que yo superviso. La Biblioteca Franklin es una biblioteca pública especializada en los Estados Unidos. Se fundó en 1942 (mil novecientos cuarenta y dos), el año próximo cumple 65 (sesentay cinco) años en México. Su colección está formada por más de 25,000 (veinticinco mil) títulos sobre Estudios Americanos y la Relación México-Estados Unidos. Tenemos más de 1,000 (mil) videos y DVDs (De Ve Des) sobre la sociedad y la cultura norteamericanas. Para el gremio bibliotecario, existe una colección especializada en bibliotecología y ciencias de la información, y las personas interesadas en enseñar o aprender inglés, van a encontrar una gran cantidad de material en formato impreso y electrónico. La Biblioteca cuenta con bases de datos con texto completo especializadas en los Estados Unidos y una gran variedad de documentos oficiales, y leyes y legislación norteamericanas. El sitio Web de la biblioteca recibe más de 2,000 (dos mil) visitantes diariamente y el departamento de consulta contestó cerca de 40,000 (cuarenta mil) preguntas en un periodo de un año. Las personas que viven fuera de la ciudad de México, pueden realizar consultas a través de la página de la Biblioteca Franklin, y consultar nuestro catálogo público. Finalmente, sus instituciones pueden firmar un convenio de préstamo interbibliotecario, el trámite es muy sencillo.

Además de apoyar los programas que he mencionado, la Embajada trabaja con otras organizaciones para diseminar información acerca de otros programas de intercambio y oportunidades de entrenamiento para bibliotecarios. Cuando nuestros colegas de Buenos Aires hicieron el webcast sobre "Bibliotecas Hermanas", invitamos a bibliotecarios mexicanos para que participaran. El Consulado Americano aquí en Guadalajara, ha apoyado el convenio de colaboración entre la Biblioteca Pública de Des Plaines y la Biblioteca Benjamín Franklin de la Universidad de Guadalajara. También hemos colaborado con el Centro Mortenson para programas internacionales de bibliotecas, para promover el seminario "Pensando Más Allá de las Fronteras: Liderazgo Bibliotecario en una Comunidad Global". Como resultado de esta colaboración, dos bibliotecarios mexicanos que trabajan en bibliotecas universitarias en la frontera norte y dos estudiantes de la maestría en bibliotecología viajaron a Chicago para participar en este seminario.

De esta manera termina mi breve presentación de la forma en que la Embajada Americana promueve la cooperación bibliotecaria entre México y Los Estados Unidos. Espero que todos ustedes tengan la oportunidad de participar en alguno de nuestros programas, ya sea asistiendo a alguna conferencia, "chateando" con un experto en el Webchat Station, viendo un Webcast desde su computadora, o visitando los Estados Unidos en alguno de nuestros programas de intercambio. Espero tener la oportunidad de colaborar con ustedes en el futuro.

What's Happening in the World of Cataloging?

¿Qué pasa en el mundo del catalogador?

Moderators:

Dorothy McGarry
University of California, Los Angeles (retired)

Martha McPhail
San Diego State University

Abstract: Much is happening in the world of cataloging. AACR2 is being transformed into Resource Description and Access; a consolidated version of the International Standard Bibliographic Description is being prepared; and practices of many libraries are changing based on Library of Congress decisions on cataloging. McGarry and McPhail will present an overview of these developments, then lead a discussion of effects on libraries and catalogers.

English Text

Dorothy McGarry presented background and recent developments on the creation of the Resource Description and Access (RDA), which is basically a revision of AACR2. Work began in 2003 with the expected publication date of 2009. RDA is being undertaken to generalize cataloging rules where possible, to make changes in the General Material Designation, and to take into account aspects of the Functional Requirements for Bibliographic Records. RDA is an attempt to make cataloging rules more international.

Various changes are being discussed, including more options (each library/group of libraries would have to agree on which options to use). There will be changes in some terminology: "Access point" instead of "Heading", "Preferred access point" instead of "Authorized heading", "Primary access point" instead of "Main entry", etc. ISBD punctuation would be optional and would appear in an appendix; some examples in the text would appear with ISBD punctuation and others not. There will be a reduction in use of abbreviations (abbreviations will still be used for English language units of measurement.)

Several useful web addresses for further information were given:

JSC site, including working documents, RDA drafts, outcomes of the JSC meetings, etc:
    http://www.collectionscanada.ca/jsc
Documents from the ALA Committee on Cataloging: Description and Access
    http://www.libraries.psu.edu/tas/jca/ccda/otherdocs.html

Formal comments within the U.S via the website of the Association for Library Collections & Technical Services. Formal comments from other countries may be sent to the Chair of the JSC.   http://www.ala.org/ALCTS
American Library Association Subject Analysis Committee
http://www.ala.org/ala/alctscontent/catalogingsection/catcommittees/subject analysis/subjectanalysis.htm
IFLA Classification and Indexing Section
http://www.ifla.org/VII/s29/index.htm
IFLA Cataloging Section
http://www.ifla.org/VII/s13/index.htm
IFLA Division of Bibliographic Control
http://www.ifla.org/VII/d4/dbc.htm

Martha McPhail discussed some recent cataloging developments which will impact all libraries. On June 1, 2006, the Library of Congress implemented its decision not to create/update series authority records and not to provide controlled series access points in its bibliographic records for resources in series. This generated great concern and discussion, but the decision has been made and will be implemented. An information page can be found at http://www.loc.gov/catdir/cpso/series.html.

Another controversial publication questions how the library catalog may appear in the future. "The Changing Nature of the Catalog" by Karen Calhoun at Cornell University can be read at http://www.loc.gov/catdir/calhoun-report-final.pdf.

The ALCTS Subject Analysis Committee established a new SAC Subcommittee on the Future of Subject Headings at ALA Annual 2006. Its charge is:

> To analyze the future of subject cataloging, with emphasis on Library of Congress Subject Headings (LCSH), through the use of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, taking into consideration both internal forces within the library community and the external environment." A preliminary report will be made in 2008.

Also established is an LC Working Group on the Future of Bibliographic Control. This is an invited group of experts who will present findings on how bibliographic control and other descriptive practices can effectively support management of and access to library materials in the evolving information and technology environment. Their website is found at http://www.loc.gov/bibliographic-future

There is a new website to provide a single source for all cataloging and acquisitions-related material available from the Library of Congress. The address is http://www.loc.gov/aba/

McPhail gave a brief overview with websites on FRBR, OCLC's Open Worldcat, and creating Metadata. These sites may be found at:
http://www.loc.gov/catdir/cpso/Que-es-FRBR.pdf
http://www.niso.org/standards/resources/UnderstandingMetadata.pdf
http://www.worldcat.org

An open discussion with many questions and answers followed these two presentations.

Interlibrary Loan Roundtable

Préstamos interbibliotecarios

Moderator:
Daniel Mattes Durrett
Director de Biblioteca,
Universidad Anahuac, Mexico, D. F.

Spanish Text and Slide Presentation
El Programa de Préstamo Interbibliotecario Transfronterizo México – Estados Unidos a partir del año 2005 cambió de nombre a "Programa de préstamo Interbibliotecario Trasnacional" ya que se incorporaron Bibliotecas de Instituciones de España y América Latina

Una evaluación a diez años de su inicio

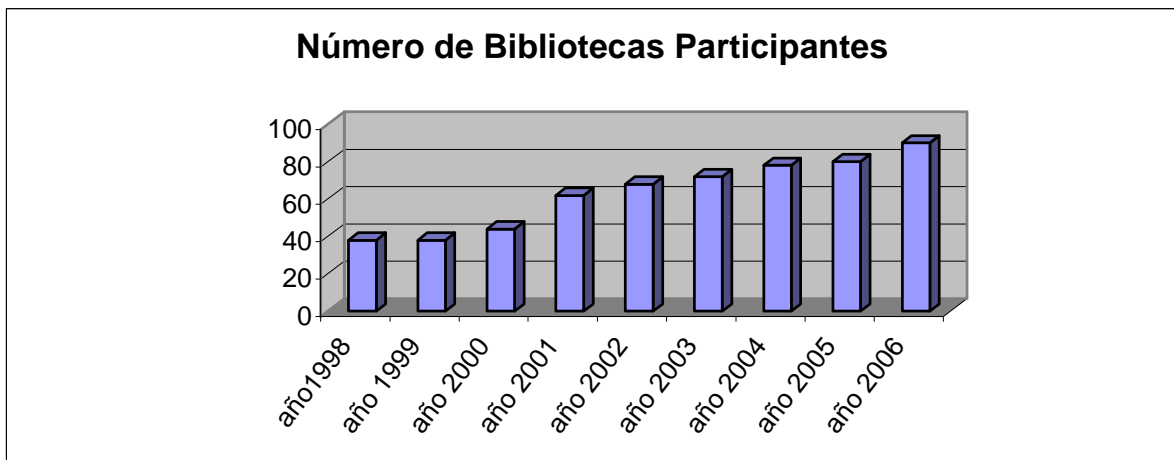| Año	Bibliotecas participantes	Bibliotecas que contestaron el cuestionario	Artículos solicitados	Artículos recuperados	% de Recuperación
1998	38	7	103	33	32 %
1999	38	11	101	60	59 %
2000	44	8	437	376	86 %
2001	62	16	235	186	79 %
2002	68	21	522	495	94 %
2003	72	19	261	175	67 %
2004	78	16	340	228	67 %
2005	80	18	652	607	93%
2006	90	18	529	482	91%

Los últimos dos años de este Programa refleja una madurez del mismo, ya que los porcentajes de recuperación de documentos se encuentran por arriba del 90%. El compromiso que asumen las bibliotecas participantes al tratar de responder satisfactoriamente las solicitudes que reciben.

1) *Bibliotecas Participantes*

   El número de bibliotecas participantes ha crecido paulatinamente en estos 10 años gracias a:

- *La intensa promoción que realiza el Mtro. Daniel Mattes tanto en foros nacionales como internacionales.*
- *La publicidad de boca en boca que se ha generado entre bibliotecarios de diferentes instituciones del servicio oportuno de solicitudes hechas por instituciones a la Biblioteca de la Universidad Anáhuac México Norte y otros participantes de la Red.*
- *El reconocimiento el en ámbito de las bibliotecas académicas, aunado a la invitación permanente que mantiene la Universidad Anáhuac México Norte para que se integren nuevas bibliotecas*
- *En estos diez años se triplicó el número de bibliotecas participantes a la vez que el programa paso del ámbito binacional al internacional.*

Número de Bibliotecas Participantes

2) *Bibliotecas que contestan el cuestionario*

A lo largo de este tiempo se ha observado que el número de bibliotecas que contestan el cuestionario de evaluación anual del Programa es menor al de las bibliotecas participantes, esto se atribuye a que:

- *Varias bibliotecas llevan un registro global (diferentes convenios) de sus intercambios documentales y es difícil identificar cuales corresponden al programa PIT/ILL.*
- *Falta de un registro o bitácora de algunos participantes, que nos permita saber el número de solicitudes atendidas.*
- *Hay Bibliotecas que se integran al Programa por un año y después no renuevan su participación por cambios de personal operativo o por falta de seguimiento, por lo que al recibir el cuestionario no cuentan elementos para dar respuesta perdiéndose así estos registros estadísticos.*

Número de bibliotecas que contestaron el cuestionario
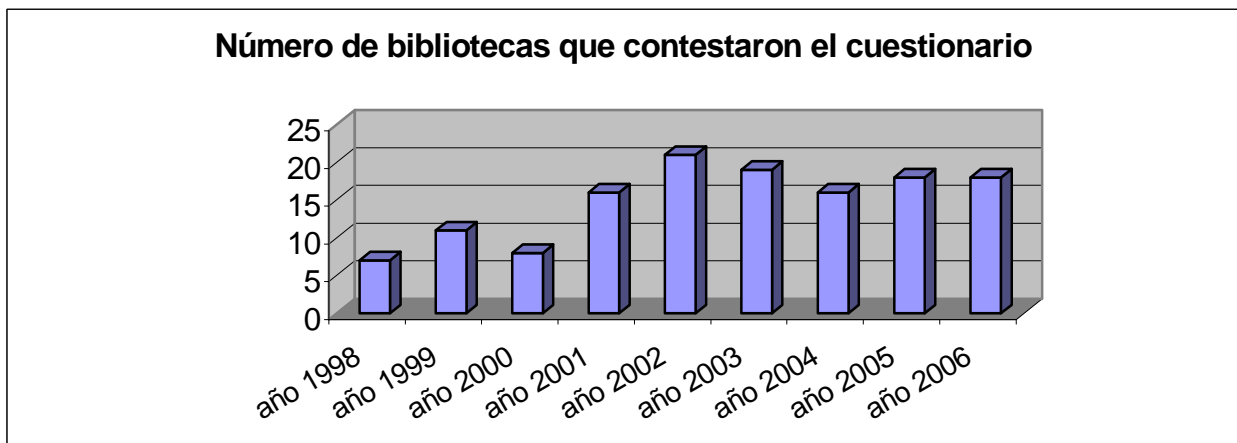
3) *Artículos Solicitados*

A lo largo de la historia del Programa se han registrado 3,180 solicitudes de artículos, siendo el promedio anual de 353. El año 2005 ha sido donde se han registrado más solicitudes con 652 requerimientos.

**Número de artículos solicitados**
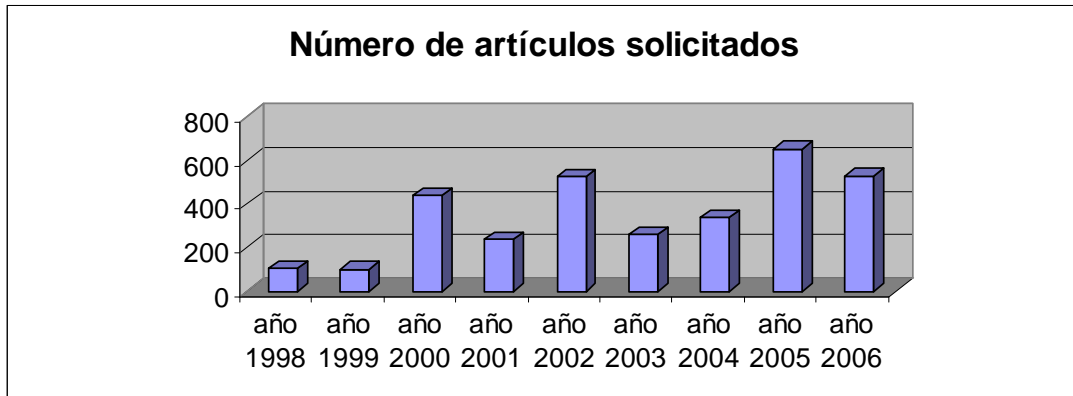
4) *Artículos recuperados*

El promedio de artículos recuperados es de 7 de cada 10 solicitudes. Siendo el primer año del establecimiento del Programa el más bajo en recuperación con un 32 % y el mejor año ha sido 2002 con un 94 % de artículos recuperados aunque seguido muy de cerca por los años 2005 y 2006 donde se recuperaron 9 de 10 artículos solicitados. Con base en las cifras anteriores se puede decir que el Programa es una fuente confiable de localización y recuperación de documentos.

Porcentaje de artículos recuperados
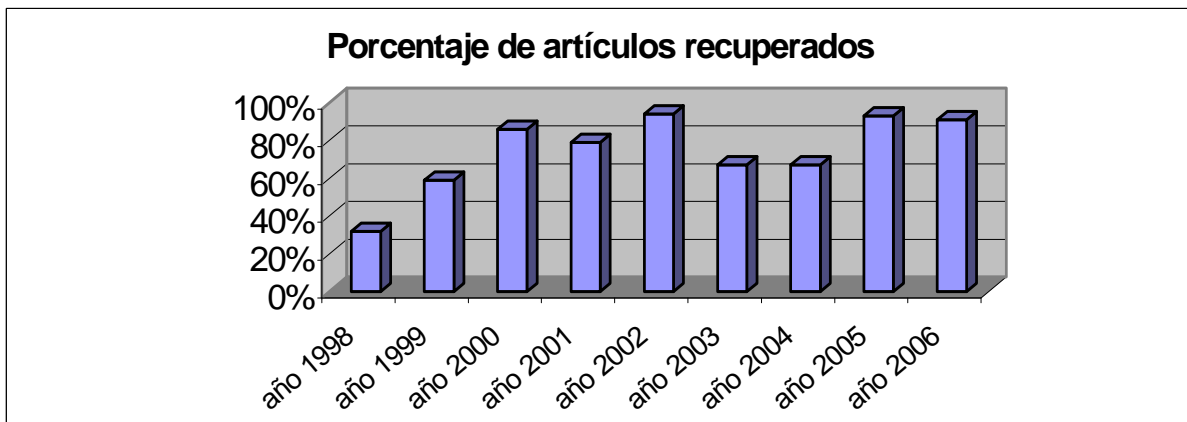
5) *Opinión sobre el Programa*

A partir del año 2000, en que se empezó a registrar la opinión de las bibliotecas participantes, en relación a su experiencia anual de apoyo recibido o proporcionado por parte de los miembros del grupo, se observa que siete de cada diez bibliotecas opinan que el Programa es excelente o bueno.

Opinión de las bibliotecas participantes sobre el Programa
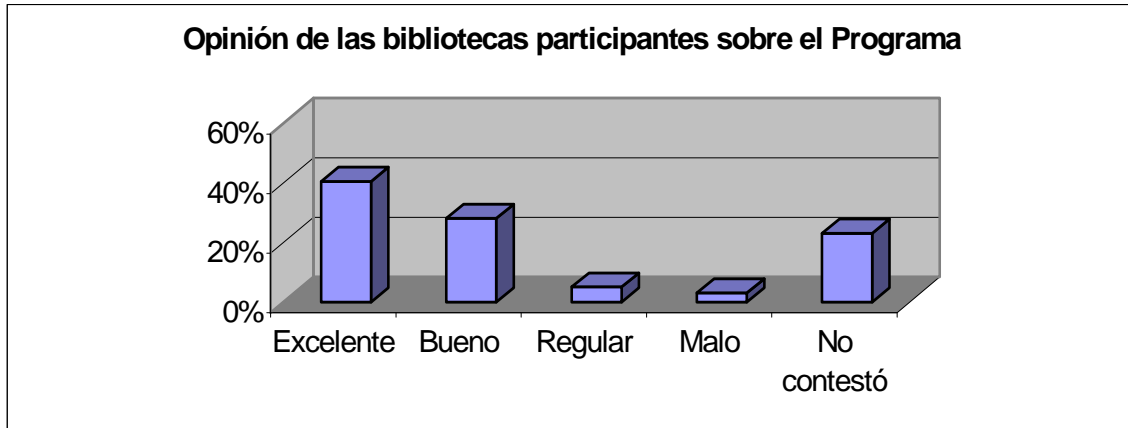
Comentarios adicionales:

- *El Programa de Préstamo Interbibliotecario Transnacnional México – Estados Unidos. ha tenido una gran aceptación debido a que es abierto a cualquier tipo de biblioteca, es multidisciplinario y no importa el tamaño de la colección de los participantes, esto a diferencia de otros consorcios bibliotecarios hace más enriquecedor al grupo.*

- *Hace falta más participación activa por parte de los integrantes del grupo, desde la atención de solicitudes, la intercomunicación de colegas, hasta el trabajo de desarrollo y difusión del Programa PIT/ILL.*

- *La Universidad Anáhuac México Norte estableció en 2003 en la página de la Biblioteca un apartado especial dentro de convenios para el Programa, promoviendo una invitación abierta a las instituciones que deseen participar en el grupo. Así también implementó una prueba piloto para las solicitudes de recuperación de documentos entre sus usuarios, lo que ha permitido difundir el servicio entre la comunidad Anáhuac e incrementar el número de solicitudes satisfechas por parte de nuestros usuarios.*

- *Hemos visto que gracias a la opinión de los colegas participantes este programa no se ha limitado a instituciones de México y Estados Unidos, sino que ya contamos con participantes de América Latina y esperamos que pronto se integren más instituciones españolas a parte de la Universidad de Cordoba, interesadas en intercambiar documentos con instituciones de América.*

- *Se ha planteado establecer una lista de discusión para la comunicación directa entre los miembros. En este rubro podemos decir que de acuerdo con las opiniones es*

indispensable. Lamentablemente en la Universidad Anáhuac México Norte no se ha podido llevar a cabo por cuestiones técnicas de la Red Interna de la Universidad.

- *Con base en los comentarios vertidos en los cuestionarios, se ha detectado falta de conocimiento del funcionamiento del programa por parte de algunas instituciones participantes, desafortunadamente tampoco se han acercado a la coordinación del mismo para aclarar sus dudas.*

- *Es importante recordar que al hacer una solicitud por medio del correo electrónico es necesario identificarse como miembro del programa anteponiendo las siglas PIT/ILL a la solicitud en la casilla de "asunto" ya sea para hacer una petición directa a una institución del grupo o a una petición global a todos los miembros del programa.*

- *Es necesario llevar una bitácora de las solicitudes atendidas o solicitadas para poder hacer más fácil la evaluación anual, así como informar oportunamente a la biblioteca coordinadora de los cambios de personal a cargo de brindar el servicio ya que esto permitiría mantener actualizado el directorio de contactos para hacer solicitudes y tener respuestas oportunas.*

- *No olvidemos que el Programa es de apoyo recíproco, sin costo a los participantes para recuperar textos completos de artículos y/o capítulos de libros difíciles de obtener en los recursos locales ya sea impresos o electrónicos. Aprovechemos este recurso compartiendo.*

- *Todos somos parte del grupo y todos tenemos la responsabilidad de difundir, apoyar, colaborar, y compartir nuestros recursos con el grupo en una actitud más profesional en beneficio de nuestros usuarios que son usuarios de todos.*

Felicitamos a todas aquellas instituciones que han colaborado atendiendo solicitudes oportunamente, que han llevado la bitácora correspondiente y que han enviado su información en tiempo y forma para la elaboración de este informe.

INFOBILA: Digital Library of LIS Literature from Latin America and the Caribbean

INFOBILA: biblioteca digital de la literatura de LIS de América Latina y del Caribe

Filiberto Felipe Martinez Arellano
Centro Universitario de Investigaciones Bibliotecológicas (CUIB)
Universidad Nacional Autónoma de México (UNAM)

Abstract: INFOBILA (Información Bibliotecológica Latinoamericana) is a database created in 1986 by the University Center for Library Science Research. Its main objective is to gather the LIS literature produced in Latin America and the Caribbean countries. At the present time, INFOBILA includes over 17,000 records of articles, books, book chapters, proceeding papers, and manuscripts from 20 countries of this region. Likewise, INFOBILA is evolving to become a Digital Library of LIS literature from Latin America and the Caribbean, since its records are being enhanced with full text. In this way, INFOBILA would support LIS teaching in Latin American and the Caribbean countries, particularly in e-learning settings. Likewise, INFOBILA would be a useful tool for supporting LIS research on Latin America and the Caribbean. Moreover, it would be an important source for U. S. librarians interested in understanding LIS in Latin America and the Caribbean. The main objective of this paper is to describe the project features.

Resumen: INFOBILA (Información Bibliotecológica Latinoamericana) es una base de datos desarrollada desde 1986 por el Centro Universitario de Investigaciones Bibliotecológicas de la Universidad Nacional Autónoma de México. Su principal objetivo es reunir la literatura sobre bibliotecología y ciencias de la información producida en los países de América Latina y del Caribe. Actualmente se encuentran en ésta, los registros de más de 17 500 artículos de revistas, libros, capítulos de libros, ponencias de reuniones, tesis y documentos originales no publicados de veinte países de la región. Puesto que en los registros de INFOBILA se está incluyendo la posibilidad de acceder al texto electrónico de los documentos, INFOBILA está evolucionando hacia una Biblioteca Digital Latinoamericana y del Caribe en Bibliotecología y Ciencias de la Información. De esta forma, INFOBILA apoyará la enseñanza de la bibliotecología en los países de América Latina y el Caribe, particularmente en ambientes de e-aprendizaje, y será una fuente de gran utilidad para desarrollar proyectos de investigación en la disciplina. Adicionalmente, INFOBILA constituye una fuente de gran importancia para los bibliotecarios de Estados Unidos o de otros países, interesados en el conocimiento y estudio de la bibliotecología y de las ciencias de la información en Latinoamérica y el Caribe.

English Text
The University Center for Library Science Research (*Cenro Universitario de Investigaciones Bibliotecológicas, CUIB*) of the National Autonomous University of Mexico (*Universidad Nacional Autónoma de México, UNAM*) was created on December 14th, 1981, to carry out theoretical and applied research on those phenomena related to the information registered in printed and other formats: its generation, selection and acquisition, organization and representation, as well as the means, processes and technologies used for its storage and retrieval.

The development of LIS research projects in Latin America required to have access to the overall literature produced in the discipline, but particularly to the Latin American publications, that sometimes faces several problems for their registry, diffusion and obtaining. Due to this fact, as of 1986, the CUIB undertook the development of a database denominated INFOBILA (*Información Bibliotecológica Latinoamericana* [Latin American Library Science Information]), where at the moment it has been registered great part of the LIS literature produced in Latin America.

The rich information included in INFOBILA, and the facilities that at this moment offer information and communication technologies, motivated that INFOBILA would become the focus of a new project, the creation of a Digital Library that supports LIS research and teaching in Latin America and the Caribbean.

Antecedents
INFOBILA initiated its development in 1986, having as its main objective: "to offer access to prominent information contained in Latin American publications approaching Library and Information Science, Archives and other related subjects to support not only CUIB research projects, but also as an information service and tool for LIS schools, library associations, and all type of institutions from Mexico and other countries" (Morales, Barquet, Garduño, Ruiz, Hernández and Zepeda, 1988).

Since INFOBILA creation, it was determined that would be included in it LIS literature produced by Latin American librarians, as well as those publications that had as its central subject, LIS issues on the region, independently of its publication place. Also, that the following material types would be registered: journal articles, papers submitted to meetings, monographs (books), dissertations, book chapters and non-published documents.

Even though INFOBILA arose as a CUIB project, in 1992, it stopped being a local project to become a regional project of cooperation. In October of that year, under the sponsorship of the Action for Development through Libraries Programs and the Latin America and the Caribbean Section of the International Federation of Library Associations and Institutions (IFLA/LAC/ALP), the CUIB organized the meeting "*Presente y futuro de INFOBILA* [INFOBILA Present and future]," with the objective to establish agreements, standards and policies to turn INFOBILA into a regional database. To this meeting attended representatives from the following countries: Brazil, Colombia, Costa Rica, Cuba, Chile, Mexico and Peru.

In 1995, under the OAS sponsorship, a second meeting for the project "*Red de Cooperación Regional INFOBILA* [INFOBILA Network of Regional Cooperation]" was carried out by the CUIB, in which this database consolidated its role as an union catalogue for LIS Latin American production, from which could be known the existence of a document and to get a copy in any library of the region where it were located.

Another important step in the INFOBILA evolution was the creation in 1998 of the "*Tesauro Latinoamericano en Ciencia Bibliotecológica y de la Información* [Latin American Thesaurus in Library and Information Science]," compiled by Catalina Naumis Peña of the CUIB, María Texia Iglesias Maturana of the Universidad Metropolitana de Chile, Ana Cecilia Osuna Dumont of the Instituto Autónomo Biblioteca Nacional de Venezuela, and Lucy Espinosa Ricardo of the Pontificia Universidad Javeriana de Colombia. This bilingual, Spanish-English thesaurus, has been the vocabulary used for indexing and retrieving documents from the INFOBILA database.

Finally, it is important to point out that since 1997, the CUIB has made available for the library community, Internet access to INFOBILA through the CUIB web page (http://cuib.unam.mx), or directly in the following address: http://infocuib.laborales.unam.mx/~ibt/infoweb.html

Current Content

Undoubtedly, INFOBILA represents an information source of great usefulness for professors and researchers of LIS schools from Latin America, as well as for librarians of that region.

At the present time, INFOBILA is conformed by more than 17 500 records for the following material types:

Material Type	Amount
Journal articles	7,040
Papers submitted to meetings	4,048
Monographs (Books)	2,228
Dissertations	1,590
Book chapters	709
Non-published documents	1,998
TOTAL	**17,613**

These records include LIS literature published in the following countries:

Argentina	Bolivia
Brazil	Chile
Colombia	Costa Rica
Cuba	Dominican Republic
Ecuador	El Salvador
Guatemala	Honduras
Mexico	Nicaragua
Panama	Peru
Puerto Rico	Paraguay
Spain	Uruguay
Venezuela	

Certainly, INFOBILA is a database that allows to identify the Latin American and Caribbean publications; nevertheless, professors, researchers and students require, in addition to the previous circumstance, to obtain the documents, which sometimes becomes very difficult.

Taking into account the above mentioned and the fact that INFOBILA is used by the CUIB as an e-learning resource that supports its Graduate Program in Library Science and Information Studies, which is offered online, it has been included in it, full text of articles from the journal that the CUIB publishes, "*Investigacion bibliotecológica: archivonomía, bibliotecología e información* [Library Science Research: Archives, Library Science and Information]." Moreover, it has been included into the records of articles from the journal published by the General Direction of Libraries of UNAM, the electronic address that allows to access full text of them. For graduate online students, located in different Mexican states, these features allow them to identify and retrieve materials registered in INFOBILA, but also the possibility of reading and obtaining the electronic text of documents.

Considering the previous aspects, that at the present time information technologies provide facilities for digitalization and information interchange, as well as that the valuable information contained in INFOBILA would be very useful to support the development of LIS research and education in the region, it was thought this database could be a nucleus for another regional project, the creation of a LIS Digital Library of Latin America and the Caribbean literature

Towards the Digital Library
The main objective of this project, which again has received support from the Action for Development through Libraries Programs and the Latin America and the Caribbean Section of the International Federation of Library Associations and Institutions (IFLA/LAC/ALP), is to facilitate the access to indexed and registered documents in INFOBILA, through their display and getting and obtaining in electronic format.

INFOBILA is a work of several Latin American and Caribbean countries that have united efforts to integrate a tool that allow them to have knowledge, control and diffusion of their LIS production. Therefore, the beginning and development of this project implied to review and to strengthen cooperation agreements and participation means of those countries.

With the purpose of attaining the previously mentioned, the CUIB summoned in March of 2005, under IFLA/LAC and ALP auspices, to the representatives of LIS research centers and schools from Latin American and Caribbean countries to begin to work and to consolidate this new project. To this meeting, denominated "*Seminario INFOBILA como Apoyo a la Investigación y Educación en Bibliotecología en América Latina y el Caribe* [INFOBILA Seminar as Support to Library Science Research and Teaching in Latin America and the Caribbean]," attended representatives from Argentina, Brazil, Colombia, Costa Rica, Peru, Uruguay and Venezuela (Martínez Arellano and Calva González, 2005).

Attendants to this meeting concluded that this new project presented the following advantages:

- INFOBILA as a digital library would support e-learning projects in the discipline.
- INFOBILA as a digital library would support research projects in the discipline
- INFOBILA as a digital library would support updating of librarian who are in the professional practice.

Moreover, it was determined that would be necessary:

▪ the design of a "web" interphase that allowed records incorporation to facilitate the cooperation among participant libraries, as well as to access the full text of documents in electronic format.

In order to make reality INFOBILA conversion into a digital library, the CUIB developed a "web" interphase to include in it online records from different material types. Likewise, it allows to correctly apply the cataloging rules (RCA2) and the MARC format through the use of an easy and simple form (Appendix). This implied revision of norms and policies for bibliographical description for each one of the different materials included in this database and the elaboration of online aids to register data from each material type.

In order to participate in this cooperation program, interested institutions from Latin America, or those from any other country, have to register to obtain the "login" and "password" that allow them to use the record capture module. At this moment, affiliation requires to be representative of an institution or to belong to a group of them; nevertheless, shortly it will be included the possibility of individual affiliations to include records in the non-published documents category. This will allow librarians to have a space for diffusion of their works that have not been published.

At the present time, the CUIB is working to incorporate in the records those URLs that allow librarians to access electronic text of LIS dissertations submitted at the National Autonomous University of Mexico (In Mexico, to obtain an undergraduate or a Master degree, it is necessary to submit a scholarly writing). Also, it has begun to identify Latin American journals that have been digitalized, to include into INFOBILA links to access their electronic text.

In addition to the previous issues, it will be necessary to work in the following tasks:

▪ Identification of publishers, organizations, LIS schools and library associations to establish agreements for digitalization of the literature they have produced.

▪ Digitalization of documents registered in INFOBILA.

▪ To include in INFOBILA records, English abstracts for each document registered.

▪ To review and update the "*Tesauro Latinoamericano en Ciencia Bibliotecológica y de la Información*" and its online inclusion in INFOBILA.

Conclusions

Certainly, INFOBILA is not a project of recent creation, nor a static work either. It is a work of several Latin American countries of the region that have united efforts to integrate a tool that allows them to know, control and diffuse the LIS literature published in them; therefore, the INFOBILA evolution towards a Digital Library demands participation of all of them.

Likewise, this new project requires the participation of authors, publishers and LIS schools of the region. Additionally, the development of this project implies to strengthen cooperation agreements between participant countries, but mainly, to have new attitudes towards the cooperation. A project of this magnitude, a new phase for INFOBILA, can not be carried out by a single institution alone, it requires the participation of all the LIS community. We have an opportunity that present technologies offer to us; then, Latin

American and Caribbean librarians do not have to fail to take advantage of it, because in this way, we will be able to contribute in substantial form to the growth and development of our discipline in the region.

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APPENDIX/ANEXOS

Proceedings-Transborder Library Forum 2007
Bridging the Digital Divide: Crossing All Borders

The Digital Library of the Caribbean: Building a Regional Collection

La biblioteca digital del Caribe: construcción de la colección regional

Catherine Marsicek
University of New Mexico

Abstract: This paper will introduce the Digital Library of the Caribbean (dLOC) and its success in developing a multi-institutional and collaborative international digital library. dLOC is an umbrella for digital projects and collections from and about the Caribbean that might exist in isolation at a single institution. dLOC crosses geographic, cultural and linguistic borders to provide a critical mass of resources in a single space. Much of the success of this digital library is based upon the governance structure as well as advances in technology. The dLOC initiative is a collaborative model that can be replicated to develop other multi-institutional and international projects.

English Text

Introduction

The Digital Library of the Caribbean (dLOC) is an international resource sharing initiative to provide access to research materials from and about the Caribbean and the circum-Caribbean. This regional digital library crosses borders and coordinates the collaboration of independent institutions to share resources in a common space, to preserve and increase access to valuable resources for the study of the Caribbean, and, therefore, to advance Caribbean Studies.

dLOC is an umbrella for digital projects and collections from and about the Caribbean that otherwise might exist in isolation. It will deliver a critical mass of resources in a single space, allowing for the searching across collections. Current and future collections include: photographs, cultural resources, art, newspapers, historic and contemporary maps, oral and popular histories, travel accounts, literature and poetry, Caribbean leaders' and government archives, official documents, scientific scholarship, etc.

Through a governance structure that promotes inclusion and retention of local identity, the dLOC institutional partners have the freedom to tell their own story. dLOC builds capacity in the region by offering a comprehensive and multilayered training program. Using state-of-the art technologies to centralize access to resources across national borders, dLOC offers unprecedented opportunities for the region to share resources and enhance scholarship.

Through a U.S. Department of Education grant award received in 2005 and continuing through 2009, five Caribbean institutions and four U.S. institutions have pledged to participate as founding members of dLOC. They include: Archives Nationales d'Haiti, Caribbean Community (CARICOM), Fundación Global Desarrollo y Democracia, an NGO in the Dominican Republic, National Library of Jamaica, Universidad de Oriente in Venezuela, Florida International University, University of Central Florida, the University of Florida, and the University of the Virgin Islands.

Need and significance
The Caribbean spans over one million square miles of water and is comprised of hundreds of islands and territories from which emanate a multiplicity of languages, dialects, cultures and experiences. However, this multiplicity can also be a barrier and the differences in language, nationality, and culture have hindered access to information across the region for centuries and they are still an obstacle today. These barriers are compounded by challenges of geographic isolation and the high cost of travel to and within the region, built around the tourist industry, and the threat of extinction of resources due to hurricanes and inadequate climate control and poorly designed storage facilities.

With the help of new technologies, building collections that bring resources together from a variety of institutions allows us to examine the similarities and differences in histories, cultures, languages and governmental systems. The stories of Caribbean peoples and nations exist in collections in every corner of the globe. Take Haiti, for instance. There are four significant repositories within Port-au-Prince that help to tell Haiti's story. The Dominican Republic holds materials, the National Archives in France hold even more. The University of Florida's Library owns some of the Jeremie Papers, which are notarial records of Jeremie, Haiti from the middle of the 1700s to 1803 and document life events before the Haitian Revolution, including marriage, wills, deaths, and actions of local councils. Other records in the Jeremie Collection are split between the Schomberg Center for Research in Black Culture, in New York and the Archives in Provence, France.

Technology allows us to go beyond independent and isolated print and digital collections. In the 1960s the Association of Caribbean Universities (UNICA) succeeded in unifying many institutions of higher learning in the Caribbean in order to share resources, but an effective mechanism to do this among independent states across miles of ocean has never been realized. Individual members of the Association of Caribbean University, Research and Institutional Libraries (ACURIL) have accomplished a variety of digital projects, most notably at the University of the West Indies, St. Augustine Campus, Trinidad and Tobago and the National Library of Jamaica. However, until dLOC there has not been a common space that allows the searching across multiple collections.

dLOC also ensures that Caribbean collections remain in the Caribbean. Colonial plunder developed renowned collections in faraway places and left local cultural and educational institutions stripped bare. Well-endowed U.S. and European libraries often build grandiose collections and acquire foreign cultural heritage by arguing the need for preservation. The need is real, but in the process, ownership of these materials transfers hands to these sponsors and preservers. dLOC establishes digitization centers *in situ*, guaranteeing that cultural and national patrimony remains in the country of origin, while preserving the material and offering both local and international access.

The Early Years
Although technology underpins the digital library, the significant aspect that has made this international venture successful is the collaboration that has developed out of relationships built on trust, communication and mutual benefit. dLOC is the result of a successful pilot

project, years of careful negotiation, planning and relationship building, and grant funding that has built the infrastructure and has assisted capacity development in the region.

In 2002, an agreement was reached between the libraries at the University of the Virgin Islands (UVI), the University of Florida (UF), and Florida International University (FIU), to build a shared digital library, the *United States Virgin Islands History and Culture* collection. Multiple institutions from within the U.S. Virgin Islands identified collections appropriate for inclusion in a digital project and sought technical expertise from the Digital Library Center at the University of Florida on digitizing, hosting and archiving these resources. UF agreed to host and archive the content if it could provide digital access to the content to its researchers, students and general public. The UVI agreement carefully negotiated aspects of collection development and sharing. As the lead institution in the development and management of the collection, UVI is responsible for the collection development plan and can request that UF and FIU, if willing, make certain VI documents in their collections accessible for digitization. This becomes especially important as materials may be discovered in either UF or FIU collections that have been lost in the U.S. Virgin Islands. This collection development plan is significant in that it places control with the institution that has cultural and national ownership of the collection, no matter where the physical and/or digital collections reside or are accessed.

The success of this inter-institutional venture led the key players to envision a larger and more comprehensive Digital Library of the Caribbean. The idea for the dLOC initiative was enthusiastically received by Caribbean institutions at the ACURIL Annual Conference in 2004. Less than two months later, a dLOC Planning Meeting in July 2004, with representatives from interested parties from all over the Caribbean, laid out the framework for the organization, established a unified vision, and brainstormed potential funding opportunities.

In the fall of 2005, a four-year grant was received from the United States Department of Education's *Technological Innovation and Cooperation for Foreign Information Access* (TICFIA) program to develop the dLOC technical infrastructure, to build capacity in the Caribbean region and to electronically deliver select Caribbean resources to students, scholars and citizens.

The Present

In the last 18 months, since the award of the TICFIA grant, dLOC has implemented the governance structure, developed and delivered a multilayered training program to Caribbean partners, and built the technologies to support the project. Because of this successful implementation, dLOC has been able to collect and deliver hundreds of research resources, in digital format, that were not available nor accessible to a wide audience even one year ago.

The consolidation and implementation of the governance structure of dLOC ensures broad representation and steers the direction of the project, and will ensure sustainability after the grant years. dLOC is managed by a nine-member Executive Committee, which is elected from the general membership and currently represents all institutional, geographical and linguistic boundaries of the project; day-to-day operations are overseen by a Project Coordinator located at a partner institution; and intellectual guidance is provided by a seven-member Scholarly Advisory Board made up of distinguished Caribbeanist scholars.

All partners are in charge of their own collection management decisions and can prioritize, at the local level, selection decisions and preservation concerns. A major goal of dLOC is to build capacity in the region so that Caribbean partners are empowered to select, preserve,

manage, digitize and describe their own collections. All Caribbean founding members have received digitization workstations with state-of-the-art equipment and image manipulating software. The dLOC Training Team has developed a multilayered, multilingual and comprehensive digitization training program for on-site training. On-site training is considered extremely important to respond to local infrastructural issues and unique collection needs. Ongoing technical direction, troubleshooting assistance, and follow-up training is provided by this training team. This local capacity building will help standardize bibliographic data, ensure best practices and help guarantee that Caribbean materials remain in the Caribbean.

Partners in the project either, 1) contribute digital content to a centralized repository, or 2) make their digital collections available to the dLOC through compliance with Open Archives Initiative (OAI). dLOC relies upon distributed digitization and on either centralized archiving and distribution or on OAI-compliant locally mounted collections. Partners who mount locally and allow harvesting through OAI expect dLOC to increase their collections' accessibility and consultation.

To date, CARICOM, the National Archives of Haiti and FUNGLODE in the DR have received initial three-day training workshops, with return training follow-ups to both CARICOM and Haiti. As I speak, trainers are at the National Library of Jamaica for an advanced training workshop, as the National Library currently has a robust digitization program, and to set up their collections to be OAI compliant.

Caribbean partners are contributing valuable collections. CARICOM has digitized over 1000 images, including newspaper articles, posters, photographs, press releases and announcements from their large Carifesta collection. Carifesta is a semiannual festival of Caribbean culture, arts and music hosted by a different Caribbean state each rotation. The collection contains material from the first Carifesta the present day and provides a fascinating history of both the festival and culture in the Caribbean. The National Archives of Haiti has begun contributing digital images from a collection of over 5,000 photographs, dating from 1918 to 1945, including from the first U.S. occupation. They contain images of public buildings before and after restoration, public works, monuments, and the visits of U.S. Presidents and other officials. FUNGLODE's contributions come from their own publications with discussions on globalization, development and democracy.

