Estonian Librarians Association

LIBRARIES IN KNOWLEDGE-BASED SOCIETY

Proceedings of the 3rd Nordic-Baltic Library Meeting October 25–26, 2001

Tallinn, Estonia

Tallinn 2001

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MINISTRY OF CULTURE OF ESTONIA

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EESTI RAHVUSRAAMATUKOGU
NATIONAL LIBRARY OF ESTONIA

Estonian Librarians Association

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Compiled by Reet Olevsoo, Linda Kask

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Plenary Session

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Library –Gateway to Information Society:
Library Strategy and Reality in Estonia

Estonia is a small country, thus constantly worrying about its future – are we able to survive and justify our existence in the turmoil of political and economic interests of large and powerful countries. The same problem was topical also during the first period of awakening in the 1860s and 70s when it became evident that it was impossible for a small country to make any notable political or economic achievements. As an alternative to this Jakob Hurt, one leader of the Estonian national movement, formulated the so-called Estonian imperative – a small nation had to become great of mind.

Today Estonia is quickly moving towards knowledge-based society which joins and keeps in balance the research aiming at learning new things and the implementation of knowledge and skills. In this new type of society the development of human resources forms the basis for the competitiveness of economy and labor as well as for the growth of the quality of life. Learning is becoming a lifestyle and a necessity, bringing along the need for information. We increasingly depend upon the possibility of receiving the necessary information. This need can only be satisfied through well built up information and communication systems where libraries play an important role.

The last decade of the past millennium has been the time of notable changes for Estonian libraries. Thus we can state the following:

- Estonian library community is undergoing the process of globalization – distances are fading between libraries themselves, libraries and suppliers, libraries and users;
- The circle of library users does not develop on the basis of a certain region or a certain institution;
- The implementation of information and communication technology has created better conditions for co-operation between libraries in collection development, the joint use of collections as well as the creation and management of databases.

The state-of-the-art in Estonian libraries is as follows:

- The general role of libraries – acting as an information, educational and cultural institution – has been reestablished;
- The motivation for using libraries has increased, bringing along increase in the frequency of visits;
- Collections contain more documents on different carriers, in different categories and languages;
- The level of the professional knowledge of librarians has risen and widened;
- New library information systems have been implemented in major research, public and school libraries;
- Transition from one type of information carriers to another has begun – in addition to printed matter library collections also contain information on electronic carriers;
- Different types of libraries are being developed into information centers, offering modern environment and providing access to up-to-date information and communication technology.

Estonian libraries are an integral part of the world libraries community, although maybe not yet in the field of technology. They face not only specific "national" problems of economic nature but all the threats and challenges like libraries in other countries.

And still, the outer image of libraries and the wide public's understanding of the role of libraries do not change quickly. There are a number of negative factors hindering the development of libraries:

- A notable development has only occurred in areas not requiring substantial financial resources (organizational structure, staff training, testing of new technology, etc.);
- The creation of a digital library has been delayed which forms an important development factor of information society;
- Scientists and researchers are not satisfied with the quality of collections and the availability of electronic information in research libraries;
- The work division and co-operation between libraries has not been documented in a form acceptable for all relevant groups (politicians, target groups), except the consortium of library network and its activities;
- Contradiction has increased between human resources (know-how, labor, enthusiasm, loyalty) and material resources.

For libraries, the purposeful planning of their operation and the development of strategies are the most important keys to success. Do Estonian libraries know what awaits them after 5 or 10 years? The influences of the surroundings – economic aspects, technology, legislation, politics, etc. – are commonly known factors which bring along changes.

The development of the library system as a whole is covered by the Fundamentals of State Cultural Policy of Estonia, enforced by the Riigikogu on 16 September 1998: "…all libraries regardless of their type, source of financing, location, etc. act as a common national information system, endeavoring to guarantee the entire population complete, accurate and easily accessible information and access, through information channels, toglobal information resources."

During recent years the major Estonian libraries have worked out their strategic development plans, considering the renewed role of libraries in the society and, in particular, the needs of target groups.

As an example, I would like to mention the goals of the National Library of Estonia until 2010 as stated in the strategic development plan (approved by the National Library board in spring 2001):

"The National Library offers flexible and open information services based on modern information and communication technology. The services should be client-friendly, well accessible and personalized."

The compilation of the strategic plan for all Estonian research libraries has been more problematic. This unified strategic plan should clearly define the development prospects of research libraries and priorities in the development scenario of science and education, it should also specify the respective legislative and financial guarantees. In short - it would establish a trilateral agreement between the state, universities and scientists.

In 2000 the Ministry of Culture and the Ministry of Education initiated the compilation of the development plan for Estonian research libraries until 2010, a corresponding project was prepared by a consulting firm.

Taken the strategic aims of research and development, the mission of research libraries should be the following:

- To satisfy the primary information needs of Estonian research and development activities and to expand the basis of research activities;
- To ensure the existence of information and training resources to be used for higher education and further training as well as the creation of prerequisites necessary for the long-term enhancement of research and development activities;
- The development of electronic library system for the increase of cultural level and education, making this system available all over Estonia through the network of public libraries.

In this project the following tasks have been considered as priority:

- To define the tasks of research libraries according to legislative acts;
- To specify in legislative acts the financial resources for funding the network of research libraries;
- To design and implement an efficient acquisition plan;
- To further develop the electronic network of research libraries, for this purpose to involve allocations from the state budget among other sources of financing;
- To work out the plan of financing research libraries from the state budget and to get the official approval for this plan.

The development plan is open for discussion. Hopefully it will take into account the information needs of the society and the role of research libraries in the system of information and communication.

What is the future all of the library system in Estonia?

- Updating legislation;
- The development of private sector;
- Designing relations between the state and its citizens;
- Raising awareness of the problems of information society.

The real contribution of the state is, first and foremost, the development of the information structure and the provision of technical access to information The responsibility of the libraries is to make the society aware of the information to which the access has been created, of the essence of the information systems and low to find easily, acquire and make use of this information.

Open and democratic society is still, in many ways an incomplete changes. Libraries like many other public and commercial institutions carry with them a heavy baggage of popular perceptions, misperceptions and mythologies. What is urgently needed is a repositioning of the library within contemporary social attitudes, redefining the intellectual framework for the new culture and the intellectual role of libraries in the future. Libraries should apply strategic planning and modern management styles in order to see information technology not as an ultimate goal but as a tool fore more successful realization of their mission. A change in library philosophy will result in a more active performance, more aggressive marketing and better professional service.

Literature used:

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2. Development Plan for the National Library of Estonia until 2010.
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All You Wanted to Know About Lithuanian Librarianship…

This report is an attempt to articulate the changes and developments in Lithuanian librarianship in the last decade, to analyze the reasons and consequences of these changes as well as to present some data on library performance in Lithuania during the last decade. In 1996 at the 5th Congress of Baltic Librarians here, in Tallinn, I was presenting the detailed overview of Lithuanian librarianship during the first five years of independence; today I am going to speak in more general features.

Changes

5 years ago the key word used to describe the library situation during the first five years of independence in Lithuania was *changes*. Our state and nation underwent essential changes in all spheres of life – political, economical, social, cultural, so did the libraries and librarians. In the context of most radical social and political changes, such as free elections, multi-party system, and democracy, free media and freedom of expression, libraries first found themselves free but poor. Today we have an excellent opportunity to see what libraries can do with very little money or without money but with lots of imagination and professionalism. This is not to imply that libraries do not need funding, it is an attempt to track the essential change in the professional mentality: the former safely state-funded library becomes more and more pro-active and entrepreneurial service institution.

1994–1995 were the turning point in many aspects for library development. The main performance indicators, especially those that show the use of libraries and were diminishing during the first years, began to grow from 1994–1995 and are still growing every year. The Law on Libraries was introduced in 1995. It sets the system of Lithuanian libraries, defines Lithuanian library holdings and their preservation, and determines relations between libraries, financing state regulating of libraries. The purpose of the law is to ensure the right of the society to information and legal regulation of the Lithuanian library activities.