Over the last year, the National Library of Jamaica, the Universidad del Oriente in Venezuela, and the U.S. partners have been making collection selection decisions and preparing collections for digitization or accessibility through dLOC in the upcoming project years. The National Library of Jamaica will soon contribute documents around the theme "Jamaica Unshackled," the slave Rebellion of 1831, the 1865 Rebellion and the 1938 Frome Riots, all significant milestones in Jamaica's history. The Universidad del Oriente is selecting material from Venezuela's National Park System and important Venezuelan masterpieces from the 18th and 19th centuries. The University of Central Florida will add content from The Bryant Collection, which documents the history and culture of the Caribbean. The University of the Virgin Islands is currently negotiating copyright permissions to electronically deliver the complete archive of the Caribbean Studies Association papers through dLOC. The University of Florida, which holds one of the largest Caribbean collections in the world, continues to digitize content from its own collections, including 44,000 pages representing more than 200 titles, maps, newspapers and large journal runs

The Future
Although only one year into the official launch of the project, dLOC has already impacted the field of Caribbean Studies and has generated unprecedented interest in the ability to

access Caribbean resources in digital format. Supplemental funding has been awarded to promote the project, additional institutions throughout the Caribbean have inquired about membership, dLOC trainers were invited to present a Digitization Training Workshop as a pre-conference at the Caribbean Library Association (ACURIL) conference, and it has already been awarded a prize for collaboration. The "*Albertina Pérez de Rosa Information Units Alliances and Collaborative Projects in the Caribbean Award*," was presented to dLOC at a Caribbean library conference in June 2005. It recognizes and honors excellence in collaborative efforts and the implementation of successful projects for the benefit of their clienteles in the Caribbean.

Caribbean partners have been very proactive in promoting the project by inviting neighboring institutions to participate in the dLOC Training Workshops. At the training at the National Archives of Haiti, participants came from the following institutions: Bibliothèque des Pères du Saint Esprit, la Bibliothèque Nationale, la Bibliothèque des Frères de l'Instruction Chrétienne, and l'Agence Universitaire de la Francophonie. At the training at FUNGLODE in the Dominican Republic, representatives came from the following institutions: Pontificia Universidad Católica Madre y Maestra, Universidad Nacional Pedro Henríquez Ureña, Universidad Autónoma de Santo Domingo and the Biblioteca Nacional Pedro Henríquez Ureña. CARICOM, a dLOC partner, is working with the National Library of Guyana to digitize some of its materials.

These outreach activities have led several Caribbean and U.S. institutions to inquire about participating in the project and contributing their resources to this digital library. These institutions include the University of Puerto Rico, Pontificia Universidad Católica Madre y Maestra, Bahamas Library Service, College of the Bahamas, the Caribbean Conservation Association, Bibliothèque Nationale d'Haiti, Bibliothèque des Peres du Saint Esprit (Port-au-Prince), Bibliotheques des Freres de l'Instruction Chétienne (Port-au-Prince), Universidad Metropolitana de Caracas, Unversidad del Norte in Colombia, and the University of New Mexico.

The dLOC initiative seeks to be as expansive and inclusive as possible, in both membership and collections. dLOC invites all eligible institutions to become members and contribute to the growing collections of Caribbean resources. Membership is institutional and is open to libraries, archives, museums, research centers, associations, publishers, and vendors that meet the four eligibility criteria: a) willingness to contribute collections and to make these freely available to the project either through central storage or OAI; b) availability of appropriate collections with Caribbean content; c) willingness to comply with common standards**;** and d) willingness to designate a representative to manage local participation.

The future of dLOC is bright. Current members anticipate that the program rising from this initiative will encompass partnerships and resources far beyond this current project plan. Projects such as the digital Library of the Caribbean help to establish a maturing and evolving approach to area studies scholarship, one that relies on collaboration and not competition, and one that builds bridges to cross real and imagined borders for mutual benefit.

Anthropology Resources in Mexico: The Case of the Juan Comas Library

La información antropológica en México: caso biblioteca Juan Comas

Alicia Cervantes Cruz
Universidad Nacional Autónoma de México
Instituto de Investigaciones Antropológicas
Biblioteca Juan Comas

Juan Manuel Zurita Sánchez
Universidad Nacional Autónoma de México
Instituto de Investigaciones Antropológicas
Biblioteca Juan Comas

Abstract: The Juan Commas Library is interested in collaborating with other similar libraries and communicating the importance of anthropology libraries. The goal of cooperation between the equal libraries or sister libraries is for better development and specialization in the specific topic areas, as well as being able to exchange resources such as the ideas and new tendencies to cross the borders not only of territorial limits but of communication. The library is considered a major source of documents by great personalities in the area of the anthropology in Mexico, in addition to being one of the important collections at the national level in this area. The Library has a very rich collection in the anthropology of Mexico and Latin America. Included in the Library are the papers of the physical anthropologists, Juan Commas Camps, Alfonso Villa Rojas, and Alfonso Case, among others.

Resumen: *Dentro del marco del Foro Transfronterizo de Bibliotecas 2007 con el tema "Iniciativas de Colaboración: Temas fronterizos", la Biblioteca Juan Comas está interesada en colaborar con la presente ponencia que versa sobre la importancia de las bibliotecas de antropología y la cooperación entre bibliotecas pares o hermanas, con miras a su desarrollo y especialización en el área antropológica; esto con el fin de intercambiar tanto recursos bibliohemerográficos como ideas acerca de nuevas tendencias que permitan cruzar fronteras no sólo de tipo territoriales sino también de comunicación. Para cumplir con este cometido, la biblioteca cuenta con fondos documentales de grandes personalidades en el área de la antropología en México, además de ser una de las más importantes a nivel nacional en su área; cuenta también con un acervo muy rico y especializado en antropología mexicana y de América Latina. Entre sus fondos, se haya la biblioteca del antropólogo Físico Juan Comas Camps, Alfonso Villa Rojas, Alfonso Caso, entre otros.*

Spanish Text
1. Marco institucional

Desde sus orígenes, la Universidad Nacional Autónoma de México (UNAM) ha cultivado disciplinas tanto científicas como humanísticas como parte fundamental del desarrollo del conocimiento en México, tradición que le ha permitido sortear diversas exigencias que se le han presentado a lo largo de su historia. Con el paso del tiempo y bajo la constante aparición de nuevas corrientes de pensamiento y de expresión artística, la Universidad se ha visto impelida a crear disciplinas humanísticas y sociales acordes con el advenimiento de importantes acontecimientos políticos y sociales, ocurridos sobre todo en la segunda mitad del siglo XX. (UNAM, 2003)

Como parte de esta tendencia, en el año de 1945 se crea el Instituto de Historia (IH) en la UNAM, que para 1963 cambia su nombre por el de Instituto de Investigaciones Históricas (IIH). En ese mismo año se crea también la Sección de Antropología con el apoyo del Dr. Miguel León Portilla, entonces director del Instituto de Investigaciones Históricas. Fue en ese momento cuando empiezan a realizarse los primeros estudios de antropología en el IIH, que con el tiempo convertirían a la Sección de Antropología en el Instituto de Investigaciones Antropológicas (IIA). Pero no es sino hasta el año de 1973 cuando el IIA empieza a cobrar vida gracias al respaldo académico y de investigación de aquellos que en un futuro próximo se convertirían en pioneros de la antropología mexicana, entre los que destacan el arqueólogo Pedro Bosch Gimpera, el etnólogo e historiador Paul Kirchhoff, el antropólogo físico Juan Comas, el arqueólogo Eduardo Noguera y el pre historiador Luis Aveleyra.

Desde su fundación, el IIA ha tenido como propósito fundamental emprender una investigación integral e interdisciplinaria de alto nivel en los diversos campos que componen la antropología, tales como la antropología física, la antropología social, la arqueología, la etnología y la lingüística antropológica, con el fin de contribuir al conocimiento de las características culturales de la nación, ya sea desde su pasado remoto o a través las actuales tendencias que la impulsan hacia delante. De alguna manera esto ayudó a definir la misión del IIA, que se tradujo en la promoción, realización y divulgación de proyectos de investigación relevantes, pertinentes y de alta calidad académica en el campo de la antropología. ("Instituto", 2006)

Como dependencia universitaria y como centro dedicado a la investigación, el IIA se encuentra adscrito a la Coordinación de Humanidades de la UNAM, lo que de algún modo le permite cumplir con varios propósitos: como el de efectuar investigaciones antropológicas teóricas y de aplicación práctica en México, apoyar a profesionales y estudiantes de antropología y disciplinas a fines por medio de la infraestructura material del IIA, y emprender novedosas actividades en el rubro de la docencia y la investigación en colaboración con otras instituciones nacionales y extranjeras. En este sentido, se trata de una institución mexicana que busca trabajar por una antropología de carácter integral.

Con la creación de la Sección de Antropología en 1963, una biblioteca especializada en antropología nace y crece a la par, lo que le permite contar para el año de 1977 con un acervo cercano a los 40,000 volúmenes de libros y 823 títulos de revistas. Pero sería hasta el año de 1984, cuando la biblioteca es trasladada a su actual ubicación en el nuevo edificio de IIA, que ésta toma el nombre de Biblioteca "Juan Comas", en honor al Dr. Juan Comas Camps (1900-1979), destacado antropólogo físico de origen español quien fuera el principal impulsor para que se creara el Instituto de Investigaciones Antropológicas a partir de la Sección de Antropología. (IIA, s/f)

Desde entonces, la Biblioteca "Juan Comas" es considerada pieza fundamental en el trabajo de este Instituto, cuya labor es la de mantener y acrecentar de manera inteligente la memoria del IIA y, muy probablemente, la de la antropología mexicana e iberoamericana, atendiendo de esta manera a las necesidades de información de su comunidad, principalmente las de los investigadores. Actualmente la biblioteca cuenta con uno de los acervos más grandes y de mayor calidad en cuanto a obras antropológicas se refiere: publicaciones periódicas, libros, memorias, tesis tanto en formato impreso como en microfilme. Sus colecciones muestran un crecimiento constantemente debido al proceso de compra y suscripciones que se tienen con importantes editoriales avocadas al campo de la antropología, así como por el intercambio y canje que se entabla con otras bibliotecas pares, sin olvidar las generosas donaciones hechas por particulares.

Pero más allá de la inminente importancia que tiene la Biblioteca Juan Comas dentro del campo antropológico a nivel nacional e internacional, en México existen otras bibliotecas también avocadas a la docencia e investigación de la antropología, que bien vale la pena destacar antes de continuar con la exposición de lo que es propiamente la Biblioteca Juan Comas.

2. Bibliotecas de antropología en México

2.1 La Biblioteca Nacional de Antropología e Historia

Una de la bibliotecas que guarda un lugar importante en la historia de la antropología en México, tanto por su riqueza bibliográfica como por su tradición, es la Biblioteca Nacional de Antropología e Historia (BNAH) del Instituto Nacional de Antropología e Historia (INAH), la cual es la rectora de una red de 67 bibliotecas ubicadas en diferentes puntos de la República Mexicana. "Las funciones de esta institución se han encaminado a reunir, conservar y difundir, los materiales bibliográficos y documentales que apoyen la investigación en el área de las ciencias históricas y antropológicas, por lo tanto, es una biblioteca especializada que presta servicio de consulta a investigadores y estudiantes de nivel superior." (INAH, 2006)

Los fondos que la integran son los siguientes:

a) Colección General.
Constituida básicamente por monografías especializadas en antropología, arqueología, lingüística, historia, etnohistoria, etnología y ramas afines, que en su conjunto suman un total de 55,584 títulos correspondientes a 85,081 volúmenes registrados en base de datos desde 1992.

b) Archivo reservado.
Conformado por publicaciones anteriores a 1940 y que por su valor histórico o tipográfico requieren de un resguardo especial.

c) Fondo conventual.
Uno de los acervos coloniales más importantes de la Ciudad de México. En él se encuentran albergados actualmente 19,543 volúmenes, procedentes de bibliotecas de las diferentes ordenes eclesiásticas que llegaron a la Nueva España. En el mes de mayo de 2000, se recibieron 9,423 volúmenes de Fondos Conventuales procedentes de la Biblioteca de México, lo que suma un total de 28,966 volúmenes en la BNAH.

d) Colecciones especiales.
Integrados principalmente por los fondos bibliográficos publicados antes de 1941 y/o que por su valor histórico, tipográfico o de otra índole requieren de un especial resguardo. Las colecciones y fondos bibliográficos con lo que cuenta son:

Fondo Reservado (fr), antes de 1942. Fondo Reservado folios (frf), antes de 1941. Fondo Reservado referencia (frr), antes de 1941. Códices Facsimilares (cod). Folios (fol). Atlas (atls). Folletos (fts), en cuatro divisiones. Misceláneas (misc). Biblioteca "Gonzáles Ortega" (g.o.). Biblioteca "Luis González Obregón (l.g.o.). Biblioteca "Ignacio Ramírez" (ir). Biblioteca "Alfonso Caso". Colección Vargas Rea. Biblioteca "Vicente Lira" (v.l.). Biblioteca "Federico Gómez de Orozco". Clasificación Antigua. Calendarios y Almanaques.

e) Publicaciones periódicas (Hemeroteca Histórica).
Después de la Hemeroteca Nacional, la BNAH cuenta con uno de los acervos más grandes de México dentro de su especialidad. Dispone de una colección muy completa de revistas (8,000 títulos aproximadamente correspondientes a unos 120,000 fascículos) que contienen los trabajos que en su momento significaron la frontera del conocimiento en las disciplinas histórico-antropológicas, hasta los más recientes avances de investigación en esta disciplina y las de competencia del Instituto. Las publicaciones resguardadas van desde el siglo XIX a la fecha.

f) Códices.
En el siglo XVIII, Lorenzo Boturini reunió una importante colección de documentos antiguos, algunos de los cuales habían pertenecido antes a Fernando de Alba Ixtlixóchitl o a Carlos de Sigüenza y Góngora. Posteriormente, parte de esta colección se traslada al Museo Nacional de Arqueología, Historia y Etnografía. Desde entonces, el acervo de la BNAH cuenta con 100 códices originales, entre los que destaca el códice Colombino. Dentro del grupo de códices originales existe una gran variedad de formatos, materiales de soporte y técnicas pictóricas. Sin duda el acervo de códices de la BNAH es uno de los más ricos del mundo, y contiene valiosas herramientas para reconstruir la historia indígena desde tiempos prehispánicos hasta el siglo XVIII.

g) Archivo Histórico.
Contiene 65 colecciones de manuscritos e impresos de particulares e instituciones públicas que datan del siglo XVI al XX, entre ellos están documentos de ordenes religiosas y de hospitales, comercios, haciendas, castas, etc.

h) Archivo fotográfico.
Este acervo posee más de 40,000 imágenes. Existe una gran diversidad de formatos y técnicas fotográficas, entre ellas: albúmina, colodión, plata sobre gelatina y proceso cromo génico, este último en transparencias y diapositivas. Las imágenes más antiguas que se resguardan en este acervo son albúminas de la segunda mitad del siglo XIX y corresponden a tomas hechas de algunos de los códices. Estas fotografías son muy importantes, tanto históricamente como por su contenido y técnica. El acervo está organizado por colecciones; entre las más destacadas se ubican las siguientes:

- *Pérez Salazar: con 1972 albúminas, en formato carta de visita, que registran imágenes de la Época de Maximiliano de Habsburgo: personajes de la corte, tipos mexicanos, etc.*
- *Álbumes Históricos: formada por 66 álbumes, algunos de ellos sobre temas muy específicos, y otros misceláneos. Hay interesantes ejemplares denominados "Bitácora en imágenes" que describen los trabajos de Ferrocarriles Nacionales. Hay un álbum que reseña la visita de Porfirio Díaz a Teotihuacán, guiada por el mismo Batres. Hay álbumes con paisajes, tipos mexicanos, vistas de ciudades, etc. Existen imágenes capturadas por importantes fotógrafos extranjeros de finales del XIX, como Briquet y Brehme.*
- *Museo Nacional: Contiene fotografías y negativos con imágenes de códices, las*

cuales fueron utilizadas para ilustrar los mejores catálogos de la colección de códices de la BNAH publicados hasta la fecha: el de Alfonso caso de 1939 y el de John Glass de 1964.

- *Códices Originales: Fotografías científicas de la colección de códices de la BNAH, usadas para digitalizar las imágenes. Todos los códices originales de la colección están incluidos; hay cerca de 7,000 fotografías de excelente calidad, tomadas a partir de 1990.*
- *Cartografía Antigua: Imágenes de la colección antigua de material cartográfico que resguarda la Mapoteca Histórica.*
- *Difusión: aproximadamente 6,000 diapositivas que registran las más importantes zonas arqueológicas del país y los principales museos del Distrito Federal y el mundo.*

i) Acervo sonoro.
Conformado por testimonios orales de protagonistas del movimiento zapatista de 1910 y de grabaciones de personajes del mundo cultural contemporáneo de México.

j) Mapoteca histórica.
Este es uno de los pocos acervos que cuentan con cartografía antigua, incluyendo mapas del México Virreinal, valiosos por su antigüedad, descripción del territorio y contenido artístico. Cuenta con las siguientes colecciones:

- *Colección INEGI, que incluye mapas producidos desde 1974 por el CETENAL y DETENAL, hasta los mapas producidos por el INEGI en el 2002. Resguarda cartas batimétricas, aeronáuticas, urbanas, mosaico urbano y fotomapas, pictomapas, espaciomapas y cartas a escalas 1:250000 y 1:50000.*
- *Colección Histórica. El acervo está especializado en cartografía nacional, específicamente sobre Nueva España y la Ciudad de México, sin embargo resguarda también mapas mundiales, de Europa, Asia, África, América y un número considerable de mapas de Estados Unidos de América. Sobresalen por su antigüedad, importancia histórica y riqueza ornamental los grabados de los siglos XVII y XVIII y las litografías decimonónicas. Dentro de la colección existe muchos tipos de documentos considerados cartográficos: hay mapas, planos urbanos y arquitectónicos, vistas y croquis de muy diversos temas: históricos, topográficos, lingüísticos, etnográficos, climáticos y arqueológicos, entre otros. Existe también una gran diversidad de técnicas de reproducción: grabados, litografías, zincografías, impresos, manuscritos, fotografías y copias heliográficas y fotostáticas. Entre las piezas mas notables de esta colección podemos mencionar las siguientes: un mapa de la Nueva España de 1595; mapas elaborados durante la Intervención Norteamericana, los cuales muestran movimientos militares y batallas; mapas manuscritos de la zona arqueológica de Tikal; mapas de la traza urbana de la Ciudad de México en 1940; mapas realizados por reconocidos cartógrafos, nacionales e internacionales; mapas raros, curiosos o notables. El catálogo de la Mapoteca se ha enriquecido considerablemente a partir de que se incluyeron los mapas ubicados en otros fondos de la misma BNAH.*

k) Videoteca
Colecciones:
- *Hernández Quezada. Reúne video grabaciones de entrevistas a veteranos de la rebelión cristera.*
- *Videos para las bibliotecas públicas. Contiene información sobre el manejo, funcionamiento y mantenimiento de una biblioteca.*
- *Novela histórica. Está conformada por las videograbaciones de las telenovelas:*

Senda de Gloria y El vuelo del águila.

Como puede observarse la Biblioteca Nacional de Antropología e Historia del INAH es la biblioteca más importante en el área antropológica por los acervos que alberga, además de que se trata de una biblioteca adscrita a un Instituto de nivel nacional, que es financiado por el gobierno federal y que en todo momento busca resguardar el patrimonio nacional del área antropológica.

2.2 La biblioteca de la Escuela Nacional de Antropología e Historia

Existe también otra biblioteca a la que no se le puede restar importancia, como es la de la Escuela Nacional de Antropología e Historia (ENAH), que aunque depende del INAH y se ubica dentro de la red de las 67 bibliotecas que conforman la BNAH, es otra más que está bien posicionada gracias al acervo que resguarda. Si bien la biblioteca tiene como objetivo fundamental "satisfacer las necesidades de información de la comunidad de la ENAH, en lo referente a proyectos de investigación y programas de estudio, ésta no deja de ser un punto obligado para quien desea consultar información relacionada con el campo de la antropología. Para ello cuenta con un acervo especializado en dicha temática cercano a los 13,370 títulos en 25,966 volúmenes." (ENAH, s/f)

En la actualidad se desarrollan en la ENAH siete programas de licenciatura: Antropología Física, Antropología Social, Arqueología, Etnohistoria, Etnología, Historia y Lingüística; cinco de maestrías: Antropología Física, Antropología Social, Historia-Etnohistoria, Arqueología y Lingüística; y un doctorado en Antropología. De algún modo, esto nos habla de la riqueza y vastedad de los acervos con que cuenta la biblioteca de la ENAH, pues no es posible siquiera imaginar la existencia de tanta diversidad académica sin que haya una unidad documental que sufrague las distintas y variadas necesidades de información de esta comunidad.

Desde luego que existen también otras escuelas que imparten la licenciatura o bien el posgrado en antropología en nuestro país, y que cuentan con bibliotecas para cubrir sus respectivas necesidades de información. Sin embargo, de algún modo se trata de acervos de carácter más general que especializados; aún así no dejan de ser importantes, por ejemplo:

- *Colegio De Michoacán. Centro de Estudios Antropológicos.*
- *Universidad Autónoma de Chiapas. Facultad de Ciencias Sociales .*
- *Universidad Autónoma de Querétaro. Licenciatura en Antropología.*
- *Universidad Autónoma de San Luís Potosí. Licenciatura en Antropología.*
- *Universidad Autónoma de Yucatán. Facultad de Ciencias Antropológicas.*
- *Universidad Autónoma del Estado de México. Facultad de Antropología .*
- *Universidad Autónoma del Estado de Morelos. Facultad de Humanidades, Licenciatura en Antropología.*
- *Universidad Autónoma Metropolitana - Itztapalapa. Licenciatura en Antropología.*
- *Universidad de Las Américas, Puebla (UDLA). Departamento de Antropología.*
- *Universidad de Quintana Roo. Licenciatura en Antropología Social.*
- *Universidad Veracruzana. Facultad de Antropología . ("Donde estudiar", 2006)*

2.3 La Biblioteca Juan Comas

Como se puede observar existen bibliotecas y escuelas para el estudio de la antropología mexicana, sin embargo, la Biblioteca Juan Comas, por pertenecer a un instituto de

investigación y por tratarse de una biblioteca especializada en antropología, cobra una importancia fundamental tanto a nivel nacional como internacional; esto significa que la biblioteca está enfocada, en primera instancia, al apoyo de la investigación de los miembros del IIA, quienes laboran en cuatro especialidades de las ciencias antropológicas: Antropología Física, Arqueología, Etnología o Antropología Social y Lingüística. Su enfoque principal es hacia los estudios de México y América Latina, debido a una ordenanza estatutaria que privilegia la investigación hacia la resolución de problemas en el territorio nacional, y que a la letra dice: "La Universidad Nacional Autónoma de México es una corporación pública, organismo descentralizado del Estado, dotada de plena capacidad jurídica y que tiene por fines impartir educación superior para formar profesionistas, investigadores, profesores universitarios y técnicos útiles a la sociedad; organizar y realizar investigaciones, principalmente acerca de las condiciones y problemas nacionales, y extender con la mayor amplitud posible los beneficios de la cultura." (artículo 1º de la Ley Orgánica de la UNAM).

Por lo tanto el IIA cumple con la finalidad de promover, llevar a cabo y divulgar los resultados de la investigación relevantes, pertinentes y de alta calidad académica en los campos de la antropología biológica o física, la arqueología, la etnología y la lingüística antropológica, realizadas en México y otros países, con un enfoque interdisciplinario e interinstitucional. Por ello corresponde a la Biblioteca Juan Comas apoyar, desarrollar y orientar recursos de información documentales para atender los requerimientos de dicho Instituto.

La Biblioteca cuenta con un acervo muy amplio que abarca la antropología a nivel mundial. Esto se debe a dos razones: por una parte el acervo se enriqueció gracias a las donaciones de diversos investigadores, entre los cuales están algunos de los mismos fundadores del IIA, como por ejemplo Juan Comas y Pedro Bosch Gimpera[1]; por otra parte existe la política de adquisición de amplia visión impulsada por el Dr. Jaime Litvak King, primer director del IIA y coordinador de la biblioteca de manera casi ininterrumpida desde 1973 hasta 2003.

Desde entonces el objetivo ha sido mantener actualizada la biblioteca en todo lo relacionado al quehacer antropológico en general, por medio de la suscripción a revistas especializadas y de la adquisición por compra, canje y donación de libros y tesis de posgrado, usando para tal efecto uno de los mayores presupuestos anuales entre los distintos institutos del área de Humanidades. Esto hace que nuestra biblioteca sea una de las mejores bibliotecas de antropología, no sólo de México sino probablemente de América Latina, comparándose así con grandes bibliotecas especializadas del mundo. Se caracteriza hoy día por reunir publicaciones de América Latina, Estados Unidos, Europa y, en menor medida, de Asia y África.

El control del acervo se lleva por medio de una base de datos automatizada que data de 1976, siendo la Biblioteca Juan Comas la primera en la UNAM y en México en hacer esta actividad utilizando computadoras.[2] El sistema de clasificación que actualmente utiliza la biblioteca se diseñó con base en una combinación de los sistemas de la Biblioteca del

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[1] *Los siguientes investigadores donaron todo o gran parte de su acervo personal a la biblioteca: Gonzalo Aguirre Beltrán, Ada d'Aloja, Cristina Álvarez, Ignacio Bernal, Pedro Bosch Gimpera, William Cameron Townsend, Alfonso Caso, Juan Comas Camps, Barbro Dahlgren de Jordán, Eusebio Dávalos Hurtado, Jean Paul Delhalle, Johanna Faulhaber, Isabel Kelly, José Luis Lorenzo, Manuel Maldonado Koerdell, María Montolieu, Eduardo Noguera Auza, Mercedes Olivera, García Pimentel, Antonio Pompa y Pompa, Rafael Ramos Galván, Juan José Rendón, Teresa E. Rhode, Daniel F. Rubín de la Borbolla, John Super y Alfonso Villa Rojas.*

[2] *La Dirección General de Bibliotecas, fundada en el 1966, se empezó a automatizar los procesos de catalogación y clasificación a partir de 1974 y operacionales a partir de 1978. Usa el formato MARC II de la Biblioteca del Congreso de Estados Unidos, mismo que sigue en el programa vigente ALEPH 500.*

Congreso de Estados Unidos y el Sistema de Clasificación Dewey (utilizado por el Museo Británico); dicho sistema se estimó más conveniente para el apoyo a la investigación antropológica, lo que permitió reunir los materiales de acuerdo a áreas especializadas del conocimiento, líneas de investigación, periodos cronológicos y áreas geográficas. Además, este sistema incluye el registro documental de cada artículo de revista y capítulo de libro, lo que convierte a la base de datos en una eficaz herramienta de búsqueda para el usuario interno, pero que ha dejado de ser funcional por la forma en que fue capturada, ya que su consulta electrónica o en línea no es del todo eficiente al público en general. Sin embargo, y en vista de que la Dirección General de Bibliotecas (DGB) tiene por objetivos representar los libros existentes en el Sistema Bibliotecario de la UNAM, así como conocer su ubicación exacta en la red de bibliotecas, además de reflejar el uso de normas internacionales en la catalogación y clasificación de los libros para poder hacer transferencia e intercambio de información de manera nacional como internacional, se hizo necesario adoptar el mismo sistema de clasificación utilizado por la DGB para libros (Library of Congress), evitándose así una discrepancia entre el acervo registrado por la clasificación interna de la Biblioteca Juan Comas y su integración a la base de libros de la UNAM, LIBRUNAM. Por lo tanto, desde hace ya un par de años se ha considerado conveniente regularizar la situación de la colección monográfica, optando por reclasificar el material de la biblioteca según los parámetros de la DGB.

3. Biblioteca Juan Comas y la información antropológica

La Biblioteca Juan Comas del IIA se encuentra de alguna manera "aislada" del sistema bibliotecario de la UNAM, puesto que no utiliza el mismo sistema de clasificación, sin embargo actualmente se ha puesto en marcha el proyecto de regularización del sistema de catalogación de la biblioteca según el sistema de la Dirección General de Bibliotecas de la UNAM, lo cual conllevará ventajas en dos aspectos. Por un lado, hará accesible el catálogo del acervo a través del portal electrónico de la UNAM y del propio sitio Web de IIA, proyectando aún más la figura del Instituto como centro de investigaciones antropológicas de alto nivel. Por otro lado, permitirá llevar un control administrativo del patrimonio documental de manera más eficiente.

Para dicho proyecto se ha implementado lo siguiente:
- *La migración de la plataforma de cómputo del sistema Macintosh a sistema PC, como parte de la modernización parcial del equipo de cómputo de la biblioteca.*
- *La instalación de un servidor Unix para la red interna de la biblioteca.*
- *La reorganización del personal de la biblioteca en tres áreas de acuerdo a funciones específicas: área académica, en donde se lleva a cabo el desarrollo de colecciones de todo tipo de material a través de compra, canje y donación, así como el análisis documental de dicho material; área de cómputo, dedicada a mantener la red de la biblioteca; y área administrativa, avocada principalmente al servicio al usuario.*
- *Se inició el proceso de normalización desde septiembre de 2002, avocándose a procesar los materiales adquiridos en los años de 2002 y 2003, quedando por completar el análisis documental de todo el acervo. Como parte de este proceso se implementó el servidor Unix, donado por la Dirección General de Bibliotecas de la UNAM, que permite hacer los cargos remotos en el sistema Aleph.*

Dentro del proyecto de reorganización y normalización de la información de la Biblioteca Juan Comas se contempla también las área de los Fondos Documentales "Alfonso Caso" y la Mapoteca "Jorge A. Vivó". Con los Fondos Documentales Alfonso Caso se ha venido trabajando en su reconocimiento y depuración, ya que se ha tratado de obtener la información conveniente para difundir la importancia de dichos fondos. Y aunque no ha

habido una respuesta por parte del personal que viene laborando desde hace más de 15 años en dichos fondos, puesto que a lo largo de ese tiempo no se ha logrado organizar y sistematizar la información contenida en sus diferentes colecciones, se trata de un espacio de vital importancia para la Biblioteca Juan Comas y el Instituto de Investigaciones Antropológicas, dada la riqueza de información que en ellos se encuentra, muchas de las veces inédita.

El área de Fondos Documentales Alfonso Caso está integrada por los archivos personales de antropólogos de relevante trayectoria, tanto a nivel nacional como internacional, principalmente de investigadores que formaron parte de la planta académica del Instituto y, en menor número, de los acervos de investigadores que laboraron en otras dependencias de la UNAM así como en otras instituciones nacionales.

Los grupos documentales están conformados tanto por documentos personales como oficiales que abordan distintos temas, como arqueología, antropología física, etnología, etnohistoria, historia, mito, magia, religión, y prehistoria de América y de Europa. La información se encuentra plasmada en formatos tales como correspondencia, fotografías, dibujos, mapas, notas de trabajo, manuscritos, mecanuscritos y sobretiros, entre otros. Dichos grupos documentales son los siguientes:

- *Fondo Alfonso Caso*
- *Fondo Pedro Bosch-Gimpera*
- *Fondo Juan Comas*
- *Fondo Barbro Dahlgren*
- *Fondo Ada D'Aloja*
- *Fondo Eusebio Dávalos*
- *Fondo Eduardo Noguera*
- *Fondo Antonio Pompa y Pompa*
- *Fondo Teresa E. Rohde*
- *Fondo Alfonso Villa Rojas*
- *Fondo Instituto de Investigaciones Históricas (Sección de Antropología)*

De este modo se pretende comenzar con la organización del Fondo Alfonso Caso, puesto que es el único que tiene un convenio de donación legal que data de 1989, donde se estipula que el IIA se compromete a resguardar, organizar y difundir los materiales que lo integran, lo cual desde su donación no se ha cumplido. Con este proyecto se piensa producir una publicación que de cuenta de su inventario, con el fin de darlo a conocer y difundir a la comunidad del IIA y a todo usuario en general. De esta manera se tratará de organizar también el Fondo Bosch Gimpera, el cual ya está bastante avanzado, y a la par continuar con el Fondo Juan Comas, para así en lo sucesivo terminar con todos los fondos que conforman la colección documental de este departamento.

Con respecto a la Mapoteca Jorge A. Vivó, en el periodo del 22 de noviembre de 2004 al 30 de enero de 2005 se organizó el acervo de cartografía que se encontraba en total desorden, y la clasificación que se adoptó dicho proceso es la que maneja el Instituto Nacional de Estadística, Geografía e Informática (INEGI); sin embargo, sólo se logró reacomodar el material físicamente y hoy día se está trabajando con la base de datos local, cotejando mapa por mapa para su inventario. La Mapoteca cuenta con alrededor de 21,000 cartas topográficas. Cabe mencionar que aún con este trabajo no se ha dejado de dar servicio de consulta al personal académico del Instituto, continuando así con el apoyo de digitalización de mapas y proyecciones digitales que requiera cada uno de los investigadores de acuerdo a sus actividades de gabinete o de campo.

En resumen, la Biblioteca Juan Comas cuenta con una colección cercana a:

- *120,000 títulos de libros.*
- *6,600 tesis (licenciatura, maestría y doctorado).*
- *3,528 títulos de revistas (504 suscripciones vigentes).*
- *6,915 títulos en microfilm (entre tesis de grado, Human Relations Area File, y otros).*
- *Cabe destacar los 301 rollos microfilmados del Archivo General de Indias, correspondientes a 195 legajos relativos a Audiencia de México, Audiencia de Guadalajara, Audiencia de Quito y diferente general. Dicha colección se encuentra totalmente organizada para su consulta, tanto en la Biblioteca para su consulta en sala como en la Web.*

4. Biblioteca Juan Comas, una mirada hacia el futuro

4.1 Información Antropológica Latinoamericana (IAL)
IAL es un proyecto que pretende en un futuro cercano la cooperación de varios países latinoamericanos y del Caribe, coordinado por el IIA de la Universidad Nacional Autónoma de México, el cual tiene como objetivo reunir, organizar y facilitar el acceso a la literatura en antropología que se produce en México, América Latina y el Caribe.

Este proyecto pretende apoyar a la investigación y la docencia en el IIA por medio de una base de datos que incluirá registros de artículos de revistas, ponencias presentadas en reuniones, monografías y tesis, entre otros. Cabe destacar que la biblioteca cuenta con un grupo insterdisciplinario de analistas que ha venido trabajando desde hace ya algunos años en lo referente a lo publicado por el Instituto desde su fundación, lo que permitirá reforzar la memoria histórica de esta dependencia. Dicho proyecto entrará en vigor durante el presente año, en el que se buscará la cooperación del Instituto Nacional de Antropología e Historia y de la Escuela Nacional de Antropología e Historia con el mismo, proporcionando todo lo publicado por estas dependencias que son de gran importancia para México.

La riqueza de la información registrada en IAL y los esfuerzos de cooperación que se pretende consolidar permitirá incluir y consultar una gran gama de registros de la antropología en formato electrónico, lo que convertirá a este proyecto en el eje central para la creación de un servicio de información Latinoamericana y del Caribe relacionado con el área antropológica.

Este proyecto ha dado pie a pensar en un proyecto complementario que busque no sólo el acceso a la información referencial sino que proporcione documentos en texto completo relacionados con los avances de investigación hechos por los miembros del IIA. A continuación se detalla.

4.2 Repositorio Institucional en Antropología
Como parte del proceso de modernización de los servicios de información que busca impulsar la Biblioteca Juan Comas, se encuentra el proyecto de un Repositorio Institucional. Dicho proyecto busca compaginar las ventajas del uso de las Tecnologías de Información y Comunicación (TIC) con la creciente necesidad de la comunidad del IIA por difundir sus avances de investigación con fines educativos y de investigación colectiva.

Dicho proyecto forma parte de una tendencia cuasi mundial, que responde a las necesidades actuales de educación e investigación que demandan un acceso más eficiente a los recursos de información que se producen al interior de una comunidad, con el fin de ponerlos a disposición de quien los necesite para así crear sistemas de información más flexibles que

comuniquen la producción intelectual del Instituto de Investigaciones Antropológicas con México y el mundo.

Este Repositorio Institucional forma parte de un proyecto mayor dentro de la UNAM, denominado 3R, que busca crear una Red de Repositorios Universitarios de Recursos Digitales, capaz de ofrecer una gama de recursos y fuentes de información no sólo al interior de la Universidad sino a un público amplio de investigadores y estudiosos de los distintos campos del conocimiento. (UNAM, 2006)

La filosofía sobre la que descansa este proyecto es la impulsada por Open Access, que de acuerdo a la Declaración de Budapest del año 2001 ("Budapest Open", 2002), se trata de un movimiento a nivel internacional que busca crear condiciones para que cualquier usuario pueda leer, descargar, copiar, distribuir, imprimir, buscar, o enlazar los textos completos de los artículos científicos, y usarlos con cualquier otro propósito legítimo, sin otras barreras financieras, legales o técnicas más que las que suponga Internet en sí misma. Es pocas palabras, sin coste alguno.

El objetivo principal con este proyecto es que cualquier investigador del IIA pueda introducir sus trabajos en forma de preprint en el Repositorio, para que el resto de la comunidad académica lo revise, critique y comente. De este modo, el método de revisión de los trabajos entre pares se verá ampliado más allá de los mecanismos convencionales para la distribución de trabajos científicos. Y si a esto le sumamos que al Repositorio Institucional puedan otros investigadores de distintas dependencias "colgar" su trabajos de investigación bajo esta misma dinámica, estaríamos hablando de que se podría crear una Red de colaboración e intercambio de información académica y especializada a nivel nacional e internacional, relacionada con el campo de la antropología, lo que de alguna forma reafirmaría el papel pionero del IIA en materia de innovación y colaboración entre dependencias que tienen por objetivo común la investigación antropológica en nuestro país.

De acuerdo con otras experiencias previas, el poner en marcha un proyecto de estas características tiene las siguientes ventajas:

- *Establece alianzas entre universidades, institutos, bibliotecas de investigación y demás organizaciones que tienden hacia un acceso paritario de la información académica y científica.*
- *Facilita el acceso libre a conocimientos científicos –que este caso estarían relacionados a los distintos campos que integran a la antropología.*
- *Fortalece los lazos de comunicación entre los miembros que componen una comunidad académica por medio del intercambio de documentos. (Serrano y Prats, 2005)*

5. Conclusiones

Después de haber hecho una reflexión sobre el papel y la importancia que tiene la Biblioteca Juan Comas para el área de la antropología en México, hemos llegado a las siguientes conclusiones:

- *Como se pudo observar el Instituto de Investigaciones Antropológicas es una dependencia universitaria que contó con grandes personajes que dieron pie a que la antropología en México se desarrolla y consolidara, lo que de algún modo redundó en la creación de la Biblioteca Juan Comas como una unidad de información que en todo momento buscó responder a las necesidades de información de los distintos*

profesionales y estudiantes de la antropología en México.

- *Encontramos también que la Biblioteca Juan Comas del Instituto de Investigaciones Antropológicas sigue siendo un referente obligado para quien desea consultar información relevante y pertinente, ya que cuenta con una riqueza documental y de información sobre cualquier tópico de la antropología mexicana o internacional.*
- *Más allá de que exista una Biblioteca Nacional en Antropología en nuestro país, la Biblioteca Juan Comas sigue siendo una de las mejores a nivel internacional no sólo por su vasta colección sino por su calidad de servicio, lo que reafirma su lugar como una biblioteca especializada en constante crecimiento y actualización.*
- *Con la llegada de nuevas Tecnologías de Información y Comunicación, la Biblioteca Juan Comas se ha puesto a la vanguardia con dos proyectos, encaminados a extender los servicios de información que de manera tradicional ha brindado constantemente, buscando con ello mantenerse como una de las unidades de información más actualizadas en el campo de la antropología en México y Latinoamérica.*
- *Cabe resaltar la ardua labor del Dr. Jaime Litvack King como coordinador de la Biblioteca Juan Comas, quien con su visón logró que ésta se colocara como una de las más completas en el área antropológica, pues a él se le debe que exista un desarrollo de colecciones capaz de responder a toda necesidad de información dentro y fuera del IIA.*
- *Por lo tanto, quienes estamos al frente de la Biblioteca Juan Comas tenemos el compromiso y la responsabilidad de mantener el nivel y tradición que hasta hora se ha venido dando. Es por eso que buscamos los vínculos de comunicación e intercambio de información en este tipo de espacios como el Foro Transfronterizo de Bibliotecas, para lograr que la biblioteca siga siendo una de las mejores en nuestro país para el área antropológica.*

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Much to Teach, Much to Learn: Teaching Information Literacy Cross-Culturally

Mucho para enseñar, mucho para aprender: enseñanza intercultural del desarrollo de habilidades informativas

Victoria Beatty
Diné College Libraries
Tsaile, Arizona

Abstract: Diné College (the Navajo tribal college) grounds students in Diné culture while preparing them to succeed in a multicultural and technological world. In this case study, a Euro-American librarian enters a tribal college community as an outsider. As she moves from stranger to community member, she must learn to think about "information literacy" from an indigenous perspective in order to become an effective ambassador to the Western technological world. The paper addresses a number of issues relating to the conference sub-theme on information and indigenous peoples, including language and culture preservation, technology and information in remote areas, instructional programs within libraries, and distance and continuing education for students. Key elements of successful intercultural teaching include building personal relationships, reaching out to gatekeepers, listening and learning, creating culturally relevant curriculum, and taking a "whole student" approach. Advice is given on developing effective partnerships with faculty and staff, and on continuous learning through conversation, coursework, and personal reading and research. Includes a literature review of indigenous educational models, and describes beginning steps in creating a culturally relevant information literacy program at Diné College.

English Text

Setting

> Our annals, all happenings of human import, were stored in our song and dance rituals, our history differing in that it was not stored in books, but in the living memory. So, while the white people had much to teach us, we had much to teach them, and what a school could have been established upon that idea!
> —Luther Standing Bear, Lakota, *Land of the Spotted Eagle*

The College

Diné College is located in the awe-inspiring, remote Four Corners region of Arizona and New Mexico. It is a land of stark contrasts, from richly forested mountains to painted canyons

and vast sagebrush plateaus punctuated with monumental volcanic formations. In 1968, it was the first tribally controlled college to be created in the United States, built in the heart of the Navajo Nation, which is roughly the size of West Virginia and spans the states of Arizona, Utah, and New Mexico. Established as Navajo Community College, it set a precedent for Indian-controlled community colleges on or near reservations, and, since that time, more than thirty similar colleges have been founded by other Indian tribes. Now known as Diné College (the word Diné means "The People" in the Navajo, i.e., Diné language), the college serves residents of the 26,000 square mile Navajo Nation on eight campuses in Arizona and New Mexico (*About DC*, 2006).

Twin forces were behind the founding of the College. There was growing recognition that Navajos dropped out of college at much higher rates than non-Indians, perhaps because colleges and universities in the region made little provision for cultural differences between non-Indian and Indian students. Another cause for concern was the increasing dilution by Western culture of the Diné belief system, which places human life in harmony with the natural world and the universe.   After a century in which education had been used as a weapon of cultural annihilation, creating a Navajo controlled college was seen as a potential solution to a real crisis in Navajo education (Diné College, 2002).

These issues are not limited to the Navajo. The delivery of education by nation-states to indigenous peoples throughout the world has been fraught with racism, assimilationist curricula, vocational tracking, and social and economic marginalization. In the United States, federal data continue to report that American Indian students are the least likely of all college-goers to earn a degree (*Graduation Rates*, 2000), and they are more likely than members of any other racial group to drop out (*Highlights*, 2005). But there is growing recognition that native communities offer unique knowledge and other strengths that are unavailable elsewhere (American Indian College Fund, 2005).

In 1968, Paulo Freire (1968/1970) published his influential book, *The Pedagogy of the Oppressed*. "Education as the exercise of domination stimulates the credulity of students," he declared, "with the ideological intent…of indoctrinating them to adapt to the world of oppression" (p. 65). "Those who recognize…themselves as oppressed must be among the developers of this pedagogy [of liberation]" (p. 39). While he was penning these words, the founders of Diné College were designing a program that placed studies in Navajo language, history, and culture at the center of the curriculum.

A Unique Education System

The educational philosophy of Diné College is summed up in a sacred phrase that cannot be translated into English, signifying a state of being which is ever-present for every individual, and which places human life in harmony with the natural world and the universe. The philosophy, which provides principles "both for protection from the imperfections in life and for the development of well-being," (Diné College, 2006), describes a recursive and ongoing process of living through understanding one's place, oneself, and one's relationship to the environment. Along the way, four concepts associated with the four cardinal directions serve as guides for achieving success.

In one metaphor that is sometimes referenced, the College is seen as a Diné woman holding a ceremonial basket that contains Western and Diné knowledge — both are needed for a complete education. Western knowledge represents the teachings of the mind and the male portion of education; Diné education represents the teachings of character development and the female portion. United, the two ways of teaching complement each other to form balanced Diné student scholars (Jackson, 2005).

The 2005 *Diné College Report to the Higher Learning Commission* described the College mission as emphasizing "student-centered instruction and a coupling of character development with cognitive development" (Diné College, 2005, p. 5). Noting that the four concepts of Nitsáhákees (Thinking), Nahat'á (Planning), Iiná (Living), and Siihasin (Assurance) promote an orderly process of learning that should permeate all activities in life, the report explained:

> Ideally, all of these elements are in a balanced relationship, as expressed by the Navajo word *k'é*, which has to do with kinship and concern for one's fellow beings….Protection Way teaches principles for protection against life's difficulties, while the Blessing Way teachings promote nurturing and self-development. The application of these two principles is meant to inspire all of our activities and operations (Diné College, 2005, p. 5).

The Students

Diné College is small, with approximately 1400 students and 144 faculty; however, it is spread across 8 campuses in two states, and two-thirds of the faculty are part-time. Although the student body is overwhelmingly Navajo, there is great diversity in age, cultural and religious background, educational preparedness, and future plans. Many students have lived on the Navajo Nation for their entire lives before coming to Diné College, while others are urban Indians who want to reconnect with Diné culture. Most are working and supporting families.

The College prepares students to transfer to four-year colleges and universities, to enter the regional workforce, and to engage in lifelong learning. Many students who have lived predominantly within the Navajo Nation have grown up speaking Navajo English, which stresses economy of words and text. Developmental studies courses are an important means of introducing students to academic and business modes of speech, writing, and mathematics. In addition to classes in Diné culture and a general education curriculum, Diné language classes are offered for both native speakers and for those learning it as a second language, and a number of courses are taught bilingually.

Diné College awards Associate degrees and Certificates, and in 1998 it awarded its first baccalaureate degrees in the Diné Teacher Education Program, through a partnership with Arizona State University. The College is accredited by the Higher Learning Commission, and is working to achieve four-year status.

The Libraries

Diné College has three libraries, which are located at its main campus in Tsaile, Arizona, and at its New Mexico campuses in Shiprock and Crownpoint. The Diné College Libraries (DC Libraries) have a collection of over 100,000 books, videos, CDs, and DVDs, including over 10,000 electronic books and over 5,000 periodicals in print and online. There are good collections of children's literature and teacher education materials, and a distinguished collection of Navajo and Native American materials, as well as a special collection of books and other materials from the Navajo artist, R. C. Gorman. The Kinyaa'áanii Charlie Benally Library at the Tsaile campus has over 30 computers, and the DC Libraries subscribe to over 40 online databases. The staff includes four professional librarians and six paraprofessional employees.

Much positive growth has occurred since late 2002, when head librarian positions that had gone unfilled since 2000 were filled with dedicated, visionary leaders. Through their leadership, the Libraries budget has grown, the collections have been weeded and augmented steadily, and distance services to the centers have been greatly improved

through regularly scheduled courier service and through the addition of my position as instruction/distance services librarian in Fall 2004.

From Stranger to Community Member

Getting Started

European American librarians who leave mainstream communities and institutions to serve indigenous communities face a steep learning curve, although this may be invisible to those with little intercultural awareness. Duane Champagne and Ismael Abu-Saad (2006) have written in their introduction to the book, *Indigenous Education and Empowerment*, "Indigenous peoples carry cultures, values, and epistemologies that do not share common ground with the worldviews of their surrounding nation-states and supporting communities….In effect, there is little cultural and political common ground shared by national communities and indigenous peoples" (p. 1).

When I came to work at Diné College, I found that my first challenge was to learn as much as possible about the history and culture of the people, as quickly as possible. Students are interested in researching and writing about subjects that are relevant to their lives, and this means that a librarian will need to be able to recommend books and other information sources on a broad range of historical and cultural topics related to the specific indigenous nation or ethnic group. I began enrolling in Diné culture classes, and discovered that, in addition to adding to my knowledge base, there was another, perhaps even larger, benefit. Students in my classes connected with me as a peer, and our mutual experience as students was a guaranteed conversation starter. In one class, the instructor took advantage of my presence to schedule library instruction sessions, and to exhort the students to seek my help with our research paper assignments.

Getting to Know the Gatekeepers

Before coming to Diné College, I had discovered a book that would be one of the most important resources for me as I began my work: *Gatekeepers in Ethnolinguistic Communities* (1993), by Cheryl Metoyer-Duran. One can find an overview of the issues discussed in the book in Metoyer-Duran's 1993 article, "The Information and Referral Process in Culturally Diverse Communities." Metoyer-Duran (who now uses the single surname, Metoyer) cited Norman Rudolf Kurtz's 1966 study, in which he defined gatekeepers as individuals who act as "a link between Spanish Americans and the urban culture system by introducing Spanish Americans to situations in which they can become socialized to Anglo urban roles" (Kurtz, 1966, Abstract).

Expanding upon Kurtz's research, Metoyer studied the information-seeking behaviors of Latino, Asian, and American Indian gatekeepers in three California counties. She removed the function of acculturation from her definition of the term, describing gatekeepers simply as individuals who "link members of their ethnolinguistic communities to resources needed to solve problems" (Metoyer-Duran, 1993, "Information and Referral Process," Gatekeeper Study section, para. 2). Kurtz had concluded that the informal gatekeeping system "would be enhanced by bringing influential gatekeepers together as a panel of leaders to form a central gatekeeping station" Kurtz, 1966, Abstract). Librarians reading this study would immediately think of that "central gatekeeping station" as a library. Metoyer discovered that the gatekeepers in her study utilized an extensive array of information sources, including the public library, but that the library played only a minor role as a resource. She quoted one gatekeeper, who mentioned that many of the people she helped did not feel comfortable in the library: "They don't know about its services. I am sort of a go-between, or middle-man. The library might become important and powerful if it became part of the

real life of the community" (Metoyer-Duran, 1993, Information and Referral Process,"
Conclusion section, para. 2).

Therefore, as I began my work, I looked for information gatekeepers and sought their help
in getting my message to students and faculty. This was especially crucial in my situation,
because I am the primary library contact for students, faculty, and staff at the College's
campus centers in Arizona. I travel a circuit of some 450 miles between the main campus
at Tsaile and centers in Window Rock, Ganado, Chinle, Kayenta, and Tuba City.

At every one of these centers, one or more staff members function as information
gatekeepers. Sometimes I made mistakes and discovered that the real gatekeeper was not
the person whom I had been cultivating! An ongoing problem has been that the staff at the
campus centers tends to have a high turnover, so I have often had to cope with the
frustration of seeing someone leave just at the point when I feel that I have finally
succeeded in enlisting them as my ally. Still, considering the challenges in serving as a
middleman between the libraries and very distant library users, I believe that the assistance
of gatekeepers has made an enormous difference.

Since all types of libraries are currently very interested in becoming part of the real life of
their communities, Metoyer's research has much wider implications. I have come to realize
that there are gatekeepers in every community. Finding them and building relationships
with them is an important key to reaching the wider community. It should be emphasized
that information must flow in both directions, resulting in a true dialogue. Through this type
of "dialogical action," as described by Freire (1968/1970), "the actors who come from
'another world' to the world of the people…do not come to *teach* or to *transmit* or to *give*
anything, but rather to learn, with the people, about the people's world" (p. 181).
Listening and learning from gatekeepers has been at least as important to me as enlisting
their support in disseminating information about the libraries and our information literacy
program. Their generosity in sharing their insights and wisdom with me has been both
astonishing and humbling, and deeply nourishing.

K'é

I have already mentioned the Navajo concept of *k'é*, which has to do with kinship and
concern for one's fellow beings. *K'é* is inextricably interwoven throughout the Diné
worldview. As Louise Erdrich (1997) pointed out in her foreword to the book, *First Nations
First Peoples: Native American College Graduates Tell Their Life Stories*, "What was
apparent to Native people long ago—the interrelatedness of earth and all its species—is
slowly and painfully becoming part of world awareness" (pp. ix-x).

One of the ways *k'é* is expressed in the Navajo Nation is through personal introductions,
through which people reveal their clan relationships. Because of the relationships that exist
among clans, people may discover that they have common clan relatives, and they will
address each other using kinship terms (sister, brother, maternal aunt, paternal uncle,
maternal grandfather, paternal grandmother, etc.). Any Navajo is directly linked to perhaps
two-thirds of the nation. Word of mouth is a formidable force here, and news can travel
very fast. As I began to identify information gatekeepers and to work at generating positive
word of mouth, I discovered that the power of personal networks helped me to overcome
many challenges in disseminating library information at the distant campus centers.

"Your Personal Librarian"

Although I arrived at the College as an experienced, successful instructor of urban
undergraduates, my initial instruction sessions made it painfully clear that I was not

connecting with Diné College students. All of my stories fell flat. Total silence greeted any question I posed. The students and I faced each other in complete bafflement. It was clear that I had a lot to learn.

I appealed to non-native colleagues for advice. David Stevick, director of the library at the Shiprock campus, was taking a Diné language class and advised me that he had noticed a much better student response ever since he had begun opening class sessions by introducing himself in Navajo.   Around this same time, I received a session evaluation from a student suggesting that it would be nice for me to tell the class a little bit about myself. Accordingly, at my next instruction session, I tried an English version of a Navajo-style introduction, telling the students where I grew up and a little about my family background and education. I also introduced myself as the students' "personal librarian"—telling them of my enthusiasm for helping students and that I was looking forward to working with them individually. The response was immediate.   After class, a student shyly appeared in my office to ask for advice on a descriptive essay she was writing. Her essay, which was a vivid word-picture of childhood visits to her grandparents' traditional sheep camp in the mountains, helped me to find my own connection to what might otherwise have seemed a completely alien setting. Who was teaching whom? It was good to be reminded that, as Paolo Freire (1968/1970) pointed out

> liberating education consists in acts of cognition, not transferrals of information….Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers….They become jointly responsible for a process in which all grow (p. 67).

I continued introducing myself as the students' "personal librarian," and more and more students began arriving at my office (in person, or by telephone or e-mail) for individual consultations. I also noticed that some of them were not students whom I had met before; they had heard about the "personal librarian" from their friends.

Susan Urmston Philips (1983) noted in *The Invisible Culture* that the Warm Springs Indian students she studied were much more likely than non-Indian students to seek one-on-one encounters with the teacher to ask questions. Tanya Gorman Keith (2004), Vice President of Academic and Student Affairs at Diné College, has written that learning is a shared responsibility between teacher and student, according to the Diné paradigm. Interdependent student-faculty relationships encourage informal interaction and opportunities for instructors to offer guidance and advice, thus promoting wholeness (Gorman Keith, 2004). Winona Wheeler (2005) has also described Cree education as "a reciprocal and interactive teaching relationship between student and teacher, a 'community activity'" (p. 198).

I have found that many students seek me out, in person or by e-mail or telephone, for an individual consultation at their point of need. This has been the saving grace for me and for my students as I have slowly and painfully learned to become a more effective classroom teacher. When I was deciding whether to accept the job and agonizing over whether I would be able to fit in and succeed in a very different culture, Cheryl Metoyer told me, "You have a good heart, and people will see that." On my darkest days, suddenly brightened by a student's visit, I've drawn much comfort from Parker Palmer's stories about fear, failure, and the courage to teach. "Good teaching cannot be reduced to technique," he wrote, "good teaching comes from the identity and integrity of the teacher" (Palmer, 1998, p. 10).

> Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self; they manifest in their own lives, and evoke in their students, a 'capacity for connectedness.' (Palmer, 1997, Teaching Beyond Technique section, para. 6).

Even on my most disastrous days in the classroom, at least my genuine caring came across to the students and they felt welcome in my office, allowing me a second chance to connect.

Literature Review

For those taking first steps toward developing a culturally relevant information literacy curriculum, a brief literature review may be helpful. This is not an exhaustive list, but rather a selection of sources that I found most helpful as I was struggling to find my way. No amount of reading can substitute for authentic experience and the time that it takes to begin to settle into an unfamiliar culture. The *Library Instruction for Diverse Populations Bibliography*, an excellent resource created by the Instruction Section of the Association of College and Research Libraries (ACRL), is overly optimistic (in my experience) when it states in its introduction that

> librarians needing to teach a class to students of a particular group can turn to the relevant section of the bibliography, find an overview of issues and strategies relating to that population, and locate informational resources that will give them immediate help in preparing teaching methods and materials (Instruction for Diverse Populations Committee, 2004).

But perhaps I was overly naïve in equating (in my own mind) "immediate help" with "immediate success!"

The importance of personal relationships is a theme running like a leitmotiv through many books and articles on teaching indigenous students. Vine Deloria, Jr. (2001), has crystallized the essential place of relationship in indigenous educational models in his essay, "Power and Place Equal Personality:"

> Here power and place are dominant concepts — power being the living energy that inhabits and/or composes the universe, and place being the relationship of things to each other. It is much easier, in discussing Indian principles, to put these basic ideas into a simple equation: Power and place produce personality. This equation simply means that the universe is alive, but it also contains within it the very important suggestion that the universe is personal and, therefore, must be approached in a personal manner….The personal nature of the universe demands that each and every entity in it seek and sustain personal relationships (pp. 22-23).

A book that spotlights the centrality of community and relationships as it fruitfully introduces a number of educational models and discussions of student-centered learning is *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice* (2000), edited by Maenette Kape 'ahiokalani Padeken Ah Nee-Benham and Joanne Elizabeth Cooper. Gregory Cajete's seminal book, *Look to the Mountain: An Ecology of Indigenous Education* (1994), points the way for creating a holistic, culturally relevant information literacy model. Several chapters of this book are available online through the *Northwest Indian College Oksale Program's Virtual Library* (Educational Resources, n.d.).

Discussions of teaching Native American students can be found in a number of sources. All of these sources emphasize the unique nature of every tribe, band, or nation (and, indeed, of every individual), and caution against making sweeping generalizations. A particularly helpful website, *American Indian Education,* is maintained by Jon A. Reyhner (2006), a professor at Northern Arizona University. This is an excellent portal for the subject, bringing together many of the most relevant articles, which are available online. Reyhner also edited the book*, Teaching American Indian Students*. Martha Ann (Marti) Lindsey's master's thesis (2000) on teaching information literacy to Navajo high school students was helpful also, but best of all was *Collected Wisdom: American Indian Education*, by Linda Miller Cleary and

Thomas D. Peacock. While most of these other sources provide research reports and theoretical information, this collection provides examples of classroom curriculum and teaching methods, and includes the perspectives of both Indian and non-Indian teachers. The authors concur that student success is built from a strong grounding in their own culture (Cleary & Peacock, 1998).

I had read everything I could find in my struggles to come to grips with Diné Educational Philosophy, and I had asked many questions of my neighbors and co-workers. However, attending an orientation session for incoming freshmen students taught by Wilson Aronilth, Jr., of the Center for Diné Studies (CDS), and then taking the Foundations of Navajo Culture class taught by CDS faculty member Anthony Lee, Sr., were necessary for me to begin to understand. Previously, the most helpful article I had discovered was "The Pattern Which Connects Navajo and Western Knowledge," by James K. McNeley (1994).

Although I read or consulted many other sources, both before and since beginning my work here on the Navajo Nation, these have been my touchstones that I return to again and again. Although the published sources were helpful, I cannot emphasize enough the importance of formal cultural coursework as well as informal study through conversations and interviews.

One of the models cited in the book, *Indigenous Educational Models for Contemporary Practice* (Ah Nee-Benham, 2000), requires an Oneida Teacher Certification consisting of 18 credits of Oneida culture, history, and language courses, to be completed in three years (p. 110). I read about this soon after having convinced myself that something very similar would be necessary for me to become a truly effective teacher. Ultimately, engaging in dialogue, listening, and learning how to ask questions are ways of learning that complement and expand upon reading and coursework, because they bring us face to face with the many-faceted, living culture as it exists here and now for each individual person.

Baskets of Knowledge

As I noted previously, Diné College is sometimes represented as a ceremonial basket, which contains both Diné and Western knowledge. The basket can also serve as a representation of the eight-sided hogan, the traditional Navajo home, which is in turn a representation of the Diné cosmos (Jackson, 2005). The main Diné College campus at Tsaile is itself a microcosm, built in a circle like the traditional hogan, with campus buildings placed according to their metaphorical functions (*About DC*, 2006). The campus represents the First House made of dawn, of evening light, and of cloud and rain. Like the hogan, it is both a haven and a gathering place for intellectual and spiritual sustenance. On the Tsaile campus, the Kinyaa'áanii Charlie Benally Library is placed at the center, in the place of the fire, where stories are told and traditions are shared. The library is also built in the shape of a hogan, as are most of the other campus buildings.

According to this system, then, the library as well as the information literacy program must also be seen as baskets that contain both kinds of knowledge. Winona Wheeler (2005), Dean of the Saskatoon campus and Associate Professor of Indian Studies at First Nations University of Canada, has written that historians "are becoming increasingly aware that the conventional, modern, academic, document-driven approach to studying the Indigenous past is passé at best, and elitist and colonialist at worst" (p.191). As an example of this approach, she cited historian William Moss, who supports the conventional academic view that taped oral history becomes a document and "is no longer alive but rather like a slice of tissue on a slide under the microscope of history" (p. 195).

Wheeler has suggested that oral histories appear dead to historians because of the way they treat them. By making transcriptions, facts are extracted and the "superfluous" details of the performance itself are ignored:

> The bundle is plundered, the voice silenced, and bits are extracted to meet empirical academic needs. It is then that the story dies because the teachings, responsibilities, and shared experience inherent in the social relations of the story are absent, dismissed, or forgotten (p. 197).

"Books or papers do not mediate the Cree relationship to the past," she has written. "It is a lived experience embodied in everyday social interaction. The teaching and learning of history…is a social process based entirely on human relationships, and relations between human beings and the creation around them" (p. 201).

The Living Library

If books and papers also do not mediate the Diné relationship to the past, how then can the library's basket contain both Western and Diné ways of knowing (especially since the Diné word for "library" is *Naaltsoos Baahooghan*, or "house of papers," a term that is also used for the post office)? There are many different answers to this question, but they all begin with the physical fact of the library's position at the center of campus, where the first ground was broken for the College with a Ground Blessing Ceremony, during which "knowledge was planted into the four sacred elements of life: earth, water, air, and sunlight" (Jackson, 2005, p. 5). By siting the library in the place of the fire, the founders demonstrated that they did not see it as a deepfreeze or glorified root cellar, but as the living, everyday gathering place of conversation, storytelling, thinking, and planning—the site where traditions stay alive through daily use.

David P. McAllester (1980) has written, in *Hogans: Navajo Houses and House Songs*, that, "in Diné philosophy, the material world is the result and also the manifestation of the power of sacred words. The words, in turn, proceed from thought, and behind thought lies knowledge" (p. 20). I have begun telling students that all human knowledge is an ongoing, never-ending conversation, whether it happens face to face; through audio or visual recordings; through the electronic word or through words inscribed on paper or other media. For many student research projects, the library may only be able to take a student halfway, and he or she will have to interview community experts to complete the project. Sometimes, this direction is reversed, with current practitioners and culture keepers comparing their own practices and beliefs with historical records of earlier practices. There are many ways of conducting research, some of which lead into the library and others that lead out into the world. (I use the word "library" metaphorically, to represent library-based activities, even though most of the students enrolled at the College centers never enter a physical library but instead use the DC Libraries' virtual interface to access electronic resources and to request library materials that are sent to the centers for them to check out.)

Research In and Out of the Library

When I introduce students to the social aspects of research and the library's place along a continuum of research activities, I tell stories illustrating different ways of conducting research. Anthropologist Julie Cruikshank (2000) has described how Angela Sidney, a Deisheetaan Tlingit elder from the Yukon Territory, gave a song to her son on the occasion of his return from fighting in World War II, and a senior member of her father's clan challenged her right to sing it. Stung by the elder's disbelief, Sidney explained that the song, which had belonged to a different clan, had been given to her mother's clan as part of a property settlement during a dispute resolution. She decided to conduct research to

confirm her claim to the song, and she traveled 65 miles down the coast to meet with Tlingit elders, who confirmed her right to the song (Cruikshank, 2000). In this example, many different relationships were tied up in the story of the song, and, because the dispute was entirely based upon an oral tradition, the challenge, the research, and the resolution all depended upon face-to-face conversation.

During my first year at Diné College, a Navajo tribal judge called our library to request written documentation of traditional Navajo practices associated with the disposition of personal property within the hogan of a person who had died within that hogan. Researching this question, and discovering the wide range of practices described, made me aware of the tremendous variation within what is often referred to as "Navajo culture." While we may use the phrase "Navajo culture" for convenience, we have to recognize the assumptions that we bring to such a phrase when referring to a living, changing culture.

In recent years, language preservation efforts have led many people into libraries to learn from archived recordings. For example, the University of California at Berkeley as well as the University of Washington have been hosting "Breath of Life" language preservation workshops that bring together members of area tribes to work with ethnographic recordings housed in library and museum archives. An ethnomusicology archivist at the University of Washington reminisced, "I heard people saying, 'Oh my God! That's my great grandfather'" (Broberg, 2003, para. 10).

Winona Wheeler (2005), has written about her own experience of listening to a recording of a Cree elder, who was lamenting that all traditional knowledge would be lost and "only the white man's world will remain" (p. 195). But then he seemed to shake off his despair and called directly into the microphone, "In the future you youth try to educate each other with this information!" (p. 195).

"Thirty-five years later that old man spoke directly to us," she reported, describing her emotional response to the tape-recorded "document" (p. 195).
> The voice on that tape was not dead to us, it was êpimatciw akitêmaka, *something that has a spirit, something that can give life*. It was left for us to build on, to draw strength from, to empower ourselves with, so our people would live on, so that it could live on and *not die*" (pp. 195-96).

Describing the Cree system of interconnected, overlapping kinship/relations, she asserted that "we inherit relationships and obligations from and to the generations behind, among, and before us, to life on this earth as we know it, and to our homelands….So it is that the memories of our forefathers and foremothers become our own….and when we hear the voices of elders long gone on a tape, the body and spirit responds as if we were actually there, as if they were speaking directly to us. The only explanation I can give is wahkôtowin, *relations*" (Wheeler, 2005, p. 196).

A Diné Information Literacy Model
Soon after I came to Diné College, I began to realize that "information literacy" might encompass much more than the Western, library-centric model that was familiar to me. Indeed, it occurred to me that "information literacy" might actually be better thought of as "information literacies." As I struggled to find my way in a completely unfamiliar culture and physical environment, it occurred to me that I was finding many things to "read" besides texts—faces, skies, winds, animal tracks, ruts on dirt roads—all of which conveyed vital information. I had become especially proud of my newfound skill in "reading the ruts," which enabled me to drive at the maximum safe speed over dirt roads while avoiding getting mired in mud. Together, students and I brainstormed about the "information

literacies" we use in our daily lives. Now, when I introduce the concept of "information literacy," I situate library-based information literacy competencies along a continuum of life skills.

The Diné Educational Philosophy provides a foundation for teaching information literacy as a lifetime habit of mind. The cosmic hogan is a powerful mnemonic device, since it is rooted in a specific place and anchored at the cardinal points by four sacred mountains. Built at the place of emergence by First Man and First Woman, the ceremonial First Hogan was created as a place to bring into being prototypes for all life on earth (Schwarz, 1997). Thus it was created as a microcosmic structure of the Diné universe, which is comprised, at the cosmic level, of Mother Earth and Father Sky. Complementary energies of male and female form a dynamic symmetry with the system (Witherspoon, 1995).

The four Navajo concepts of the Educational Philosophy are associated with the four sacred mountains. Sisnaajini (Blanca Peak), the sacred mountain of the East, represents dawn, spring, and Nitsáhákees (knowledge, thought). The sacred mountain of the South, Tsoodzi[(Mt. Taylor), represents midday, summer, and Nahat'á (planning, beginning). Dook'o'oos[iid (San Francisco Peaks) is the sacred mountain of the West and represents yellow evening twilight, autumn, and Iiná (livelihood, accomplishment). Finally, the sacred mountain of the North is Dibé Nitsaa (Mt. Hesperus), which represents folding darkness, winter, and Siihasin (reflection, assessment, incubation) (Gorman Keith, 2004). All four phases are necessary, creating a sunwise circulation. The model's situation in physical, as well as conceptual, space recalls Deloria's (2001) equation: "Power and place produce personality". Change is a constant in this dynamic cosmos, and learning is a lifelong activity, with individual experience leading to knowledge (Gorman Keith, 2004). There is a time and a place for both action and contemplation.

Although this model may seem complex and arbitrary to outsiders, for the Diné people there are so many stories and other layers of meaning associated with the sacred mountains and the cardinal directions that the system serves as a powerful memory palace. It is not very much of a stretch to map the five Information Literacy Competency Standards for Higher Education developed by the Association of College and Research Libraries (2004) onto the four principles of the Diné paradigm:

Nitsáhákees (Standard 1: The information literate student defines and articulates the need for information.)

> An Information Literate person THINKS about what information is needed—
>   (a) determines the extent of information needed;
>   (b) formulates questions based on information needs;
>   (c) identifies potential sources of information.

Nahat'á (Standard 2: The information literate student accesses needed information effectively and efficiently.)

> An Information Literate person PLANS how to get needed information—
>   (a) develops successful search strategies;
>   (b) accesses sources of information in all formats effectively and efficiently;
>   (c) selects and interprets the needed information.

Iiná (Standard 4: The information literate student…uses information effectively to accomplish a specific purpose.)

An Information Literate person uses information for REAL-LIFE problem-solving and decision-making—
(a) organizes and applies information gathered in order to achieve a specific goal;
(b) benefits the community by effectively communicating the new information to others.

Siihasin (Standard 5: The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology. Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.)

An Information Literate person analyzes information critically for ASSURANCE of its value, and through REFLECTION gains fresh insights—
(a) evaluates information to determine its reliability, validity, accuracy, authority, timeliness, and point of view or bias;
(b) discovers additional information and selectively incorporates information into his or her knowledge base and value system;
(c) understands the social, economic, and legal issues concerning the use of information;
(d) accesses and uses information ethically and legally;
(e) incubates fresh insights based upon reflection, feedback, and discovery of additional information.

A Diné Research Model

The Diné paradigm also helps students to understand the recursive nature of the research process. I am indebted to Anthony Lee, Sr., a Diné College faculty member and president of the Diné Medicine Men's Association, for introducing idea of applying the Diné paradigm to the research process.

During an evening class in Navajo culture, Lee drew a tripartite model of the research process on the board, explaining that this model had been proposed to him as an aid for his dissertation research and that it exemplified the dominant, Western tradition:
(a) Overview;
(b) In-depth research; and
(c) Application of research.

This reminded me of the research model introduced by Carol Collier Kuhlthau in 1989. She has described the process as holistic, because it incorporates students' emotional states, and she has noted that some studies "revealed a more recursive rather than strictly linear process" (Kuhlthau, 1989). Nevertheless, she created her model as a linear sequence.

It is interesting to contrast a linear research model such as Kuhlthau's Information Search Process (1989) with a circular model such as the one proposed for digital libraries by

Andreas Paepcke (1996). On the surface, they do not appear that dissimilar. Kuhlthau's model outlined six activities:
        (a) initiation;
        (b) selection;
        (c) exploration;
        (d) formulation;
        (e) collection;
        (f) presentation.
Models like this one (and the one given to Anthony Lee, Sr., for his dissertation research) seem to have an implicit final step: [(g) you're done!].

In Paepcke's circular model, the five search activities were
        (a) resource discovery and selection;
        (b) retrieving information from relevant sources;
        (c) interpreting what was retrieved;
        (d) managing the filtered-out information locally; and
        (e) sharing results with others.
However, Paepcke arranged his activities in a circular model and stipulated that "these activities are not necessarily sequential, but are repeated and interleaved."

Another circular model depicting the research process was introduced in 1996 by David V. Loertscher. Loertscher's (2002) Organized Investigator model included seven activities:
        (a) questioning/wondering;
        (b) finding/sorting;
        (c) consuming/gulping;
        (d) thinking/creating;
        (e) summarizing/concluding;
        (f) communicating; and
        (g) reflecting on process and product.

I am indebted to Dr. Janel Hinrichsen of the Diné College Center for Diné Teacher Education, who reviewed this paper and introduced me to another, highly relevant circular model, the Action Research Model. A simple version of the cycle includes four steps:
        (a) plan;
        (b) act;
        (c) observe; and
        (d) reflect.
A more detailed version specifies five steps in each cycle:
        (a) diagnosing;
        (b) action planning;
        (c) taking action;
        (d) evaluating; and
        (e) specifying learning (O'Brien, 2001).

Keeping these models in mind, it is easy to see how the Diné paradigm offers a perfect template for explaining the research process to Navajo students. The diagram organizes the process into four activities:

Figure 1. Diné Research Model

Moving clockwise around the circle, *Nitsáhákees* (Thinking) is associated with choosing a broad subject area for research (including: thinking about what information is needed; formulating questions; and identifying potential sources of information). *Nahat'á* (Planning) is associated with focusing the topic and starting research (including: developing search strategies; accessing information sources; and interpreting and selecting information). *Iiná* (Living According to a Pattern) is associated with writing and presenting the paper or research project (including: organizing and applying information for decision-making; and communicating new information to benefit the community). *Siihasin* (Confidence, Security, Assurance) is associated with getting feedback (including: sharing and evaluating information; discovering additional information; using information ethically; and incubating fresh insights).

Students (who usually blame themselves when they discover that doing research is not quick and easy) find it reassuring to learn that even expert researchers travel around the circle many times before finishing a project. Indeed, a three-dimensional view of the model might resemble a spiral. It is also helpful to forewarn students about the typical moods and feelings associated with different stages of the process (Kuhlthau, 2006). *Nitsáhákees*, associated with task initiation and topic selection in Kuhlthau's model, is characterized by uncertainty and then optimism as the topic is selected. *Nahat'á*, associated with Kuhlthau's stages of prefocus exploration and focus formulation, is marked by initial confusion and then emerging confidence as a focus emerges. *Iiná*, associated with Kuhlthau's stages of collection and presentation, is a time of deepening interest and involvement culminating in an awareness of new understanding that may be used to help others or put to use in some way. *Siihasin* is not represented in Kuhlthau's model, but is included in the more recent models by Paepcke, Loertscher, and others. As Paepcke noted, researchers must be able to

move freely in the circle space to get their work done. In general, users will be involved in multiple tasks at the same time. They will need to move back and forth among these tasks, and among the…areas of activity. They need to find, analyze, and understand information of varying genres. They need to re-organize the information to use it in multiple contexts, and to manipulate it in collaboration with colleagues of different backgrounds and focus of interest.

Applying the Diné paradigm to the learning cycle, Gorman Keith (2004) has written, "The cycle continues as the learner gains more knowledge.…Persistence is measured by returning to *nitsáhákees* [thinking] until the vision is realized" (p.99).

Conclusion

K'é and Community

In stories from many different cultures, there is a recurring theme: the seeker is led on a journey far from home in unfamiliar territory only to discover that the treasure being sought was in the backyard at home all along, or buried deep inside the heart. My own experience of *k'é* among the Navajo has opened my eyes to the power of personal relationships: with students, faculty, staff, community members, and especially with community gatekeepers. Although this paper describes relationships in the context of a specific community, I have come to realize that similar relationships exist in all circles and that this article may encourage librarians in all sizes and types of academic institutions to take a more personal approach with students. Identifying and engaging in dialogue with gatekeepers can become an important means of promoting the library and its services, and an even more important means of becoming more responsive to community needs.

Whole Student Approach

The Diné paradigm grounds Diné College students in a holistic educational process that promotes cultural integrity. Deyhle (1995), among others, has noted the importance of cultural integrity in contributing to the academic success of minority students (pp. 419-20), and the American Indian College Fund's (2005) campaign, "If I Stay on the Rez," points to the improved graduation rates of students who begin their academic careers at a tribal college. Gorman Keith (2004) has described a weathered sign at the Tuba City Chapter House on the Navajo reservation that contains a message from the Navajo Code Talkers to students: "Take your language and culture with you" (p. 93).

The conversation metaphor developed by Paula McMillen and Eric Hill (2005) for teaching research skills has been instrumental in helping me to ground information literacy in the lived experience of our students. Oral and written modes for the transmission of knowledge are complementary and of equal importance. Learning needs community, and all human knowledge can be seen as an ongoing conversation across time and through space. Books and media are just one part of that never-ending conversation. Within that conversation, McNeley's distillation of Diné Educational Philosophy into two vital questions creates a touchstone for the many information literacies we need to live a good life. We all must ask ourselves: first, what skills and competencies do I need for coping with life's dangers, problems and difficulties; and second, what skills and competencies do I need for living a life of balance, harmony, peace, and happiness? (McNeley, 1994).

A Reason for Caring: Pedagogy of Liberation

These first steps toward developing culturally relevant methods for teaching information literacy represent significant progress here at Diné College, but the fact remains that students will have difficulty in identifying with the need to develop these competencies when

they are given assignments that allow them to turn in top-of-the-head response papers or perform irrelevant scavenger hunts—or when research assignments do not challenge them to think and grow outside their comfort zones. It is imperative that we build on our relationships with faculty to assist in developing assignments that are meaningful to students and that also emphasize information literacy competencies as vital, real-world survival skills.

Dane Ward (2001), coordinator of Instructional Services for the Central Michigan University Libraries, has pointed out that students learn best when they find a reason for caring. In a manifesto calling for more student-centered approaches that apply information literacy skills for a "revolutionary" purpose, he wrote:

> Will we step out of our comfort zone within academia to engage and meet the world where its problems really exist? ….
>
> In part, our difficulty in gaining rapid and widespread acceptance of information literacy results from our attempt to fit this revolutionary idea within a traditional teaching paradigm, which diminishes it (p. 922).

Why does Ward see information literacy as revolutionary? It is because he has recognized it as a tool for Freire's *conscientization*, which has been defined as "an *ongoing process*…whereby one becomes aware of factors and conditions that cause oppression (by others) and repression (by oneself)" (Fenández-Balboa & Muros Ruiz, 2005, Epistemological Principle of Conscientization section, para. 1). *Conscientization* requires the ability to "read the world rigorously" (as cited in Fenández-Balboa & Muros Ruiz, 2005, Epistemological Principle of Conscientization section, para. 3).

The ability to "read the world rigorously" is a 21st century literacy that should be required of every citizen. In this era of media consolidation and "spin," the educated citizenry necessary for the survival of democratic societies must work harder to read the world rigorously, between the lines and beyond the hype.
For the indigenous citizens of the world, this is an absolutely crucial survival skill, when viewed through the lens of history. As world energy resources dwindle, the Navajo Nation (which was described by a uranium mining company executive as "the Saudi Arabia of uranium") is under pressure to site new mines on the reservation, even as tribal members continue to die from uranium exposure sustained decades ago. More than ever before, it is vital that librarians work with faculty to move beyond teaching students the basics of research and empower them to engage with the world critically in ways that will make a difference.

> Every Native American is a survivor, an anomaly, a surprise on earth. We were slated for extinction before the march of progress. But surprise, we *are* progress.
> —Louise Erdrich, Chippewa, *First Person, First People*

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The Border Region and Information Professionals: A Crossroads

La region fronteriza y los profesionales de la información: un camino de encuentro

Lil Bidart Escobar
Universidad de Tijuana
Tijuana, Baja California, Mexico

Abstract: This paper analyzes the present reality of the information professional, being centered in the aspects of the academic education and the informal education. The new technologies were applied to the information and, in general, to satisfy the needs of the users of the libraries. The curricular programs worked to contribute to the acquisition of the new skills needed for these technologies. At the moment, we face great challenges that the massive application of electronic information in the society requires and the changes that our users have had.

A reflection on the analysis of these parameters begins with what would have to be central to the education of professionals, as much formal as informal, to face the transformations of society in the passage to the knowledge society and multiculturalism.

This problematic is especially concentrated in the information units located on the border by which we determine its placement for proper management and planning.

We asked ourselves what tools we counted on to acquire a continuous education that allows for appropriate management of the information units and the individual, as we played our role of training of users with abilities in the handling of the information and therefore, of the critical acquisition of new knowledge.

One concludes with the proposal of some lines of joint work to contribute to the development of the border region.

Resumen: Este ponencia analiza la realidad actual del profesional de la información, centrándose en los aspectos de la formación académica y la formación informal. Las nuevas tecnologías aplicadas a la información y en general aplicada a satisfacer las necesidades de los usuarios de las bibliotecas, marcaron un momento de cambio. Los programas curriculares hicieron un gran esfuerzo para contribuir a la adquisición de las nuevas habilidades que implicaron estas tecnologías. Actualmente, nos enfrentamos a las complejidades que conlleva la aplicación masiva del medio electrónico en la sociedad y los cambios que ha tenido nuestro usuario.

Se inicia una reflexión para el análisis de los parámetros sobre los cuales debería estar centrada la formación de los profesionales, tanto formal como la informal, para enfrentar

las transformaciones que vive la sociedad en su pasaje a la sociedad del conocimiento y el multiculturalismo.

Las unidades de información ubicadas en la frontera concentran esta problemática y la colocan en un lugar determinante para la gestión y la planificación.

Nos preguntamos con que herramientas contamos para adquirir una formación continua que nos permita la adecuada gestión de las unidades de información y en particular, como cumplimos nuestro papel de formadores de usuarios con habilidades en el manejo de la información y por lo tanto, de la adquisición crítica de nuevos conocimientos.

Se concluye con la propuesta de algunas líneas de trabajo conjunto para contribuir al desarrollo de la región fronteriza.

Spanish Text

Introducción
Cuando hablamos de revolución nos estamos refiriendo a un cambio radical y profundo en la vida social, política, económica, cultural, etc., de la humanidad. Y a continuación decimos que estos momentos fueron muchos y que tal vez, no sea fácil identificarlos con claridad.

Sin embargo, podemos afirmar con certeza que tres momentos trascendentales para los hombres fueron: el uso de la escritura, el descubrimiento de la imprenta y más recientemente la aparición de la televisión, el desarrollo de los medios de comunicación masivas y en resumen, el hecho de estar en red. Estos temas han estado en el centro de la reflexión de los pensadores del siglo XX y siguen ocupando un lugar central en estos momentos. Para nosotros, los profesionales dedicados a las actividades vinculadas a la recuperación, procesamiento y difusión de la información, pensar sobre estos temas debe consistir en una necesidad. Ubicarnos en que momento del desarrollo de la humanidad estamos viviendo, nos permite comprender mejor a nuestros usuarios.

Sociedad de la información
Si bien todavía continúan las reflexiones sobre el término de sociedad de la información, algunos autores han definido este proceso de la sociedad actual con bastante claridad. Por ejemplo, Manuel Castells (Castells, M. 2000) dice que se refiere a un proceso de transformación estructural de las sociedades avanzadas, vinculado a la revolución tecnológica y la mundialización de la economía. Naturalmente que la cultura en su conjunto y en particular la generación de conocimiento y el procesamiento de la información sufren una revolución incomparable a los otros momentos de la historia de la humanidad.

Para este autor, el centro teórico está en el hecho de que la productividad, el crecimiento económico y la generación de riqueza y de poder se estructuran socialmente sobre el control del conocimiento y la información.

El centro del debate en la Cumbre Mundial sobre la Sociedad de la Información son los hombres y mujeres de este tiempo y así inician su declaración de principios (2004): "Nosotros, los representantes de los pueblos del mundo, reunidos en Ginebra

del 10 al 12 de diciembre de 2003 con motivo de la primera fase de la Cumbre Mundial sobre la Sociedad de la Información, declaramos nuestro deseo y compromiso comunes de construir una Sociedad de la Información centrada en la persona, integradora y orientada al desarrollo, en que todos puedan crear, consultar, utilizar y compartir la información y el conocimiento, para que las personas, las comunidades y los pueblos puedan emplear plenamente sus posibilidades en la promoción de su desarrollo sostenible y en la mejora de su calidad de vida, sobre la base de los propósitos y principios de la Carta de las Naciones Unidas y respetando plenamente y defendiendo la Declaración Universal de Derechos Humanos."

Partimos de la base que para comprender estos procesos tan complejos, es necesario abarcar los diferentes aspectos de las transformaciones.

Cuando nos referimos a la sociedad de la información como la época que estamos viviendo, no se trata de una simple denominación. Estamos frente a profundas transformaciones globales que se han venido dando en un proceso que tiene como centro estratégico la información y el conocimiento. Por lo tanto, se trata de un cambio en la organización de la sociedad.

La aplicación de nuevas tecnologías de redes y de comunicaciones, el medio electrónico en general, ha cambiado la estructura socioeconómica de la sociedad, la forma de vida de la gente y sus relaciones. Implica, además, una formación de alta exigencia intelectual y aprendizaje de habilidades diferentes.

El surgimiento de la sociedad de la información ha exigido cambios culturales y en particular, en el ámbito de la educación y de la formación de profesionales.

Al decir de mucho autores, esta nueva sociedad digital no establece fronteras geográficas: es global.