The major reform was introduced in the system of public libraries that replaced the former soviet mass libraries. Technological challenges - computerization, automation and networking – affected all types of libraries. Political requirements for libraries as public institutions changed essentially and libraries had to re-define their role and services as well as organizational structure and management styles.

One more essential change that occurred during this period is the European dimension. Cooperation with foreign partners and EU information policy and library programs are very important as they reveal the potential of the libraries in the modern world, which might be still difficult to perceive in our country.

Legal framework for library policy and operation

Talking about legal framework for library development, it has to be said that there are all pre-conditions for library and information policy in Lithuania to be created and implemented. Many political decisions have been made and necessary bodies established to coordinate the activities of different players and there is a legal basis for library operation and development. Still it is difficult to speak about the coherent library policy in Lithuania. Traditionally, libraries in Lithuania constitute a part of the state cultural policy and it is still difficult to show the politicians

the perspectives for libraries in the information society or their potential for IT application and turning into community information centers. The danger for libraries in the networked society becomes "falling through the net".

If the national library and information policy is still taking its shape, locally many libraries have already found their profiles and developed modern services to their communities. It is quite difficult to speak about "average" Lithuanian library, because there is great difference in their equipment, performance, level of innovation, etc. To my opinion, this disparity should be evaluated more as a positive thing currently because it stimulates initiative but should not form a long-term strategy which has to aim at high standards of library and information services in all libraries throughout the country.

The Ministry of Culture is the institution authorized to regulate state administration of libraries in the Republic of Lithuania. The Library Council of Lithuania is an institution, which, as an expert and consultant, deliberates the most important issues of library activity. The Library Council submits proposals to the Ministry of Culture and the Government, concerning the strategy of library development, library science programs and their funding. Library Science Center is coordinating research and advisory services to Lithuanian libraries.

Library Modernization Program was prepared in 1999 and was expected to be approved in 2000 but its approval and implementation was postponed because of the economical crisis. The program reveals the main needs and shortages of all types of libraries to become modern information institutions. It also suggests the ways of radical improvement of the situation in the 10 forthcoming years. The most recent developments of library policy in Lithuania are connected to the Information Society project where libraries are seen as an important part of information infrastructure and access points to information for all citizens.

Lithuanian libraries in a nutshell

Today, library system in Lithuania consists of different types of libraries belonging to different Ministries and other bodies. In the end of the year 2000 there were **3 785 libraries** in Lithuania:

- 1 470 libraries belonging to the Ministry of Culture:
  - Martynas Mazvydas National Library of Lithuania
  - Lithuanian Library for the Blind
  - 5 County Public Libraries
  - 61 Municipal Public Libraries with 164 branches in urban area, 1207 branches in rural area and 16 branches for children
- 2 225 libraries belonging to the Ministry of Science and Education:
  - 15 university libraries
  - 82 professional / vocational school libraries
  - 1932 school libraries
  - 66 art and music school libraries and other libraries of educational institutions
- 5 libraries of state significance: Library for the Blind, Vilnius University Library, Lithuanian Academy of Sciences Library, Lithuanian Technical Library, Lithuanian Library of Medicine
- 25 technical libraries
- 54 medical libraries
- 17 museum libraries
- 8 agricultural libraries
- Other libraries.

The total number of professional staff in 2000 was 6,5 thousand. The collection of all libraries comprised nearly 100 million documents; there were 22,6 million visitors and 1, 67 million registered readers in the end of the last year. 43,2% of the country population are library users.

Each user has visited a library 11,6 times during the last year and borrowed 27,8 items (11,7 items in 1998).

During the 10 years of independence number of libraries decreased. The networks of public, technical, medical, agricultural libraries were diminished; nearly all libraries of trade unions were closed. The main indicators (collections, readers, visitors, loans) were decreasing till 1994; after that number of readers, visits and loans went up in most types of libraries but the collections were still shrinking till the last year.

Public Libraries

The public library system in Lithuania is a "classical" one: we have regional public libraries and centralized systems of municipal public libraries with branches in cities, towns and villages. There are 4 bookmobiles operating in the country, services to homebound are quite popular. Today public libraries serve 21,5% of the population.

In 2000, there were 5 county public libraries in the biggest cities of Lithuania: Vilnius, Kaunas, Klaipeda, Panevezys and Siauliai serving 118,2 thousand readers. County public libraries are visited more than 1 million times annually and the total lending figure is 3,9 million items.

In 2000 there were 61 municipal public libraries with 1 387 branches in Lithuania. Since 1989 all figures representing public library activities were constantly diminishing. The decrease of figures was caused not as much as by changes in library network as by the conditions in the acquisition field. Changing social values and orientations, unstable economical and political situation had influence on reading habits as well. By 1995, decrease of readers almost came to a halt and for the first time in five years lending has risen. Since then, the public libraries' use grows every year.

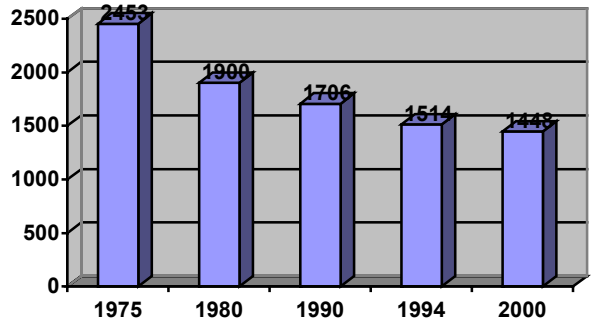
Table 1: The main performance indicators of public libraries in 1975-2000

Year	Network	Stocks	Readers	Lending
1975	2 453	19 657 000	1 203 563	23 303 300
1980	1 900	19 559 600	1 323 700	29 545 600
1989	1 719	28 770 000	1 078 700	20 955 200
1990	1 706	23 285 300	811 900	15 383 200
1992	1 580	21 112 009	663 922	13 693 720
1994	1 514	19 629 600	619 774	13 141 925
1996	1 484	19 235 913	658 503	15 705 746
1998	1 458	18 913 003	684 284	18 368 169
1999	1 447	18 585 886	703 671	19 983 472
2000	1 448	18 596 668	721 350	20 760 803

Source: Center for Librarianship, National Library of Lithuania

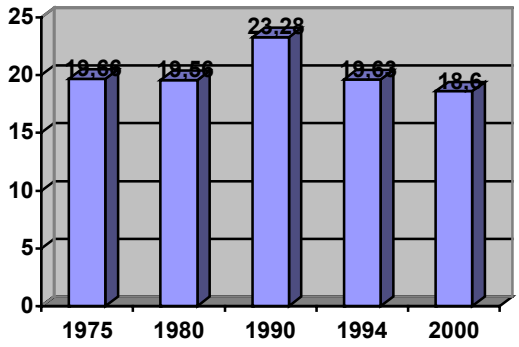
Looking at the statistical data of the recent years one can see the dangerous *effect of scissors*, especially in public libraries, when the demand for library and information resources is constantly increasing and the resources of libraries to satisfy this demand is decreasing (Chart 1-3).

Chart 1: Network of municipal public libraries in 1975- 2000



Source: Center for Librarianship, National Library of Lithuania

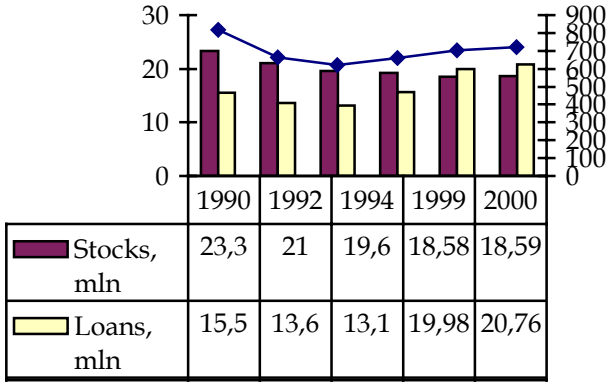
Chart 2: Stocks (millions of copies) at the municipal public libraries 1975–2000



Source: Center for Librarianship, National Library of Lithuania

Although the state subsidies for acquisitions in municipal public libraries increased 12 times in the past five years, the constant growth of the book prices does not allow libraries to satisfy even the basic acquisition needs. In 2000, municipal public libraries added 10,7 thous. documents to their collections that made the increase of the collection by 0,05 per cent only.