Pero además, ha establecido lazos interdisciplinarios en el enfoques de todos los nuevos debates teóricos.

El conocimiento ya no pertenece solamente al ámbito intelectual sino que pasa a constituir la principal fuente de productividad económica.

Los profesionales necesitan de una serie de habilidades nuevas que les permita ser los protagonistas de los cambios.

Por lo tanto, el nuevo papel de la educación ha pasado a ser el centro del debate teórico de todos los actores sociales de este importante sector de la sociedad. La educación llamada "tradicional" ha recibido un golpe impresionante. El centro del cambio podría estar en la necesidad de asumir que debemos educarnos a lo largo de toda la vida.

El aprendizaje deja de pensarse como algo definitivo.

Los nuevos requerimiento de la sociedad irrumpen en la enseñanza rompiendo su aislamiento. Sobre todo, debemos señalar que las nuevas tecnologías permiten la acumulación, la circulación, el acceso a un cúmulo infinito de información y de conocimiento. Entonces, se debe redefinir el papel de la enseñanza formal: se necesita preparar profesionales, hombres y mujeres capaces de tener la capacidad conciente y crítica de gestionar la información y el conocimiento interdisciplinar.

El bibliotecario profesional deberá ser gestor de la información y de las unidades de información, debe tener las habilidades para el manejo de la tecnología, debe ser experto en la administración del acervo y sobre todo, intermediario para interpretar las necesidades del usuario y generador crítico de valor agregado a la información. Debe ser capaz de crear en forma permanente nuevos servicios documentales.

Nos preguntamos entonces si nuestra formación profesional actual contribuye a establecer parámetros teóricos y realizar una práctica acorde al momento en que vivimos. Si la oferta de educación continua es acorde con las necesidades de cada región. Si se están aprovechando las ofertas en línea... etc. Y también nos preguntamos cómo debe ser la formación en el plano de la sensibilidad y de la comunicación con los usuarios, los niños y niñas, los hombres y las mujeres que llegan a nosotros esperando una respuesta a sus necesidades de información y documentación. Esta pregunta tal vez no tenga una respuesta acabada, pero debe ser el centro de nuestra reflexión hoy y en todos los países de América Latina.

La relación entre la calidad de la enseñanza recibida y el desempeño posterior del egresado en su lugar de trabajo es un estudio de medición que tal vez ya esté realizado pero que todavía no he encontrado información relevante.

La formación de los bibliotecarios

Nos hemos basado en un análisis de los programas de estudio de las diferentes universidades de América Latina y en una comparación con algunas universidades europeas, en particular España y Portugal y algunas de Estados Unidos. Tomamos estos dos países europeos por compartir con nosotros el idioma y la historia de dominio sobre nuestro continente.

Hemos investigado tres procesos que han vivido las escuelas de formación de bibliotecarios:

1. *el inicio de las carreras como carreras técnicas o de formación de catalogadores. El resultado eran egresados que cumplían con la función de guardianes del acervo, de conservadores de la colección y su tarea histórica se centró en el procesamiento técnico de la documentación, fundamentalmente escrita.*
2. *la incorporación de materias para la preparación de futuros bibliotecarios con conocimiento de las llamadas nuevas tecnologías. Los egresados tuvieron que soportar el lento proceso de cambio con resultados complejos en las tareas cotidianas y la necesidad de tener que realizar una formación paralela en los aspectos tecnológicos de la profesión.*
3. *el debate sobre el cambio de denominación de la carrera de bibliotecología a ciencias de la información y los contenidos teóricos nuevos de la carrera.*

Por un lado tenemos la bibliotecología con su larga historia de práctica y enseñanza como una profesión de carácter técnico-científico destinada a formar al personal que brindará servicio en bibliotecas y centros de información. Por otro lado, la ciencia de la información surge reuniendo el bagaje teórico de la teoría de la comunicación, de la lingüística, de la semiótica, etc. y fundamentalmente, centrada en la formación de un cuerpo de investigadores que trabajen en las cuestiones relacionadas con el usuario, necesidades de información y las particularidades del proceso de información. En este proceso, también estuvo presente la incorporación a la formación de los bibliotecarios de los conceptos teóricos de la gestión aplicados a las unidades de información.

Dos grandes temas siguen en debate en las escuelas o facultades que tienen la responsabilidad en la formación de los bibliotecarios.
En primer lugar, las materias que contribuyen a la comprensión de los fenómenos de la comunicación con el usuario, en la formación de base. Nos referimos a la relación bibliotecario-intermediario-emisor-usuario-emisor y receptor.

La bibliometría ha tenido un gran desarrollo en la medición de muchos aspectos de las actividades que se realizan en la biblioteca y en el estudio de usuario, pero todavía no aparece con el mismo peso en los programas de formación.
En segundo lugar, la compleja temática de la formación crítica para el análisis de los nuevos fenómenos de la sociedad de la información.

Pero el gran tema planteado en este momento, que engloba todas las problemáticas anteriores, es el nuevo rol del bibliotecario.

Partimos de la definición que nos proporciona Frida Díaz Barriga (1990) donde se refiere al profesional diciendo que debe tener capacidad para "...abarcar y solucionar las necesidades sociales... ".

En el conocido informe a la UNESCO (Delors, 1996), se recomienda que la educación, para hacer frente a los retos del siglo XXI, se estructure en torno a cuatro aprendizajes fundamentales, que en el transcurso de la vida serán para cada persona, en cierto sentido, los pilares del conocimiento:

- *Aprender a conocer, es decir, adquirir los instrumentos para comprender el mundo que le rodea, favoreciendo el despertar de la curiosidad intelectual y estimulando el sentido crítico.*
- *Aprender a hacer para poder influir sobre el propio entorno.*
- *Aprender a vivir juntos, para participar y cooperar con los demás en todas las actividades humanas*
- *Por último, aprender a ser, un proceso fundamental que recoge elementos de los tres anteriores.*

La función esencial de la educación es conferir a todos los seres humanos la libertad de pensamiento, de juicio, de sentimientos y de imaginación que necesitan para que sus talentos alcancen la plenitud y seguir siendo artífices, en la medida de lo posible, de su destino.

Estos elementos deben tomarse en cuenta en forma esencial también para el profesional que trabaja con la información.

El desarrollo de las bibliotecas y de los centros de información, su existencia misma, se basa en el papel del profesional. Por lo tanto, en este largo proceso de transformación de las bibliotecas o centros de información en general, en mediatecas, las nuevas habilidades que debe tener el profesional juegan un rol fundamental.

El bibliotecario debe poseer las habilidades básicas, al decir de la ALA Sección California de:

- *ser lector y poder redactar con corrección*
- *manejar la computadora y conocer los programas que debe utilizar en la biblioteca*
- *saber usar los medios audiovisuales con imagen, sonido y video*
- *poder usar las redes internas así como las diferentes formas de la información en red*

Pero además, y también en forma imprescindible, el bibliotecario debe ser un gran administrador de las bibliotecas y de la información misma.

Debe planificar, establecer planes de desarrollo, estudiar la situación para establecer prioridades. Debe tener una actitud de alerta y crítica frente a los rápidos cambios que se están dando en la sociedad. Debe saber trabajar en equipo, formarse y contribuir a la formación del personal a su cargo.

El panorama general de los países analizados en esta primera aproximación al tema, es semejante en cuanto que el debate continúa. Están presentes los nuevos problemas planteados por la sociedad de la información y la globalización. Pero a la vez, algunos países o regiones recién comienzan a plantearse los primeros temas de debate en el ámbito de la bibliotecología. Por ejemplo, en la Universidad de Oaxaca hace relativamente poco tiempo que se ha creado la licenciatura en biblioteconomía y en otras regiones de América Latino todavía no se puede pensar en ese tema por falta de presupuesto.

La formación académica, en primer lugar las licenciaturas o sus equivalentes, incorporan lentamente asignaturas que resuelven los problemas que plantea el medio electrónico. El gran segundo nivel, las maestrías y las especialidades todavía son pocas y aparece el problema del pago como una gran dificultad para los todavía bajos salarios de los bibliotecarios latinoamericanos.

La oferta de doctorados específicos es poca y por lo tanto, las opciones se diversifican hacia ramas afines del conocimiento. Aquí aparecen los bibliotecarios que continúan su formación realizando doctorados en comunicación o en administración de empresas. Sin embargo, consideramos que es esencial incorporar al nivel licenciatura las materias sobre la teoría de la comunicación. Algunas universidades europeas ya lo están haciendo.

La oferta de diplomados y licenciaturas en línea ya es relevante y considero que es un fenómeno nuevo y todavía poco utilizado por el conjunto de los profesionales. Cuando nos referimos a la formación de los bibliotecarios, debemos diferenciar a los bibliotecarios profesionales y a las personas que trabajan en bibliotecas, sin serlo. Las políticas nacionales e institucionales de formación del personal que trabaja en bibliotecas, deben estar diseñadas tomando en cuenta la formación inicial de cada uno para proponer un plan de educación continua.

Como decíamos, los bibliotecarios no tuvieron la posibilidad de tener una formación inicial especializada. Muchas personas ingresaron a trabajar en las bibliotecas por amor a los libros. Eran autodidactas ya que no existían demasiadas oportunidades en la enseñanza oficial y por lo tanto, la función de conservador y de coleccionista se desprendía del valor dado al libro.

En este somero análisis que hemos realizado, aparece un primer problema planteado y es la cantidad insuficiente de bibliotecarios profesionales empleados en las bibliotecas.

Los datos existentes indican que en ningún caso es el 100%. En Brasil, por ejemplo, la legislación establece que solo puede ser un bibliotecario profesional el responsable de una unidad de información. El artículo 3º de esta ley (consultado en linea en 2006) dice:
"Art. 3º. Para o provimento e o exercício de cargos técnicos de Bibliotecários, Documentalistas e Técnicos de Documentação, na administração pública federal, estadual ou municipal, autárquica, paraestatal, nas empresas de economia mista ou nas concessionárias de serviços públicos, é obrigatória a apresentação de diploma de Bacharel em Biblioteconomia, respeitados os direitos dos atuais ocupantes."

Sin duda que este logro de los colegas de Brasil es muy importante, pero según sus propios datos, esta cobertura legal no es suficiente para resolver el problema.
En otros países, lamentablemente, las propuestas de ley duermen por años en los escritorios de los políticos del parlamento.

No dudamos en solicitar el trabajo de un arquitecto cuando queremos construir una casa. Si pusiéramos como ejemplo nuestra salud, tal vez nos podrían objetar que se trata de la vida humana y por lo tanto, es un ámbito indiscutible de especialistas. Sin embargo, cuando nos referimos a una actividad que tiene que ver con la transmisión del bagaje cultural, con la información y el conocimiento,   es común encontrar personas que hace muchos años que trabajan en las unidades de información y que no han cursado estudios específicos. Nos preguntamos hoy si las actividades que se realizan en las bibliotecas no requieren de una alta especialización. Y sin duda que nuestra respuesta es afirmativa.

Por lo tanto, es muy importante conjugar la experiencia acumulada por estas personas con las posibilidades de una formación académica que les permita su desarrollo personal y la adecuación a las necesidades actuales de atención del usuario.

Algunos estudios realizados en España, en relación a la cantidad de profesionales que trabajan en bibliotecas públicas, señalan lo siguiente: en el año 1990 había en España un total de 5.199 personas empleadas en las bibliotecas públicas, mientras que en 1998 éstas ascendían a 8.190. Si bien estamos viendo un crecimiento, a esto hay que agregar los estudios correspondientes a la cantidad de usuarios atendidos y la distribución por región.

En Argentina, la situación también es compleja. En un estudio sobre bibliotecas universitarias, las cifras son estas: en las bibliotecas de las Universidades Nacionales, del total del personal: 223, el 17 % son bibliotecarios, el 2 % Licenciados en otra disciplina, el 10 % pasantes y el 71 % es considerado personal administrativo.

Dentro de las bibliotecas de las Universidades Privadas, la proporción es la siguiente: total de personal : 44 Bibliotecarios : 45 %, Lic. en otra especialización , 5 % , pasantes : 16 % y administrativos : 34 %.

En un importante estudio realizado en España, sobre el personal de bibliotecas universitarias se concluye:
"... En torno a los resultados se extraen conclusiones donde se plantean, entre otros puntos, la urgencia de los cambios en la formación inicial de bibliotecarios, la necesidad de que realicen post-grados y de que las universidades posean una política clara de educación continua con los presupuestos adecuados, se establece también el imperativo de contar con una mejor integración entre la biblioteca y la universidad en pos de objetivos comunes."

En los únicos datos de México que he obtenido hasta ahora, de INEGI, no aparece diferenciado el personal profesional del no profesional ocupados en bibliotecas.
En febrero de 1996, el <u>Seminario Internacional sobre Formación de Bibliotecarios</u> llegaba a estas conclusiones e insistían en que es necesario:
- *Aumentar el número de asignaturas con contenidos teóricos sobre los procesos principales que intervienen en la gestión de la información.*
- *Integrar las nuevas tecnologías de la información en los planes de estudios de los futuros bibliotecarios.*
- *Promover la integración de teorías, metodologías y experiencias procedentes de otras disciplinas relacionadas*

Aquí vuelven a aparecer los tres procesos que mencionamos anteriormente. Por lo tanto, en el año 1996, todavía estaba planteada la misma problemática de los primeros tiempos de la creación de las carreras.

Pero en la era de la sociedad de la información, estos cambios que mencionamos han afectado directamente las relaciones entre las personas. El usuario que recibimos está inserto en esa nueva realidad. Nuestra atención debe estar centrada en las particularidades de ese usuario. En un mundo global, las diferencias pasan a desempeñar un rol de preponderancia.

Debemos estar atentos a las particularidades de la comunidad en la que se inserta la biblioteca, estudiarlas y establecer planes para mejorar la inserción de la biblioteca en el medio. El equilibrio entre los aspectos locales y los aspectos de la red global son una de las principales responsabilidades del profesional.

Región fronteriza norte de México
Nos preguntamos si el hecho de desarrollar nuestra actividad profesional en la región fronteriza norte de México implica cambios en el desarrollo de nuestras tareas y debemos contestar en forma afirmativa.

Es necesario comenzar a abordar otra cuestión de complejidad multidimensional de difícil definición y sobre la cual los especialistas no han llegado a acuerdos definitivos. Los diferentes actores sociales de la región han aportado, desde su ángulo específico elementos esenciales para la comprensión de esta realidad.

Tenemos, como punto de partida, la definición geográfica y aduanera de la Secretaría de Hacienda de la República Mexicana (2006) que ubica a la franja fronteriza norte como "...el territorio comprendido entre la línea divisoria internacional del norte del país y la línea paralela a una distancia de 20 kilómetros hacia el interior del país en el tramo comprendido entre el límite de la región parcial del Estado de Sonora y el Golfo de México, así como el municipio fronterizo de Cananea, Sonora."

No podemos presentar esta zona como una región geográfica única ya que la diversidad es su eje central.

Sin embargo, la presencia de uno de los países más importantes del mundo como vecinos de México marca esta relación. Se encuentran y se desencuentran países con un grado de desarrollo desigual, con tradiciones históricas, culturales y lingüísticas diferentes.

Por lo tanto, debemos buscar un segundo elemento de definición que esté centrado en la población. En esta dimensión, la línea fronteriza deja de ser una línea real,

territorial para pasar a ser un concepto complejo, que se delimita por una línea imaginaria compuesta por las múltiples relaciones que se establecen diariamente entre las personas que habitan la región y sus relaciones con las otras regiones tanto de Estados Unidos de Norteamérica como de México.

El artículo de Rodolfo Tuirán y José Luis Ávila (2006) que a su vez cita a Jorge Bustamante (1989), especialista en estos temas, nos da un marco teórico esencial para iniciar la comprensión del fenómeno:
"...resulta válido definir la región fronteriza en función del espacio territorial que comprenden las interacciones, contactos y relaciones que ocurren entre personas, familias, grupos e instituciones de ambos lados de la línea de demarcación internacional, ya sean de carácter social, económico, cultural, lingüístico o demográfico." Y citando a Jorge Bustamante (1989) dice que este autor ha señalado que "la frontera constituye una región que abarca el espacio geográficamente limitado por la extensión empírica de los procesos de interacción entre personas que viven en ambos lados de la frontera."

No podemos entrar aquí en estudios sociológicos que permitan develar las particularidades de nuestro usuario fronterizo. Sin embargo, a la luz de estos elementos teóricos que acabamos de citar, podemos encontrar una línea de trabajo como profesionales de la información teniendo como centro al usuario fronterizo.

Deberíamos iniciar estudios y medición de necesidades de información que nos permitieran, en un futuro no muy lejano, contar con datos y un bagaje de conocimientos que contribuyan a la mejora de los servicios que hoy brindamos, en las unidades de información de nuestros dos países.

Si seguimos las líneas de reflexión planteadas anteriormente, es necesario revisar, a la luz de la sociedad de la información y de la zona fronteriza que habitamos, la formación que deben adquirir todos los bibliotecarios.

Podemos contribuir a reforzar los encuentros entre los dos países a través de una actividad particular, de carácter educativo y cultural que conduzca a la formación de profesionales de la información ubicados en su tiempo y en la realidad que les toca vivir. La unión del bagaje teórico de los profesionales norteamericanos, de gran prestigio a nivel mundial, la experiencia de los bibliotecarios mexicanos de la región, el aporte cultural particular en idioma español, la enseñanza de la bibliotecología en idioma inglés, las posibilidades de estudios conjuntos sobre las necesidades de los usuarios, serían algunos de los elementos a desarrollar en la elaboración de un proyecto común de formación de profesionales de la información de la región fronteriza.

Conclusiones

En estar reflexiones, han estado presente varios aspectos de la formación del bibliotecario: por un lado la formación inicial, de base y por otro la formación continua que nos exige el momento que estamos viviendo y las particularidades de la comunidad a la que debemos servir.

Si algo podemos afirmar, es que los cambios son irreversibles. Y en medio de este movimiento, de este proceso dialéctico entre lo global y lo local, podemos decir que la formación del bibliotecario pasa a tener una relevancia que nunca antes se había conocido.

El rumbo del desarrollo de las bibliotecas solamente puede estar dado por el papel que desempeñan los bibliotecarios.

Un aspecto esencial que debemos tomar en cuenta, es el desempeño eficaz como profesional, la actividad que genera nuestro accionar. Es en este nivel, donde se realiza la síntesis entre la formación y la experiencia. Y es aquí donde deben aparecer los componentes de sensibilidad y creatividad que harán posible la comunicación con el usuario.

Para terminar, quiero citar al autor brasileño Aldo Battero (2002) que resume magníficamente el rol del bibliotecario, en una entrevista periodística:
"Assim é nossa crença que o destino final, o objetivo do travalho com a informação é promover o desenvolvimento do indivíduo de seu grupo e da sociedade. Entendemos por desenvolvimento de uma forma ampla, como um acréscimo de bem estar, um novo estágio de qualidade de convivência, alcançado através da informação. A ação social maior é fazer a luz brilhar para cada ser humano através da informação como mediadora do conhecimento."

"Creemos que el destino final, el objetivo del trabajo con la información es promover el desarrollo del individuo, de su grupo y de la sociedad. Entendemos por desarrollo, en una forma genérica, el crecimiento del bienestar, un nuevo nivel de calidad de la convivencia, alcanzado a través de la información. La más grande acción social consiste en hacer brillar la luz para cada ser humano, a través de la información como mediadora del conocimiento"
(Barreto, Aldo 2002)

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Education of Librarians in the Era of Globalization

La formación del bibliotecario en la era de la globalización

Alejandra Martinez del Prado
Universidad Nacional Autónoma de México (UNAM)

Jorge Octavio Ruiz Vaca
Universidad Nacional Autónoma de México (UNAM)

Abstract: Currently, libraries from all parts of the world are facing similar problems in order to develop and organize their collections, and also to provide information. Therefore, the education of librarians now has to include the understanding of professional issues in a global context. Librarians must learn how to search and find solutions to the various problems emerged during their professional experience in global settings by participating in international initiatives and cooperative programs. They also have to learn how to use information resources in global collaboration schemes. In this way, the education of librarians and information professionals has to include the knowledge of global issues. The purpose of this paper is to present some ideas and thoughts that could empower the librarian education in this globalization era.

Resumen: Actualmente, las bibliotecas de todas las partes del mundo enfrentan problemáticas similares para desarrollar y organizar sus colecciones, así como para proporcionar información. Por lo tanto, la formación del bibliotecario ahora debe que incluir la comprensión de los aspectos profesionales en un contexto global. Los bibliotecarios tienen que aprender a buscar y encontrar soluciones a los diversos problemas que surgen en su práctica profesional, en contextos globales, participando en iniciativas y programas cooperativos de carácter internacional, así como a utilizar recursos de información en esquemas de colaboración global. De esta forma, la formación de los bibliotecarios y especialistas de la información tiene que incluir el conocimiento de los asuntos de carácter global. El objetivo de este trabajo es presentar algunas ideas y reflexiones que permitan enriquecer la formación del bibliotecario en esta era de la globalización.

English Text

Undoubtedly, globalization has brought a series of changes which have impact on diverse aspects of our society. Therefore, librarians and information professionals must become aware of the changes, new challenges, and all inherent issues this phenomenon raises in order to develop library systems, organize collections, design new services, and provide suitable information to users, since their information needs have become more demanding and now require information resources located anywhere.

Certainly, today it is necessary to provide high quality information, rapidly and accurately, not only at the regional level but also in a global setting, regardless of how far away or

where exactly the specialist who needs it is located. If these information demands are not satisfied on time and appropriately, then there is a risk of having users searching through massive information sources which might not be precise or satisfying at all. These information demands are the same in any part of the world; thus, there is a global challenge to solve.

Currently, one way to satisfy these information demands relies on the use of Information and Communication Technologies (ITCs). However, it is necessary to mention that ITCs cannot completely solve this issue, because even though they are useful to search and retrieve remote information, another necessary and irreplaceable element is the librarian or the information professional, since only through his or her knowledge about information resources and user needs, it is possible to make correct decisions that help to provide suitable information to them, anywhere such information is located.

Due to the previously mentioned issues, a change in perspective in librarian education becomes necessary for the globalization era in which we live. This education must fit the present context and current needs; hence, it is essential to understand and comprehend the globalization phenomenon and multiculturalism. This can actually help librarians to find solutions for the professional practice issues they will face in such a global scenario. In this way, librarians will be able to provide and fulfill all information needs and services demanded by their own community.

Globalization and Multiculturalism

To better understand the impact that globalization has on Library Science, a general review of this phenomenon is needed to outline the trends affecting various sectors of the global society. As it is widely known, in the past years, there has been a growing tendency towards unification, interdependence and communication in the social, political, economic and cultural realm among the countries of the world. This social phenomenon has been called "globalization."

Globalization is an inevitable consequence of the world's pressure to interconnect itself (Morales Campos, 2005). It has also been observed that globalization is a very ancient phenomenon now expanded to all areas of society. If in previous times it only referred to commerce, now its presence in all social areas has been accelerated by the new and more accessible technologies (Allendez Sullivan, 2002).

Moreover, Comín (2004) mentions that "globalization is a contemporary term, specially used to describe the changes among societies and the world economy, resulting in a substantial increase of international commerce and cultural exchange" (our translation).

Additionally, he also views globalization as a process or as a worldwide phenomenon which modifies people's lives, forcing them to interact with people from different regions. This is due to a series of political, social, economic and cultural processes, among which the following stand out:

- The rapid development and inclusion of the Information and Communication Technologies, ITCs, in every sector of society, especially through the Internet boom and the massive use of personal computers at work places.
- The replacement of the so-called Industrialized Society by the Information Society, since information has become the main axis around which every human activity revolves.
- The increasing presence of multinational corporations, in addition to their increasing influence over the world's economy.

In the globalization setting, economic factors get much of the attention and face more favorable conditions for expansion and creation of new market relationships throughout the world. Nevertheless, some other aspects of globalization have a more direct impact over Library Science, particularly those related to the creation, flow, access and use of information, supplied by the ITCs.

On the other hand, although globalization has a prominent presence in our current society, peoples and nations are striving to preserve their identities; and therefore, people are concerned about preserving the knowledge of key elements in their history and culture, as well as those characteristics that increase their sense of belonging to a particular society. This is closely related to another social phenomenon linked to globalization known as multiculturalism. The International Federation of Library Associations and Institutions (IFLA, 2005) defines multiculturalism in Library Science in the following terms:

> "Multiculturalism" is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles.
> "Multicultural library services" include both the provision of multicultural information to all types of library users and the provision of library services specifically targeted to traditionally underserved groups.

Libraries in the Globalization and Multicultural Scenario

From the analysis up to this point, it is evident globalization and multiculturalism both have a strong relationship with Library Science. The first one, globalization, has changed the way librarians access information resources in order to satisfy user´s demands. In fact, the way information is provided has raised new paradigms such as the virtual library. Likewise, the second one, multiculturalism, requires a deep understanding of information needs and resources on a local, regional and global basis. Librarians, in their main role as information facilitators, must attend to and satisfy all information needs of current library users.

Libraries have always been spaces, institutions, symbols—a concept standing for the presence of knowledge and understanding—a vault for wisdom, ideas and human creations. Inherent in this concept, is the universal and local value of this knowledge. Therefore, the library for a global society enhances its own essence as a plural, diverse and multicultural space (Morales Campos, 2003).

In this globalized world, real, virtual, or potential library users interact freely with one another, in planned or random ways. These library users will present the librarian an enormous diversity of requests which will demand from him or her, and from the library itself, a wide range and depth of information to satisfy their needs, personal projects, priorities and work environments.

Though the coexistence and/or interaction of more than one culture provides a multicultural setting, not all multicultural societies are alike, as this depends on how these cultures mingle, divide, coexist, share and mix with each other. Nevertheless, whatever the given modality of a society is, even the exclusive ones must consider the principle of respect for diversity, and the existence of a plurality of beliefs, ideas and moral values (Morales Campos, 2003).

Therefore, it becomes essential to fulfill all the demands emerging from different settings, either regional or global. Libraries, as socializing spaces with free access to information, as well as librarians, playing their role of skilled information facilitators, must attend and contribute to the satisfaction of all the information demands their users bring up.

Moreover, Morales Campos (2003) points out that neither libraries nor librarians should not manipulate or hide any of the available information; it should be extensive, free and democratically treated, since the interests behind every informative inquiry will be as diverse as the personal story of each and every user. In this sense, libraries and librarians may play a decisive role in the global integration of social minorities, mostly through the promotion and endorsement of cultural exchange in any of its expressions, but also by taking an active role against cultural prejudice. The outcome is the creation of much more open, plural and enriched societies, with respectful attitudes towards diversity and learning to live in different ways.

In addition, Morales Campos points out that libraries and librarians are affected by globalization and its pendulum movement from the regional to the universal. At the same time, the pervasiveness of our current technology—or the complete absence of it—along with the massive spread of the Internet and its stratified usage, has a whole series of social consequences, regardless of their type, and creates assumptions of ethical principles, such as:

a) free access to information and the inherent demand for an equal opportunity to retrieve such information, data, ideas, projects and to develop creativity and imagination;
b) the right to offer these information services under the highest quality standards guaranteeing access to reliable information;
c) equality among users, providing them the right services according to the kind of library they are approaching, and regardless of their disabilities, origin, nationality, gender, language, political beliefs, racial background, religion, or geographic location;
d) support for the flow of information throughout the world;
e) balance among the rights of information producers, authors, users;
f) search for an equilibrium between what is owned and what is not owned, in order to reduce the gaps between communities and their development levels;
g) commitment to fight against the technological gap that blocks the access to knowledge and wealth;
h) promotion of reading habits;
i) stimulation of intelligent Internet use favoring access to knowledge and global communication.

As with every social process, globalization entails a series of advantages and disadvantages, but in the field of librarianship, all its advantages must be seized, since it goes beyond boundaries and allows or even forces people to exchange resources, information sources, and experiences, but also and most importantly, their knowledge which may be used for the benefit of many communities instead of just one. Work in collaborative and cooperative schemes can definitely help all members of a certain community, while avoiding unnecessary duplicate efforts, and contribute to the common good, a principle which should be included in every information professional's code of ethics.

Another issue playing a significant role within librarianship in this globalization era is the use of standards, since through these it is possible to facilitate the exchange of information. Related to this aspect, Ramírez (2003) points out: "inclusion of the globalization concept in Library Science has provided fruitful results, and the adoption and use of common standards have been important to achieving success since they have resulted in the compatibility of the efforts made by various libraries or information groups, allowing the exchange of information." (our translation)

With everything stated up to this point, it can be easily seen that our reality is situated within the context of a globalized world. All the changes affecting services, activities, and resources of any library are increasingly visible. Currently, information professionals are facing a set of changes, new challenges, and problems affecting their professional practice. Likewise, user demands are growing and becoming more complex. Users are demanding quality information that is not only local in nature, but also global. Out of this situation emerges the need to carry out a review of education programs preparing librarians as information specialists.

Towards a librarian education for globalization

The need to include consideration of Library Science issues in a global context in the education of librarians is now obvious. Today's information professional must know not only technical or administrative aspects of his profession, but also the social and cultural issues surrounding his activities.

Librarians must be aware of the problems they are facing since they are not unique. There are thousands of other professionals dealing with the same situation. They have to interact with colleagues from different parts of the world to find the right solutions in global settings, without restricting them only to local solutions. This is particularly useful for librarians who work in developing countries, where, most of the time, they do not have all necessary resources to satisfy their user demands.

Hence, it is time to educate information professionals about the importance that globalization has worldwide. Library Science students must be informed of all events occurring anywhere in the world, since those events not only affect a single group of people, but also have global repercussions that may be immediate, mid-term, long-term or even historical. Therefore, they should know how their own discipline will be affected as well.

The new information professionals should be aware of the changes and must be able to react with the necessary speed that the globalization of information in our society demands. They should take into account the new ways for generating information, especially the particular features directly related to electronic transfer, storage and retrieval, and how its organization facilitates the ability to provide information quickly as their users need it.

In order to achieve this goal, it is important to note that information professionals must understand their work requires them to know and satisfy their users' demands. Likewise, librarians have to act as communication facilitators while teaching their users how to deal with this globalized world of information, especially when it comes in electronic format. Then, the librarian's role becomes one of educational, including social and cultural development, forming in the user the necessary skills to find, identify, evaluate, and eventually obtain useful information.

Globalization demands a revision of Library Science education programs. A basic dual-core program must be identified which includes the universal foundations for the discipline as well as the local or national environment elements, particularly because the placement of the graduate may take place at one or both of those levels (Morales Campos, 2005).

At the same time, in the education of librarians it is important to include the ability to participate in collaborative programs and initiatives of international scope, as well as the ability to use information resources in collaborative and cooperative schemes and partnerships at the local level. Therefore, there is an urgent demand to educate information professionals with a global perspective, open minded and with leadership abilities. These

skills will surely allow librarians to make the right decisions on behalf of their country or community.

Allendez Sullivan (2002) points out: "just as libraries have been affected by the transition from local to global thinking, librarians have also been influenced" (our translation). However, she also highlights that the major effect of this phenomenon relies on the professional education of new librarians, since the university programs and their topics cannot be updated at the same speed in every country as newer technologies are developed. This is a disadvantage for some Library Science students compared to other professionals who have the opportunity to receive a more solid professional education.

Considering all the previously mentioned factors, and undoubtedly conscious of education as the fundamental basis for any profession to develop, either locally or globally, investment in this training area becomes essential, especially if the main goal is supposed to be the development of competitive and skilled librarians able to interact naturally with technologies, as efficiently as with people, anywhere in the world. Therefore, any institution willing to teach Library and Information Science must take into account the following questions:

- What is the current situation of our information professionals, regarding globalization and multiculturalism?
- Is the information professional able to retrieve all information demanded in a globalized world?
- Has the information professional the knowledge, skills and means to carry out his duties within a globalized environment?
- What do we want to achieve through their professional education?
- Are the mission and vision of the Library Science schools clear enough in a globalized society?
- Is the information professional actually fulfilling all the professional demands from a globalized world?

Professional Updating for Librarians in a Globalized World

Librarians must be ready for today as much as for tomorrow. Simultaneously, they have to assume a constant and permanent process of continuing education towards technology, culture, tools and informational principles. They need to be able to use and provide information from all, for all, and to all kinds of people. This implies not only keeping in mind the amount of information will always be overwhelming, but also that their duty is to safeguard the quality of this information, while maintaining a friendly demeanor when it comes to the services they perform.

The previously mentioned education issues imply when it comes to their education and professional updating, librarians will have to learn to work and interact with their colleagues. Locally or globally, they will learn to participate in collective endeavors, meetings and associations, as well as discussion forums and other partnership activities which may lead them to agreements and joint ventures with colleagues and institutions around the world, and thus to the more complete satisfaction of their users' demands.

Now it has become necessary to learn how to interact with professionals from different backgrounds, customs, places and cultures, but all of them sharing the same basic needs and problems within their work fields. This is the normal response to the global demand of turning a regular librarian into a globalized one. To be a librarian is to be able to understand different countries as well as different points of view, but the most importantly, be able to take what is best from every situation and make the right decision accordingly. Therefore, it

becomes essential to participate in local associations and conferences as well as in international events that do not limit this interaction to one country or language.

One of the international associations that promotes worldwide interaction among librarians is the International Federation of Library Associations and Institutions (IFLA). IFLA is a meeting point for information professionals, who through their own interest and motivation have turned this association into a mosaic of knowledge and experience. IFLA organizes every year its World Library Science and Information Congress, in which all participants have a chance to exchange their knowledge and experience in a global context. Likewise, it is possible to take part in the diverse activities of the Latin America and Caribbean Section (IFLA/LAC), one of the specialized groups that IFLA has in different regions, and to participate in all areas of the Library Science activities and information services, and thus be part of the worldwide network of Library and Information Science professionals. (IFLA, 2005a)

Despite all the advantages listed above, not every professional is able to participate in these events, particularly those from developing countries. In that case, local associations play a significant role in the promotion of activities for librarian development. An example of these can be found in Mexico, where the Asociación Mexicana de Bibliotecarios, A. C. (AMBAC), (Mexican Association of Librarians, A. C.), celebrates annually its Mexican Library Science Conference, encouraging the participation of international speakers. Also in Mexico, the Dirección General de Bibliotecas (General Directorate for Libraries), belonging to the Consejo Nacional para la Cultura y las Artes (CONACULTA), (National Council for Culture and Arts), is in charge of the Red Nacional de Bibliotecas Públicas (National Network of Public Libraries), and during the 2001-2006 period, has organized three International Meetings on Public Libraries. This has encouraged the interaction among colleagues from different regions in a rich experience-sharing event.

On the other hand, the development of ITCs allows librarians and information professionals to have an effective way to communicate and work among colleagues from different parts of the world through electronic discussion lists where they can initiate collaborations in joint projects and ventures, participate in online courses, and also exchange all kinds of information. Geographical distance and access to information are no longer an obstacle (Rodríguez Camiño, 1999). IFLA has also quite a few series of discussion lists that belong to its different sections and groups. Also, there are several discussion lists in the Latin American and Hispanic regions, such as: Lista ABGRA (Asociación de Bibliotecarios Graduados de la República Argentina) (ABGRA List, Argentinian Graduated Librarians Association); Lista BIBLIO de Perú, (BIBLIO List from Peru); FIDEL (Fuentes de Información y Documentación en Línea, de España), (Information and Documentation Online Sources, from Spain); REDIAL-L Información y Documentación sobre América Latina, (Latin American Information and Documentation); Bibliotecólogos-cr, Bibliotecólogos de Costa Rica, (Librarians from Costa Rica); BIBLIO, Lista de Bibliotecología en Chile, (BIBLIO, Library Science Discussion List from Chile); bibliomex-l, Lista de bibliotecología en México, (bibliomex-1, Library Science List from México); educbiblio-l Lista de educación en bibliotecología en México, (Educbiblio, Library Science Education List from México). These and many other electronic discussion lists are now available over the Internet, as well as the guidelines to learn to use them and get the best out of them.

Likewise, international collaborative training programs are another way to learn to act globally. Noteworthy in this area is the work done by the Mortenson Center for International Library Programs. This Center, located at the University of Illinois at Urbana-Champaign, was founded in 1991 and has the mission to provide development opportunities for information professionals all over the world. In order to achieve this goal, it has carried out

various programs, such as the Leadership Institute called "Thinking Outside the Borders," which have promoted participation, collaboration and partnerships among librarians from all parts of the world.

The second "Thinking Outside the Borders" library leadership institute took place in November of last year at Allerton Park Conference Center in Monticello, Illinois. This program gathered together twelve librarians from Mexico and Latin America and twenty colleagues from Canada, The United States and South Africa. Both of us had the opportunity to participate in the second institute. It was definitely a great experience that helped give us another perspective on the Library Science field in a global context. Throughout the program, there were useful presentations and group practices on leadership issues with regards to multiculturalism. Prior to the Leadership Institute, there was a two week technology training which took place at the Mortenson Center, the Illinois State Library, and OCLC in Dublin, Ohio.

Finally, it is important to note that in the past few years several collaboration programs or partnerships have been entered into by libraries and institutions throughout the world with the purpose of sharing information resources and experiences and, most importantly, finding proper solutions to their different problems. Therefore, it would wrong to say there is a lack of cooperation and partnerships among librarians worldwide. However, it becomes necessary to reinforce and encourage these collaborative efforts and the institutions who favor this sort of cooperation, not only on an intellectual level, but also on a concrete and tangible basis. Then it would be possible to argue that Library Science has actually adapted to the globalization era, bringing the benefits to the professional practice of librarians, and to society itself.

Through the gathering of the knowledge and skills favoring the redesign, creation, implementation, participation in and support of cooperative and collaborative programs and projects, it would be possible to enrich the education and practice of every library professional within the global context. In this way, professionals will widen their perspective on their own profession, and thus they will prepare for the changes and challenges ahead. In order to achieve this goal, they will have to be informed, up-to-date, and willing to take chances to transcend every possible frontier. Only then they will become visionaries, skilled enough to realize that the more we see, the more we become aware of the problems to be solved. And once they embrace this global vision of the problems and solutions in the Library Science context, understanding of this multicultural notion emerges, that we are all different in one way or another, but we also all share the same basic needs and demands.

Conclusions

Undoubtedly, both globalization and multiculturalism are two growing social issues involving every sector of society. Libraries and librarians are not excluded from this trend; instead they are part of it. Currently, every library faces similar problems to develop and to organize their collections, as well as to make information available to their users. Hence, the formation and continuing education of the information professionals must seize these particular problems in terms of the global context. In their study programs, Library Science schools must include not only topics related to ITCs, but also some aspects oriented to multiculturalism and globalization.

A main point of this paper is the importance of having not only local notions in mind, but also global perspectives. That is, we must think globally but act locally in order to generate appropriate solutions that will eventually satisfy the user´s needs and demands.

It is the time for librarians and information professionals to learn to look for and find appropriate solutions for the problems they face in their everyday practice, but within global settings. It is time to become part of new initiatives, partnerships and international collaboration projects, always taking advantage of all the information resources available in this globalization era in which we live in.

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Working Collaboratively, Lessons from Two European Projects in the Field of Addictions Information

Trabajando de colaboración, lecciones a partire de dos proyectos europeos en el campo de la información de adicción

Christine Goodair
DrugScope, London, UK

Abstract: This paper will explore the lessons learnt from working on two co-operative, cross border, web-based European projects in the field of Addictions information. A brief description of the projects will be given along with an exploration, drawn from experience, of the benefits and barriers of collaborative working.

English Text and [Slide Presentation](#)

Setting the Scene

In the Information and Library sector, as in most professions, it is common for those with the same subject interests to form networks for mutual benefit. These networks exist at local, regional, national and international level. However, when the subject area is very specialized and the libraries are quite small such opportunities for networking can be limited. For those of us working for addiction studies libraries we have to look beyond our own geographic and professional boundaries for networking and collaborative work. The two main ones are ELISAD (European Association of Libraries and Information Services on Alcohol and other Drugs) and Salis.

European Gateway on Alcohol, Drugs and other Addictions Project

ELISAD, the European Association of Libraries and Information Services on Alcohol and other Drugs run an online European Gateway on Alcohol, Drugs and other Addictions Project. This on-line Gateway provides descriptions of, and links to, evaluated European websites and other Internet resources on the use and misuse of drugs covering 32 countries, including those of Central and Eastern Europe. The European Commission funds the project. The team comprises 18 partners drawn from addiction libraries and documentation centers across Europe, who select, evaluate, classify, index and catalogue Internet resources for the Gateway.

Evidence based Electronic Library on Drug Addiction

EELDA is a joint project led by the Trimbos Institute on Mental Health and Addiction, Netherlands, with the partners being the Instituto da Droga e de Toxicodependencia (IDT), Portugal and DrugScope, UK. The European Commission, from its Health Programme, funds the project. The aim of project is to provide reliable evidence-based information on cannabis, cocaine & ecstasy through a website, for professionals in mental health care and addiction care and the general public. EELDA is produced by a multi disciplinary team – addiction researchers, librarians, web designers and academics.

Environment and Drivers for both Projects

We work and live in an information society, and as professionals, we are aware of the rapid growth in knowledge, scientific developments and information overload! The ease of access to substance misuse information, from specialized bibliographic databases to websites offering advice including those covering particular substances, such as cannabis to special interest groups, whilst of value, raised concerns for information professionals, documentalists, researchers, academics, help line staff, and policy makers. The concern being, which of these resources could be relied upon to be accurate or based upon the latest research or insights? From a shared concern about the accuracy of addictions information, these two projects were set up albeit independently of one another.

For both projects, the commitment to get them started was strong. This was particularly pertinent to the Gateway project since all the partners knew one another, so there was a basis of mutual trust and respect to build on: and for the EELDA project there was a history of partnership working within the parent organizations which made the co-operation smoother. This enabled both projects to gain backing and support at organizational level.

Challenges

--Partnership management

A key challenge for any project steering group is to find a realistic balance between the project content management, its technical feasibility and the estimation of workload and resources required. As professionals, project managers and participants always have an "ideal" vision of what they want to achieve. The risk is that, sometimes, this ideal vision is not fully connected with the end-users real needs.

Planning for any project is crucial and a requirement of the EU funding is that a work plan is detailed, includes costs and is set to a timescale. Taking a detailed approach to planning in the early stages can avoid unplanned-for costs both in time and money.

--Funding

Funding from Europe is a very lengthy and complex process. The workload can be estimated at 2 months full time, spread within a 6-9 month period. Administrative requirements and checking can be exhausting and for small organizations like Elisad the workload can be overwhelming.

Both projects were fortunate in that they were applying in a favorable political and social climate when activities concerning the use of the Internet relating to Public Health, particularly on addiction issues, was high on the European Union agenda. Partnership working is also a requirement of the EU. From this we have identified that it is worthwhile monitoring funding streams as they change according to the political climate.

--Leadership

Clearly, projects with partners, irrespective of size, need managing and this is where the major challenges lie, particularly in how the projects are led. Both projects have lead partners, but the styles of leadership differ.

The EELDA project was led from the International Office of the Trimbos Institute in a consensual way using established evidence-based medicine protocols to develop a clear work program and determine the content. This, combined with steering group meetings, enabled the project team to review progress, revise timescales, adapt the methodology, and amend the content to reflect identified information needs.

Whilst the larger Gateway project has a more formal structure with a project team fulfilling different and in some cases more than one aspect of the work. The project is divided into work programs spread over 24 months with those leading where their skills and knowledge are paramount. There is a project coordinator overseeing this phased work program.

Both approaches however can have similar effects, such as timescales for particular parts of the project slipping or being unrealistic. For example the time needed to develop a taxonomy for the Gateway project, and its subsequent translation into fourteen European languages, took longer than planned, but fortunately the project sponsor had anticipated that more time may be needed so had built in some surplus to cover such eventualities. With EELDA, the time taken to acquire documents not held by the participating libraries was overlooked.

As a participant on both projects an observation is that whilst the relaxed consensual approach may lead to longer decision making processes and lack of clarity of purpose, the more formal structured approach can produce situations where some participants feel over directed which may lead to negative effects upon working relationships. It is crucial that the project leader/manager is clear about his or her role. One way is to have a written job description.

To manage collaborative projects the skills required by the leaders are; to be able to reconcile differences; be consultative; value the differing skill bases and experiences of the partners; and ensure that the end result is achieved. Similarly, partners need to be able to tolerate differences, be flexible and be out-come focused. In both leaders or partners one needs to avoid having those who are uncomfortable with group working, focused on personal agendas, rigid in approach to working methods and are poor listeners and resistant to change.

--Communication

Communication is a crucial element to the success of any project and probably even more so when working across geographical, cultural and language barriers. The Internet has made communication easier, but one must avoid relying on it since it can be the cause of miscommunication! Using email and setting up an e-community for both projects enabled partners to share knowledge and seek help and advice from one another, but it does not replace face-to-face communication. On the Gateway project a special newsletter was set up to inform us of one another's progress in evaluating websites and it proved to be a key motivator and reminder to do the work! Another factor for good performance was the documentation and publishing of meetings, decisions and work guidelines. These standardized procedures aim to secure consistent results and outputs.

Barriers to collaborative working

Having described some key challenges and how they were managed successfully, not to mention the barriers and difficulties would be disingenuous. Key barriers included language, cross –cultural issues, working styles, conflicting work priorities, under resourcing, leadership, dominant partners and assumptions.

Cross –Cultural Issues

On the cross–cultural issues it is important to ensure that there is some input on cultural and professional education in order to ensure that there are understandings about working styles, meetings, language, timescales, and management processes.

As in so many contexts in Europe and around the world, the working language of Elisad is English. Fluent English is a great advantage and almost a must for active participation in the organization.

For both projects, those of the members whose native tongue is English had to be very conscious about the words they spoke and wrote, ensuring that they were clear and not using colloquialisms or jargon. This has involved us in some long and challenging debates, particularly because of the need to ensure that we are clear in our use of English and avoid using jargon of our particular disciplines.

This open and transparent working process has brought about an appreciation of all the roles in the project, and encourages the use of the skills and knowledge base that exist in the teams, such as advising on copyright issues, proofreading the English, scientific knowledge, website design, developing search strategies, taxonomy etc.

There are different working styles and priorities amongst the participants. Some members are quick and eager to have things done, others are more contemplative and want to "sleep on a problem" before taking a decision.

The different professional backgrounds represented in the projects such as academics, social scientists to addictions researchers and librarians drew out issues like different cultural approaches to addiction. For example, is addiction treated as a social construct or a disease model and how would this affect the literature search methodologies? Sharing such differences of opinions openly can enable the development of mutual respect for each other.

Another issue was that of conflicting work priorities across the partnership, some of which were imposed by our employing organizations. Many of the participants come from small, specialized libraries – many of them NGO's (non government organizations) – so the project work was a challenge. On several occasions, some participants had to neglect project tasks temporarily because of other work demands. Consequently, patience and understanding of one another's differing priorities was required from all of us. This did create slippage on the project, but was overcome by negotiating for an extension of the project's duration from the funders. However, the project team was aware that there was a risk that they might take on more work than could realistically be managed. Recognizing this, and the fact that no project can happen overnight, the team managed it by doing work in their own time.

A major task on the ELISAD project was that of developing a new taxonomy and is a good example of where under resourcing occurred – not enough time was given for the development of the taxonomy, nor was there a full understaning of the nature of the work at the leadership level which led to long and involved debates regarding use of language and different understandings of key terms arising from their use in the fourteen European languages of the project.

Similarly time allocated for the technical tasks was underestimated, a lesson therefore is to consult with those doing the work to guide you.

Leadership, as mentioned earlier is crucial to the success of projects. Being very motivated is helpful but it can also be an issue when the leader fails to remember that other participants may have other work demands. Being too relaxed can lead to indifference and a lack of motivation for partners. Similarly, dominant partners or professional elites can have the same impact by failing to show respect for professional or specialist skills. Assuming that all partners have the same skill-sets based on your information professional culture may also lead to misunderstandings. So, check out your assumptions!

Critical Success Factors

What are the critical success factors for collaborative working? Based on my experience I would suggest the following: -multi disciplinary projects require a phased approach to planning and a structured work program; clear aims and objectives are crucial particularly if new participants join the project as has happened with Gateway project; the need to meet the criteria set out in the funding agreements and keep funders informed of progress can ensure that the work gets done; evaluation and review and ploughing the learning back into the project; focus on delivery; be realistic with aims; have clear working practices and allocation of tasks and use the specialist skills and knowledge; take time to build and nurture the team; accept that conflict will arise, and that it can be productive.

Above all though the key element is to have the right partners – those that are open to and values collaborative working.

Networking internationally

On a wider international basis ELISAD has a close working relationship with Salis. Over the years a relationship has been forged which has enabled

- ➢ To recognise that we have common library and information issues whether in Europe, the US or elsewhere.
- ➢ An extension of the knowledge base to draw on as there is instant access to relevant collections across the world.
- ➢ Scope for joint activities, for example we had our first joint Conference in Boston in 2006
- ➢ Representation on each organisation's committees and boards
- ➢ The exchange of information, dissemination of resources, and assistance with enquiries through the Salis email list.However, there are language issues since

English is always used, which does mean that the native English speakers can relate more easily to Salis colleagues than to mainland European colleagues.

Key benefits

One of the key aims of any professional interest group, or community of interest is to widen knowledge and skills. Collaborative projects can deliver such benefits and listed below is a selection from participants: -

- ➢ Stimulates ideas through sharing of professional knowledge.
- ➢ Assisting one another with common professional issues and problems.
- ➢ Subject knowledge is developed.
- ➢ Projects can provide staff development, mentoring & training opportunities.
- ➢ Development of new skills such as seeking an applying for funds.
- ➢ Developing knowledge and skills in IT, information systems and metadata;
- ➢ Developing skills in critical evaluation of websites.

- Developing skills in electronic information retrieval.
- Developing skills in promotion and marketing.
- Projects such as the Gateway can strengthen existing networks.
- Can lead to other joint working opportunities both local and international.
- Raises awareness of our information and library services and employing organisations.
- Develop and foster cross professional groups and understandings.

And from the evaluation and review activities of the projects the key lessons for working on collaborative partnerships, whether local, national or international are: -

- Partnerships take time to develop.
- Partnerships must be able to cope with change.
- Partnerships must be realistic in their aspirations.
- Partners must be involved, commitment and good communication is crucial.
- Agree a definition of partnership for your project.
- Avoid organisational capture, by professional elites or dominant partners.
- Have clear aims and outcomes for the project.
- Have partners that are open to and value collaborative working.
- Avoid being too prescriptive.
- Consider the need for project management skills training.
- Have good financial systems or be able to draw upon them from within the participants.
- Effective planning processes need to be in place.
- Use the collective skills, experience and knowledge that exists within the team and the employing organisations
- Know your own role, make sure others understand your role and make sure you understand others' roles.
- Be clear about responsibilities, and ensure your work and any extras are acknowledged.
- Trust and mutual respect for variety of professional skills is required
- Good human interaction is the key to successful partnerships – "no man is an island"
- Accept that conflict will arise, and that it can be productive.
- Be inclusive - consult partners, working across national and professional boundaries is about learning and sharing.
- Use all forms of communication – email, newsletters, meetings etc.
- Can develop and foster cross professional groups and understandings
- Friendships can happen between partners, but it is important that they do not override professional boundaries.
- Avoid using only remote working, build in opportunities for face-to-face meetings, training etc.
- Ensure that you have planned a closure process for the project.

Technology and Repackaging Enhance Information Delivery to Remote Uganda

La tecnología y el empaquetar de nuevo la información y entrega a Uganda remota

Maria N. G. Musoke

University Librarian/Director
Makerere University Library Services
Makerere University, Uganda

Abstract: While Information and Communication Technologies (ICTs) have increased access to the vast amounts of information, repackaging information has enabled remote areas to access that information. In remote Uganda, where ICT infrastructure is still poor, many health workers struggle to access reliable and current literature, sometimes in vain. To address this problem, Makerere University Medical School Library repackages electronic information into print and disseminates it to remote areas. Two projects are reported, namely, a periodical Digest which started in 1997, is produced three times a year and distributed to the remotest health unit in Uganda. Research carried out in rural Uganda, and the feedback from the Digest users indicated a need for health information demonstration workshops in rural areas. Hence, in 2003 and 2004, workshops were carried out and 564 health workers were trained in the identification of reliable information and making requests for document delivery. Since then, electronic information gets repackaged into print and sent (by fax, post, etc) to the requesting health worker(s). This paper outlines the above activities, and highlights the contribution of ICTs and repackaged information to the continuing professional development of rural health workers. The paper is important to the conference theme as it highlights a divide within a divide, and shares experience of information delivery to remote Africa, which some conference attendees may not know about.

English Text

1. INTRODUCTION

The current inequity of access to Information and Communication Technologies (ICTs) has led to a 'digital divide' between the developed and developing countries. Within the developing countries, there is a further marked digital divide between the urban and rural areas resulting in what Rhine (2006) refers to as a 'divide within the divide'. This paper focuses on health information. Many of the factors that affect access to health information have been ably reported by various authors (Lowan & Bukachi (1998); Musoke (2000; 2001; 2005)). The factors are greatly influenced by the economic situation in the country, which directly affects access to health information, as well as underpinning other factors

e.g. ICTs infrastructure. Factors such as the cost of medical literature and the rapid developments in medical-scientific research, which increase the need to continually acquire or access current literature are important. Where the electronic or digital sources are out of reach, the repackaged print version has provided a reliable option in Uganda.

Many African health professionals and librarians have reported that information is available but not accessible; while some report that information is neither available nor accessible. Hence, although there is a need to produce more relevant information in Africa, the greatest challenge is to ensure that what is available so far, can be accessed. Repackaging provides some solution to this problem.

As set out in the Millennium Development Goals (MDGs), by 2015, all healthcare providers should be able to access the information they need to deliver safe, evidence-based healthcare with the resources available to them. Godlee et al (2004), however, pointed out that "despite the promises of the information revolution, and some successful initiatives, there is little if any evidence that the majority of health professionals in the developing world are any better informed than they were 10 years ago." This statement is not 100% true as several studies and initiatives (Adem (1997); Rhine & Kanyengo (2000); Musoke (2001, 2003, 2004, 2005); Satellife (2004)) show a marked improvement in information accessibility by health professionals in Africa between 1994/5 and now. The United Nations Secretary General, Kofi Anan, pointed out that "we cannot win overnight. Success will require sustained action across the entire decade between now and the deadline... we must start now. And we must more than double global development assistance over the next few years." So, to achieve 'universal access by 2015', which is less than ten years from now (2007), the existing successful experiences and initiatives need to be shared and supported. Repackaging of information is one of the successful activities which have increased access to information by health workers particularly those in remote Africa. What Rosenberg (1987:20) pointed out twenty years ago is still important, that there is need for "more sharing of repackaging experiences to enable building on previous and similar experiences and more evaluation of existing projects."

2. REPACKAGING OF INFORMATION DEFINED

The word 'repackaging' is presented and discussed in the context of development information provision in a low technological environment. According to Stilwell (2006), repackaging refers to the selection of appropriate materials, re-processing the information in a form that can be readily understood, packaging the information, and arranging all these materials in a way that is appropriate to the user, thus combining two essential concepts inherent in the term repackaging, namely, re-processing and packaging. The two strands of repackaging are the scientific/technical strand and the community information work strand, which merge into development information provision and health informatics, both in rural development and highly industrialized settings.

For decades, information professionals have pointed out that repackaging is not a new concept in library and information work as it is done in such widely practiced activities as abstracting and indexing services, bibliographies, selective dissemination of information, translation, special bulletins and other forms of current awareness services, all of which are efforts to provide the available information in an accessible and usable format (Boadi, 1987).

The purpose of repackaging information is to make it accessible to those whom the usual or original format of a piece of information would pose a barrier to access. For example, the vast electronic or digital information resources available and accessible to those with

computers and the Internet; such information would have to be repackaged e.g. in print to make it accessible to those without ICT facilities to access it.

3. TECHNOLOGICAL DEVELOPMENTS

In 1990, the Medical Library joined the Healthnet[3] family. Healthnet was a computer network, established to facilitate the exchange of information among health professionals primarily in developing countries, and to link them with their counterparts abroad. In Uganda, a Healthnet ground station was established in 1991 at the Makerere University Faculty of Medicine Library. Using a combination of computers, low earth-orbit satellites, simple ground stations, telephone lines and radio links, the project provided access to current medical literature. The Healthnet antennae remain at the Albert Cook Medical Library building as an Information technology (IT) historical monument (seen in the photograph below).

Soon that technology was overtaken by technological developments, and an electronic mail dial-up system was preferred. Since then, there have been many developments and the e-mail/ Internet service is much more developed although the bandwidth cost is still too high for many Ugandan institutions to afford.

Currently, SatelLife has spearheaded the application of the handheld technology to health information systems in low resource countries. In Uganda, a project entitled 'The Uganda Health Information Network (UHIN)' has been piloted in four rural districts, and it uses the Handheld computers to deliver information. This is a collaborative project between Uganda Chartered HealthNet (UCH) and other partners. It is aimed at expanding the current health information system in Uganda and to provide a nation-wide access to health and medical information. This project is a good example of using a combination of technology and

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[3] Healthnet stations were established by SatelLife (an NGO based in Boston, USA) in several African (and Asian and Latin American) Universities, such as Ghana, Kenya, Uganda, Tanzania, Zambia and Zimbabwe, which provided the first e-mail facilities in the medical schools.

repackaging information to reach remote areas. Details of this project are available at
http://www.healthnet.org/pdaprojects.php

There has been a number of technological developments in health information delivery, but the economic factors tend to maintain the 'divide within the divide'. Consequently, many health workers are not able to benefit fully from the new technologies. The high cost of the Internet and other technologies have greatly disadvantaged rural and peri-urban health workers leaving the health information providers with repackaging of information as the most practical option. This paper illustrates this point by citing the Uganda Health Information Digest and the rural outreach projects.

4. EXAMPLES OF TECHNLOGY AND REPACKAGED INFORMATION PROJECTS
4.1 The Health Information Digest
The Digest was initially supported by the Dryefus Health Foundation (DHF) of USA. In Africa, the project was implemented in Cameroon, Ghana, Mali, Nigeria, Tanzania, Uganda and Zambia. With time, some countries, including Uganda, are no longer financially supported by DHF; hence raising the sustainability issues and challenges as this paper will highlight.

In Uganda, the CBH project has been implemented by Makerere University Albert Cook Medical Library, which produces a periodical booklet 'The Uganda Health Information Digest' since 1997. The Digest is a demand-driven community outreach health information service, which aims at improving the accessibility to, utilization of, and ability to share relevant health information by medical and health workers throughout Uganda, particularly those working in isolated and/or remote parts of the country, who would otherwise not be able to access such information. The Digest is published three times a year in April, August and December and it is distributed in Uganda, to all hospitals, health centers, some dispensaries, some health related NGOs, all District Medical Offices and all District health/social services committees. The Digest mailing list has grown from 700 to 1800 and it continues to grow. Copies of the Digest are kept in both electronic and print formats so that users have a chance to refer to whatever format they prefer.

As a demand-driven service, the choice of the Digest contents is determined by its users/readers, who recommend what topics to be focused on, how the Digest should be improved, etc. The Digest, therefore, consists of abstracts and articles on topics of priority concern to Uganda's prevailing health situation. The articles are written by Ugandan professional experts, which give these authors a chance to share their knowledge and to have it disseminated. The abstracts, on the other hand, are compiled from the National (Uganda) health literature database (which inputs in the African Index Medicus) and from international online databases. This is one of the ways the electronic and digital resources available at the Medical school library have been repackaged into print and extended to and shared with health workers in remote Uganda, who have no access to such online facilities. Requests for full text articles (see table appended to this paper) are handled in a timely manner by the Library using its collection or from the online full text facilities available to the Library through the HINARI and the databases the University subscribes to, commercial document delivery sources, and/or from its partners abroad.

Literature on repackaging recommends that for effective information repackaging, a feedback is required about the appropriateness of the repackaged information and whether it meets the needs of the target audience. A feedback form is, therefore, attached to the Digest. For each issue, a pile of feedback forms is received, summarized and included in the next issue of the Digest. Some examples of feedback from health workers are given below:
–The Digest is very relevant to Uganda's health needs because it provides information concerning common diseases… It is the only source of current literature I receive…It brings

us new knowledge which puts our practice at a higher level… Continue sending this Digest because it is a very good source of information for CME…It has a wider journal coverage than what we have here…"
–*"The Digest is useful because it is so grounded in our local needs … it responds to our needs with relevant information … The book is very interesting but the volume is small, which leaves the reader in need for more…"*
- *"Thank you especially for the article on irrational drug use, which is a big problem these days…for the article on management of resistant malaria … on eye trauma … on Burkitt's lymphoma ... on eclampsia" … etc.*

In addition to the above comments, the library receives feedback in form of requests for full text journal articles or chapters in textbooks, as already reported. The requests are made using the document request form sent with the Digest. Examples of requests are tabulated and appended to this paper.

At several local and international fora, the Digest has been used to illustrate how global knowledge has been repackaged to suit the local conditions and meet the information needs of Ugandan health workers.

4.2 Health Information Rural Outreach
Many health workers in rural areas were unaware of how to exploit the ICT facilities at the urban-based relatively well-resourced information units and Medical school libraries without physically going there. For example, some doctors in Musoke's (2001) study had access to fax facilities but had not utilized them to request for literature/document delivery from the Albert Cook Medical library. Among other things, the study recommended a rural outreach program during which Albert Cook Medical library staff would periodically go to rural Uganda to demonstrate the resources available at the Library and how they can be accessed. The districts selected were those studied by Musoke (2001), and the project was a follow up of the study recommendations/implications. Since the rural outreach started, there has been a marked increase in the literature search/delivery requests from health workers in upcountry Uganda. Although the rural outreach demonstrations stopped at the end of donor funding (2005) and have not been revived yet to benefit more districts, the literature search/document delivery services have continued. This project, unlike many information projects, has measurable indicators and outputs, as it repackages information in appropriate formats thereby making access to relevant information by health workers in rural areas a reality.

The major purpose of the rural outreach project, therefore, was to demonstrate the facilities available at Albert Cook Medical library that can be utilized by health workers in upcountry areas. The demonstrations aimed at
  ➢ raising awareness of the health workers about the resources and services at Albert Cook Medical library,
  ➢ providing an understanding of the global knowledge base and how it may be accessed, and
  ➢ encouraging and promoting a culture of life-long learning.
These would enable health workers to improve the quality of health care for the people of Uganda.

The second purpose was to collect locally produced health literature (research reports, dissertations/thesis, scientific articles/papers, seminar/ workshop/ conference proceedings) for digitizing and indexing in the Uganda health literature database from which entries are periodically sent to the regional African Index Medicus (AIM) hosted by the World Health Organization Regional Office for Africa. It was expected that by the end of the project, there

would be about 20% increase of the bibliographic entries in the Uganda health literature database. The rural outreach therefore provided information in both ways (from the library to the health workers and from the health workers to the library for digitization and global access).

4.2.1 Outreach workshops
Outreach demonstration workshops for upcountry health workers were conducted in Masaka and Rakai districts (150 – 200 km west of Kampala capital city) in 2003, and in Bugiri, Iganga, Jinja, Kamuli, Mayuge and Namutumba districts (150 – 250 km east of Kampala). The Medical Librarian and one librarian conducted the workshop, while the third librarian concentrated on identifying and collecting Ugandan health literature and other administrative tasks of the workshops.

Two hundred and fifteen (215) health workers attended the 2003 workshops. These included all categories of health workers from Medical doctors to student nurses, and from four hospitals, five health centers and one School of comprehensive nursing. The sessions ranged between one and a half to two and a quarter hours. As this was the first time to hold demonstrations in upcountry health units, some important lessons were learned; for example, the program was over ambitious. Holding demonstrations in four health units a day was very hectic for the presenters, and it was not possible to adhere to the scheduled time. The distance between health units ranged between 5 to 22 miles (8 – 35 km) usually of marrum road. So, the one hour interval that was used to program the demonstrations proved too short in most of the situations, and was very demanding on the part of librarians.

The above lessons helped to improve and shape the future project activities. For example, the 2004 rural outreach was extended to five days (rather than three) and a written response from health units was required before including the unit on the program. After addressing the weaknesses of the first year outreach, the second year was better planned and it attracted three hundred and forty nine (349) health workers ranging from the top levels (Medical superintendents) to the lowest health workers from five hospitals (Jinja referral, Bugiri, Buluba, Iganga and Kamuli), twelve health centers, one School of Midwifery and one Ophthalmic training school.

The evaluation revealed that the demonstrations were very much appreciated. Sixty two percent (62%) reported that the **overall presentation** was very good, while 38% reported that the presentation was good. The major problem was the **duration of the session,** where only 35% in 2003 and 44% in 2004 reported that it was adequate. The majority of participants reported that the duration was short /too short. The short duration was compounded by the fact that many participants did not have computer knowledge before. Comments about computer illiteracy, lack of computers in health units and/or inaccessibility of computers were made by 25% of the participants. The **format** of the presentation was rated excellent/very good by 58% of the respondents, while 42% rated the format as good. The **content** was reported to be very useful/useful by 94% of the respondents. Some 6% reported 'need improvement' without specifying what needs to be improved. Several other comments were made, for example, the majority of health workers reported that the sessions made them aware of the **sources of current information and evidence-based literature**. There were also many comments of gratitude from almost all the participants.

At the community or health unit level, gauging from the above summarized evaluation and the feedback got thereafter, health workers confirmed that the information and knowledge gained will be used in patient care, research and in education/training of other health workers. Furthermore, there have been requests for literature searches and full text journal

articles (document delivery) from rural health workers who had never made such requests before. CDs (TALC, Medline, etc) were given to health units (which had computers) and shown how to use them.

The rural outreach addressed the MDG number one 'eradicate extreme poverty and hunger': Improved knowledge and better management of patients indirectly reduce poverty as patients get proper health care to avoid recurrence of illnesses due to poor diagnosis and/ or management. Furthermore, the information provided was also reported to be used in health promotion, which leads to prevention of diseases and/ or reduction of illnesses. Healthy people engage in productive work thereby reducing poverty.

At individual level, health workers who apply the knowledge acquired from the outreach workshops are able to access relevant literature for their study, teaching and research. Some reported that they have used the literature to write grant proposals, which give them both academic and financial benefits; and consequently reduce poverty. Furthermore, the workshops earned each health worker two credit hours of Continuing Professional Development, which is part of the requirement by the Ministry of Health (MoH) for one to be promoted.

At the institutional level, Albert Cook Medical library staff updated their knowledge and skills in information searching and retrieval, training of users and identifying evidence-based health information sources. In addition, the Library received ICT equipment and other facilities needed for implementing a rural outreach activity which it had never done before.

Furthermore, the rural outreach was a great opportunity for librarians to cross-check the accuracy of the Digest mailing list (addresses, name and level of health units, etc), identify health units which were not on the mailing list and those recently merged by the Ministry of Health, and encourage the Heads of the health units to share the Digest with their staff (in a few health units, some heads did not share and the staff had never seen the Digest). The rural outreach and the Digest projects both support rural access to information and are therefore an excellent example of using technology to repackage information for enhanced delivery to remote areas, with the Librarian as an intermediary.

Technology/Digital info → Librarian repackages info → h/worker access repackaged info

4.2.2 Collection of Ugandan literature
Identification and collection of locally produced literature on health and related topics was the second objective of the outreach project. One hundred and twenty seven (127) titles of Ugandan health literature were collected from the outreaches and added to the database. This activity enriched the rural outreach project as it proved that information can equally flow or be obtained from both directions/sources (from the medical Library and rural health units), hence making both equally important as sources of health information. The print information collected was repackaged by digitizing and indexing in the Uganda health literature database, which supplies the African Index Medicus (AIM). The rural outreach therefore became a 'two-way information channel' (deliver current information to rural health units and impart skills of information retrieval -one way; collect information from health workers – second way).

5. PROJECT SUSTAINABILITY
It is important to make sustainability an integral component of the project right from the beginning. Sustainability has two aspects, namely financial and commitment/interest.

5.1 Financial sustainability

Donor funding of the Uganda Health Information Digest stopped in 2005. Fortunately, the Uganda Health Information Digest initiators had put various in-built financial sustainability measures. They include:

i.   The Ministry of Health (MoH) was involved as much as possible so that in future it could take over the project as it is the major consumer/beneficiary. The Director General supported the project and wrote a foreword in the first issue (April 1997) introducing the Digest to Uganda's health workers. A doctor from the Health education division became a member of the Digest editorial committee to link the project with the MoH and upcountry health workers.

ii.   Makerere University authorities were involved and encouraged to own the project as the producers/authors (while the MoH is the consumer). The editorial committee has two medical doctors from the Faculty of Medicine and the Albert Cook Medical Library staff, with the Medical Librarian as the coordinator of the project. The Library hosts the project.

iii.   Users of the Digest (individuals, health units and local authorities) could pay for the Digest's sustainability. To do this, the Local authorities/Councils in the districts were sensitized and sent copies. This was done because Uganda is decentralized at district level, and budgets running health units are made by district authorities. Initially the Digest had no cost indicated; it was then decided to put the cost on the cover so that whoever receives it knows that somebody is paying for it.

iv.   Advertisements were included in the Digest to raise funds.

As expected, when donor funding stopped, there was panic about the future of the project, which had proved so important to the rural health workers' information needs, and very relevant to Makerere University's mission of extending "… professional service and expertise to meet the changing needs of society by utilizing world-wide and internally generated human resources, information and technology to enhance…" national and regional development.

To make matters worse, communication from the donor about the funding situation arrived after the annual budgets had already been made. This meant that the Library had to wait for the next cycle. Makerere University Library then included the Digest in this financial year's budget (2006/7) which was approved by the University Council. The Digest is, therefore, being sustained financially by Makerere University.

Unlike the Digest, the rural outreach project did not have strong in-built sustainability measures. Consequently, the project halted when donor funds came to an end. Hence, the expressed need to have more and longer rural outreach demonstration sessions conducted in the first and second year project health units remains to be addressed. Similarly, scaling up or replicating the outreach to more districts is also still pending. However, the demand for the rural outreach justifies its continuity. Project proposals have been written and the rural outreach should be revived in the near future.

5.2 Sustaining commitment/interest

Even if one had the funds, sustaining the interest and commitment of the project team is a major challenge. This has affected the Digest editorial team; for example, when a member of the editorial committee from the MoH went abroad for further studies, it proved difficult to find somebody equally committed and interested in the project. Secondly, when staff transfer or leave the library, it becomes difficult to continue the project. It is worse when

the project leader/coordinator leaves. So, even if the funds were available, a project would halt if the library staff to ensure its continuity are either not available (due to staff shortages) or are available but not committed or interested in the project. At the Library level, therefore, it is recommended that as many people as possible be involved in the project, and the skills needed for the continuity of the project be imparted. It is important to mentor younger professionals for the continuity and sustainability of projects. Recruitment policies to address the library staff shortages also need to be addressed.

6. CONCLUSION

The 'divide within the divide' created by lack of access to ICT facilities in remote Uganda has been addressed by repackaging information from electronic/digital format into print or from online sources and sent as e-mail attachments to the requesting health workers. The intermediary role of the Librarian in this process has been appreciated by the beneficiaries as the comments and evaluation of the Digest and the rural outreach projects show. The medical librarians promptly respond to the literature search and document delivery requests from the health units which shows that the Digest and the rural outreach demonstrations were not an end in themselves, but a means to the source of literature. This made the project of using technology to repackage and disseminate relevant and current literature to needy health workers a reality. Hence, where there is no technology, at least there is an innovative librarian out there in relatively resourced medical Library to do the needful. The librarians are greatly encouraged by the comments made by the health workers, and look forward to conducting the rural outreach sessions in other parts of the country.

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APPENDIX

Examples of literature search requests made to Albert Cook Medical Library by upcountry health workers either after the rural outreach or using the information digest (2004-march, 2006)

YEAR	TYPE OF LITERATURE	NO. OF DOCs.	MEDIUM OF REQUEST	MODE OF DELIVERY	SOURCE OF INFO. FOR DOC. DELIVERY	RECIPIENT
2004	Abstracts	10	e-mail	e-mail	Ug. Health Info. Digest form	Kabale Hospital
2004	Full Articles	4		Post (EMS)	Form given during outreach	Jinja Hospital
2004	Abstracts	15	Post	Post (EMS)	Ug. Health Info. Digest form	Buluba Hospital Nursing Students
2004	Full Articles	5	Post	Post (EMS)	Forms given during outreach	Buluba Hospital Nursing Students
2004	Full Articles	6	Post	Post	Ug. Health Info. Digest form	Diocesan Health Coordinator Jinja
2005	Abstracts	98	Telephone	Post (EMS)	Ug. Health Info. Digest form	Bugiri Hospital Doctors
2005	Full Articles	31	Telephone	Picked by hand	Ug. Health Info. Digest form	Bugiri Hospital Doctors
2005	Full Articles	6	Telephone	Post	Ug. Health Info. Digest form	Bugiri Hospital Doctors
2005	Full Articles	2	Form brought by hand	By hand	Knew of the service during Postgraduate course	St. Luke's Dispensary (Arua)
2005	Full Articles	5	Telephone	Post	Ug. Health Info. Digest form	Lira Hospital (Dr.)
2005		60	e-mail	By hand	Ug. Health Info. Digest form	Lecturers, Mbarara Univ of Science and Technology
2006 (Jan. – March)	Abstracts Full Articles	45 40	Telephone Telephone	Post By Hand	Ug. Health Info. Digest form Ug. Health Info. Digest form	Bugiri Hospital Doctors Bugiri Hospital Doctors

Mexican Legislation for Public Libraries: Strategy to Reduce the Digital Divide and the Knowledge Imbalance

Legislación mexicana a favor de bibliotecas públicas: estrategía para reducer la brecha digital y el desnivel de conocimiento

Gerardo Ascencio, Javier Tarango,
Jose R. Romo, and Patricia Murguía
Universidad Autónoma de Chihuahua

Abstract: In this research, we present the convergence between the Faculty of the School of Library and Information Sciences of the Autonomous University of Chihuahua, and the process of developing Chihuahua's State law on Libraries. Through the efforts of the academic community, a proposal for the establishment of requirements for the state and city budgets designed to strengthen the state library network. These requirements are useful to the creation of legally imposed financial responsibilities, which could be openly discussed if they are not budgeted every year. This combination can be a key element to reduce the digital divide, and the differences in levels of knowledge in the city. It is supposed that the creation of budgets for libraries comes from the development of strategies that should work immediately, although intangibly, but the effects will be superior to any future and long term activity.

Resumen: *A través de este trabajo, se presenta la conducción de la convergencia entre el Cuerpo Académico de Bibliotecología y Ciencias de la Información de la Universidad Autónoma de Chihuahua y el proceso de desarrollo de la Ley Estatal de Bibliotecas del Estado de Chihuahua, en donde, a través de su inserción colegiada, propuso el establecimiento de renglones obligatorios en los presupuestos estatales y municipales destinados al fortalecimiento de la red estatal de bibliotecas, con lo cual se gestionan recursos financieros obligados, de forma legal y los cuales, al no ser asignados cada año, puede reclamarse su incumplimiento de manera abierta. Esta combinación puede ser un elemento clave para reducir la brecha digital y el desnivel de conocimiento en la entidad. Se considera que la gestión de presupuestos para bibliotecas se logra a través del desarrollo de estrategias que aparentemente resultan, de forma inmediata, intangibles, pero su repercusión será superior a cualquier actividad directa y a largo plazo.*

English Text

Introduction

The transition from an industrial society to an information-based society constitutes a fundamental stage in the current development of the nations. We are witness to the

revolution of knowledge, which affects lifestyles, how people learn and work, and how the governments interact with the civil society (ONU and UIT, 2006). Information, transformed into knowledge, is a powerful tool. Now more than ever, is also relevant to the economic and social evolution of any group. Therefore, today's societies revolve around the information economy, as much in the service economy, as in the economy of manufacturing (Lau and Castro, 1995).

Free circulation of information and ideas, which is a fundamental premise in any type of democracy, has unleashed a radical development of several types of knowledge and a multitude of new applications. As a result, economic, cultural, and social structures and relations are being transformed; however, large numbers of the population of these countries in the process of globalization lie separated from this revolution. This digital divide threatens to widen the inequality that already exists in terms of development of wealthy and poor within and between these nations (UN and UIT, 2066). The general benefit of such a process will not be achieved unless measures are taken in order to make the technology approachable and available to the groups, which would allow full participation in the upcoming knowledge society sustained by the information explosion.

This, in a certain way, promotes the search for alternatives in the creation of budgets that would allow facing the previously mentioned challenges, to turn them into opportunities. With the possible alternatives we have, the challenge to the groups of professionals in the information field, such as the experience of the Faculty of the School of library and Information Sciences of the Autonomous University of Chihuahua in developing Chihuahua's State Law on Libraries. This group's main focus is to assemble and create the needed actions and resources from different levels in the federal, state and city government.

The participation of professional groups in these processes creates as a strategy for the cultural development and promotion of research, a conscience preference for the important investment in libraries.

It is not outrageous to say that the library is a vital element in the education, cultural development, training and research of every community. The library has traditionally been an establishment that serves the community as the source of specialized information, but it is also an essential element in the processes of academic formation. In its growth, it has surpassed by far its sole feature of "book warehouse", according to its etymologic definition, and besides, as the humanity has created and gathered knowledge, the library has moved from a passive state into an active one (from library science to information science). This is due to its enrichment of several formats, giving place to a multiple classification, labeling, indexing, and organization methods, and also to a multiple access methods so the user can obtain the information.

To support to what has been presented, there are two documents that endorse the development of the network of public libraries, and these are the Manifest of the UNESCO, pro the public libraries, and the World Declaration on the Higher Education en the XXI Century.

International, National and Local Outlook

The social, cultural, economical, political, scientific needs, etc., that the professional team of the information deals with, are due to the demand for an efficient knowledge management in an era characterized by the explosion of information, which can be better understood using the following data. For instance, 100 scientific journals were published in Europe in the year 1800. By 1850, 1000 were published; by 1900, 10.000 were published; in the late 1970's, 100.000 were published, and it was expected that for the year 2000 that number would increase up to one million. Regarding written works, leaving out newspapers and

magazines, in the year 1500, 35.000 titles existed in the world; by the year 1956, 258.000 titles were published in just one year, and two years later, that number reached the 478.000. In the 1970's, the annual publication number was estimated to be 10 million documents all around the world, and that number increases from 3 to 5% every year. In the early 1980's, it was estimated that people were reading scientific and technical documents 10 times more than what has been read since the beginning of history (Coll-Vinent, 1978)

The U.S. Library of Congress had by 1979, 74 million documents, which were: 18 million books, 33 million manuscripts, two million scores, five million maps, nine million engravings and photographs. Now it has approximately 130 million of items: 29 million books, 58 million manuscripts, 12 million photographs, 2.7 million recordings and 4.8 million maps (The Library of Congress, 2006).

The information market grows rapidly. The increase in the production of information, using this term in its widest sense, is very high (Lau and Castro, 1995). In the 1990's, printed information doubled in number every 20 months, and the worldwide editorial market published one thousand books everyday (Woodward and Philing, 1993).

Likewise, Information Technologies and Telecommunications (TIC's) change quickly and in a constantly due to the growth of computer networks and the increase in international users. In the mid 1990's, it was estimated that the number of internet users was growing, on an international basis, 8% every month (Casari, 1994). Therefore, we need to consider that information is no longer for the exclusive use of the wise or the researcher. In consequence, this blast of information has caused a weakening of the knowledge management system, making the access and the appropriate use of it difficult.

The problems and needs previously described are not excluded from the national and local reality. In Mexico, there are several suppliers of information online resources, which meaningfully and constantly increase. At the beginning of the 1990's, CompuServe had 1,500 resources in its first 90 operational days (Valauskas, 1992). The expenses in computing for Mexican business rose 13.3% in 1994, way above the 4% worldwide growth (El Financiero, 1994).

Mexico's participation in the worldwide economy provides significant challenges to the Information Sciences and related professions. The Mexican economy has changed over the past few years, due more to contributions of the service sector to the GDP (Gross Domestic Product) that is 53.8%. Likewise, the tertiary sector generates more jobs and more wealth than manufacturing and its primary activities (INEGI, 2000). This tertiary sector is the main consumer of computing products. Therefore, the growth and demand of information is also a reality in our country.

In the case of Chihuahua, the city deals with problems such as the lack of higher education institutions and academic programs that prepare professionals in the field, with the Information Science program of the Autonomous University of Chihuahua (UACH). This can be transformed into an opportunity for the academics and researchers of the program, since they have the possibility to fulfil the growing needs of the city regarding consulting in knowledge management topics.

These needs correspond in a way, to the growing number of enterprises related to the tertiary sector. According to data from the IMSS (Mexican Social Health Institute), and taken up again by the Centre of Economic and Social Information (CIES in Spanish) of the of Chihuahua's State Government, the tertiary sector generates more than the 36% of the jobs in the city. These have been increasing since the year 2004 to the present day. If we

consider that Chihuahua is a place where the maquila industry, a secondary sector, has great participation, this information becomes more important since it allow us to understand how the service sector is becoming more important to the city. It is also a relevant factor, in a certain way, that places the state fifth in the nation of economies contributing to the national GDP (CIES, 2006).

On the other hand, we have the creation of public institutions such as the Instituto Chihuahuense para la Transparencia y Acceso a la Información Pública (Institute of Chihuahua for the Transparency and Access to the Public Information), and the creation of a Council; the law of transparency and access to the public information of the State of Chihuahua, which favours the development of information unities that would serve as links between the public state agencies, and the citizens that request information; likewise, the law of transparency and access to the public government information grants the development of linking units, that have the function of a bridge between the citizens' request for information and the public federal agencies, some of which have locations in the city.

This described context has favoured the appropriate setting for the creation of the Ley Estatal de Bibliotecas (Libraries' State Law), the first one in the city's history, which main objectives are the consolidation of the Libraries' State network, the creation of a Libraries State System, ensemble and create the actions and resources for the several governmental levels, such as the Federation, States and Municipality.

Background

We can find in Chihuahua the first background of the legislation favouring the libraries, that is the Ley General del Sistema de Documentación e Información Pública del Estado de Chihuahua (General Law of the documentation system and public information of Chihuahua's State) published in the Official Newspaper of the State (Periódico Oficial del Estado) number 58, in July 19th 1997. Through the years and due to political, social and economical changes that it represents, this law lessen in importance because it became incongruent with the reality of the libraries of the city. Mainly because in this law is not clearly stated, and even in some cases it is completely omitted elements such as:
1. To be absent from the legal framework of the Libraries' General Law.
2. It does not specify and omits the functions of the State Library network, and its coordination.
3. It does not take into consideration the creation and establishment of a State System of Libraries.
4. It does not exert any direct and clear responsibility to all the three levels of the government: Municipality, State, and Federation.
5. It does not contemplate the instruction to a professional level of the Library's State network personnel.

These elements make the need to have a Libraries' State Law latent, a law which could ensemble and create the actions and resources between different levels of the government, Federation, State and Municipality. The inconveniences that are created when the authorities are not directly blamed for this are of a great number. For that reason, city's public libraries seem abandoned, because the responsibility the three levels of government have towards them slowly dilutes. For that reason, it is urgent to promote a law initiative to engage the governments in a clear and precise manner regarding the libraries, especially in economical resources terms. Since are those from which all the possible solutions to the rest of the stated problems derive from.

Finally, this issue was directly presented during the First State Encounter of Libraries, performed within the VI State Book Fair, during October 14th and 15th 2005. The main goal of this meeting is to create a space of debate, analysis and exchange of experiences on the challenges and prospecting that the libraries of Chihuahua face, with the purpose to present actions that drive and strengthen the libraries' processes. The meeting is organized by the Administrators of the Information Resources (ASAR in Spanish), together with the Faculty of School of library and Information Sciences of the Autonomous University of Chihuahua.

ASAR is a civil organization that joins people from Chihuahua that are related to the activities of documental information. It is formed by several comities and groups of interest. It is a group that contributes to personnel development that works in diverse information unities. Its members are part mainly of business, cultural, public and private higher education and government sectors. The associated are people from empiric foundations to PhD holders (ASAR, 2000).

One of the proposals at the Meeting was the urge to make laws pro the city libraries, asking for the involvement of professionals in the subject, and so avoid an incongruent initiative in the libraries' duty. This thought was held by Deputy Jaime Garcia Chavez, who participated in the event as a main lecturer, and talked about the topic "Librarian Legal Framework in Chihuahua".

Now, the Deputy Jaime Garcia Chavez is in a position where he could meaningfully help, since his chairs- up until today- the Library Comity, Editorial Affairs and Congress Computing of Chihuahua. The meeting ends with the promise to work on this subject.

Methodology

At the beginning of the year 2006, the Library Comity, Editorial Affairs and Computing the project of promoting the law begins, taking into consideration the suggestions proposed at the Meeting, and it is conformed by personnel from the Culture Institute of Chihuahua (ICHICULT), related also with the Central Library and the State Network of Public Libraries. Members of the ASAR and the Faculty of the School of Library and Information Science mayor at the UACH are also invited. It is like this, that a mayor step is taken into the development and promotion of the library's duty in the state. All of this could set a precedent in the consolidation of the participation of academic groups.

At the end, the team consisted of several members of the cities previously mentioned, and it used the legal advice of the representative people of the Library Comity and Editorial Affairs of the Congress of the State.