Chart 3: DYNAMICS OF STOCKS, LOANS AND READERS IN MUNICIPAL PUBLIC LIBRARIES IN 1990-2000



	1990	1992	1994	1999	2000
Stocks, mln	23,3	21	19,6	18,58	18,59
Loans, mln	15,5	13,6	13,1	19,98	20,76

Source: Center for Librarianship, National Library of Lithuania

The financial support from the local government varies a lot. For example, in 1998, Zarasai public library received 3,27 LTL per capita for acquisitions from the local government, and Panevezys city library – only 0,37 LTL. A gigantic jump in prices of periodical publications resulted in some village libraries receiving 2-3 newspapers and journals in the beginning of the last decade.

It is not possible to overestimate the role of the **Open Society Fund-Lithuania and Open Society Institute Network Library Program** (Budapest) in support to Lithuanian libraries that receive such inadequate funding from the state and local authorities. The Open Society Fund - Lithuania (OSFL) is one of the network of over the thirty foundations established since 1985 in Central and Eastern Europe, Asia, Africa and Haiti by George Soros, the US financier and a prominent late 20th-century philanthropist. During ten years of its existence OSFL support for different projects with an emphasis on education, science, civil society, culture, communications and publishing.

The aim of the OSFL **Library Program** is to provide promotion and support to the facilitation of libraries; introduction of new technology and means for disseminating information; co-operation between libraries; in-service training of staff; training and retraining; support in getting funds. In 1993-1995 the support received by Lithuanian libraries was app. 1 million Litas. In 1994-1997 the priority was given to academic and research libraries, especially the projects on their automation and computerization. In recent years the focus has changed into public libraries. Participation in OSF and OSI-NLP programs open opportunities for Lithuanian libraries to open Internet reading rooms, to develop Integrated library information system, to add valuable books, periodicals, CD-ROMs, CDs, videos and other documents to their collections, get access to data-bases, train and retrain staff, participate in international professional organizations and conferences. Participation in projects added much experience to the library staff involved and indirectly "pushed" the libraries towards the modernization. Thanks to the OSFL mostly, municipal public libraries can offer 78 computerized working places for their users.

Academic libraries

There are 15 academic libraries in Lithuania with the total collection of 12 million items. Academic library is in the heart of each university or high school. They provide essential services to the whole academic community fostering study and research processes. In 2000 Lithuanian academic libraries had 107 thousand registered readers who borrowed 7,2 million items and visited libraries 4,2 million times.

Table 2: Academic Libraries' Performance indicators 1995-1998

Year	Collection	Readers	Visitors	Loans
1995	12 004 765	80 127	2 261 535	5 006 084
1998	12 019 081	90 457	3 467 868	6 813 352
2000	12 127 345	107 615	4 195 259	7 211 817

The number of readers and visitors has constantly and significantly increased in the last five years. Taking into consideration that the number of libraries remains the same (15) and the number of library staff was reduced from 613 in 1995 to 558 in 2000, academic libraries are really busy. The collection remains about the same and has a tendency only of slight increase.

Academic libraries create the network of Lithuania Academic Libraries (LABT). Rectors' Conference and Ministry of Education and Science have approved the project. The main object of LABT is to supply all the libraries of Lithuania universities with specialized modern, integrated, and widespread in the world library software. ALEPH 500 was chosen as an integrated library

system and it is now being installed in academic libraries. Currently, there are 263 computerized working places for the users in academic libraries.

Development of computer-based services made academic libraries initiate users training. Higher prices for information resources, wider and deeper expansion of IT into library services on one hand, and the budget cuts on the other, require to re-think traditional academic library management and organization. User education is one of the popular solutions in Lithuanian academic libraries' search for effectiveness.

Computerization of Libraries. Lithuanian Integral Library Information system LIBIS

Information resources and technology are two pillars of the library infrastructure. In 1993, Consortium of Scientific Libraries under the initiative of 8 Lithuanian scientific libraries was founded to coordinate library acquisition and to create an integral automation system. This was a start of Lithuanian Integrated Library Information System LIBIS program that was confirmed by Lithuanian Government in 1996.

The aims of LIBIS are:

- Automation of routine library technical process;
- Creation of national data base for current and retrospective bibliography;
- Creation of Lithuanian library Union catalogue;
- Implementation of shared document cataloguing system, bibliographical data base of general use and Lithuanian Library Union Catalogue;
- Improve the information supply for Lithuanian and foreign consumers, providing the information from bibliographic and factographic data bases, using the INTERNET;
- Improve library service for users;
- Improve the coordination and management in Lithuanian libraries.

LIBIS program was created and is being implemented using three main sources of financing:

- State budget allocations
- The Open Society Institute grants
- Investments of libraries themselves.

For LIBIS Union catalogue Sigmanta Company has created special library software. The software is designed for UNIX platform and based on ORACLE data base management system. To accomplish the subsystem of Union Catalogue, the necessary works for computer net expansion and connection to INTERNET are being done using the centralized means of LIBIS and library means as well. In 1998 Ministry of Culture has purchased hard- and software for LIBIS 2-nd and 3-rd stage library connection to INTERNET. In 1998 the LIBIS software was introduced into the National Library by developing the subsystems of the Acquisition, the Cataloguing and Authority Files Creation, the National Bibliography. The Union Catalogue (UC) accessible both to the local and WWW users. Bibliographic records are being created in UNIMARC and UNIMARC/AUTHORITIES formats respectively, in line with IFLA recommendations and standards, and LIBIS project directions.

Instead of conclusions

During the last decade Lithuania has introduced the main prerequisites of a democratic society, emergence of independent mass media and elimination of censorship has considerably widened people's choice of, and access to information. Computers and telecommunications market is becoming very dynamic. Along with the positive impact of telecommunications development, there is a danger of the stratification of the society into *computer-telecommunications-information rich and poor*. Libraries can help to reduce the tension in the society providing free and equal access to

books, periodicals, electronic information and knowledge but this should be articulated both on professional and political level. Economical and financial difficulties, lack of political awareness or confidence in the potential of libraries in the move towards the information society still are the main barriers to modernize and revitalize libraries in Lithuania. With increasing number of users, visitors and loans and decreasing stocks and other information resources, there is a danger for libraries in Lithuania to play only a marginal role in the knowledge society. But with bright and dedicated professionals who are open for cooperation and exchange of ideas it is possible to create the library world

.

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Libraries as Quality Portals to Knowledge and Cultural Experiences

The national outlining of an Information Society Strategy in the field of Education and Culture actually began in 1995 with a Government position paper on the matter. The Ministry of Education shortly afterwards announced two policy strategies, the *National Strategy on Education, Training and Research and Towards a Culture-Oriented Information Society*.

In 1998 a working group was set up to prepare the national strategy on education, training and research in the information society for 2000 - 2004. The report was published one year later. In the analysis part the strengths of the Finnish society were defined as follows:

- distinctive culture
- a high-standard education, equal educational opportunities and top level research
- high standard electronics industries and
- a library system covering the whole country.

In the desired state, the vision for the year 2004, media literacy is part of a good education, meaning the ability of citizens to utilise both traditional media and new information and communication technologies in all the aspects of everyday life. Virtual libraries serve the needs of students and researchers, and there are high-quality services for describing, selecting, classifying and transmitting digital information.
The report states that this is what libraries and archives traditionally do and always have done, but this is now more important than ever. Although public libraries are not administratively included in the educational strategy, submitted as they are to the division of cultural policy at the Ministry, their important functions in supporting education make it sensible to include them in the strategy. The public libraries, it is said, form a functional national network with connections to other national and international library and information service networks. Finland is a leading country in the use of public libraries, in quantity of lending issues and in library visits. Cooperation will be intensified between public libraries and reasearch libraries and libraries of the educational establishments, the report states.