The next step was the formation of the theoretical-legal framework, to do it so, it was necessary the recompilation of several documents, which of the following stand out:
1. The Libraries' General Law
2. The Mexican Constitution
3. The Chihuahua's State Constitution
4. The General Law of the Documentation System and Public Information of Chihuahua.
5. The Libraries' State Laws, especially from Sinaloa and Coahuila.
6. The Castilla and Leon Libraries' Law
7. The Order of the Government Council in Legal Deposits.

Theoretical Framework
1. World Summit on the Information Society, Geneva 2003 - Tunis 2005

2. UNESCO Declaration pro Public Libraries.
3. UNESCO and the Information Society.

Within these material as the theoretical-legal framework, along with mistakes and omissions from Chihuahua's government, with the approaches presented at the Library State Meeting, and with the addition of academic groups into the comity, several meetings were held in which it was discussed, explained and justified the opinions that allowed the creation of the first State Law of Libraries in Chihuahua (Rodas, 2006). These sessions began on March 2005, and concluded last June 13th, 2006, with the presence of the Congress of the State, that approved the creation of such law in an ordinary session, as a legal instrument that standardize libraries' organization and consultation centres, taking into consideration actions and decisions aimed to help the general population.

The new law is formed by 18 articles, grouped together in three chapters designated as: General Dispositions, State Network of Public Libraries, and regarding the State System of Libraries, respectively.

This Law finally has been published in the Attached Leaflet of the Official Newspaper of the State of Chihuahua, Wednesday September 20th, 2006. The articles that favour the central objective of joining and articulating actions and resources between several levels of the government (Federation, States, and Municipality), are mainly the following:

Article 5. The Government of the State and the municipality, within their own jurisdictions, will promote the establishment, organization and support of public libraries, including in their draft bills of incomes the budget certificates that will be destined to accomplish those affairs.

Article 9. Public workers appointed to the State network of Libraries that fail to fulfil their duty as state or city workers, will be penalizing, according to what is established in the Law of Liabilities for the Public Workers, the City code and other applicable dispositions.

Article 11. The State Network of Public Libraries will have as main goal:
I.   To Join the resources of public libraries, and coordinate its functions in order to strengthen their operations;
II.   To Enlarge and diversify the book collection, and guide the public library services; and
III.   To promote training and academic formation of its staff. In order to accomplish its goals, the State Network of Public Libraries, will have a certified budget in the Law of Incomes of the State.

Without a doubt, legislate pro the gathering of financial resources for the public libraries, it's a promotion for the development of strategies that will help to identify and establish new formulas that will actively contribute to reduce the digital gap and the differences in level in the application of knowledge, that would allow the state, the institutions and all civil sectors, face the new challenges of an evolving and constantly transforming information society, shaping new ways to contribute lessen the separation between those who have, and those who lack access to the information and worldwide communication network, and trying to find new solutions, or at least less components, that would allow people to have equality on beneficial opportunities, mainly for individuals who belong to societies still not ahead in this subject.

Information Scientifics have stressed the need to impulse the establishment of networks of libraries, documentation centres, and book collection locations of public access. The public

government information consultation mechanisms has also become a support for the democratic fulfilment, but a media strategy to promote the consultation of it and the continued use of it is needed. It is clear that the establishment of information technologies and the fact that the access to the network is available to the citizens is not enough to solve this problem. It is precise, to basically create a cultural change, through an information literacy teaching, which the outcome could be the correct use of libraries and data and documentation centres promotion, with the purpose of searching, recovering and applying information in any of its supports to accomplish the established purposes.

The creation of this law and its future application, would favour without a doubt the librarian duty in the city. But the most worthwhile aspect is its transcendence in other issues, beyond the law itself. These issues are identified into three main topics:
1. Creation of budgets
2. Addition of academic groups
3. Linking and collaboration between institutions

Reading the creation of budgets, one of the main objectives of this law is to ensemble and creates the actions and resources among the different governmental levels, which are Federation, States, and Municipality. To sum up, the purpose is that no government strays away from its budget responsibilities, which now are being imposed by law. This is, without a doubt, a fundamental principle in the librarian development of the city, since it has always been limited because of the insufficient, a sometimes nonexistent assigned budgets.

The fact that nowadays the units that belong to the Libraries State Network have more elements on their side, like this law, is helping them to create worthy budgets that fulfil the necessities of the users and the society in general. This also allows considering libraries and public information centres as locations, with the proper infrastructure in order that the community would have access to the value-added information that satisfies the information needs, and that are transformed into knowledge, helping to diminish the digital gap and the difference in knowledge.

On the other hand, the addition of academic groups of the field in this type of promotions are vital since they guarantee the congruency among the stated problems as shortages and necessities, and the presented solutions that have possibilities of potential success. It is important to become aware of the decision-making process, where it should be rewarded the thought that in the process of obtaining the solution, the experts on the field must actively participate since they already have the knowledge, experiences and necessary skills.

Finally, another issue that goes beyond the creation process of this Law is the linking and assistance among institutions. Several institutions and organizations got involved in the process of completing this project. This generates more possibilities to come up with more solutions. The interaction caused by the inter-institutional linking, promotes a setting that favours the assistance, taking the relations to a new level, with major success possibilities.

In this project, several institutions like the civilian partnership ASAR, the Government of the State (ICHICULT), the Congress of Chihuahua State and the political parties that are part of it, and the higher education institutions (Autonomous University of Chihuahua) bound efforts.

Appendix

Account of motives
Article 3rd of the Political Constitution clearly establishes the State's responsibility (the Federation, States, and Municipality), of promoting the appropriated conditions so the practice of the freedom and equality rights of the Mexicans be real and effective; to remove all the obstacles that hinder or make more difficult its peak, and also let everybody's participation easier in the cultural life.

Individual or collective approach to an open and plural culture is increasing due on condition to make easier the access to the most representative human thoughts, in order to cause an impact in the equality conditions of the decision-making process in individual, professional or social matters.

To proclaim the true equality is difficult since we don't have enough information sources to study, permanent education, and decision-making, sources that have an individual, professional, and social reach, which are ultimately most needed in modern societies. We are witnessing a real information revolution that affects the lifestyle, learning and working style of people, and the way the governments interact with the civilians. The most fundamental change of our century could be summed up as the change of an industrial society into a information-based society. This makes information a powerful tool, if not the most powerful, for the political, economical and social development.

We are facing a real information revolution that is highly multiplying, and therefore, it is forcing the governments for a timely and efficient participation, so they would use legal tools that would help its [information] processing, creating the best conditions for its appropriated use.

Within this context, libraries' position is one of a great importance, since libraries are the ones that must be conceived even as a collective place, but also an information-access place. Libraries must have connectors among users, be established as places for the cultural development, and for social coexistence, for dialogue, respect and knowledge. Its particular characteristics make it possible to establish them [libraries] in open spaces, that has a lot to do with a new group of citizens.

In our country, the Libraries' General Law was published on January 21st, 1988. This gave way to the approval of state laws in different locations of our country, something that didn't occur in our state, because up until today, we don't have a group that regularize that. Therefore, only tangential and occasionally there was a regulation on the field, like the use of the General Law of the Documentation System and Public Information of Chihuahua (1997) that mentioned in some of the articles issues such as the reference of libraries as documental units (article 3rd, fraction IV), "integrate, coordinate, administrate, and operate the State Public and Private Libraries Network, and to check for its proper functioning (article 32 A, Fraction XIII), " And in its quality of a Public Central Library, must participate in the planning, developing and expansion of the public libraries of the city (article 32, fraction XIV).

However, when the Information Centre of Chihuahua merged with the ICHICULT in the year 2000, these articles were overthrown.

That is the reason why up until today there is no legal instrument that defines the necessary mechanism to provide the basis for the existence and operation of public libraries, regarding the state and the municipality.

It is urgent to have a law that ensemble and create the actions and resources among the different levels of the government, and strengthen the programs of the School of Library with a high level of trusty information, and a wide circulation among its inhabitants through a Libraries State Network that would serve as a link between the Federal, State and City governments; it should coordinate and the elements that are part of the library and it should establish the necessary participation mechanisms to achieve its expansion. The lack of this legal resource has caused, in some cases, the building of libraries in reduced spaces, lacking furniture, and mainly, not acknowledging the unavoidable obligation to keep the book collection updated. This has caused serious deficiencies in the service, not mentioning the lost of book collections and historical files of great importance.

It is necessary to legalize the functions of the state and the cities regarding public libraries to ensure its maintenance, updating and modernization; legalize also the structure of the groups that will seek to fulfill the objectives; legalize the different level government authorities develop and supervise its proper operation. It is necessary to plan the systematization of a strong and well established structure that will allow the better use of the information resources.

This intervention pretends to reduce the shortage of it in our city. To do it so, this project has three chapters in which the most important topics are regulated.

In Chapter I: General Dispositions, objectives and the nature of this law is specified. The glossary used is specified, emphasizing the one of public library that is formed with the following elements:
a) Any institution with a book collection surpassing 1000 titles already labelled and classified.
b) An institution that has books, audio, audio-visual and other information aids.
c) It should have personnel means and extra materials in order to satisfy the study, information and access to the culture needs that all the people, without discrimination, have.

Likewise, obligations that correspond to the state and the city are established, amongst which stands out the obligation of the incomes laws for a budget allocation to the fulfilment of this law. On the other hand, the state and the city should separate resources, to recognize the importance of the libraries that provide the city with material resources and adequate humans, and like this, giving them enough equipment and furniture, and looking after its personnel's training and updating. One of the purposes is to avoid the lack of attention that happens after every administration changes.

Chapter II: Of the Libraries State Network, the objectives are identified, and to do it so, the Coordination of the Network is created, making its competences specific. Its constitution is more than justified if we consider that nowadays we have 155 public libraries established in the 67 cities that were useful to 1,176,432 men and women in the last year.

One important aspect is the one regarding the establishment of the State Central Library to the Public Library No. 291, since it will represent the role model for the integration to the net, participating also in the planning, development and expansion of the public libraries of the city.

It is very relevant the creation of the Council for the State Network of Public Libraries, as an institution for consults, formed by a total of eleven representatives who will designate its president.

Finally, Chapter III: Of the Libraries State System, which purpose is to ensemble the local and state efforts to accomplish the coordination from the public sector, and the voluntary participation of the social and private sectors, and addressing such responsibility to the Culture Institute of Chihuahua (ICHICULT). Actions that must be taken are specified, and the procedure for the addition of the libraries to the system.

The system includes all types of libraries: of classroom, of school, of colleges, specialized, etc, and this allows a more efficient and effective control of the actions that take place in the libraries' field.

Spanish Text

Introducción

El paso de una sociedad industrial a una sociedad basada en la información constituye una etapa fundamental en el desarrollo actual de las naciones. La revolución de la información de la que somos testigos, incide en la forma de vivir, aprender y trabajar de las personas y en el modo en que los gobiernos interactúan con la sociedad civil (ONU y UIT, 2006). La información transformada en conocimiento es una herramienta poderosa y ahora, más que nunca, relevante en la evolución económica y social de cualquier sociedad. Por lo tanto, las sociedades actuales giran en torno a los insumos informativos, tanto en la economía de servicio como en la manufacturera (Lau y Castro, 1995).

La libre circulación de información e ideas, premisa fundamental de cualquier democracia, ha desencadenado un crecimiento radical de los conocimientos y de sus múltiples nuevas aplicaciones. Como resultado, se están transformando las estructuras y relaciones económicas, culturales y sociales; sin embargo, una inmensa mayoría de la población de países que se encuentran en la fase de incorporación de las nuevas tecnologías y en proceso de integrarse a la globalización, permanece al margen de esta revolución. Esta brecha digital amenaza con agrandar la disparidad ya existente en materia de desarrollo entre ricos y pobres, dentro de las naciones y entre éstas (ONU y UIT, 2006). No se podrá conseguir un beneficio generalizado de tal proceso, a menos que se tomen medidas para acercar y poner a disposición de las mayorías, los medios que permitan una participación plena en la emergente sociedad del conocimiento sustentada en la información.

Esto, de alguna manera, promueve la búsqueda de alternativas en la gestión de presupuestos que permitan hacer frente a los retos mencionados, para convertirlos en oportunidades. Dentro de las posibles alternativas se encuentra la consulta a grupos de profesionales de la información, como es la experiencia del Cuerpo Académico de Bibliotecología y Ciencias de la Información de la Universidad Autónoma de Chihuahua (CA-88-UACHIH) en el proceso de desarrollo de la Ley Estatal de Bibliotecas del Estado de Chihuahua. En donde una de sus principales premisas es la de conjuntar y articular acciones y recursos entre distintos niveles de gobierno, tanto a nivel federal, estatal y municipal.

La participación de grupos de profesionales en estos procesos, generan conciencia a favor de la importancia de invertir en las bibliotecas, como estrategia para el desarrollo cultural y el fomento a la investigación.

No es exagerado decir que en toda comunidad la biblioteca es un elemento vital en la educación, desarrollo cultural, capacitación e investigación. La biblioteca ha sido tradicionalmente el establecimiento que sirve a la comunidad como fuente de acceso a información especializada, es también un elemento indispensable en los procesos de formación académica. En su devenir, ha rebasado con mucho su carácter de 'almacén de libros', según su definición etimológica, además, a medida que la humanidad ha generado y acumulado conocimientos, ha pasado de un estado pasivo a uno activo (de biblioteconomía a bibliotecología), esto es debido a que se ha enriquecido con una gran variedad de formatos dando lugar a multiplicidad de formas de clasificación, catalogación, indización, organización y mecanismos de acceso para que la información llegue a los usuarios.

En apoyo a lo que se plantea, existen dos documentos que avalan el desarrollo de redes de bibliotecas públicas, estos son el Manifiesto de la UNESCO en favor de las bibliotecas públicas y la Declaración mundial sobre la educación superior en el siglo XXI.

Panorama internacional, nacional y local

Las necesidades sociales, culturales, económicas, políticas, científicas, etc., que atiende el profesional de la información, responden a la demanda de una eficiente gestión de la información en una era caracterizada por la explosión de la información, la cual se puede comprender mejor con los siguientes datos. Por ejemplo, en el año 1800 en Europa se publicaban 100 periódicos científicos. En 1850, 1000; en 1900, 10,000; a finales de los años setenta, 100,000 y se calculaba que para el 2000 esa cifra alcanzaría el millón. En cuanto a obras escritas, sin contar periódicos y revistas, en el año 1500 existían en el mundo 35.000 títulos; en 1965 se publicaban 285.000 títulos en un solo año, y sólo dos años después esa cifra llegaba a 478.000. En los años setenta, se calculaba la publicación anual de 10 millones de documentos en todo el mundo y esa cantidad aumenta de 3 a 5% cada año. A principios de los ochenta, se calculaba que se leía 10 veces más documentos científicos y técnicos que los leídos desde el comienzo de la historia (Coll-Vinent, 1978).

La Biblioteca del Congreso de los EUA, en 1979, contaba con 74 millones de documentos: 18 de libros, 33 de manuscritos, 2 de partituras, 5 de mapas, 9 de grabados y fotografías. En la actualidad, cuenta con 130 millones de registros aproximadamente: 29 de libros, 58 de manuscritos, 12 de fotografías, y 4.8 de mapas (The Library of Congress, 2006). El mercado informativo crece rápidamente. El incremento en la producción de información, usando este término en su sentido amplio, es alto (Lau y Castro, 1995). En la década de los noventa la información impresa se duplicó en cantidad cada 20 meses, y el mercado editorial mundial publica mil libros diariamente (Woodward y Pilling 1993).

De igual forma, las Tecnologías de la Información y las Telecomunicaciones (TIC's) cambian rápidamente y de manera constante, por el crecimiento de redes computacionales e incremento de usuarios a nivel internacional. A mediados de la década de los noventa, se calculaba que el número de usuarios de Internet crecía 8% cada mes a nivel internacional (Casari, 1994). Por lo tanto, hay que considerar que la información ya no es necesariamente de uso exclusivo del sabio o investigador.

Esta explosión de la información, en consecuencia, ha provocado una deficiente gestión de la información, que dificulta su acceso y aprovechamiento adecuado.

Los problemas y necesidades descritos anteriormente no son excluyentes de la realidad nacional y local. En México, existen varios proveedores de recursos informativos en línea, los cuales se incrementan constantemente y de forma significativa. A principios de la década de los noventa, Compuserve tenía 1,500 en sus primeros 90 días de operación (Valauskas,

1992). El gasto informático de las empresas mexicanas creció 13.3% en 1994, muy por arriba del crecimiento mundial del 4% (El Financiero, 1994).

México es partícipe de la globalización en la economía mundial, lo cual propicia retos significativos a las profesiones relacionadas con las ciencias de la información. La economía mexicana ha cambiado en los últimos años, debido a la mayor contribución del sector servicios en el PIB que es de 53.8%. De igual forma, el sector terciario genera más empleos y más riquezas que la manufactura y las actividades primarias (INEGI, 2000). Este sector es el principal consumidor de insumos informativos. Por lo tanto, el crecimiento y demanda de información en nuestro país también es una realidad.

En el caso de Chihuahua, la entidad se enfrenta a problemas como el no contar con instituciones de educación superior y programas académicos que formen profesionales en el área, a excepción de la Universidad Autónoma de Chihuahua (UACh) con el programa Ciencias de la Información. Esto se puede transformar en una oportunidad para los académicos e investigadores del programa, ya que tienen la posibilidad de satisfacer las necesidades crecientes de la entidad en cuanto a asesoría en temas de gestión de la información.

Estas necesidades responden, por un lado, al creciente número de empresas dedicadas al sector terciario. Según datos del IMSS, retomados por el Centro de Información Económica y Social (CIES) de Gobierno del Estado de Chihuahua, el sector terciario genera poco más del 36% de los empleos en la entidad. Estos se han ido incrementando desde el 2004 hasta la fecha. Considerando que Chihuahua es una plaza que cuenta con una gran participación de la industria maquiladora (sector secundario), este dato cobra mayor importancia, ya que nos permite ver la importancia que va cobrando el sector servicios en la entidad, y en cierta forma es un factor relevante que permite al estado colocarse como la quinta economía en participación del PIB Nacional (CIES, 2006).

Por otro lado, tenemos la creación de instituciones públicas como el Instituto Chihuahuense para la Transparencia y Acceso a la Información Pública y la creación de su Consejo; la Ley de Transparencia y Acceso a la información Pública del Estado de Chihuahua, la cual propicia el desarrollo de Unidades de Información que servirán de enlace entre las dependencias públicas estatales y los ciudadanos que soliciten información; De igual forma, la Ley Federal de Acceso a la Información Pública Gubernamental decreta el desarrollo de Unidades de Enlace, que tienen la función de puente entre las solicitudes de información de los ciudadanos y las dependencias públicas federales, de las cuales varias tienen unidades en la entidad.

Este contexto descrito a propiciado el escenario adecuado para la creación de la Ley Estatal de Bibliotecas, primera en toda la historia de la entidad y la cual tiene como principales objetivos la consolidación de la Red Estatal de Bibliotecas, la creación de un Sistema Estatal de Bibliotecas y el conjuntar y articular acciones y recursos entre distintos niveles de gobierno: Federación, Estados y Municipios.

Antecedentes

Se encuentra en el Estado de Chihuahua, el primer antecedente de legislación a favor de bibliotecas, que es la Ley General del Sistema de Documentación e Información Pública del Estado de Chihuahua, publicada en el Periódico Oficial del Estado No. 58 del 19 de julio de 1997. Con el paso del tiempo y los cambios políticos, sociales y económicos que esto conlleva, esta Ley perdió importancia al hacerse incongruente con la realidad de las

bibliotecas en la entidad. Principalmente por que en esta ley no se contempla de forma clara, o en algunos casos, hasta se omiten elementos como:

1. *No estar en el marco jurídico de la Ley General de Bibliotecas.*
2. *No precisa y omite funciones de la Red Estatal de Bibliotecas y de su Coordinación.*
3. *No considera la creación y consolidación de un Sistema Estatal de Bibliotecas.*
4. *No ejerce responsabilidad a los tres niveles de gobierno: Municipio, Estado, y Federación de forma directa y clara.*
5. *No contempla la profesionalización del personal de las bibliotecas de la Red Estatal.*

Estos elementos hacen latente la necesidad de contar con una Ley Estatal de Bibliotecas que logre conjuntar y articular acciones y recursos entre distintos niveles de gobierno, Federación, Estados y Municipios. Son muchos los inconvenientes que se generan al no hacer responsables, de manera directa, a las autoridades. Por tal motivo las bibliotecas públicas de la entidad se ven abandonadas, ya que la responsabilidad hacia con ellas se diluye entre estos tres niveles de gobierno. Por tal motivo se ve de forma urgente que se presente una iniciativa de ley que comprometa a los gobiernos de manera clara y precisa con respecto a las bibliotecas, principalmente en materia de recursos económicos. Ya que de éstos se derivan las posibles soluciones al resto de los problemas planteados.

Finalmente este problema es planteado de forma directa en el Primer Encuentro Estatal de Bibliotecas, realizada en el marco de la VI Feria Estatal del Libro, los días 14 y 15 de octubre de 2005. Este encuentro tiene como objetivo principal el generar un espacio de discusión, análisis e intercambio de experiencias sobre los retos y prospectivas que enfrentan las bibliotecas en el estado de Chihuahua, a fin de proponer acciones que impulsen y fortalezcan los procesos de las bibliotecas. El Encuentro es organizado por Asociación de Administradores de Recursos Informativos (ASAR), con la colaboración de los integrantes del Cuerpo Académico de Bibliotecología y Ciencias de la Información de la UACh.

ASAR es una asociación civil que agrupa personas del Estado de Chihuahua relacionadas con actividades de la información documental. Se compone de diversos comités y grupos de interés. Es una entidad que contribuye al desarrollo de personal que labora en diversas unidades de información. Sus miembros pertenecen a sectores empresariales, culturales, de educación superior (pública y privada) y gobierno, principalmente. Los agremiados son desde personas con formación empírica hasta con grado de doctor (ASAR, 2000).

Una de las acciones propuesta en el Encuentro fue la necesidad de legislar a favor de las bibliotecas en la entidad, con la recomendación de que se involucre profesionales en el área para así evitar una iniciativa incongruente con el quehacer bibliotecario. Este planteamiento fue recogido por el Diputado local Jaime García Chávez, quien había participado en dicho evento como conferencista magistral, con el tema: "Marco Jurídico Bibliotecario en el Estado de Chihuahua".

En ese momento el Diputado Jaime García Chávez se encuentra en condiciones de poder ayudar significativamente, ya que es él quien preside -hasta la fecha- el Comité de Biblioteca, Asuntos Editoriales e Informática del Congreso del Estado de Chihuahua. El encuentro se clausura con la promesa de trabajar al respecto.

Metodología

A principios de 2006 el Comité de Biblioteca, Asuntos Editoriales e Informática inician el proyecto de iniciativa de ley, y no haciendo caso omiso a las sugerencias planteadas en el Encuentro, se integra a personal del Instituto Chihuahuense de la Cultura (ICHICULT),

relacionado con la Biblioteca Central y la Red Estatal de Bibliotecas Públicas. También se invita a miembros de la ASAR y al Cuerpo Académico de Bibliotecología y Ciencias de la Información de la UACh. Es así como se logra un paso importante en el desarrollo y fomento del quehacer bibliotecario en el Estado. Que puede sentar precedentes en la consolidación de la participación de cuerpos colegiados.

El equipo quedó formado por varios integrantes de las entidades ya mencionadas y con la asesoría en materia jurídica por parte de los representantes del Comité de Bibliotecas y Asuntos Editoriales del Congreso del Estado.

El siguiente paso fue la conformación del marco teórico-jurídico, para lo cual se recurrió a la recopilación de varios documentos en los que destacan:

1. Marco Jurídico:
    1. La Ley General de Bibliotecas.
    2. Constitución Política de los Estados Unidos Mexicanos.
    3. Constitución Política del Estado de Chihuahua.
    4. La Ley General del Sistema de Documentación e Información Pública del Estado de Chihuahua.
    5. Leyes estatales de bibliotecas, principalmente Coahuila y Sinaloa.
    6. La Ley de Bibliotecas de Castilla y León.
    7. El Decreto del Poder Ejecutivo de Depósito Legal.

2. Marco Teórico:
    1. Cumbre Mundial Sobre la Sociedad de la Información. Ginebra 2003-Túnez 2005.
    2. Manifiesto de la UNESCO en Favor de las Bibliotecas Públicas.
    3. La UNESCO y la Sociedad de Información para todos.

Con este material como marco teórico-jurídico; con las fallas y omisiones encontradas en La Ley General del Sistema de Documentación e Información Pública del Estado de Chihuahua; con los planteamientos presentados en el Encuentro Estatal de Bibliotecas; y con la inserción de cuerpos colegiados en el Comité, se llevaron a cabo varias sesiones donde se discutieron, se argumentaron y se justificaron diversas opiniones que dieron paso a la creación de la primera Ley Estatal de Bibliotecas en el Estado de Chihuahua (Rodas, 2006). Estas sesiones dieron inicio en el mes de marzo de 2005 y concluyeron el pasado 13 de junio del 2006, ante el Congreso del Estado, quien aprobó en sesión ordinaria la creación de dicha Ley, como instrumento jurídico que norme la organización de bibliotecas y centros de consulta, al contemplar acciones y decisiones tendientes a beneficiar a la ciudadanía en general.

La nueva Ley se compone de 18 artículos, agrupados en tres capítulos denominados: Disposiciones Generales, de la Red Estatal de Bibliotecas Públicas y Del Sistema Estatal de Bibliotecas, respectivamente.

Esta Ley ha sido publicada, finalmente, en el Folleto Anexo del Periódico Oficial del Estado de Chihuahua, el miércoles 20 de septiembre de 2006. Los artículos que favorecen el objetivo central de conjuntar y articular acciones y recursos entre distintos niveles de gobierno (Federación, Estados y Municipios) son principalmente:

Artículo 5. El Gobierno del Estado y los municipios, dentro de sus respectivas jurisdicciones, promoverán el establecimiento, organización y sostenimiento de bibliotecas públicas incluyendo en sus anteproyectos de leyes de ingresos las partidas presupuestales que destinarán para esos efectos.

Articulo 9. Los servidores públicos adscritos en la Red Estatal de Bibliotecas que incumplan sus labores como trabajadores estatales o municipales serán sancionados de conformidad con lo establecido por la Ley de Responsabilidades de los Servidores Públicos, el Código Municipal y demás disposiciones aplicables.

Artículo 11. La Red Estatal de Bibliotecas Públicas tendrá por objeto:
I. Integrar los recursos de las bibliotecas públicas y coordinar sus funciones para fortalecer y optimizar la operación de éstas;
II. Ampliar y diversificar los acervos y orientar los servicios de las bibliotecas públicas; y
III. Promover y fomentar la capacitación y profesionalización de su personal.
Para el logro de sus objetivos, la Red Estatal de Bibliotecas Públicas, contará con una partida presupuestal en la Ley de Ingresos del Estado.

Sin duda alguna, el legislar a favor de la obtención de recursos financieros para las bibliotecas públicas fomentan el desarrollo de estrategias que permiten identificar e implementar fórmulas que contribuyan activamente a reducir la brecha digital y el desnivel en la aplicación de conocimientos, que permitan al estado, las instituciones y todos los sectores de la sociedad civil, hacer frente a los nuevos desafíos de una sociedad de la información en evolución y transformación constante, modelando formas de contribuir a reducir el margen existente entre quienes tienen y quienes no tienen acceso a la red de información y comunicación mundial, tratando de encontrar caminos –o por lo menos elementos- que den paso a la igualdad de oportunidades provechosas, principalmente a los individuos pertenecientes a sociedades que marchan aún a la zaga en este terreno.

Los científicos de la información han puesto énfasis en la necesidad de potenciar el establecimiento de redes de bibliotecas, centros de documentación y establecimientos de acervos de datos de acceso público, los mecanismos de consulta de la información pública gubernamental se ha convertido también en un sustento del ejercicio democrático, pero hace falta contar con una estrategia de medios para promover su consulta y uso continuado. Está claro que la instalación de tecnologías de información y el hecho de poner a disposición de los ciudadanos el acceso a la red no basta para resolver el problema, es preciso, básicamente generar un cambio cultural, a través de un proceso de alfabetización para la información, que de como resultado fomentar la utilización adecuada de las bibliotecas y centros de datos y documentación, con el afán de localizar, recuperar y aplicar información, en cualquiera de sus soportes, para fines específicos.

<div align="center">

Conclusiones

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La creación de esta Ley y su futura entrada en vigor, sin duda alguna, va a favorecer el quehacer bibliotecario en la entidad. Pero lo más valioso es la trascendencia que logra, en otros aspectos, más allá de la misma Ley. Esos aspectos se identifican en tres puntos fundamentales:
1. Gestión de presupuestos
2. Inserción de cuerpos colegiados
3. Vinculación y colaboración interinstitucional.

En cuanto a gestión de presupuestos, una de los principales objetivos de ésta Ley es conjuntar y articular acciones y recursos entre distintos niveles de gobierno, Federación, Estados y Municipios. En resumen, la intención es que no se deslinde ningún gobierno de las responsabilidades presupuestales, que ahora por ley, están obligados. Esto, sin duda alguna, es un principio fundamental en el desarrollo bibliotecario en la entidad, ya que siempre estuvo limitado por los insuficientes, y en ocasiones inexistentes, presupuestos

asignados. El que ahora, las centros pertenecientes a la Red Estatal de bibliotecas, tengan elementos a su favor, como esta Ley, les permite gestionar presupuestos dignos y acordes a las necesidades de las comunidades de usuarios que atienden y de la sociedad en general. Y permitiendo que se tome a la biblioteca y centros de información de acceso público como enclaves, con la infraestructura necesaria para tener a disposición de la comunidad en general información con valor agregado que permita satisfacer necesidades información, que se traduzcan en conocimiento, ayudando a disminuir la brecha digital y el desnivel de conocimiento.

Por otro lado, la inserción de cuerpos colegiados en el área, en este tipo de iniciativas es fundamental, ya que garantizan la congruencia entre los problemas planteados como carencias y necesidades, con respecto a las soluciones presentadas con posibilidades potencialmente exitosas. Es necesario hacer conciencia con respecto a la toma de decisiones, donde debe premiar la idea de que en la construcción de la solución, deben participar activamente los expertos del área, ya que cuentan con los conocimientos, experiencias y habilidades necesarios.

Finalmente, otro aspecto que trasciende el ejercicio de la creación de esta misma Ley, es la vinculación y colaboración interinstitucional. Son varias las instituciones y organizaciones que se involucraron para lograr este proyecto. Esto logra generar más posibilidades para construir nuevas soluciones. La interacción que provoca la vinculación interinstitucional, fomenta un escenario que favorece la colaboración, llevando las relaciones a otro nivel, con mayores posibilidades de éxito.

En este proyecto se vincularon esfuerzos de diversas instituciones como de la sociedad civil (ASAR), del Ejecutivo del Gobierno del Estado (ICHICULT) del Congreso del Estado y los partidos políticos que lo integran, y de instituciones de educación superior (UACh).

Anexo

Exposición de Motivos:
El artículo 3º de la Constitución Política establece claramente la obligación del Estado —Federación, Estados y Municipios— de promover las condiciones para que el ejercicio de los derechos de libertad e igualdad de los mexicanos sea real y efectivo; remover los obstáculos que impidan o dificulten su plenitud y facilitar la participación de todos en la vida cultural.

El acercamiento individual o colectivo a una cultura abierta y plural se incrementa a condición de facilitar el acceso a los registros más representativos del pensamiento humano para incidir en condiciones de equidad en la toma de decisiones personales de alcance individual, profesional o social.

Resulta difícil proclamar una verdadera igualdad si no se disponen de las fuentes de información necesarias para el estudio, la educación permanente y la toma de decisiones personales de alcance individual, profesional o social, como lo exigen cada vez más las sociedades modernas, pues nos encontramos ante una verdadera revolución de la información que incide en la forma de vivir, aprender y trabajar de las personas y en el modo en que los gobiernos interactúan con la sociedad civil. El cambio fundamental de nuestro siglo podemos resumirlo como el paso de una sociedad industrial a una sociedad basada en la información, convirtiéndose esta en una herramienta poderosa —si no es que la más— para el desarrollo político, económico y social.

Nos encontramos frente a una verdadera revolución de la información que se multiplica exponencialmente y, por tanto, reclama de los gobiernos una actuación oportuna y eficiente

con herramientas legales que coadyuven a su procesamiento generando las mejores condiciones para su uso y aprovechamiento.

En este contexto el papel de las bibliotecas ocupa un lugar preponderante, pues éstas deben ser concebidas, incluso, como un espacio colectivo más de acceso a la información, deben tender puentes entre los usuarios, establecerse como lugares para el desarrollo cultural, de convivencia social, dialogo, respeto y conocimiento. Sus características particulares posibilitan su constitución en escenarios abiertos que mucho tienen que ver en la conformación de los nuevos ciudadanos.

En nuestro país la Ley General de Bibliotecas se publicó el 21 de enero de 1988 dando paso a la aprobación de leyes estatales en diversas entidades de la República, lo que no ocurrió en nuestro Estado, pues a la fecha no se cuenta con un cuerpo normativo al respecto, de tal manera que sólo tangencial y esporádicamente se reguló sobre el tema, como fue a través de la Ley General del Sistema de Documentación e Información Pública del Estado de Chihuahua (1997) que en algunos de sus artículos se tocaron aspectos como la referencia a las bibliotecas como Unidades documentales (artículo 3º. Fracción IV), "Integrar, coordinar, administrar y operar la Red Estatal de Bibliotecas Públicas y supervisar su buen funcionamiento (artículo 32 A, fracción XIII), "En su carácter de Biblioteca Pública Central, participar en la planeación, desarrollo y expansión de la Bibliotecas públicas de la Entidad artículo 32, fracción XIV).

Sin embargo, al fusionarse el Centro de Información del Estado de Chihuahua al ICHICULT, en el año 2000, estos artículos fueron derogados.

Es por ello que a la fecha, no existe ningún instrumento legal que delimite los mecanismos necesarios para fundamentar la existencia y operación de las Bibliotecas Públicas, en lo que corresponde al Estado y a los Municipios.

Es urgente una ley estatal de bibliotecas que conjunte y articule acciones y recursos entre los distintos niveles de gobierno, refuerce los programas de bibliotecología con un alto grado de información confiable, con amplia difusión entre sus habitantes, a través de una Red Estatal de Bibliotecas que sirva de   enlace entre los gobiernos federal, estatal y municipal; coordine los elementos que la integran y establezca los mecanismos participativos para programar su expansión. La falta de este recurso legal ha propiciado, en algunos casos, la instalación de bibliotecas en espacios reducidos, con falta de mobiliario y, principalmente, sin estar manifiesta la ineludible obligación de mantener actualizado el acervo bibliográfico, ocasionando con ello, graves deficiencias en la prestación de los servicios, cuando no la pérdida de acervo bibliográfico y archivos históricos de gran importancia.

Se requiere fundamentar legalmente las funciones del Estado y los municipios en relación con las bibliotecas públicas para asegurar su mantenimiento, actualización y modernización, la estructura de los órganos que se encargarán de dar cumplimiento a sus objetivos, las autoridades de los distintos niveles de gobierno que desarrollen y supervisen su funcionamiento, planear la sistematización de una estructura fuerte y bien consolidada, que permita un mejor aprovechamiento de los recursos informativos.

La presente iniciativa pretende subsanar el déficit que en esta materia prevalece en nuestra entidad. Para ello, este proyecto contiene tres capítulos en los que se regulan los temas de mayor trascendencia.

En el Capítulo I: Disposiciones generales, se determinan los objetivos y naturaleza de la ley, se define el glosario que se utiliza, destacándose el de biblioteca pública que se integra con los siguientes elementos:

a). Toda institución con un acervo superior a 1000 títulos, catalogados y clasificados.
*b). Constituida con materiales bibliográficos, sonoros y audiovisuales y otros soportes de
     información.*
*c). Que disponga de medios personales y materiales necesarios para satisfacer las
     necesidades de estudio, información y acceso a la cultura que tienen todas las
     personas sin discriminación de ninguna clase.*

*Asimismo, se establecen las obligaciones que corresponden al Estado y a los municipios
dentro de las cuales sobresale la de asignar en sus leyes de ingresos una partida
presupuestal para el cumplimiento de los objetivos de esta Ley. Por otra parte, tanto el
Estado como los Municipios deberán destinar recursos con el objeto de otorgar la
importancia que corresponde a las bibliotecas al destinar recursos materiales y humanos
adecuados, con mobiliario y equipo suficiente, cuidando el perfil de sus trabajadores, su
capacitación y actualización. Uno de los propósitos es evitar el problema de la falta de
atención en cada cambio de administración.*

*En el Capítulo II: De la Red Estatal de Bibliotecas, se señalan sus objetivos, para lo cual se
crea la Coordinación de la Red especificando sus facultades. Su constitución está más que
justificada si consideramos que actualmente se integra con 155 Bibliotecas Públicas
establecidas en los 67 municipios, habiendo atendido en el año próximo pasado a 1.176,432
de usuarios y usuarias.*

*Un aspecto a destacar es el relativo a la determinación del carácter de Biblioteca Central
Estatal a la Biblioteca Pública No. 291, toda vez que representará el   modelo a seguir para
las que se integren a la Red, participando, también, en la planeación, desarrollo y expansión
de las bibliotecas públicas de la Entidad.*

*De gran relevancia resulta la creación del Consejo de la Red Estatal de Bibliotecas Públicas,
como un órgano de carácter consultivo, integrado por un total de once representantes
quienes designarán a su presidente.*

*Finalmente, el Capítulo III: Del Sistema Estatal de Bibliotecas, tiene como propósito
conjuntar los esfuerzos estatales y municipales para lograr la coordinación dentro del sector
público y la participación voluntaria de los sectores social y privado, estableciéndose tal
responsabilidad al Instituto Chihuahuense de la Cultura. Se especifican las acciones que
habrá de realizar y el procedimiento para la incorporación de las bibliotecas al Sistema.*

*El Sistema integra a todo tipo de bibliotecas: de aula, escolares, universitarias,
especializadas, etc., lo que permite un control más eficiente y eficaz de las acciones que se
desarrollen en todo el ámbito bibliotecario.*

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International Copyright in the Digital Age

Copyright international en la edad digital

Dennis S. Karjala
Jack E. Brown Professor of Law
Sandra Day O'Connor College of Law
Arizona State University

Abstract: This talk will consider the basic notion of "intellectual property" and problems with its legal protection: Why too much protection is a bad idea, why enforcement is sometimes difficult, and why the scope and duration of intellectual property rights are limited in comparison with rights in tangible property. It will then take a more detailed look at copyright law and how copyright subject matter has traditionally been distinguished from patent subject matter. The blurring of this distinction began with our treatment of computer software as copyright subject matter, and our failure to come to grips with the decision to place technological subject matter under the copyright regime continues to undermine attempts to make sensible information policy decisions with respect to digital works. The talk will then consider the enforcement problems for copyright-protected works that the internet has posed, such as P2P networks and the liability of internet service providers for infringements that occur on or through their systems. This leads to a discussion of the Digital Millennium Copyright Act, which potentially gives vastly expanded rights to copyright owners with little or no quid pro quo to content users. The talk will consider the adequacy of the notion of "copying" as a measure of the protected property right, using the Google Library Project as an example. Finally, it will outline the Berne Convention and the WTO TRIPS agreement as the current source of international copyright law.

See video podcast at:

> http://lib.asu.edu/librarychannel/2007/03/21/foro-2007-international-copyright-in-the-digital-age-with-dennis-s-karjala/

One Size No Longer Fits Everyone

Un solo tamaño ya no le sirve a todo el mundo

Panel Members:

Judith Field
Senior Lecturer
Library & Information Science Program
Wayne State University

Jesús Lau
Director, USBI-VER Library
Coordinator, UV Virtual Library
Universidad Veracruzana, Veracruz, Mexico

Ken Haycock
Professor and Director
San Jose State University

Abstract: The educational landscape for library workers has undergone a major transformation in the less than ten years. There are many more agencies that are now educating the library workers which differ from the older model of community colleges, schools of education and ALA accredited library programs. The panel will discuss the array of options available to prepare library workers to succeed in this new information environment and will address the question who best prepares librarians or informational professionals for the new 2.0 world.

Slide Presentation on Library Education in the U.S.
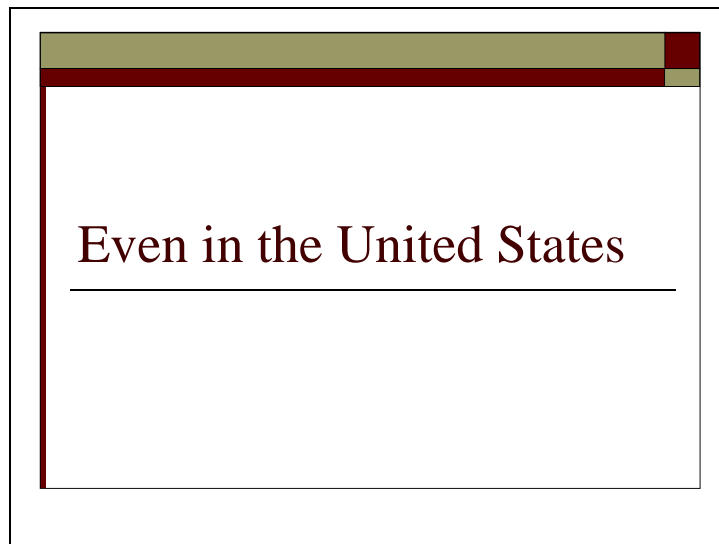
Slide 1

One Size No Longer Fits Everyone

Judy Field

Senior Lecturer, Library and Information Science Program
Wayne State University
aa4101@wayne.edu

Slide 2

Even in the United States

Slide 3

Before there were Library Schools

☐ Librarians learned by
- Trial and Error
- Apprentice-style training in an established library and imitating what was observed
- Taking some form of classes, personal instruction or formal training often in a university library or very large municipal library

Slide 4

The Birth of Our Profession

Slide 5

The First Library School

- In 1887 Dewey established the School of Library Economy at Columbia
  - Represented the first steps toward professionalism
  - Developed a curriculum that was a blend of instruction and practical experience
  - Library professional associations and library education began to work together

Slide 6

The early graduates

- Were responsible for starting:
  - Pratt Institute (1890)
  - Drexel Institute (1891)
  - Armour Institute (1897)
- Others took leadership positions in public and academic libraries

Slide 7

For the next 3 decades

- ☐ Saw the creation of additional library schools.
- ☐ This included several of the Institutes becoming full-fledged library schools
- ☐ Library schools started creating a curriculum based on theory and skills
- ☐ Library schools and library associations began their close association

Slide 8

Williamson Reports (1921,1923)

- ☐ Surveyed the library schools and concluded
  - ■ There was a lack of minimally uniform satisfactory levels of education
  - ■ Wanted clearer separation between clerical and professional work
  - ■ Recommended a bachelor's degree for admission to a library school program

Slide 9

- The library schools were to be affiliated with degree-granting institutions
- An accreditation process was deemed necessary to guarantee quality

Slide 10

Accreditation

- In 1925 the Board of Education for Librarianship set minimum standards for accreditation
- This was the beginning of establishing quality standards for professional library education

Slide 11

University of Chicago (1926)

- The founding of this school included scholars from a variety of disciplines who were grounded in academia.
- This brought academic study and scientific research to the profession
  - Colloquia
  - A scholarly publication
  - A doctoral program

Slide 12

1940-early 70's

- Many changes occurred during this period:
  - Efforts continued to develop graduate level scholarship for the profession
  - Accreditation standards were rewritten in 1951, 1972 and 1992;
  - Total enrollment has varied widely
  - More schools developed PhD programs
  - Research and scholarly writing was done.