A working group for outlining a strategy for library and information services was appointed in 1999, and The *Finnish Library Policy Programme 2001-2004* was published in 2001.

The vision of the working group describes the public library as an active and effective institution in the surrounding society, easily accessible and easy for people to visit, open to all and strengthening democracy, passing on cultural heritage and supporting multiculturalism. The library builds and promotes the community spirit and adds value to collections of documents by selecting and organising different materials. It´s a learning environment, supporting learners of all ages and it promotes literacy, including media literacy. It is a good work community with professional staff, networking with partners of different kinds, making collections and services accessible through digital networks. The library is a desirable partner and contributes to the success and welfare of the region.

The library at the local level offers basic citizenship knowledge and guides users in information retrieval, the library at the regional level processes regional information together with partners in the fields of information and culture, and the library at the national level provides information services and disseminates nationally produced information, it maintains national data banks and ensures the joint of libraries´data banks.
At the international level libraries provide access to globally produced metadata and knowledge, and also provide virtual access for presumptive users abroad.
The Library Act from 1998 starts with outlining the objective of these services (904/1998 Chapt.1§ 2):

The objective of the library and information services provided by public libraries is to promote equal opportunities among citizens for personal cultivation, for literary and cultural pursuits, for continous development of knowledge, personal skills and civic skills, for internationalisation, and for lifelong learning. Library activities also aim at promoting the development of virtual and interactive network services and their educational and cultural contents.

The House of Knowledge-project was initiated in 1995 as one of several new projects in the cultural field. In the beginning it was run by the Library Association, later on the Central Library for Public Libraries - Helsinki City Library -took over the management of the project. Today there are four fulltime coordinators working with evaluation and development of search tools and Internet use in public libraries, maintaining publiclibraries.fi, former PULSE, the Finnish Public Libraries Enterpage. In 1996 the ministry launched a four-year development programme with 10 million FIM reserved annually for networking projects. The provincial libraries were encouraged to hire regional network specialists for developing technical infrastructure, municipalities with less than 2000 inhabitants were allowed to purchase even hardware with project money. In four years Finnish libraries became totally Internet-connected and also had their catalogues made available on the web for free use. More than 70 % had joined a regional or local network with common computer systems and home sites on the web, with common lending cards and common rules for inter-library lending.
Networking with other public libraries is the usual mode of procedure - although there are good examples of public libraries and university libraries or libraries at the polytechnics cooperating in common virtual libraries. Research and university libraries are open to everyone for free use, and public libraries have - in this electronical era - much of the same library material to offer and also provide students of lower grades with books. Users and services are thus much the same, although administration and budgets are submitted to different divisions at the ministry. The university libraries are submitted to the University Act, as they are part of the university, in the same way as other educational libraries are part of their institutions.
At the local level many libraries network with schools, much depending on municipal information-strategies.
School libraries in Finland are usually very modest and non-professionally run. Public Libraries therefore have an important role in serving schools. The new educating methods with problem-based and independent learning and the growth of electronical resources for information and knowledge have increased the need for closer cooperation between public libraries and schools. School libraries are, however, not administered centrally, they are part of the school system. There are no directives, no special grants, not even any statistics gathered.
In the visions of the Library Programme the need for some kind of joint public administration for different kinds of libraries, public libraries, school libraries and libraries at educational institutions including the university libraries, has been pointed out.

The Cultural Industry Committee´s report in 1998 resulted in a broadly-based inter-administration Content Provision project for the information society, involving eight ministries. At the Ministry of Education several working groups have been appointed for digitisation and development of domestic educational and cultural contents on the web, one of them is dealing with information services for the citizens by developing library and information services and widening digital resources.
Actually public libraries have provided users with a wide presentation of metadata, link libraries and cultural materials of local and regional interest for many years already, and in 2000 the annual allowance of ten million FIM for networking and building up the infrastructure was transferred into a programme for producing contents on the web and developing userfriendly services. Current trends are building regional portals in cooperation with partners from the educational, cultural or social fields and making large entities of new material available on the web, enriching it with pictures and photos in partnership with local doers in museums and archives. Other trends contain cooperation with educational institutions and programmes designed to serve students of all kinds in every juncture of life.
There are also projects designed to promote reading and literacy; regional sites with presentations of authors and books, link libraries and special sites for literary genres and lots of special sites for books for children and adolescents. There has been discussions lately in the newspapers about the bad knowledge of mother tounge among young graduates. Nothing can compensate reading in what comes to mastering one´s own language, in developing abstract thinking and the forming of ideas, and processing knowledge is dependent of these skills and abilities. Educational and cultural contents are not strictly divided into "useful facts" and "useless but enjoyable fiction" as we tend to put it, they are part of a larger, holistic process. Media or Information Literacy is not so much a question of mastering technics and certainly not a question of gathering as much information as possible, as we certainly know today. What is essential is being able to choose, evaluate, compare and combine, also disseminating skills are important. Processing information into knowledge requires all these skills, but the process also involves the individual as a whole - with her or his personal and educational history, with reminiscences and with expectations for the future, all in a certain life-situation and social context.

This is the focus, the heart of all these plans and reports and visions, of all this work and efforts on so many different levels:
The individual in the life-long process of learning.

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Swedish Libraries: An Increased Role in the Education Society while Adjusting to Harder Economics and Technology

Libraries in Sweden, both public and academic, are facing the same economic hardships as all public sector activities. In this respect the situation in Sweden is similar to most other countries.
Another, not country specific, phenomenon is that an increasing number of citizens are engaged in studies of one kind or another; "life-long learning" is a reality. This, naturally, has an impact on the demand for library services.
The technological developments in telecommunications (Internet) and electronic material (Multimedia, E-journals, E-books, and new genres of material) have been adopted and applied by all kinds of libraries, and is beginning fundamentally to change the nature of library operations.
Economic and technological pressure has led to organizational changes: for public libraries it has meant centralization and concentration (e.g. fewer branch libraries), for university libraries there is a tendency towards decentralization of the traditional library services, which gives more power to the individual faculties of the university, but there is also a trend towards centralized management of electronic material.
A second organizational response is integration and cooperation between the different library sectors: library users are no longer neatly clustered in the "public" or the "academic" sphere so both material flows and service offerings must adjust to this reality.

University and academic libraries.

The number of institutions for higher education (university colleges) has increased significantly during the past decades, and three of them have recently been given university status. Currently Sweden has 11 universities, and four specialized institutions with university status (Chalmers University of Technology, the Royal Institute of Technology, Karolinska Institutet, and Stockholm School of Economics). The number of university colleges and other academic institutions is 18, making a total of 33 academic libraries.
(In the category "research libraries" Sweden also has 33 government funded special libraries, and the Royal Library.)

The number of courses offered, and the number of students have also been rising, which has resulted on increased demand for library services.

Swedish academic libraries are, by legislation, open to the public, and not as in some countries exclusive to the members of the academic community. Academic libraries therefore experience their share of the general increase in demand for library services. The share of "public" usage of an academic library is typically on the order of 20-30% of total usage.

The situation for the libraries is different for, on the one hand, the older (and larger) university libraries, and, on the other hand, for the libraries at the relatively new libraries at the university

colleges. The latter have been in a building-up phase, so the financial situation has been better. (Although recently these libraries are also facing cost savings.) But even so the collections at the university colleges are far from comprehensive, especially regarding older material. Public libraries have been used to supplement the holdings, often by ILL requests. The Council for Cultural Affairs estimate the one third of the ILL traffic to public libraries come from students of one kind or another. But mostly it has been the older university libraries which have provided the ILL material. To ameliorate the effects of the imbalance in collections, and the resulting ILL load, the government, through BIBSAM, has financed a compensation scheme for net-lenders. The annual budget for this scheme is SEK 10 million.

Local circulation is still growing in volume. Local loans (the national total) increased by 23% between 1998 and 2000, and the trend seems to continue.

The main factor affecting academic libraries is technology. The digital revolution is well in progress (se more in the section below) and all libraries are involved either as participants, or as beneficiaries, or in some respects as victims.

Whereas previous waves of technology (library automation systems and information retrieval in databases) meant rationalization of work, and often lead to additional funding, the present wave of technology means an increase in work which must be accommodated in existing budgets. The exception is digitization projects which mostly are done with extra funding.

Public libraries

For public libraries a couple factors, one demographic and one economic, are significant for the current situation. The population is decreasing in many communalities, so the tax paying base has become smaller, and in many places library branches have been closed. The volume of acquisitions has gone down as a consequence of the reduction of funding.

A survey by the National Council for Cultural Affairs showed that during the period 1988-1999 the number of closed branch libraries was 376. (This is the total for all 289 communalities). In 85% of these cases the reason was cost savings. Decreases in population is also a contributing factor in many cases, especially sparsely populated areas.

The total number of public libraries in Sweden's 289 municipalities was 1,472 (counting both main libraries and branches) in 1999. This is 267 less than in 1989 so the decline in number was 15% during that period.

For the same period there has also been a decline in total holdings with 3.5% to 47,527,000. However, the holdings of AV-material have increased from 2 million to 2.8 million. The number of subscriptions to newspapers and journals has gone down from 153,000 to 117,000 (a decrease of 24%).

In spite of the decline in holdings, circulation figures are up: the total number of loans (1998) is about 82 million, of which 11% are AV-material. This is an increase in the total of 12% from the 1989 figure. The proportion of non-fiction in circulation has increased and is now about the same as fiction (30%); the remaining 40% is children's material.

The increase in use is primarily due to the fact that more people are engaged in some kind of studying. Students from all levels use the public libraries either because of a lack of an adequate school library, or as a complement to the school or university college library. The Adult Education Initiative (in Swedish: Kunskapslyftet) is the largest adult education investment initiative ever undertaken in Sweden. All the municipalities in Sweden are taking part in the project which began on 1 July 1997 and is set to continue up to and including 2002. Its aim is to raise educational levels and to reduce unemployment.

The Initiative is relying very much on the public libraries for supporting their activities, but the libraries have not (with few exceptions) been given funding to meet the increase in demand. The consequence has been that other library activities, for example the services to children and to the elderly, have been reduced.

In both the primary and secondary schools new educational methods are being introduced. Problem based learning and other ways with more active student participation lead to an increased use of the public libraries. In general, the school libraries do not have sufficient resources to meet this demand. Only 16% of the primary schools (up to the 9th grade) have a library that is staffed more than one hour per day. The National Agency for Education has been given a special task by the government to strengthen the role of the school libraries in the educational process.

In attempting to make the local government administration more cost-effective local governments have during the last decade to an increasing degree changed the organization so that libraries are put together with other, mostly larger, activities. The result has been that library issues have received less attention from the political decision makers with increased difficulties with funding as a consequence.

State initiatives for the development of public libraries are in the form of grants to public libraries; these are managed by the National Council for Cultural Affairs, and are for the purpose of

”- increasing the public libraries' possibilities of reaching new groups, ·
- developing new methods and forms of activity,
- maintaining an even standard.”

The Web pages of the Council contain the following summary of the subsidies:
“The subsidies to regional public library activities (subsidy units) for 2001 amount to SEK 36,6 million (including SEK 11,3 million in grants to loan centres and deposit libraries). SEK 2.8 million is earmarked for developing regional library activities and may be applied for by county libraries. Government subsidies for developing public library activities may be applied for by municipalities (public libraries). The following areas are given priority: new information technology, promotion of reading and outreach activity and establishment of workplace libraries. The grants are allocated on a continuous basis during the year. Government subsidies for purchasing literature for public and school libraries may be applied for by municipalities. The intention of the grant is to increase the availability of literature for children and young people at public and school libraries. It is also meant to stimulate children's and young people's interest in reading books. The grant should be used for purchasing literature for children and young people. Applications must be submitted by 2 April. The grant totals SEK 25 million.

Government grants for activities that promote reading, mainly for children and young people, may be applied for by schools, libraries, booksellers, societies and other associations. The appropriation is SEK 5 million. From 1999 there is an appropriation of SEK 500 000 for grants to municipal libraries for subscriptions to arts' periodicals.”

The digital revolution

Perhaps the most visible change at the academic libraries is the increase in the number of electronic journals that are available. Almost all academic libraries offer the same packages, due to national consortium buying, so they all provide access to some 4,500 titles. In some cases these are supplemented by individual electronic titles or smaller packages.

The growth has happened during the last few years: in 1998 the national total of electronic journal subscriptions at academic libraries was 44,000, in 1999 it was 90,000, and in 2000 it was 128,000. The number is still going up.

The effect of this increase in e-journals has been that a "critical mass" of material has been reached which is a prerequisite for stimulating use. And usage statistics are, indeed, high. With increased use we can also see a change in attitude towards preferring electronic access instead of print.

Electronic books are only recently being introduced. Goteborg University library has pioneered this extension of electronic offerings by buying (access) to 500+ titles from NetLibrary, which also contains some 4,000 freely accessible works (with no copyright). A consortium is in the process of being formed for further purchases. The service is still too new to draw conclusions for future developments. There are still many issues unresolved, and the future role for libraries regarding e-books is not entirely clear (see the article by Lynch, 2001).

The acquisition of (access to) e-journals have mostly been done in consortia; the largest on the national level (e.g. Springer, Academic Press, and Elsevier). In spite of the fact that the consortium consisted of practically all academic libraries in Sweden it was not possible to obtain price discounts; the commercial publishers could not be made to bend from their position "the same money as before with a little increase".
So the cost for the libraries has been based on what they have bought in the past. The positive side of this deal is that all participating libraries get access to the combined holdings of the consortium (in the Elsevier case some 1,100 titles).
The national consortium deals for e-journals have been bargains for the libraries at the university colleges which had very few subscriptions, and consequently gained access to a large number of titles for very little money. For the large university libraries the effect has been that they are locked at a very high spending level which is increasing at a rate of five times the inflation rate. Obviously this situation is not stable when funds for acquisitions are not increasing.

Commercial publishers are still avoiding meeting their real consumers ("end users") in a market situation; for them a more profitable strategy is to collect money via libraries. Examples of point purchases directly by users are probably growing, but as long as the "pay-per-view" model is not widely applied the bulk of the traffic will go via libraries.

The uncertainty regarding the long term economics has contributed to continued renewal of print subscriptions (in addition to the electronic). Some university libraries have a policy of cancelling print subscriptions for e-titles, but many do this very selectively. In 2000 the national total for print subscriptions was 150,000 which actually is an increase from the year before (135,000).

To an increasing extent material produced at the universities, such as dissertations and reports are being distributed as web resources, mostly on the library's pages.

Concerns over copyright issues have made the transition to electronic full texts slower than what technology permits. The experience at Lund University library, however, shows that it can been relatively easy to secure permission to re-issue previously printed articles as part of the dissertations database (for dissertations that contain such material). Some researchers are still hesitant to "go electronic only" since they are worried about the merit value of electronic publications.

Digitization of historical material is another activity that is becoming a part of the digital library. A number of projects are in progress, or have been completed, at the Royal Library and at academic libraries. A couple of examples will illustrate this. At Göteborg University library the subject for digitization are the archives of the Swedish East India Company (in operation 1731 – 1813); see http://www.ub.gu.se/samlingar/handskrift/ostindie/
and at Lund Univeristy Library there is a project for digitizing the medieval manuscripts; see http://www.lub.lu.se/ub/handskrift/index.html

For public libraries it is also true that the "virtual library" is a reality: many of the service offerings of the library can be delivered on the Web, such as identifying interesting works, order items, renew loans etc. A case in point is the Stockholm Public Library which has about 18,000 visits to its web-site per week, with is about the same as the number of physical visits.