Slide 13

- In the early 70's there were 70 accredited programs.
- Stand alone Bachelor programs had been phased out.
- Some Schools of Education continued to offer a minor in library work for those wanting to be a media specialists

Slide 14

Mid 70's-early 90's

- Technology became a larger part of the curriculum
- Schools started to add the word "Information" into the titles of their programs and degrees
- The 1992 Accreditation Standards were written to accommodate these changes

Slide 15

- ◻ Discussion in our professional journals and at conferences became more strident as the Internet and the Web became more prevalent in newly created courses
- ◻ Libraries began to demand that new hires be technically competent

Slide 16

- ◻ The schism between the library and information science faculties became more pronounced
- ◻ Questions were already being raised as to whether the new accreditation standards adequately dealt with strongly focused information science

Slide 17

1995- 2007

☐ Libraries were not the only employers asking for more technically adept employees

☐ Bachelor degree programs focusing on developing technology expertise were added to many curriculums.

☐ Initially computer science or business schools developed these programs

Slide 18

☐ By this time accredited library programs had decreased from 70 to 56. many programs had been merged with other campus programs such as communications or journalism.

☐ Soon some LS programs decided to develop bachelor programs in technology; others partnered with other schools to jointly develop such programs

Slide 19

- □ Libraries were also demanding clerical employees with core professional library skills
- □ Several new programs were developed or resurrected.
- □ The increase adoption of technology meant libraries needed to hire full-time technicians.

Slide 20

While all of this was happening…

- □ The demand for information workers or knowledge managers was increasing in areas beyond libraries
- □ A tidal wave of digitizing collections was occurring everywhere.
- □ The USA government has rapidly move into a digital world and paper document collections are rapidly disappearing

Slide 21

- Special Librarians no longer have physical libraries but provide their services virtually
- Academic libraries are rapidly decreasing their paper periodical collections
- Public libraries are becoming computer training centers and a major provider of
- E-books

Slide 22

A response to these changes

- The "I" school movement which is now ten years old is a model that must be further integrated into all curriculums
- Their vision has shown us new ways to be information providers far beyond or library walls,
- BUT a holistic, not divisive path needs to be followed

Slide 23

> # This is no longer the world of leather covered books
>
> Our old friends the books are disappearing inside our computers

Slide 24
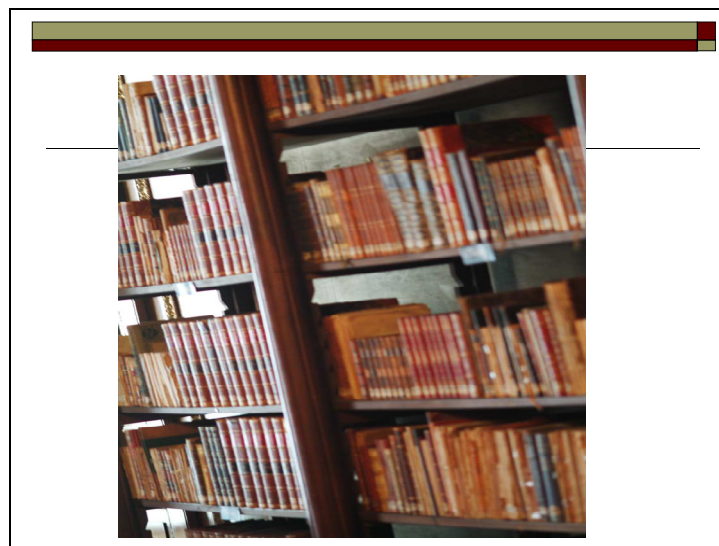
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This is no longer the world of leather covered books

Our old friends the books are disappearing inside our computers

Slide 26

Our rapidly evolving vocabulary includes from

- Internet
- Search Engines
- Web
- Blogs
- Podcasts
  - Audio
  - Video
- RSS feeds
- Social Networking site
  - Second life
  - YouTube
- Nextgen
- Wikis
- Library 2.0
- Library 3.0

Slide 27

What does Tomorrow mean for Library Education?

- Distance education will be a quality product that will foster networking beyond national boundaries and take full advantage of expertise from everywhere
- Library Education must be at the forefront of providing new and innovate ways to provide access and delivery of quality information seamlessly

Slide 28

- Library Education is going to need new standards which are more encompassing
- More LS programs will join WISE which will establish administrative and technology benchmarks which may help in developing new standards for the profession
- The profession needs to help establish competencies that they want from all of their employees

Slide 29

The Bottom Line

- The information profession will no longer be defined as those who hold Master's
- But will reflect the Information Team comprised of the Master's degreed professionals working closely with clerical staff and technicians

Slide 30

- We will be the standard bearers for creating quality information sources
- We will set the standards for quality customer service.

Slide 31

Slide Presentation on Library Education in Mexico

Slide 1

Non-Walked Fields:
Mexican Library Education Opportunities

"One Size No Longer Fits Everyone" - Panel:
Judith Field, Jesús Lau, and Ken Haycock
Transborder Library Forum,
February 22, 2007 – Thursday 11:30-12:30
www.asu.edu/lib/foro

Jesús Lau, Ph.D.
jlau@uv.mx / www.jesuslau.com
Director, USBI-VER Library, and Coordinator, UV Virtual Library
Universidad Veracruzana / DGB
Veracruz, México

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Accreditation

- There are no specific library accredited programs yet, unlike other fields
- The country has a general evaluation system
- Those who pass the evaluation can get better federal funding
- Mexican Library Association (AMBAC) does not play a role in this process
- There is a degree-holding guild who could play the legal role of accreditation (Colegio Nacional de Bibliotecarios)

J. Lau - Foro 07

12

Slide 13

Actors in the Library Scene

- Only 22% academic directors have a library degree
- Public and school libraries have almost no librarians
- Libraries mostly directed by professionals with other backgrounds

J. Lau - Foro 07

13

Slide 14

Slide 15

Slide 16

Personal Hiring Experience

- Attract candidates from miles away
- Recruiting is difficult and slow
- Insufficient number of candidates
- They prefer to work in their hometowns
- Family culture ties them to their homes
- Institutional contracting procedure is time limited

J. Lau - Foro 07   16

Slide 17

UV Requirements

- Vision
- Self management
- Service oriented
- Communication skills
- Master English
- Information technology skills

J. Lau - Foro 07   17

Slide 18

Conclusions

- There is a need for more librarians
- New education roads have to be created to non-library working professionals
- Distance postgraduate education is good
- A NAFTA library education accreditation scheme is needed
- LIS schools have the great opportunity to meet the market demand in quality and quantity

J. Lau - Foro 07   18

Slide Presentation on Library Education in Canada

Slide 1

Graduate Education for
Library and Information Science
in Canada

Dr. Ken Haycock
Professor and Director
San Jose State University

Formerly Professor (1992-2005) and Director (1992-2002)
School of Library, Archival and Information Studies
The University of British Columbia

2007

San José State
UNIVERSITY

Slide 2

Caveat

- ☐ While broad national tendencies are apparent there are always exceptions.
- ☐ The generalizations made here represent at least five of the seven graduate schools in the country, if not all.

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Slide 3

History

- ☐ LIS education in Canada began in universities more than 100 years ago.
- ☐ The BLS was offered as a fifth year post-baccalaureate degree until the 1970s; a sixth year master's degree (MLS) was offered after the BLS degree.
- ☐ With the establishment of the master's degree as the first degree, the program became almost uniformly two years in length.

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Slide 4

Context

□ Canada is the second largest country in the world geographically with a population of 32 million.

□ LIS programs are located from coast to coast in major research universities with high competition for places; there are seven graduate schools (six English; one French) in Canada.

□ Funding tends to be based on full-time equivalent faculty and not student numbers, thus not all qualified applicants may be admitted (more students does not ipso facto mean more resources).

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Context

□ ALA accreditation is the standard; this is endorsed by the Canadian Library Association; a CLA observer serves on external review panels to advise on Canadian context and issues.

□ Programs for "library technicians" in community colleges are common; these are two year post-secondary programs offered on site and by distance; almost half of these students hold a university degree.

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Slide 6

Slide 7

Slide 8

Generalizations (5+ of 7 programs)

☐ Internships (practica) are not offered or are required but not for credit.

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Slide 9

Trends and Issues

☐ Graduate programs are concerned with research and the advancement of knowledge and this distinguish education and training, with ethics, values and principles forming the core of graduate professional education; stakeholders are thus seen more as accrediting agencies and university research and curricular standards than employers.

☐ In spite of geographic size, distance education is in its infancy in LIS graduate education (but readily available in library technician programs); a national initiative is being discussed.

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Slide 10

Slide 11

Slide 12

Further Reading

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San José State
U N I V E R S I T Y

Security & Prosperity Partnership of North America (SPP): An Initiative of U.S., Mexico and Canada

Alianza para la Seguridad y la Prosperidad de América del Norte (SPP): una iniciativa de E.E.U.U., México y Canada

Aron M. Davidson
International Trade Specialist
Office of NAFTA & Inter-American Affairs
U.S. Department of Commerce

Abstract: The SPP is an initiative among the United States, Canada and Mexico to increase security and to enhance prosperity among the three countries through greater cooperation. On the U.S. side, we at Commerce have the lead on the 'prosperity' component. The SPP is based on the principle that our prosperity is dependent on our security and recognizes that our three great nations share a belief in freedom, economic opportunity, and strong democratic institutions. The SPP provides a vehicle by which the United States, Canada, and Mexico can identify and resolve unnecessary obstacles to trade and it provides a means to improve our response to emergencies and increase security.

Slide Presentation

Slide 1

FORO 2007 Transborder Library Forum
Aron Davidson
Office of NAFTA and Inter-American Affairs
U.S. Department of Commerce
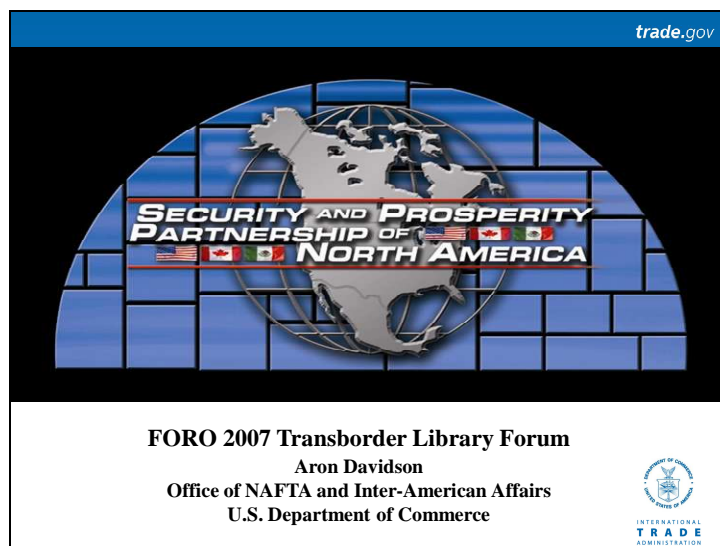
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trade.*gov*

The NAFTA Trade Perspective

➤ **The U.S.-Canada FTA: January 1, 1989**

➤ **The NAFTA: January 1, 1994, a remarkable success**

➤ **NAFTA total trade increased over $510 billion since 1993 -- now $807 billion**

➤ **In 2005, we traded $2.2 billion a day with our NAFTA partners -- $1.5 million a minute**

INTERNATIONAL
T R A D E
ADMINISTRATION

Slide 3

trade.*gov*

The NAFTA Trade Perspective

➤ **Our trade with Mexico and Canada exceeds our trade with 25 EU member states and Japan COMBINED**

➤ **Exports to Mexico & Canada account for $332 billion-approx. 37 percent of our global exports**

➤ **2005: U.S. exports to Mexico = $120 billion**

➤ **2005: U.S. exports to Canada = $212 billion**

INTERNATIONAL
T R A D E
ADMINISTRATION

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trade.*gov*

**North American Competitiveness Council
(NACC)**

➢ **Purpose: provide recommendations on N. American
competitiveness that could be addressed through the
SPP**

➢ **Value of high-level private sector input**

➢ **Recommendations AND solutions to SPP Ministers**

Slide 15

trade.*gov*

North American Competitiveness Council

➢ **Membership- 10 private sector representatives from
each country**

➢ **U.S. Secretariat- Council of the Americas and U.S.
Chamber of Commerce**

➢ **Organization varies in each country**

Slide 16

Slide 17

Slide 18

Slide 19

Slide 20

Managing a Library of a Distant Learning Site of TUT, South Africa

Manejo de una biblioteca de un sitio de educación distante de TUT, Sudáfrica

Rirhandzu Sharon Mhinga
Tshwane University of Technology
Polokwane Campus
Republic of South Africa

Abstract: On 1st January 2004, three institutions of higher learning in South Africa merged to form one comprehensive institution following a decision by the ministry of Education. Tshwane University of Technology (TUT) is one of the largest contact institutions of higher learning in South Africa. Of the three merging partners, one had three satellite campuses distributed in 2 different Provinces. Upon merging, the three satellite campuses were declared official delivery sites of the mother institution based in Pretoria, Gauteng Province.

The paper seeks to illustrate various aspects, particularly challenges, pertaining to the management of the geographically separated library. Conference attendees will benefit from the paper by learning about distant campuses, merged institutions and the challenges experienced thereof.

English Text   and [Slide Presentation](#)

1. INTRODUCTION

TUT Polokwane campus Library was formerly known as Technobib Polokwane. Technobib Polokwane that will be under discussion today was established in 1995 as a result of the establishment of a satellite campus in Polokwane. What I would like to share and narrate to you today, are personal experiences that have been encountered over the past four years. Polokwane Campus is situated in the Limpopo Province of South Africa. Limpopo is the third largest Province in the country with a population of plus-minus 5 million people, distributed on 123 910 km. It is one of the poorest of the nine provinces in the country. Eighty-six percent of the provinces population lives in largely under-developed rural areas and only fourteen percent live in urban areas. (*South African Statistics*, 2004)

Since inception, Polokwane campus experienced a steady growth with regard to student component and through the years the numbers have escalated to 2000 in 2006.

As a vital component of teaching and learning, the Library is a cornerstone for creating and maintaining an intellectual environment to nurture student's learning and student life to

foster research and lifelong learning. In order to support and enhance teaching and life-long learning at an institution of higher education, it is crucial for the institution or any site of any academic offerings to have a fully functional library to serve all patrons with printed, electronic and multimedia information resources.

2. PRE-MERGER
2.1 MANAGEMENT MODEL

Prior to the 2004 institutional merger, satellite librarians were not part of the main Library management team of the institution, a fairly hybrid management model existed, in so far as the satellite libraries were concerned.

Satellite libraries were not part of the Pretoria Library Services staff structure, therefore, heads of satellite libraries reported to the Campus Directors concerned.

There was also no official link between the satellite libraries. However in the beginning years of satellite libraries there was a Satellite Library Coordination Committee consisting of the heads of satellite libraries and either the Chief Director: Library Services or the Deputy Director: Library Services as Chair. Those committees met two times or sometimes only once a year. Unfortunately the committees were not functional from 2001to 2004 when new committees were formed (Swanepoel, 2006)

Satellite librarians were not part of the Library Management Committee hence there was very limited professional interaction between satellite librarians.
The Pretoria Library Services acted in an advisory capacity as and when needed.
Satellite Libraries however, shared the same computerised library system as the Pretoria Libraries, as well as most of the library policies and procedures.
Satellite libraries also shared all electronic databases.

2.2. PRE-MERGER FUNDING

The Pretoria Library allocated funds for satellite libraries that in turn made recommendations for information sources for their respective campuses. The Pretoria Library ordered, received, catalogued, bar-coded, etc. all the information sources for satellite libraries before sending it to the libraries, and managed the funds on the Innopac system. The library's operational budget was allocated from the campus budget and the last allocation prior to the merger was a meagre R21 000.00 about $3000.00

2.3. PRE-MERGER HUMAN RESOURCES

During the pre-merger period, the campus was semi-autonomous hence staff recruitment and selection was the responsibility of the Campus Director depending on the availability of funds. The library staff complement at that time was one professional Librarian and a Library Assistant. Student Assistants were appointed on an ad-hoc basis and whenever a need arose.

3. INTERIM- POST MERGER SCENARIO
3.1 MANAGEMENT MODEL

In January 2004 three former Technikons in South Africa merged to become the Tshwane University of Technology. Upon merging, Libraries were no exception and had to merge together with the rest of the institution. Although the institutional merger was effected in January 2004, it was only in November 2004 that satellite librarians were invited

to form part of the newly formed Library Management Committee (LMC). Shortly thereafter the LMC was changed and it was called the LIS EXCO (Library and Information Services Executive Committee). The committee consisted of the Acting Executive Director and the heads of ten individual libraries and three support services managed by LIS. Of the ten Libraries, the three bigger libraries are all in a radius of 30 kilometres (19 miles), some smaller libraries were between 110 and 300 kilometres away from the others.

Polokwane Library is situated 300 km from the main Library. The Head of the Library reports to both the Campus Director and the LIS Executive Director.

3.2 FUNDING – Information resources and operational budget

The library receives both the Information resources budget and Operational funds directly from the Institution via the office of the LIS Overall Head. The Campus Director is only notified of the total amounts allocated to different units.With regards to Polokwane Library, there has been some significant improvement ever since the merger because during the first year of such funding, Polokwane library received a whopping 80% increase in terms of operational funding.

In terms of Information resources, not much was changed as the allocation formula used was the same as the formulae used prior to the merger. Also, other factors such as average book and journal prices based on previous year expenditure were taken into consideration.

3.3 HUMAN RESOURCES

The current staff complement is one Library Head and one Library Assistant who is a non Library professional.

4. SERVICE AND FACILITIES

The fact that Library facilities at the Polokwane campus of TUT have not changed after the merger is worth mentioning.

The Library's core business is provision of information. At an institution of higher learning such as TUT, it is important to provide a wide variety of information and resources that will enhance research and growth. Currently, TUT Polokwane Library is not in a position to provide a wide variety of information to match international technological trends sought to encourage and enhance research. There are limitations that have been created by lack of space and technological infrastructure. The limitations have an adverse effect on the collection process of library material. Although the Library houses an excellent collection of books, journal and electronic resources including databases and videos there is virtually no more space for additional resources. The need to keep abreast with latest developments is critical, as the Library serves as the nerve-center of the institution and strives to empower all users to become life-long learners. The Library offers the following services:

Information Service/ Provision of information and references to all Faculties on campus
Identify and evaluate information needs of clients
Keep University staff up to date with relevant information relating to different programs offered.
Research Support
Document Delivery
Lend books, journals and multimedia

Inter Library Loans
Training & Library Orientation

- Library Orientation for first year students at the beginning of each semester
- Library Orientation for newly appointed Lecturers

Below is a list of shortcomings that grossly prevent the Library from rendering an efficient and effective service for its users.

Polokwane Library does not boast any fancy or world class Library facilities. The Library is 122 square meters and consists of the shelf area, current awareness service, study area and two Electronic Resources Centre laboratories with 26 workstations.

The recommended reading area for a library user is 2.3 square meters per person. This means that only 53 students can be provided with study space at a time.

- The current facility has 120 seats.
- Out of the 120 available seats, 80 are regularly shared as an alternative lecture hall.
- Lack of space for adding additional seating.
- A room for training sessions.
- The need for a room designated for listening or viewing videos.
- The Library has no seminar room.
- Make the facility user friendly for people with disabilities.

All the above factors combined grossly affect services rendered in the library.

5. CHALLENGES FACED BY POLOKWANE LIBRARY

Besides the problems posed by the library facilities, Polokwane Library faces additional challenges.

The management model presented some challenges to all LIS workers and had a direct impact on all Library services.

With Polokwane Campus being geographically separated from the main campus by at least 300km brings about challenges to the effectiveness and efficiency of the holistic management of the Library. Over the years it has also proven impractical for the overall Head of LIS to visit on a regular basis, the far laying sites.

Management meetings are held in Pretoria. For safety and security it is advisable for the librarian to travel to the main campus at least a day before the meeting and stay in Pretoria that night and also the night after the meeting. In essence it practically means that the Librarian is away from the office for 2 full days per meeting resulting in 12 days a year for management meetings, excluding some of the impromptu ones. While the finances are an issue, the fact that Polokwane Library does not have an information Librarian at the times when the Head of the Library is away attending meetings is also a cause for concern. There are other meetings that are held by tele-video conferencing to reduce traveling time and costs, but that certainly does not make up for the unavailability of an information Librarian at the times of the meetings.

The Head of the Library is also an information Librarian who is expected to provide a variety of services that includes, training, Literature searches, Inter Library loans et al. Since the Head of the Library is the only qualified personnel working with library assistants with no formal library and information qualification, therefore presents limited professional interaction for the Librarian.

6. POST –MERGER

As it could be expected, it was not at all easy to embrace a non voluntary merger at the institution. In the beginning of the merger process, a number of meetings took part still excluding the satellite librarians as they had been piggy-backed by Pretoria. It later emerged that the new management structure dictated that satellite librarians should form part of the management team. This was an activity that was long overdue and had to be implemented immediately. The implementation of the new structure brought along some more challenges for the librarian.

The inception of the new structure presented added responsibilities and further challenges to the Library Head. As the only qualified personnel in the library the librarian had to participate in all other library sub committees e.g. Circulation, ILL, marketing, information literacy, LIS SHE LIS EXCO that came along with other campus responsibilities that includes, Campus SHE, Tender committee, Campus EXCO, academic committee, finance committee, library committee. All these responsibilities combined, denies a library patron of valuable information that will enhance the needed support for research, teaching and learning.

PICTURE OF THE STRUCTURE

ORGANIZATIONAL STRUCTURE FOR LIBRARY AND INFORMATION SERVICES 2006+

Overall Head: LIS (1 New)

Current=Interim Executive Director

Secretarial Support
Logistics & Facilities (1)

Centralised Support Services
Head (1 new)

Nelspruit
Head (1)

Lib. Assist: Circulation / MM / Int-Lib-Loans (1)

Lib. Assist: Continuous Res. Admin (1)

Student Shelf Attendants (2)

Info. Lit. Train / Info Librarian (1)

Witbank
Head (1)

Info / Info. Lit. Train Librarian (1)

Lib. Assist: Int-Lib-Loans + Continuous Res. Admin (1)

Lib. Assist: Circulation (1)

Student Shelf Attendant (2)

Polokwane
Head (1)

Lib. Assist: Circulation / MM / Shelf Attendant / Int-Lib-Loans (1)

Info. Lit. Train / Info Librarian (1)

Student Shelf Attendant (2)

Sosh-North
Head (1)

Info Librarian (2 + P/T 1 A/H)

Lib. Assist: Circulation / MM (1 day, 1 redepl, 4 A/H Stud Assistants)

Lib. Assist: Continuous Res. Admin (1)

Lib. Assist: Int-Lib-Loans (1)

Student Shelf Attendants (2 day + 2 A/H)

Sosh-South
Head: Soshanguve (1) Current: Director

Manager (1) Current: Dep. Director Client Services (1)

Info Librarian (3 – day, P/T 1 A/H)

Circulation Librarian Lib. Assist: Circ / MM (4 + 2 redepl – day, 3 A/H Student Assistants)

Lib. Assist: Continuous Res. Admin (2 + 1redepl)

Lib. Assist: Int-Lib-Loans (1)

Student Shelf Attendants (3 day + 3 A/H)

Note: Secr redpl within the library

The Arts
Head (1)

Info Librarian (1) Lib.

Assist: Int-Lib-Loans/ Cont. Res. Admin (1)

Lib. Assist: Circulation / MM (3 day, 1 redpl. , 2 A/H Stud Assts)

Student Shelf Attendants (2 day + 2 A/H)

Ga-Rankuwa
Head: Ga-Rankuwa Current: Director (1)

Info Librarian (3 day, P/T 1 A/H)

Info. Lit. Train Lib. (1 Temp)

Circulation Librarian (1)

Circ / MM Lib. Assist (3 day, 3 A/H Stud Assts)

Lib. Assist: Continuous Res. Admin (1) 1 x Temp)

Int-Lib-Loans Lib. Assist (1)

Student Shelf Attendants (2 day + 1 A/H)

Note: Lib Assistants:

3 redundant to be redpl to other lib.

5 redpl to other lib.

Science
Head (1)

Info Librarian (2 day, P/T 1 A/H) Lib

Assist: Info Lit Train (1)

Lib Assist: Circ (1) P/T (1 + Leseding 2, 1 redundant 1 redepl) 4 A/H Student Assistants

Lib Assist: Int-Lib-Loans/ Continuous Res. Admin (1)

Student Shelf Attendants (2)

Pretoria
Head: Pretoria (1 New) Current: Acting Director

Manager Client Services (1)

Info Librarian (5 + 1 vacant)) Info Librarian P/T (1 day, 1 A/H) Lib. Assist: Info (1 Vacant)

Info. Lit. Train Lib. (1)

Circulation Librarian (1)

Lib Assist: Circ / MM (6 day) 3 redundant) 2 redeployment 6 A/H Student Asts

Lib.Assist: Cont. Res. Admin. (1.5)

Int-Lib-Loans Librarian (1)

Lib Assist: Int-Lib-Loans (3.5)

Student Shelf Attendants (6 day + 2 A/H))

Archives Lib Assist: Vacant (0.5)

ERCs

Manager (1) Current: Manager contract)

ERC Assist. (13 Temp, 36 Student Assist)

Current: ERC Assist. Contract / Student Assist

Admin. Assist. (1)

Archives

Librarian (1)

Information Resources Management

Manager (1)

Acquisitions Libr. (1)

Lib Assist: Acquisitions (5), (1 vacant)

Librarian: Catalog.(4) Lib. Assist: Inform. Res Processing (2) *Note: 1 redundant move to other lib.*

Cont Res Librarian (1)

IT & Systems

Manager (1)

D/bases Content Librarian (1)

System Librarian: Custom Systems (1)

System Librarian Millennium (1)

Electronic Content Librarian (1)

IT Suport Engineers (2)

7. RECOMMENDATIONS

The above picture clearly indicates that the quality of Library and information service provision at the Polokwane campus Library of TUT is highly compromised.

As indicated above it is clear that the Library is stretched beyond its capacity for both storage and study area. The challenge now is to acquire a new facility with relevant essential technological features. It is therefore recommended that a state of the art Library and computer work station are built to provide the university community with comprehensive information retrieval, e.g. Wide Area Networks with services accessing CD-ROMS, World Wide Web and other information services.

Also, multimedia centre or Laboratory with access to electronic, visual and multimedia resources should be acquired. Lastly a Classroom dedicated for teaching and information literacy instruction services to train patrons in the use of library resources and technologies. In order to achieve this, planning must involve all relevant stakeholders, which include administrators, students, as well as library directors and staff. Smith clearly indicates that "academic library planning is typically guided by operational needs rather than by systematic knowledge of how students learn". This indeed has to be corrected if libraries are to support the learning missions of colleges and universities they support.

CONCLUSION

In management it sometimes happens that some managers just muddle through, others do it successfully and others don't. The background as presented above indicates clearly that in management there is something to be learned daily and that it may not come naturally. Although it remains the responsibility of the executive management of the institution to avail resources, it is quite important to have skilled managers in most of the management areas. It is in this position of Head Polokwane LIS, that most of my management skills have been subjected to a very rigorous testing. Learning not to muddle through the work and be on a survival mode but make the best of what is available.

Managing a university library, however small, requires specific and particular skills to render efficient services and to ensure a good if not excellent throughput rate.

Finally, although the merger has brought a number of significant challenges, it has also enhanced the LIS profession at TUT in several ways and the impact it has had on staff an all LIS workers cannot be overemphasized:

The merger brought along a multicultural LIS at TUT with ethnic, gender, language and age variety amongst staff and management whereby multiple norms and values were inherited and exchanged.
- A platform to share professional information and resources.
- A significant increase in terms of operational budgets for smaller libraries
- Brought together a community that previously worked in silos.
- Opened wider professional communication channels between Librarians.

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NOTE

A Technikon is a Technological Higher Education Institution in South Africa.

Management of E-Resources in University Libraries: Challenges and Opportunities for Consortium Movement in Kenya

Gerencia de e-recursos in bibliotecas universitarias: desafios y oportunidades para el movimiento del consocio en Kenia

Symphrose Ouma
Aga Khan University, Kenya

Abstract: In 2003, the Kenya Libraries and Information Services Consortium, (KLISC) was formed. This paper is based on a survey carried out among members of KLISC to find out challenges and opportunities faced in realizing the aims and objectives for which KLISC was formed.

English Text to **Slide Presentation**

INTRODUCTION
There is no doubt that Librarians around the world are finding new challenges in the management of their collections as a result of the emergence of e-resources. The sheer complexity in the products, the quantity, and the variety are in themselves a headache for both librarians and their clientele (Grahame &McAdam, 2006). E-Resources like any other library collection must go through the processes of acquisition, organization, licensing, maintenance, marketing, information literacy for user, staff training and dissemination. It is in view of all these challenges that University Librarians in Kenya came together to find common ground to resolve some of the bottlenecks. It was obvious that individual libraries could not go it alone and a resolution on a consortium was reached. The Kenya Libraries and Information Services Consortium (KLISC) therefore came into being in 2003. The basis of this paper is a survey carried out in 2006 among members of KLISC. The paper, therefore, details challenges in the management of e-resources in Kenya University Libraries. The outcomes of the survey reveal that KLISC has been able to turn some of the challenges faced by its members into opportunities for better library services. Recommendations have been drawn for improved Management of e-resource for all Kenyan Libraries.

UNIVERSITY EDUCATION IN KENYA
Kenya has a total of seven Public Universities established by Acts of Parliament. Financial support for Public Universities comes from public funds. There are other 18 Private Universities; eight of these are fully accredited by the Commission for Higher Education in Kenya while ten still operate under letters of interim authority. Most Private Universities are

funded by their sponsoring Institutions, but also rely heavily on monies generated from student fees. The total enrolment at the Universities is currently estimated at 89,979. (Economic survey 2006) Out of this figure, Private Universities commands about 12% of all the students. These figures give an indication of the kind of user groups that librarians have to cope with against limited resources.

BACKGROUND TO FORMATION OF KLISC
The consortia concept in Kenya was born out of the 5th Standing Conference of National and University Librarians in Eastern, Central & Southern Africa (SCANUL-ECS) held in Johannesburg, South Africa in 2002. (Beatrice Sekabembe, 2002) It was at this meeting that University Librarians in the region discussed challenges that they were facing in delivering effective library services. It was resolved that there was need to form stronger cooperation bonds in form of consortia. Members Institutions were urged to come up with such bodies and report outcomes at the next SCANUL-ECS which was due in Uganda in 2004. The second driving force for the formation of KLISC was the need for collective subscription to e-resources. Through the Program for the Enhancement of Research Information (PERI), Kenya Libraries had for two years been enjoying free access to over 10,000 multidisciplinary e-journals courtesy of the International Network for Availability of Scientific Publication (INASP). The later was now running out of funds to sustain the project and members were being requested to chip in. This called for a consolidated effort and beneficiaries were urged to consider a consortium. Thus KLISC was born. Realizing the dwindling budgetary allocations and increased cost of acquiring, organizing, and maintenance and disseminating information resource, it was felt that Library Resource sharing would be a major objective for KLISC. The rationale in the formation can therefore be summarized in the following three points:
1. Need to share information and cut on cost of acquisitions, maintenance, training and dissemination.
2. To avoid duplication and overlap of efforts and resources within the member institutions.
3. To benefit from centralized capacity development activities.

MEMBERSHIP TO KLISC
Membership to KLISC is open to all University Libraries, the National Library and all Research Institutions in Kenya. The current membership of KLISC includes the seven Public University, nine Private Universities, the National Library Services, the Commission for Higher Education and 16 Research Institutions. This membership is small and memberships drive in ongoing. It is important to note that the larger the membership, the less individual institution will pay for joint resource acquisitions.

INASP AND PERI: AN OVERVIEW.
It is significant to put the operations of the International Network for the Availability of Scientific Publication (INASP) and it's Program for the Enhancement of Research Information (PERI) in their appropriate perspective in this paper. INASP is an International development charity with a mission to enable worldwide access to information and knowledge with particular emphasis on the need of developing counties (INASP, 2006). Kenya has been a beneficiary of this initiative since 2001.   The   PERI Project was initiated in 2000 to assist developing countries in information production, access, dissemination, utilization, evaluation and capacity development in ICT. During the first phase of the program, participants enjoyed free access to a number of multi-disciplinary e-journals, and free capacity building programs. After the review of the program, in 2004, recipients were informed that the services would now require subsidy from participating members. This meant that institutions had to include this request in their budgets for 2005.   Alongside the INASP initiative, it must be acknowledged that the Kenyan e-resource users do enjoy other

initiatives like the Health Internetwork Access to Research Initiative (HINARI), offering free of cost over 3,500 e-journal tittles. Complementing these is the Access to global Online Research in Agriculture (AGORA). All these initiatives have been coordinated by the Consortium.

THE SURVEY
The survey was designed to identify challenges and opportunities in the Management of e-resources in University Libraries. Respondents were expected to share their experiences as members of the consortia through an electronic questionnaire. Outcomes formed the basis of recommendations for more effective e-resources management in Kenya.

METHODOLOGY
The survey sampled 14 University libraries, the seven Public Universities and seven Private Universities. A total of 14 questionnaires were electronically sent out to the sampled University Librarians. Telephone follow up was carried out to confirm receipt and request for response. Two Universities did not respond to the survey, giving the returns at 85% response rate. This rate is attributed to the fact that all respondents are personally known to the presenter and therefore the survey enjoyed that professional association at personal level. In designing the questionnaire, a deliberate attempt was made to make the questions both closed and open ended. This gave the respondents an opportunity to give further comments and independent opinions. A total of 25 question seeking information in varied field formed the questionnaire. The completed questionnaires were downloaded and responses analyzed.

RESULTS OF THE SURVEY
The 25 survey questions were re-grouped into the listed six categories for ease of analysis while the respondents were categorized as Public and Private Universities.
1. Accessibility and Usage
2. E-Resources and ICT facilities
3. Marketing and Publicity
4. Budgets and Costs
5. Capacity building
6. Staffing and Management of e-resources

Accessibility and Usage/E-Resources and ICT Facilities
Respondents were asked a number of questions regarding accessibility and use of e-resources in their institutions. The benchmark in the findings was on the existence and subscription to e-resources. Other areas of concern were the types and formats of e-resource, availability of computers and connectivity to the internet and lastly, the levels of ICT knowledge and perception among users and staff. All the respondents confirmed subscription to the following types of e-resource: e-journals, full text databases, e-books, and citation databases. Respondents also had collections of audio visual materials in varied formats (CD ROMs, VCRs, slides). Access to varied library portals and a host of open source sites was also mentioned. Respondents agree that they do not rely fully on consortia purchase. Subscriptions to print journals are still budgeted for and users demand to use print versions. Apart from the nature of readership, other reasons why respondents still subscribed to print version include the following:
➢ The need for archiving
➢ Broken accessibility of e-resources. This was noted as frequent and do frustrate searches.
Librarians lament on disparities in the acquisitions and availability of e-resources. Salmi (2004) acknowledges the confusion as follows:

➢ Sometimes online subscription come with a print version: sometimes one pays extra for print to access online version. Sometimes one gets online only while at time you are forced to accept print to receive the online access.

Such disparities do not only interfere with accessibility, but also frustrate the librarian during the budgetary process and making a decision on what to go for.

Asked whether their Institutions facilitated separate Computer Labs and how many computers were available to support access to e-resources. All respondents had dedicated Computer Labs with full internet connectivity. It was however noted that some of these labs are not directly controlled by the libraries, but by the Institutional Computer Centers, making it difficult for the management of e-resources. The number of computers varied from Institution to institution. This depended on the size of the Institution. Four Public Universities had labs with up to 30 computers. One Private University had a lab with 50 computers and a smaller dedicated library lab with 15 computers. On average, the rest of the respondents had a least 15 computers with full internet connectivity. Where Library Management Systems (LMS) have been implemented, such libraries have other sets of computers dedicated to OPAC searches. One respondent had a computer each, dedicate to specialized subject databases like the Cochrane, Up-To-Date and Medline.

Information Literacy took the centre stage in addressing ICT knowledge and skills required to access and use e-resources. All Respondents reported having instituted Information Literacy Programmes. In a number of libraries, this is done in conjunction with the University ICT staff. Two Private Universities have developed an Information Literacy Module with the faculty. This module is examinable and enforces the need to acquire the needed ICT skills. ICT knowledge for staff is equally significant here, but respondents agree that it is effectively being handled at consortium level.

Budgets and Costs
Asked about budgetary allocations for e-resources, Respondents confirmed existence of separate budget lines. The percentage of the budget that goes into e-resources varied from institution to institution, but ranges between 20% - 25%. A very high figure by Kenyan standards. At the time of this survey, all respondents had paid for their 2006/07 consortia subscription to e-resources. Payments are apportioned according to the size of the Institution. Public Universities paid a total of US$24,000 each while Private Universities each paid US$5,000. Research Institutions paid US$2,400 each. This was for a cost towards subscription to some 15,000 e-journals. This would cost a single institution close to US$700,000. There has been discontent on this payment, but this can be explained by three factors: (i) the number of institutions in the scheme (ii) the rising cost of e-resources and (iii) the strength of the Kenya currency at the time of payment. Respondents recommend that the consortium speeds up the marketing of its services so that more members may join. This would make the ratio more reasonable and acceptable to all members. Respondents also raised concern on erratic increases in subscription costs for both print and online. Notifications for such increases come long after the budgetary processes are complete. Although librarians make a 10% inflation mark up, very often the price increases surpass this. KLISC has not been able solve this problem.

Capacity Building
Capacity Building activities have been adequately addressed at the consortium level. Respondents confirmed that they heavily rely on the initiatives of the consortium for more specialized database training so that skills gained can be passed on to the users. It is however noted that institutions are not sitting back because ICT skills have today become the centre of teaching and learning. All institutions have ICT training initiatives being carried out by ICT departments. Training is open to faculty staff and students. Libraries, however, still undertake specialized e-resource usage as part of the orientation and through

Information Literacy sessions. One challenge being faced in imparting skills to users is the varied formats in which databases are published. This means users have to master a variety of skills to use the varied e-resources. Libraries are increasingly finding their users "yahooing" and "googling" because the process here is easier.

Marketing and Publicity
Respondents were asked how they publicized the availability of e-resources. Some of the marketing strategies mentioned included e-mails, in-house publications like user guides, Newsletters/bulletins, and Notices/Alerts. Other strategies on the list included User Education/Information Literacy. Seven Libraries have website, but only three used the mode for publicity.
The most effective way of letting users know what e-resources are available and how to access them is through User Education and a structured Information Literacy Programme. All Libraries in the survey carry out User Education particularly at the beginning of a year/ semester for new students. Libraries with dedicated staff in their Computer labs have an all round assistance available to their users.

Staffing and management of e-resources
One cannot agree less with Graham and McAdam, (2006) that developing efficient and effective ways to manage staff functions related to acquisitions, licensing, proceeding, payment and maintenance of e-resources is now posing a great challenge for Librarians. Asked whether the emergence of e-resources has had any impact on staffing and staff structures, all respondents reported having had to re-organize staff structures to manage e-resources. Where appropriate, new establishments have been created and appropriate training carried out. Large libraries have had the challenge of integrating existing technical services departments to manage processing of e-resources. Four Public Libraries and one Private University Library reported having fully fledged Library ICT departments from where e-recourses are coordinated. Three Public Libraries still manage these resources as part of serials. Other Private Universities still have duties shared out. They however admit that the task is overwhelming and would like a situation where e-resources are managed in a department of their own, but alongside other serial collections.
Respondents were asked to rate the impact of consortia on varied aspects of the Management of e-resources. Positive comments were on KLISC assistance for improved accessibility and efforts on capacity building activities. Drawbacks were, however mentioned on coordination exercises. It was felt that the coordinator was not doing enough, i.e. wooing other Universities and Research Institutions to join the consortia, for the purposes of sharing the resources and avoiding duplication. Further comments have been made on the lengthy decision making chains on consortium activities. There is never a quick decision on what to renew and what goes off the list of subscriptions. With internet interruptions in the country, some members get to know of decisions long after they have been passed. Other issues that respondents wish to have KLISC address include the need to coordinate efforts toward uniform digitization of libraries. The use of varied LMS is felt unhealthy when the eventual aim is to have virtual libraries. Respondents further felt that KLISC should forge more cooperation across the borders for better sharing of ideas and possibly resources

RECOMMENDATIONS AND OTHER CHALLENGES
Earlier in the paper, it was observed that proliferation of e-resources has really changed the face of library services. Libraries have therefore had to deal with a lot of challenges which have made some of the older generation professionals like the presenter rather uncomfortable. A number of these challenges have already been discussed, but further attempt in this section is to highlight those that are critical with a view of formulating way forward.

Funding
Budgetary cuts, particularly for Libraries are not a strange phenomenon. At the emergence of e-resources, the notion was that things were going to be better cost-wise. But as it has turned out, it is now more expensive to access on-line resources more than perhaps our traditional print material. Institutions have had to come to terms with budgets for hardware, software and training, before they even consider subscription to the needed e-resources. The task that Librarians face is to convince their administration that budgetary allocations must be stepped up if we have to access these valuable resources. Librarians may not win this war alone if they are not supported by the faculty and other library users. A close bond between the faculty and the librarians is required and librarians should take the initiative to nurture this bond.

Management Systems
Already mentioned is the "complexity" of e-resources. It will also be noted that each e-resource may come with unique policies on how to access or not to access. As already discussed, librarians and their users must grapple with this too. A white paper from Dynix (2003) confirms that Libraries face the challenges of identifying these varied sources, acquiring them, tracking renewals, licensing, canceling, implementation, utilization and maintenance, the list is endless. The notion that all this can be passed on to consortia is not true. Consortia may only solve the purchasing and cost cutting component of the dilemma, the rest still remains the Librarians headache. Perhaps the solution is in some integrated electronic Resources Management System?