A couple of public libraries (Nacka and Stockholm) have started a service to circulate electronic books.

And perhaps most important: public libraries are providing Internet access to groups that otherwise would not have that possibility.

Cooperation and integration of library sectors

In the Library Law (of 1997) the government gave all libraries in Sweden the task of being the backbone for a national infrastructure for information, knowledge and for making our cultural heritage available. All libraries must make their collections available free of charge to any and all category of users. Furthermore it is stated that "county libraries, loan centers, academic and government funded research libraries shall cooperate with public and school libraries to give patrons a high quality library service"

The present library scene in Sweden gives several examples of cooperation and coordination between different library sectors, and these all contribute to bringing the different library sectors closer to each other.

Just recently we saw the origin of a common professional organisation for libraries and librarians: the Swedish Library Association (Svensk biblitoteksförening) is a merger of the professional society for university and research librarians (SBF) and the association for public libraries and librarians (SAB).

The education of librarians is no longer oriented towards specific library sectors; all educational programs (at Borås, Lund, Umeå, and Uppsala) give a broad academic education leading to a M.Sc. degree. Graduates are prepared for work in all library sectors, as well as other types of information work.

Integration of school libraries with public libraries is common and the phenomenon is increasing. Unfortunately the motive has often been to save costs, so the potential for cross fertilization has not been fulfilled.

In some places the libraries of university colleges are merged with the public library, for example on Gotland and in Härnösand. In Karlstad and Norrtälje there are also cooperative programs between academic and public libraries. On the regional level here are a number of cooperative projects to make pooled resources available on the Web, for example Kunskapsporten (The Knowledge Gate) in Skåne, and Kunskapsnät (Knowledge Network) Sörmland.

On the national level probably the most important project is the joining of the two national union catalogs into a common search interface. It is LIBRIS, the union catalog for research libraries, and BURK, the union catalog for public libraries which will be made available for simultaneous searching. The service will open during the fall of this year at www.bibliotek.se.

Another cross-sectorial activity which deserves mention is the ALM Group (in Swedish ABM), a forum for joint consultation between archives, libraries, and museums. "It was initiated by BIBSAM in 1991 with the aim of identifying and promoting cooperation between institutions in the three sectors covered by the Group. The main focus was, and is, on simplifying cross-sectoral information provision, on the basis of the new and expanded possibilities offered by modern information technology.

One of the most important projects resulting from the Group's work deals with the creation of a common national authority file for corporate names, topographic names, and names of persons. However, it is important to point out that the Group itself neither funds nor administers any projects. Its role is in the conception, delivery, and supervision of projects." [from BIBSAM's web-site]

Furthermore there is a project in progress on "Image Databases and Digitisation – platform for ALM collaboration". This is a Joint Project between The Royal Library, Nationalmuseum, the National Heritage Board, and the National Archives of Sweden. An English version of the web pages is announced to be available at http://www.kb.se/ABM_plattform/Default_Projektet.htm

With a continuous convergence in the form and technology for library, archive, and museum material initiatives such as these will become even more important in the future.

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The Information Society in Iceland and The Role of Libraries – A Short Overview

Iceland is the second largest island in Europe with only 2.7 inhabitants per square kilometre. The country is one of the least densely populated countries in Europe. The population is about 280 thousand and around 62% live in the capital city, Reykjavik, and neighboring municipalities.

The living standard in Iceland is among the highest in the world. The economy, based on fisheries and agriculture at the beginning of the 20th century, has diversified into manufacturing and service industries in recent decades. The economy is now transforming to a diversified modern digital economy where about 78.9% of Icelanders, between the ages of 16 and 75, have access to a computer with an Internet connection, either at home, at work or at school, according to an Internet survey conducted in September 2001.

THE INFORMATION SOCIETY

Since 1995 the Icelandic Government and individual ministries have published strategies or action plans concerning the development of the information society. The chief objective of the government is to ensure that Iceland shall be in the forefront of the world's nations in the utilization of information technology in the service of enhancing the quality of life and greater prosperity. To follow up on this, five main objectives were set forth as a foundation for a vision of the future:

1. Icelanders shall have easy access to the information society. Its advantages should be utilized to strengthen democracy and increase the quality of life for the benefit of the public and the Icelandic economy. Information technology should be employed in all fields, whether for innovation, public health, science or other areas.
2. Complete equality shall be ensured between the public and private sectors in the field of information technology and the information industry. The government with the help of information technology, should facilitate access to governmental information and services to establish equitability among individuals and companies irrespective of their residence and economic resources.
3. Information and telecommunications technologies shall be mobilized to improve the competitiveness of the Icelandic economy, increase productivity and proliferate the possibilities of exporting Icelandic knowledge
4. The educational system shall adapt to changed social dynamics and focus on general education and continuing education upon the advantages of the information society, while at the same time safeguarding Iceland's language and culture
5. Legislation, rules and working methods shall be re-examined with respect to information technology to stimulate technological progress and to protect the rights of individuals and companies.

Following the publication of the strategy, a channel was designed for its implementation. In May 1997 the Government decided to establish a development project for the information society in Iceland. The project will last for five years, from 1997-2002. A steering group, the Information

Society Taskforce, operating under the auspices of the Office of the Prime Minister, coordinates the information Society Project. The main task of the Information Society Taskforce is to promote the implementation of the Government's strategy.

NATION WIDE LIBRARY SYSTEM

Work is under way on establishing a new electronic library system that will serve all libraries in the country: the national library, academic, specialized and public libraries as well as school libraries. The new system will not only contain a union catalogue for the whole country, but also provide access to various databases using the latest technology.

In March 1998 the Icelandic Ministry of Education appointed a committee with the task of selecting a library system suitable for all libraries in Iceland. The main goal was to grant all Icelanders access to individual library collections and/or all collections of Icelandic libraries as a unity. The committee reached the conclusion that one database serving as a union catalogue and also as a single library system would be the preferred alternative for Icelandic libraries. A tender was put out within the European Economic Area in February 2000 and the opening of tenders was on March 28th. There were 8 tenders, of whom 7 were valid. The process of evaluating the tenders went through three stages. First the seven valid tenders were thoroughly compared and weighted, resulting in five systems passing to second stage, which was a study tour to the United States where they were scrutinized in various settings with focus on consortia setup. After that, three systems were shortlisted for in-depth evaluation: Aleph, Unicorn and Horizon. The three systems were exhibited in Reykjavik in September 2000 and six Focal Groups of librarians tested the various modules systematically. The result of the committee was that Aleph meets the tender specifications most completely and the Minister of Education signed a contract with ExLibris last May. The new library system, Aleph500, will be adapted in 2002. The first user will be the National and University Library of Iceland probably in May and shortly after that Reykjavik City Library will be the next user. Most libraries in the country will participate in this project.

ACCESS TO FOREIGN AND DOMESTIC DATABASES

Initiatives have been taken to provide all Icelandic citizens with online access to key resources for journals and literature.

In 1999 a committee was appointed by the Ministry of Education to find ways to ensure Icelander's access to domestic and foreign databases through the Internet. Icelandic libraries are well equipped so the technology is there but the biggest problem is the small population of the nation and the small size of the research community. The committee set forth ideas about ways to ensure Icelandic users access to databases. Among the committee´s proposals was the establishment of a three years experimental project. The aim of the project is to make access to electronic databases an integrated part of Icelandic libraries' services after the three years of experiment. Those who have observed the evolution in information technology worry about Iceland's competing position in this field. They believe that evolution in science and technology may not be sufficient if Icelandic scientists and scholars do not have the same access to databases as their colleagues in other countries. In April 1999 a contract was e.g. made by The Ministry of Education with *The Encyclopædia Britannica* for a subscription on national basis.

NATIONWIDE ACCESS TO ELECTRONIC JOURNALS

A project group was appointed by the Icelandic Ministry of Education in January 2000 to work towards a nationwide access to electronic journals and databases.

One of its' tasks is to gather information on current journal subscriptions in electronic and printed form and also of the attitude of Icelandic university and research libraries to nationwide access to electronic journals.

The libraries subscribe to about 3900 journal titles, of which 660 are both in electronic and printed format. Only 14 are solely in electronic format. There was an overwhelming support for the idea of negotiating contracts with suppliers for nationwide access to electronic journals, as it would mean great rationalization and cutting of costs for the libraries.
In October 2000 a contract was made with Bell&*Howell for nationwide access to the databases Proquest 5000, Literature Online and Literature Online for Schools*. A comparison of the journals available in full-text showed that 470 of them are subscribed to by the libraries participating in the study. Further contracts have e.g. been signed for the usage of *Web of Science* and *Science Direct*.
A special web page (www.hvar.is) has been established to provide links and practical information about availability and conditions for use, as well as general and technical assistance to end users to make the access to the data bases easier.

EDUCATION IN LIBRARY AND INFORMATION SCIENCE
Library and information science has been a department within the Faculty of Social Sciences of the University of Iceland since 1976. The Faculty offers a three years B.A. program. Students may choose to take the entire three-year B.A. program within the department or they can pursue two years in the Library- and information science department and one year in another department within the Faculty or other Faculties on Campus.
Education for library assistants and technicians has not been available in Iceland for some time. *Information – the Library and Information Science Association* has had the initiative, along with representatives from the Ministry of Education and the Association of Public Library Directors, to prepare and plan education for library assistants and technicians within the secondary school system. A curriculum for the new branch of study has been developed and teaching material will soon be available.

NEW ACT ON LEGAL DEPOSITS
Iceland has had laws on legal deposits since 1662. Until 1977 the deposits were mainly printed matter. In 1977 when the present law was passed it also took to musical and/or vocal recordings. Since 1999 Althingi, the parliament of Iceland, has been working on a new act on legal deposits. When this act will be passed electronic materials along with radio and television programs will be included as depository material.

THE NATIONAL AND UNIVERSITY LIBRARY OF ICELAND
The National and University Library of Iceland was established with the amalgamation of the National Library of Iceland and the library of the University of Iceland and opened on 1st December 1994.
The library is a research library that shall maintain effective and comprehensive information services in the fields of science and scholarship, government and industry. The library's main functions according to the statutes approved by Althingi, the Parliament of Iceland, in 1994 are:

- Collect together published materials, both printed and in other forms, catalogue them and make them available to the public
- To gather as comprehensively as possible all Icelandic materials, among other things, receiving all Icelandic works in accordance with the law on legal deposit and acquiring all foreign works which concern Icelandic matters
- To make catalogues of all Icelandic books, manuscripts, and recordings, including subject catalogues as necessary
- To provide library users with working facilities and easy access to library materials
- To guide library users as effectively as possible in the use of library resources, and to provide a diversity of information services

- To operate a Union Catalogue for Icelandic libraries, and to provide libraries with computer and cataloguing services in accordance with the decision of the Library Board

PUBLIC LIBRARIES

A new Act for Public libraries was passed in May 1997. The Act has a temporary provisions clause which says:

In 1997-2001 the State Treasury will allocate funds, a minimum of 4 million Icelandic Kronas (approximately 44 thousand Euros) each year, to enable public libraries to offer services based on modern information technology and to promote the interconnection of the libraries in the country in a digital information network. The funds may be used to issue grants to libraries for the purchase of computer equipment for this purpose and to provide training courses for librarians and to publish educational material for the public on how to make use of new information technology. The funds may also be used to issue grants for development projects in the interests of public libraries, especially for research and education.

REYKJAVIK CITY LIBRARY

Reykjavík City Library was established in 1919 and is one of the city´s oldest cultural institutions. The library operates fully within the tradition of library services in the other Nordic countries, Western Europe and North America. The Library also operates in accordance with the Icelandic Public Libraries Act from 1997 and the UNESCO Public Library Manifesto from 1994.

The library follows and adopts innovations in technology, services and material alike. Reykjavík City Library plays an important role in the cultural life of Reykjavik and it is the largest cultural institution run by the municipality.

The library system today has a main library, five branch libraries and a bookmobile. The goal of the library is to facilitate access to information, knowledge and entertainment and thus prevent inequality among the citizens. The library uses the latest information technology, such as the Internet and multimedia. The users can themselves search the Internet and use the library's computers in other feasible ways. The library provides a professional information service to individuals, companies and institutions.

SCHOOL LIBRARIES

According to the *Law on Elementary Schools No. 66/*1995 there is a resource centre in the elementary schools in general. In the Act is stated *that* "Every compulsory school shall have a resource centre. The school resource centre shall serve as one of the principal aids to school activities and the facilities, books and other instructional materials it is equipped with and its personnel shall reflect this".

In every secondary school in Iceland there is a resource centre. *Law on Secondary Schools No. 80/1996* state that "Every upper secondary school shall have a resource centre. Its role is to serve as information centre for pupils and teachers. It shall be equipped with books and audio-visual materials, together with other resource materials connected with the subjects taught in the school. The accommodations of the resource centre shall include provision for study facilities with access to reference works in the resource centre. The activities of the school resource centre shall emphasise the training of pupils in independently seeking information and using data banks."

CONCLUSIONS

This has been a short overview on the information society in Iceland. The information technology is very important for most aspects of the society. The government plays an important role in making it available to the population. Two nationwide co-opera-tional projects will have strong impact on the library and information scenario in Iceland in the future. One is the consortium of

Icelandic libraries and the implementation of a library automation system with the aim that all libraries and information centers in the country will be served by a common and centrally operated system. The other nationwide co-operational project is the access to electronic journals and databases on national basis.
Both projects are very important, especially for researchers, smaller libraries and people living outside of Reykjavík, and will enhance educational opportunities in general and thus have considerable social impact, especially in distance learning. In former times the Icelanders were reading the *Sagas*, but now they are searching the *Internet* for information and about 80% of the population have access to the Internet.

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The Role of the Libraries on Education in Russia

New sociocultural conditions of life, new ways of thinking, new images of the world, new ideology are forming in Russia now. In connection with this the requirements to new knowledge and information are constantly growing. And so today in Russia libraries have been over-crowded. One of principal library function becomes a help to education for people different ages.

Today higher education reform is going through. Its characteristic features are the new progressive programs and the humanities. This education teaches people a search of new knowledge, projecting determination of future, critical thinking, to take a decision.

In contrast to those countries where information needs of higher education provide by Academic and College libraries, in Russia today new book collections of university libraries are very poor, first of all pertaining to the humanities institutions (state and un-state). University libraries have very little means for developing their collections and buying new books and periodicals. Average on one student of institute of higher education falls (acquisitions) 1,7 book (by standard – 14-16 books in a year).

Difficulty of acquisitions of university libraries are conditioned with reform of higher education. The Education standard has changed, new disciplines have appeared, teaching of the humanities and economics have changed radically. At all institutes of higher education were introduced new faculties and specialities. At the same time librarians know that acquisitions of new trend of knowledge needs 5-10 years of work at the minimum. This situation is characteristically for Saint-Petersburg, Moscow and the other centers of the higher education in Russia. So that Universal Research Region Libraries, National Libraries take important part to providing information requirements students and all education sphere. For example, students was formed about 80% users of public reading rooms and over 40% users of National Library of Russia as a whole.

New information technology for education are also developing faster at National libraries than libraries of education institutes.

A major goal of the National education policy is to create the common education-information space, provided an access to traditional and electronic libraries. Use of new electronic technologies in library education services is a perspective tendency in future development.

The Role of the Libraries on the Landscape of Education and Science

Birutė Railienė, Audronė Steponaitienė
Library of Lithuanian Academy of Sciences

Do Libraries Help to Survive in the Information Age?