Most Libraries in this study have implemented Library Management Systems (LMS). It is however unfortunate, that each one of them has it unique LMS. It is generally agreed that LMS may not adequately handle the dynamic nature of e-resources. Developers are now recommending some ERMS, perhaps separate from the existing LMS or as an integrated system. In a country where there is already woo and cry on budgets, librarians are being faced with an added challenge here.

Accessibility and Passwords
The challenge of the management of passwords was rated crucial by most respondents. Most libraries gave password to all users because computer labs were set away from the libraries. This often led to abuse and misuse. Consequently, providers have blocked users from their databases. Three libraries availed the Password to faculty and staff, but used the library staff to login other users. This worked well in libraries where there was dedicated staff designated to ICT and management of e-resources. What Libraries are asking is whether provider/publishers can make things easy so that libraries do not have to handle hundreds of passwords for the purpose of accessing individual resources.

Open Access
Although they raise issues of quality and peer review, Open access has been seen as a window of opportunity that can address some of the challenges being faced. BioMedcentral which is considered a leader in this area is widely used by users in libraries where health related courses are offered. Secondly, the "Portal Concept" may be new with librarians in Kenya, but is it most likely that this can also solve a number of issues that include accessibility, cost, and archiving. The National Electronic Library for Health (NELH) model in England is something to emulate (Turner, 2004)

ICT Infrastructure
There were a number of challenges mentioned that border on inadequate infrastructure. Some of these can only be resolved at country level. These include power outages.

Bandwidth problems are both national, but can also be resolved at institutional levels. The consortium is expected to push the agenda for resolving some of these problems.

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Caring across Borders: Researching Animal Welfare Issues in North America

El cuidado a través de las fronteras: investigando las publicaciones de bienestar animal en Norteamérica

Bobbi Weaver
Foreign & International Law Reference Librarian
and Adjunct Law Professor
California Western School of Law
San Diego, CA

Abstract: The topic of animal welfare and animal rights has become one in which scholarly researchers are gaining interest. This paper will provide online and print sources for locating information on animal welfare issues in the United States, Mexico and Canada. Resources in English, Spanish and French will be discussed.

English Text

Introduction

Compassion for animals extends beyond borders. Although we may not agree on every aspect of animal protection, most reasonable people recognize and are disturbed by the blatant mistreatment of non-human animals. As information professionals, we play a role in educating the public about these incidences and about solutions to mitigate animal abuse.

This paper focuses on three major issues in animal protection: corporate farming operations in the United States; irresponsible dog breeding operations in Mexico; and harp seal hunting in Canada. With the exception of the later, these issues are not unique to their respective countries. Unfortunately, there are puppy mills in the United States and Canada, and inhumane farming practices in countries outside of the U.S. However, these topics were chosen primarily because of the availability of resources on these topics.

General Resources

There are several books and internet sites that give an overview of the issues related to animal welfare. Resources are listed in the tables below.

English/inglés/anglais

Books/Libros/Livres	Web Sites/Sitios de Internet/L'internet sites
• Francione, G. L (1995).. ***Animals, Property and the Law.*** .Philadelphia: Temple University Press. [ISBN: 1566392845]. • Regan, T. (2004). ***The Case for Animal Rights, 2nd ed.*** Berkeley: University of California Press, [ISBN: 0520243862]. • Singer, P. (2001). ***Animal Liberation***, Reprint ed. New York: HarperCollins Publishers.. [ISBN: 0060011572].	• **American Society for the Prevention of Cruelty to Animals (ASPCA)**. (2006). Retrieved June 29, 2006, from http://www.aspca.org • **Humane Society of the United States**. (2006). Retrieved June 29, 2006, from http://www.hsus.org • **PETA—People for the Ethical Treatment of Animals** (2006). Retrieved June 29, 2006, from http://www.peta.org

Spanish/español/espagnol

Libros/Books/Livres	Sitios de Internet/Web Sites/L'internet sites
• James, B. (2002). ***Lo Que Tú Debes Saber Sobre Los Derechos de los Animales.*** (A. Bermejo, trans.) Madrid: Lóguez Ediciones, [ISBN: 8485334922]. • Mosterin, J. (1998) ***Vivan los Animales***. Madrid: Editorial Debate. [ISBN: 8483061414]. • Singer, P. (1999) ***Liberación Animal*** (P. Casal, trans.). Madrid: Editorial Trotta. [ISBN: 8481642622].	• **Asociación para la defense de los derechos del animal (ADDA)** [Barcelona & Madrid] (2006). Retrieved June 29, 2006, from http://www.addaong.org/ • **PETA en Español** [Estados Unidos] (2006). Retrieved June 29, 2006, from http://www.petaenespanol.com/ • **Red AMMA** [Mexico] (2006), Retrieved June 29, 2006, from http://www.redamma.com/

French/français/francés

Livres/Books/Libros	L'internet sites/Web Sites/Sitios de Internet
• Almond, B., et al (2000). ***La dignité de l'animal***. Geneva/Geneve: Labor & Fides. [ISBN: 283090995X]. • Singer, P. (2004) ***Comment vivre avec les animaux?*** Paris: Empêcheurs de penser en rond. [ISBN: 2846710899].	• **Réseau Action Global** [Montreal] (2006). Retrieved June 29, 2006, from http://www.gan.ca/accueil.fr.html • **Société Québécoise pour la Défense des Animaux.** (2006). Retrieved June 29, 2006, from http://www.infoguide411.com/sqda/frindex.html

Factory Farming in the United States

The days of farm animals peacefully grazing in large pastures are almost gone. Corporate interests have taken control of much of the agricultural industry in the United States, resulting in large-scale farming operations where animals are crowded and raised in inhumane conditions. Additionally, the large production of animal wastes in these farms can have a deleterious effect upon the environment.

Several print and online resources are available on this topic. Relevant items in English, Spanish, and French are listed below.

English/inglés/anglais
Books:

Barker, R. (1997). ***And the Waters Turned to Blood.*** New York: Simon & Schuster. [ISBN: 0684831260].
> In this book, the author documents the discovery and outbreak of the organism, *Pfiesteria Piscicida*– a disease causing fishkill and affecting humans that has been linked to agricultural run-off.

Imhoff, D. (2003). ***Farming with the Wild: Enhancing Biodiversity on Farms and Ranches.*** San Francisco: Sierra Club Books. [ISBN**:** 1578050928].
> This book details U.S. case studies of farming operations that preserve surrounding ecosystems. It is complemented by nice photography.

Kimbrell, A. ed. (2002). ***Fatal Harvest: The Tragedy of Industrial Agriculture,*** Sausalito, CA: Foundation for Deep Ecology**.** [ISBN: 1559639407].
> This book is a collection of chapters on various environmental effects of large-scale farming operations

Lyman, H. (1998). ***Mad Cowboy: Plain Truth from the Cattle Rancher Who Won't Eat Meat.*** New York: Scribner. [ISBN: 0684845164].
> Former cattle-rancher turned vegetarian, Howard Lyman, describes the process of raising cattle. Mr. Lyman was interviewed on Oprah Winfrey's talk show. Ms. Winfrey's responses to Mr. Lyman statements during the interview incited cattle ranchers in Texas to file a defamation suit against Ms. Winfrey. [*See*, *Texas Beef Group, et al. v. Winfrey, et al.**,*** 201 F.3d 680 (5th Cir., 2000), *rhrg. den.* 212 F.3d 597 (2000), at http://www.ca5.uscourts.gov/opinions/pub/98/98-10391.CV0.wpd.pdf]

Rifkin, J. (1992) ***Beyond Beef: The Rise and Fall of the Cattle Culture.*** New York: Plume. [ISBN: 0452269520].
> In this book, the author discusses the development of cattle-raising in the U.S., and its negative impacts on the global environment and economy.

Valen, G.L. (2001) ***Local Food Project: A How-To Manual.*** Washington: Humane Society of the United States.
> The author provides information on how to establish sustainable agricultural projects in the community.

Wolfson, D. J. (1999) ***Beyond the Law: Agribusiness and the Systematic Abuse of***

Animals Raised for Food or Food Production. [Watkins Glen, NY]: Farm Sanctuary. [ISBN: 0965637719].

> Written by an attorney, this book explores federal and state legislation in the U.S., and compares it to legislation in some European jurisdictions.

Web Sites:

Humane Society of the United States. (2006). ***Factory Farming Campaign.*** Retrieved June 29, 2006, from http://www.hsus.org/farm/

> This web site provides links to articles and other publications about the plight of animals in industrial farms.

Sierra Club (2006). ***Clean Water & Factory Farms.*** Retrieved June 29, 2006, from http://www.sierraclub.org/factoryfarms/

> This web site has links to information about the environmental implications of large-scale animal farming operations.

Arizonans for Humane Farming (2006). ***Vote Yes on Proposition 204.*** Retrieved September 9, 2006, from http://www.yesforhumanefarms.org/

> This web site was organized by proponents of Arizona's Proposition 204, which appeared on the November 2006 election ballot. The measure was passed by 62 percent of the voters. [Humane Society of the United States (2006). ***Election '06: Animals Win in Arizona and Michigan***. Retrieved Nov. 8, 2006 from http://www.hsus.org/legislation_laws/ballot_initiatives/election_06_animals_win_.html] This proposition amends the Arizona Code by adding §13-2910.07, which would generally prohibit the inhumane confinement of pregnant pigs and calves raised for veal. This measure will become effective on December 31, 2012. In 2002, voters in Florida approved a similar proposition, which amended the state's constitution to prohibit, in general, the confinement of pigs during pregnancy. [*See* Fla. Constitution, Art. X, §21, in ***West's Florida Statutes Annotated*** (Supp. 2006)]. Florida's provision will become effective in 2008. Ibid.

Spanish/español/espagnol

Books:

James, B. (2002). ***Lo Que Tú Debes Saber Sobre Los Derechos de los Animales*** (A. Bermejo, trans.)*.* Madrid: Lóguez Ediciones. [ISBN: 8485334922].

> James details the maltreatment of animals in factory farms, as well as in the production of specific animal products such as eggs, milk, and foie-gras.

Schlosser, E. (2002). ***Fast Food***. (F. Ramos, trans.) Barcelona: Grupo Editorial Random House Mondadori. [ISBN: 8497593367].

> This book is a Spanish-language translation of ***Fast Food Nation.*** In it, Schlosser discusses the problems associated with America's reliance on fast food, which include the operation of corporate farms and exploitation of migrant farm workers.

Singer, P. (1999) ***Liberación Animal***. (P. Casal, trans.) Madrid: Editorial Trotta. [ISBN: 8481642622].

> This book is a Spanish-language translation of Singer's famous book on the treatment of non-human animals in society. Chapter 4 specifically discusses the problems associated with industrial farming.

Web sites:

Arizonans for Humane Farming: En Español (2006). Retrieved December 1, 2006, from http://www.yesonproposition204.com/en_espanol.shtml
> This web site contains links to articles in Spanish regarding various issues related to industrial farming.

PETA en Español: Publicaciones, (2006). Retrieved December 1, 2006, from http://www.petaenespanol.com/cmp/pubs.html
> This web site provides links to PDF files of information brochures in Spanish, many of which deal with issues related to industrial farming.

French/français/francés
Book:

Lappe, F. M. (2002). **Sans Viande et Sans Regrets.** [Montreal]: Editions L'Etincelle, [ISBN: 2894620462].
> This book is the French version of Lappe's **Diet for a Small Planet**. In this book, Lappe promotes a plant-based diet to alleviate world hunger, contending that the large amount of grain fed to food-producing animals could be conserved for human consumption. [NOTE: The book is also available in Spanish under the title/El libro está también disponible en español según lo titulado **La Dieta Ecológica**; ISBN: 8479012749].

Web sites:

Public Citizen. **Agriculture industrielle : notre alimentation en péril**. Retrieved December 1, 2006, from http://www.citizen.org/cmep/foodsafety/eu/eucafo/fr/index.cfm

> This web article discusses issues related to multi-national agricultural corporations and the operation of factory farms.

VegAnimal.Info (2003).   Retrieved December 1, 2006, from http://www.veganimal.info/sommaire.php3

> This web site is produced by animal advocates in France. By clicking on the link titled "Animaux à viande," you will elicit a list of articles related to industrial farming issues. There are also some articles on industrial farming listed under the link titled "Conso citoyenne."

Puppy Mills in Mexico
"Puppy mills" are dog breeding operations where the animals often live in unhealthy conditions and where the breeders often engage in unethical practices. The unfortunate results are that sick animals are produced by these operations and unsuspecting pet guardians buy unhealthy animals that often die soon after being acquired.

While puppy mills are not unique to Mexico, there are international implications related to the operation of puppy mills in Mexico. There have been news reports of animals being smuggled from Mexico to the U.S., and subsequently sold to pet guardians in the U.S.,

mostly in border areas. As in the U.S., there are reputable animal welfare agencies with companion animals waiting for adoption. Unfortunately, these unethical breeding operations feed on the desire to have a purebred dog at a discounted price. This problem was a key factor in the passage of the Puppy Protection Act by the California legislature in late 2005, which generally makes it a criminal offense to sell a dog younger than 8 weeks. [*See*, S.B. 914 (2005). Retrieved December 1, 2006, from http://www.leginfo.ca.gov/]

The following list of resources consists of predominately newspaper and web site articles, in English and Spanish, on this issue.

English/inglés/anglais

Marosi, R.(2004, July 26). Mexican Puppy Mills Breed Grief in the Southland. ***Los Angeles Times***, p. A1.
> This article discusses the issue of smuggled puppies from Mexico. The writer also interviews pet guardians affected by this problem.

San Diego Humane Society (2006, Spring). Puppy Peddlers Still Selling Heartbreak AND "Border Pups" All Grown Up. ***Animal Fare***, p. 7. [Also available online at http://www.sdhumane.org/site/DocServer/AFare_Sp06_final.pdf?docID=265]
> One article details the problem of puppy smuggling from Mexico, and provides readers with tips to avoid becoming a victim of these operations. The other article briefly discusses the experiences of two former "border pups" who were rescued and rehabilitated.

Soto, O. R. (2005, Dec. 21) Puppy sting nets 362 animals; Smugglers often sell dogs with phony paperwork. ***San Diego Union-Tribune,*** p.B-1.
> Soto interviews victims of dog smuggling and animal protection authorities in this article. It includes tips on avoiding sales of animals from Mexican puppy mills.

Spanish/español/espagnol

Núñez, C. (2006, June 8). Contrabando Canino. ***La Prensa***. Retrieved December 1, 2006 from http://www.laprensaenlinea.com/noticias/notas/LP_News_Local_P_lp-venta.21236ae9.html.
> In her article, Núñez describes the sale of dogs smuggled from Mexico in Southern California. The article also has a sidebar of tips to protect prospective pet guardians from falling victim to these operations.

Sainz, P. J. (2005, Dec. 23) Cachorros de Contrabando. ***El Latino San Diego.*** Retrieved December 1, 2006, from http://www.ellatinoonline.com/news.php?nid=5917&pag=0
> This article discusses the illegal sale of puppies smuggled from Mexico. The author focuses on San Diego, and writes that these animals are often sold on the streets of San Diego and at swap-meets.

Venden Cachorros Mexicanos de Contrabando en EU (2005, Dec. 21). ***Mileno.*** Retrieved December 1, 2006, from http://www.animales.cl/site/noticias.asp?IDNoticia=10 [Reprint].
> This article describes the work of the Border Puppy Task Force—a group of animal protection advocates from organizations in Southern California.

The Harp Seal Hunt in Canada
From March until July of each year, the Canadian government has sanctioned the hunting of harp seals primarily in the provinces of Labrador and Newfoundland in Eastern Canada. The

young seal pups are targeted for their white coats. According to the International Fund for Animal Welfare (IFAW), 95 percent of the seals killed are under 3 months old. Furthermore, IFAW observers have noted that 42 percent of the seals killed are skinned alive. According to the Humane Society of the United States, more than 317,000 seals were slaughtered during the 2005 hunting season.

Proponents of the seal hunt claim that the population of the harp seals is abundant and that the seals have contributed to the depletion of the cod fish stock. Alternatively, opponents of the hunt assert the depletion of the cod fish stock is due primarily to human over-fishing. Opponents also note that the melting of ice in the North Atlantic further threatens the breeding of the harp seal. (*See*, Canada's Three Year Seal Hunt Near a Million (2003, Feb. 14). ***Environmental News Service.*** Retrieved June 29, 2006, from http://www.ens-newswire.com/ens/feb2003/2003-02-14-01.asp.

The following web sites provide information on the annual harp seal hunt in English, Spanish, and/or French.

Multilingual

International Fund for Animal Welfare (IFAW), http://www.ifaw.org
> This web site provides information on various animal welfare issues in a variety of languages, including English, French and Spanish. The specific links to information about the harp seal hunt are noted below:
> In English [visited June 29, 2006]:
> http://www.stopthesealhunt.com/site/pp.asp?c=hmKYJeNVJtF&b=369143
> En Español [visitado el 29 junio 2006]:
> http://www.stopthesealhunt.com.mx/site/pp.asp?c=9dKHIQNuEqG&b=437899
> En Français [visité 29 juin 2006]:
> http://www.stoppezlachasseauphoque.ca/site/pp.asp?c=gkIVLaMVJxE&b=437679

English/inglés/anglais

Humane Society of the United States (HSUS) (2006) ***Protect Seals.*** Retrieved June 29, 2006, from http://www.hsus.org/protect_seals.html
> This web site details HSUS' efforts to end the harp seal hunt in Canada. It also presents information about an organized boycott of Canadian seafood to protest the hunt.

Harpseals.org (2006). Retrieved June 29, 2006, from http://www.harpseals.org/
> This organization is based in California in the U.S. Its web site is a bit more graphic than HSUS', but it still provides useful information about the hunt and the proponent's justifications for it.

French/français/francés

Réseau Action Globale (2005). ***La chasse aux phoques.*** Retrieved December 1, 2006, from   http://www.gan.ca/campagnes/index.fr.html
> This section of the Réseau Action Globale/Global Action Network's web site provides links to information about the harp seal hunt in Canada. Some of the links are to English-language materials.

What can be done?
As information professionals, we can use this available information to educate the public about these issues. This information may, in turn, incite compassionate individuals to take action to curtail animal abuse and suffering.   While we might be able provide some financial support to the various animal welfare causes, our behavior can also impact the treatment of animals, usually without significant monetary expenditures.

To combat factory farming, we could adopt a more plant-based diet or purchase animal products only from humane farming operations. A diet of plant-based foods is generally more economical than one with meat, fish, and other animal products. Furthermore, if more people adopt a plant-based diet, there will be a greater market impact on the meat industry. If the production of meat is lessened, more resources will be available to feed the hungry people in this world.

To stop the puppy mills, we could encourage the adoption of companion animals from reputable animal shelters or rescue organizations in our communities, and ensure that our companion animals have been sterilized to prevent pet overpopulation. Adoption fees are generally considerably lower than what breeders charge for animals, and animal shelters and rescue groups provide needed health care to the animals as well. With regard to animal sterilization, organizations have been established to provide low or no-cost spaying and neutering of pets for low-income pet guardians. [*See*, **SNAP San Diego** (2006). Retrieved June 29, 2006 from http://www.snap-sandiego.org/]

To end the harp seal hunt in Canada, we could write letters to the Canadian government and participate in the organized boycott of Canadian seafood. Additional information about letter-writing and the seafood boycott is provided at the IFAW and HSUS web sites noted above.

The information provided below is a list of resources to help individuals take the appropriate action. Selected animal welfare organizations from the United States, Mexico and Canada are listed, as well as multilingual resources for vegetarian recipes.

Animal Shelters

   U.S.A.

Arizona Humane Society (Phoenix, AZ)(2006). Retrieved June 29, 2006, from
http://www.azhumane.org/
> This organization provides information on companion animal adoptions. There is some information provided in Spanish at
> http://www.azhumane.org/artimgr/publish/article_371.shtml

City of Albuquerque Animal Care (2006). Retrieved June 29, 2006, from
http://www.cabq.gov/pets/
> This web site from the City's animal shelter provides links to information on lost and adoptable pets. Contact information in Spanish regarding City services is provided at http://www.cabq.gov/espanol.html

Humane Society of El Paso (Texas)(2006). Retrieved June 29, 2006, from
http://humanesocietyelpaso.org/
> This web site provides information on the availability of adoptable pets. The site also provides information in Spanish at
> http://humanesocietyelpaso.org/espanol.sstg

Los Angeles Animal Services (2006). Retrieved June 29, 2006, from
http://www.laanimalservices.com/
>> The main web site is written in English, but some Spanish-language information is
>> provided at http://www.laanimalservices.com/Spanish.htm. Viewing of adoptable
>> pets is available from the English-language version of the web site.

Mexico

Amigos de los Animales (Chihuahua). Retrieved June 29, 2006, from
http://amigosanimales.org/
>> This organization operates in the Mexican state of Chihuahua. There is a link to
>> animals available for adoption.

Baja Animal Sanctuary, A.C. (Rosarito Beach, B.C.).   Retrieved December 1, 2006, from
http://www.bajadogs.org/
>> This organization is administered in the U.S. in the San Diego area, but the facility
>> rests in Mexico. The web site is written in English only.

Compassion without Borders/Compasión sin Fronteras.   Retrieved June 29, 2006,
from http://www.cwob.org/
>> This web site is available in English and Spanish. This organization rescues dogs in
>> California (U.S.) and Mexico.

The Dogs of Mexico/Los Perros de México (2000). Retrieved June 29, 2006, from
http://www.language-works.com/MexicoDogs/orgs.htm
>> This web site is a list of various organizations in Mexico that assist dogs and other
>> animals.

Red AMMA, A.C. (2005). Retrieved June 29, 2006, from http://www.redamma.com/
>> The web site is available in Spanish and English versions. This organization provides
>> information about adoptable animals in Mexico City and the surrounding area.

Sociedad Protectora de Animales de Zihuatanejo (2006). Retrieved June 29, 2006,
from http://www.zihuatanejo.net/spaz/spanish.html
>> This web site is available in English and Spanish. This organization provides an
>> adoption program for companion animals, and its web site provides a link to the
>> animal protection laws of the state of Guerrero.

United Hope for Animals (formerly St. Nicholas Hope for Animals)**.**   Retrieved December
1, 2006, from http://www.stnicholashope.org/
>> This is a U.S. organization that assists companion animals in Southern California
>> and Mexico. The web site is in English only.

Canada

Protection des Animaux de Quebec. Retrieved June 29, 2006, from
http://www.paquebec.com/
>> This organization's French-language web site provides a link to information on
>> adoptable pets.

Toronto Humane Society. Retrieved June 29, 2006, from
http://www.torontohumanesociety.com/
> This organization provides links to information on adoptable pets from its web site. The web site is written in English only.

Small dog breed rescue organizations

Many puppy smugglers focus on small breeds, such as poodles and Chihuahuas, because they are easier to smuggle into the United States. There are several organizations that rescue these breeds and adopt the animals to loving homes. Listed below are the web site addresses for some of these organizations.

- ***Bichon Frise Club of America: Rescue Volunteer Directory*** (2006). Retrieved June 29, 2006, from http://www.bichon.org/rescue.htm
- ***British Colombia Chihuahua Rescue*** (2006). Retrieved June 29, 2006, from http://www.chirescue.org/
- ***Canadian Chihuahua Rescue & Transport*** Retrieved June 29, 2006, from http://www.ccrt.net/index.shtm
- ***Chihuahua Rescue*** [California] (2004). Retrieved June 29, 2006, from http://www.chihuahuarescue.com/
- ***Chihuahua Rescue & Transport*** (2006). Retrieved June 29, 2006, from http://www.chihuahua-rescue.com/
- ***Poodle Club of Southern California*** (2006). Retrieved June 29, 2006, from http://www.poodleclubsocal.com/
- ***Poodle Rescue of Northern Texas*** (2006). Retrieved June 29, 2006, from http://www.poodlerescuent.org/
- ***Small Paws Rescue*** [Bichon Frise]. Retrieved June 29, 2006, from http://www.smallpawsrescue.org/ [NOTE: This organization has a branch in Puerta Vallarta, Mexico.]
- ***Valley of the Sun Poodle Club*** [Phoenix, AZ]. Retrieved June 29, 2006, from http://www.poodleclubarizona.com/

Resources on Vegetarianism

Multilingual

International Vegetarian Union (2006). Retrieved June 29, 2006, from
http://www.ivu.org
> This web site provides information about vegetarianism, including recipes. It is available in various languages, including English, Spanish, and French.

English/inglés/anglais
Books:

Hagler, L. (1991). ***Tofu Cookery***. Summertown, TN: Book Publishing Company. [ISBN: 0913990760].
> This book contains creative recipes using tofu as a substitute ingredient in dishes traditionally made with animal products. The recipes are easy to follow, and the book provides excellent photographs of the various dishes.

Robertson, R. (2003). *Vegan Planet*. Boston, MA: Harvard Common Press. [ISBN: 1558322116].
> This cookbook provides 400 recipes that can be prepared without animal products. The recipes come from a variety of ethnic cuisines.

Web Sites:

Vegetarian Resource Group (2006). Retrieved June 29, 2006, from http://www.vrg.org/
> This organization's web site provides links to various articles on vegetarianism. At the bottom of the page, there is a link to recipes.

Vegweb (2005). Retrieved June 29, 2006, from http://vegweb.com/
> This web site contains a searchable database of recipes for animal-free dishes.

Spanish/español/espagnol
Books:

La Mejor Cocina Vegetariana (2004). Madrid : EDIMAT Libros. [ISBN: 8497640829].
> Although this book of recipes is not completely vegetarian (there are 3 recipes containing meat or fish), about one third of the recipes are free of animal products. The book is complemented by excellent photographs of the dishes.

Nigh, K. (1999) *México a Mi Sazón : Recetas Vegetarianas de la Cocina Mexicana.* (A. Medrano, trad.). México : Panorama Editorial. [ISBN: 968380800X :]
> This book contains a mixture of lacto-ovo-vegetarian and vegan recipes with a focus on Mexican cuisine. There are no photographs, but there is a wide range of recipes, including recipes for salads, main dishes, desserts and beverages.

Web sites:

PETA en Español. *Háganse Vegetarianos.* Retrieved June 29, 2006, from http://www.petaenespanol.com/at/7.html
> This web site provides a few vegetarian recipes in Spanish.

PETA en Español, *Sea Vegetariano: El Primer Paso: Recetas.* Retrieved June 29, 2006, from http://www.petaenespanol.com/feat/vsk/recipes.asp
> This web site provides recipes for vegetarian versions of traditional Latino recipes, such as paella, flan and empanadas.

Conclusion
Education is an important factor in getting the public to understand the need for change. The resources in this paper should help our patrons understand the various issues associated with the treatment of non-human animals. The print and online sources discussed in this paper outline a few of the issues associated with animal welfare, and provide some steps we can take to assist in reducing animal suffering.

Digital Crossings: Transcending Borders, Creating Enduring Online Resources

Travesías digitales: trascendiendo fronteras y creado recursos en línea

Mimmo Bonanni
Library Information Systems and Technology
ASU Libraries, Arizona State University

Philip Konomos
Library Information Systems and Technology
ASU Libraries, Arizona State University

Abstract: ASU Libraries is developing an institutional repository on the **fedora** (http://www.fedora.info/) platform, a flexible, extensible repository architecture ideal for a variety of digital library applications. We seek to create accessible digital collections (a digital repository) of enduring research value. Built upon an open source and OAI-PMH compliant framework, fedora's underlying architecture will help facilitate the management, indexing, discovery, and delivery of rich and relevant digital resources to ASU users and researchers worldwide.

An area of particular interest for these digital collections is unique materials documenting the culture and history of the transborder Southwest. We are currently looking for partners to create a collaborative digital archive of transborder Southwest materials. The presentation will showcase "seed collections" for this effort already underway at ASU Libraries, and provide a means for interested parties to volunteer for participation in a multi-institutional project.

Slide Presentation

See following pages.

ASU Libraries
ARIZONA STATE UNIVERSITY

Digital Crossings: Transcending Borders, Creating Enduring Online Resources

FEDORA & ASU KnowledgeNet

http://www.fedora.info
http://www.fedora.info/wiki

Presenters: Mimmo Bonanni & Phil Konomos

FEDORA: Digital Object Repository

- FEDORA is flexible extensible digital object repository architecture

- Open source repository software

  - Developed at Cornell University and the University of Virginia Library

- Used to manage digital resources owned or licensed by ASU libraries; and act as a platform to archive digital materials from the ASU community

FEDORA: Why is it Valuable?

- Gives remote access to otherwise inaccessible materials, or difficult to find items
- Houses collections of scholarly import in one location
- Reveals relationships amongst objects via metadata that may not normally be readily apparent
- Curates objects that might otherwise be lost or remain inaccessible

FEDORA: Behind the Scenes

- It is equipped with a powerful digital object model

  - Includes: persistent ID, datastreams, metadata, remote/local references, disseminators (how object may be represented or displayed)

- It provides means for metadata management

- It provides a powerful framework for managing relationships between digital objects

FEDORA: Behind the Scenes

- Locally managed content or reference remotely

  - Can reference remote collections outside of ASU Libraries... Mexico, Canada, the world

- Web service integration

  - Can easily integrate with other products no matter what programming language or web development environment

- Metadata Harvesting (OAI-PMH), Open Archives Initiative

  - It provides means for harvesting metadata of digital objects stored in the repository
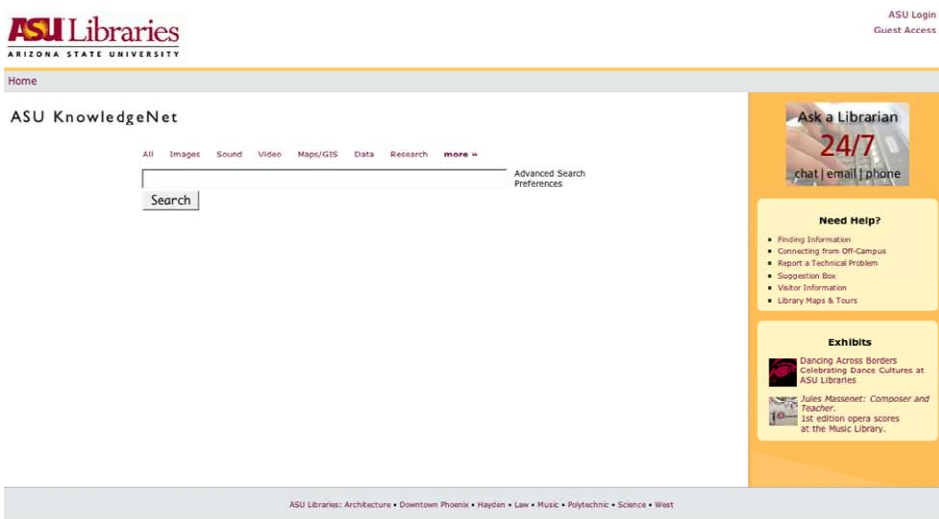
FEDORA Applications

- ASU application gateway to FEDORA is called KnowledgeNet

- It is designed to look to similar to other familiar search engines; such as GOOGLE and YAHOO

FEDORA Applications

- Ease of use –

  - Can search via a simple text box for any type of digital object (music, electronic journal, electronic book, satellite image, photographs)

  - Upload digital object(s) into the repository

- KnowledgeNet Start Page: GUI/application of FEDORA

❏ 2,000 records from the Anthropology Museum's Ethnography collection

❏ Image can be exported; Record includes VRA (Visual Resources Association...) metadata

□ Browse Research @ ASU

□ ASU EPrint Archive

□ Browse EPrint Archives

□ David Ralph Abbott Personal Archive [Collection]

The ASU Knowledge Network provides you the means to archive outcomes of your work at ASU – published and unpublished writings, audio and video recordings, data, lab protocols, etc. You can make your work available in your **Personal Archive**. if you manage a research project, you can also create a **Project Archive** to publicize and assure the preservation of the outcomes of your research.

How to ...
- Archive My Publications
- Archive My Research D
- Archive My Thesis/Dis

My Personal Archive

What is a Personal Archive?

A Personal Archive is a collection that represents academic and creative work that you wish to share publicly in the long term. Benefits of self-archiving or publishing in the ASU Knowledge Network include broader dissemination of your work, creation of a persistent network address (or URI) that can be used reliably in citations in the long term, and curatorship by the ASU Libraries' data archiving professionals.

Personal archives may include:

- Citations for your published work
- Citations and associated documents -- full text of an article, a Powerpoint presentations, a related spreadsheet or statistical data file, etc.
- Citations for your grants and patents (the library harvests data on all NSF and NEH grants for you)
- Recorded media, such as audio or video, representing a presentation or your creative work, such as a musical performance, etc.

How do I create a Personal Archive?

If you are an ASU faculty member or other professional staff member, a Personal Archive may have already been created for you (the library actively collects bibliographic citations for publications by ASU faculty and academic/service professionals). You can check the **list of Personal Archives** to see if a Personal Archive or your citations already exists.

If you do not yet have a Personal Archive, all you have to do to create one is to login and **upload citations** for the work you wish to archive or publish.

How do I archive of publish my work?

- Prepare citations for your publications with a citation manager such as EndNote, Reforks, or other software that can export in a compatible format. The KnowledgeNet can import citations in both RIS format and the RefWorks export format. Please also read our important tips on preparing citations for the Knowledge Network.
- Login to the KnowledgeNet and select "Upload Citations" from the menu on the right side of the page. Paste your citation data into the form and upload.
- After uploading citations, you can upload files associated with your citation – such as the full text of an article, a PowerPoint presentation, or a dataset – and attach them to your citation records. The KnowledgeNet supports many document formats. Documents that you upload are viewable by all users of the KnowledgeNet.

Know your rights as an author! Before uploading files to the KnowledgeNet, please make sure that you have the rights to do so. If a work has been published previously, check your publishing contract or the publisher's current policy documentation to determine whether you have retained the rights to self-archive your publications on an organizational web site. For unpublished work, please also make sure that you understand publishers' policies regarding preprints before uploading files. For work you intend to publish exclusively at the Knowledge Network, you can choose to disseminate your work under terms of the Creative Commons licensing framework. The SHERPA/Romeo web site, which collects publisher copyright and self-archiving information, may be helpful to you. Please contact the ASU Libraries for further assistance.

Get further information! Please also see our ...

- tips on preparing citations

❑ Personal Archive

❑ Sorted by date, first article, "Hohokam exchange and early classic period..."

□ Export Functionality: Refworks, EndNote, RIS, BibTex,
Personal Archive, del.icio.us (social bookmarking)

Knowledge Relationships Browser

• Flash-based Relation Browser tool

• A Visual navigation of relationships expressed in FEDORA
records

• Animation is created consisting of circles (representing entities)
and connecting lines (representing relationships)

□ Searching for an article will show not only the article but
also any relationships to the article

□ These circles can be expanded to show other
relationships, so the tool encourages exploration like
browsing a book shelf

◻ A = has Author; R = is Member of Collection; T = has Text Link

Future: Guest Access & Contribution

◻ Collaborating or affiliated institutions may sign in (with guest access logon and password) and search and access FEDORA digital repository

◻ Affiliated partners can contribute unique collections to the repository

◻ Clicking on a link will establish a session where hyperlinks are context-aware, e.g. you can see full text if it is available

◻ If there is no ASU login, and no guest access has been established, hyperlinks will then point to OCLC Worldcat link revolver

□ Configure Preferences for Students, faculty, & staff of Arizona's state universities, and other organizations with research ties to ASU

□ Audio Search: Oral Histories, podcasts, musical performances, etc.

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Shema Arizona: Arizona Jewish Historical Society oral history interviews [Collection]

Author/Contributor: Arizona Jewish Historical Society — Morton, Beryl — Lurie, Arlene — Kurn, Bobbi — Goldsmith, Maxine — Diamond, Sylvia — Pickelner, Dorothy — Schaffer, Shyrle — Cancilla Martinelli, Phylis — Hubschman, Eve — Hilf, Ethel — Kofman, Evanne — Spitalny, Larry — Wabnik, Jane — E Gonsher, Geoffrey — Gracer, Estelle — Smith, Dean — Rosenthal, Judy — Barbara Chazan

Summary: This collection contains transcripts of oral interviews conducted by members of the Arizona Jewish Historical Society with former and current Jewish residents of Arizona. The interviews were conducted during the period of 1974-2000.

Contains interviews with: Ben Bellman -- Celia Bellman -- Howard Bendalin -- Otto L. Bendheim -- Sarah Brown -- Toby Citron -- Mary Cohen -- Sylvia Diamond -- Albert Eckstein -- Frank Feffer -- Bertha Goldman Feiler -- Esther S. Fireman -- Bernard Fogelson -- Florence Frank -- Raye Freed -- Morris Gerst -- Mary Gerstman -- Eli Gorodezky -- Betty Gould Spitalny -- Jack Grodzinsky -- Aubrey Grouskay -- Benjamin Herzberg -- Edward S. Herzberg -- Hirsch Kaplan -- Sam Kiviat -- Ed Korrick -- Kirk Kroloff -- Burton Kruglick -- Neal Kurn -- Herman H. Lange -- Jeanette Lantin -- Saul Lebeau -- Marshall Lehman -- Sara F. Lehman -- Rebecca Leibsohn -- Harold Jerome Lewkowitz -- Herman W. Lipow -- Sol Mallin -- Royal D. Marks -- Brenda Meckler -- Deborah J. Metz -- Dorothy Pickelner -- Rabbi Albert Plotkin -- Dorothee S. Polson -- Janet Kotzen Pransky -- Elizabeth Ramenofsky -- David Rebibo -- Pearl Ronay -- -- Allen Rosenberg -- Rose Rosenberg -- Michael Rosenthal -- Harry Rosenzweig -- Rabbi Harry Z. Schectman -- Samuel B. Schurgin -- Nat G. Silverman -- Sylvia Silverman --Herbert Smith -- Malcolm Straus -- Terri Swirnoff -- Frances Waldman -- Dr. Michael Weiss -- William Yablonsky.

Interviews conducted by: Beryl Morton, Arlene Lurie, Bobbi Kurn, Maxine Goldsmith, Sylvia Diamond, Dorothy Pickelner, Shyrle Schaffer, Phyllis Martinelli, Eve Hubschman, Ethel Hilf, Evanne Kofman, Larry Spitalny, Jane Wabnik, Geoffrey E. Gonsher, Estelle Gracer, Dean Smith, Judy Rosenthal, Barbara Chazan].

Project sponsored by the Arizona Jewish Historical Society.

Title supplied by cataloger.

Publisher: Arizona State University Libraries

Format details: text/xml

Date: 1974-2000

Subjects: Jews -- Arizona -- Interviews. ; Jews -- Arizona -- History. ; Jews -- Arizona -- Social life and customs. ; Arizona -- History. ; Arizona -- Social life and customs. ; The Arizona Jewish Historical Society asks that researchers and users approach this material with respect for the culture and sensibilities of the people whose lives, ideas, and experiences are documented here. We invite researchers and the general public to use these oral history materials for their research and educational pursuits. Requests for permissions, copyrights, clearances, and assessment of commercial use fees for use and citation of any of these oral history materials must be directed to: ; Oral histories

□   Transcripts of oral interviews by members of the Arizona Jewish Historical Society (1974-2000)

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Oral Histories

An interview with Ben Bellman
(University Libraries, Arizona State University, Tempe, Ariz.).

Ben Bellman on tractor, Safford, Arizona, 1936

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An Interview with Christine Marín

Curator of the Chicana/Chicano Research Collection

The Library Channel is pleased to welcome Dr. Christine Marín to the show. Dr. Marín is among the "founders" of ASU's prestigious Chicana/Chicano Studies Department.

Mark Scott and Mimmo Bonanni join Christine to discuss her unique history that is tied to the ASU Community. They discuss her journey from the working class mining towns of Globe/Miami to ASU. Christine talks about the political movements of the sixties and seventies, the Mexican American Student Organization (MASO), and explains the origin of the term "Chicano." She also discusses how a generation of Americans overcame adversity and met challenges to see their dreams become manifest in their children.

Over the past few decades, Christine has helped to create a nationally renowned and valuable archival collection on Mexican American life in Arizona and the southwest. Dr. Marín discusses the history and the development of this Chicana/o Research Collection which is located in Archives and Special Collections in ASU Libraries. She has taught courses on the history of Mexican Americans and Latinos for the Departments of History, Chicano & Chicana Studies, and Women's Studies. Her journal articles & book reviews reflect her knowledge & expertise in various themes in 20th century Mexican American history. The ASU Chicano/Chicana Faculty & Staff Association has named an award in her honor (The Christine Marín Staff Award), which is given yearly to a Chicano or Chicano faculty or staff member for their outstanding service to ASU students.

For more information on the Chicana/Chicano Collection please visit the following pages:

ASU Chicano Research Collection
ASU Chicana and Chicano Studies Departmet

Host:

- Dr. Christine Marin Podcast: Chicano Research Collection

Current Digital Projects

- Mediterranean Landscape Dynamics (Geospatial: Anthropology, Geography)

- Architecture Image slides (Images: Architecture)

- Ralph Cameron (Oral History: Labriola)

- Litchfield Oral History (Oral History: ASU West, AZ Humanities Council, Archives)

Implication for the Future

- Continue to add unique collections to the repository

- Share tremendous research being done at ASU with the broader community through ASU KnowledgeNet

- Expand partnership or affiliates, and develop partnerships with the international academic community and educational institutions

Thanks for listening!

- ❑ Questions?
- ❑ Contact:
  - ❑ mimmo@asu.edu
  - ❑ konomos@asu.edu

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Librarians of the 21st Century: Six Library Challenges for the New Century

Bibliotecarios del siglo XXI: seis desafíos para la biblioteca del nuevo siglo

Alberto Ríos
Regents' Professor of English
Arizona State University

Abstract: As a child, school taught me what was in the books I was reading, but libraries taught me that there was something in all the books I had not yet read—underscoring the idea that, if I thought one book was good, then a thousand more were waiting for me, in a thousand languages and from a thousand points of view. More than simple answers in the world, the library showed me that there were ideas, and that answers could change and were just one part of an idea. In the next century, so hungry for answers and so fearful of ideas, how do we move forward? And more than that, how do we move forward together?

Resumen: *Cuando niño, la escuela me enseñó lo que contenían los libros que leía, pero las bibliotecas me enseñaron que había algo en todos los libros que todavía tenía que leer-subrayando la idea que, si pensé que un libro era bueno, entonces mil más me esperaban, en mil idiomas y con mil puntos de vista más. Más que simples respuestas en el mundo, la biblioteca me demostró que habían ideas, y que las respuestas podrían cambiar y eran apenas una porción de una idea. ¿Cómo podemos avanzar hacia el siglo próximo, estando hambrientos de respuestas y tan temerosos de las ideas? ¿Y más que eso, cómo podemos avanzar juntos?*

See video podcast at:

http://lib.asu.edu/librarychannel/2007/05/01/foro-2007-librarians-of-the-21st-century-six-library-challenges-for-the-new-century-with-alberto-rios/