Since the very beginning of a history librarians had to help people to find the answers to a rapidly expanding variety of questions. Times changed libraries and equipment improved and also became more complicated. Librarians were always among clay tables, papyrus, parchment, books, card files and computers to help our readers to find the answer. Even in the virtual reality a librarian is next to the user, but more often in a form of virtual source of information.

Mankind has passed two revolutions already: agricultural and technical. Now the third one is getting speed - the information revolution. This one is "giving all cards into hands " for a librarian. Never before brothers and sisters of our profession were so much important in a community of learning.

The Baltic States are celebrating 11 years anniversary of re-establishing the independence. Besides the merry and far-reaching ideas one also should look back: how properly have we managed all the inheritance of soviet years? Independence does not mean democracy automatically. The community has to work hard and use all the knowledge and experience to build a free and democratic society.

Here libraries come. For many years in the past the main task of a librarian was purposeful education of a reader. The strict selection of literature was not only in public, but in research libraries also. The literature, which was considered "possibly harmful" to the minds of "communism builders", was eliminated from libraries. Only few libraries kept such titles, but they were not available for general public.

After re-establishing the independence in all three Baltic States the acquisition and access policy in libraries was changed. Now readers have access to all holdings. Trying to recover as soon as possible from the famine of information, libraries are eagerly collecting big variety of literature as far as financial means afford. And one more possibility of vast source of information came: the INTERNET. Though thanks to generous sponsors from west countries more and more libraries are logging into INTERNET, only few of them can afford commercial databases. Though librarians are trained in INTERNET search, training for readers is not considered a duty of a library (there are exceptions).

Libraries in Baltic States became pioneers in providing information from INTERNET - the commercial companies are much less used (yet). Librarians are proud about the situation: they are quoting the statistics of INTERNET working places, how occupied they are. Unfortunately, only few librarians realise the dangerous problem "as an iceberg approaching in the quiet water of library services": **information literacy**.

We all know that the flood of information is as dangerous as the lack of it. Information literacy of our users is very important issue in a library work. It is a topic where top professionals of information service and educators of universities and schools should work together. The former "directions for a reader" are not applicable any more, but the substitute is not offered at every library. Reference librarians are professionally carrying out inquiries on different topics. They are answering questions. Yes, they are professionals, and they are using all internal and external means to improve their professionalism. Even more - with the slogan of the American Library Association librarians are ready to cover the gap between the "information rich and information poor". And we are standing on the top of the "iceberg of information literacy" already. What does it mean? For whom do we provide our entire professional services and vast sources of information?

Certainly, for a user. But does a user need exactly the information we offer him/her? Now we shall try to look beneath the water, at the hidden part of the "iceberg": **education of information user**.

The relationship between a librarian and user is a complex one. Most librarians accept that they not only have a responsibility to provide information services, but also to educate their library users with respect to the effective use of those library services and products. All these suggestions will work ultimately if the reader is educated enough has an exact view of the information needed. But a librarian also must think about an education of a user generally, not only at the reference desk when there is a line - as it always happen, when you have a complicated inquiry. The information illiteracy sometimes may cause severe problems not only for a person, but also for a community or even a country. Properly educated people are less aggressive and friendlier to others, because they are not afraid to admit their ignorance.

What a librarian should do to facilitate the education of information user? Try to ask yourself a question: what does a reader need information for? Though the answer will vary a lot, one general trend shows**: to survive in the information age**. Information illiterates give a lot of trouble to the community: they need help in all fields. They are not reading maps or telephone indexes, are lost in airports and railway stations, not to say about receiving legal information.

It is never too early or too late to start developing user information literacy. The desire to know was rather strong already in Eden. The first information user Adam obeyed the order to abstain from the prohibited information source. Eve, who was not personally warned, dared to taste the fruit of knowledge, shared the begotten knowledge with her dearest husband. May be this was the first mistake of information user education, and we, all the librarians of the world are trying to correct the mistake?

Do we ask too much of a librarian? Is information literacy education above the library's ability? May be. But only then if a library will stand alone in achieving this goal. The need to be able to use information effectively becomes more important than acquiring of factual knowledge itself. The information increases at such rate each day that yesterday's best answer may be incorrect tomorrow.

Education of information user, as it was mentioned above, is vitally important for the society in the information age. Information literacy will empower the community to realise exactly what kind of information it needs, and exactly where it can get it.

The best use of the information will be obtained when the librarian/information specialist and the user will properly understand each other. Such condition is ideal, but it could be reached if the education and teaching in the country is properly co-ordinated. The librarian/information specialist is also a subject for professional development. There is such a big variety of information services to offer, but unfortunately many skilful librarians are overloaded with tasks of everyday routine in a library.

The co-operation with other specialists of education is most helpful, by no means. The switch from **collecting information for user** to the **teaching how to find the information** could be the main aim of the training courses.

Information service is doubtlessly the most challenging job in the information age. The truth is that you should never stop training - the progress of information technologies is probably the fastest in the world. What a miracle our everyday library would have looked only fifty years ago, not to say about medieval ages.

Though dreams about libraries and information technologies may take us very far, I would like to stress the most important moment of today work; librarians should talk to the readers, should find out exactly what and why do they want and why do they want at the library. When the dialog between a librarian and the reader will be easy for both sides, the next step should be the governing bodies, who decide the future of the libraries. When the topic of funding will be the

concern not only of a librarian, but also of a reader it will be much easier to persuade the government to revise the priorities in favour of libraries.

Though the general term of "librarian" was used rather often in the paper, the exact meaning of the word includes a big variety of duties. In a library all "book processing" steps until it reaches a reader are managed by librarians: acquisition, cataloguing, systemising and lending staff, reading room attendants and reference librarians. The last - not the least, rather opposite. Reference librarian is responsible for the prestige and popularity of a library. Even if acquisition is poor, a good reference librarian will help to save a situation and help a lot - and a reader will be satisfied, information enquiries will be answered, the request for books - processed. And certainly, vice versa: the poor reference librarian could spoil the whole image even of the excellent library. Especially now, when the information society is under construction - the abilities of a reference librarian are unlimited. Continuous education gives a reference librarian all the latest knowledge and necessary orientation in a current life. Reference librarians should never stop improving the knowledge, while they are turning into guardians of our society in a severe fight for survival.

Conclusions:

1. Libraries will last as long as information need will be;
2. The role and importance of a library depends on librarians: on their enthusiasm, lobism and intellect.
3. The amount of time a library uses to answer the request is inversely proportional to the information literacy of a patron;
4. Information and knowledge are crucial resources for the modern society.

Inese Vanaga
Nordic Library, Riga

The Riga Nordic Library: Its Role in Education and in the Popularization of Nordic Culture

1.

The Riga Nordic Library is one of the youngest libraries in the Riga public library system. It is also one of the city's specialized libraries. The library was founded in 1992 with the following aims:

1) to popularize and make available Nordic literature and culture in the languages of origin,
2) to present general information about the Nordic countries,
3) to popularize the Nordic languages,
4) to offer IT services,
5) to attract visitors to the library not only as a repository of books and literature, but also as a center of Nordic culture.

The collections of the library are very specific – they consist of books, periodicals, audio and video materials in the Nordic languages (mainly Swedish, Norwegian, Danish and Finnish). Only a smaller part of the collections consist of literature translated into the Latvian language.

The formation of the collection was rather unusual. During 1991, an appeal called "A Mountain of Books to the Baltic States" was launched by the Norden Society in Sweden. As a result, individuals, libraries and other official authorities in Sweden gathered several tons of books for the Baltic states. Latvia received about a third of the gathered books – about 10,000 editions. On December 17, 1992, the library was opened.

When speaking about the library's specific collection it must be mentioned that it was formed and has been supplemented by different donations and contributions. Up to now, books have been donated by the Embassies of the Nordic countries in Latvia, by libraries, publishing houses and several cultural institutions in the Nordic countries, and by private persons in Latvia and in the Nordic countries. Publishers of Swedish, Norwegian, Danish and Finnish newspapers and magazines have been especially helpful – they have donated annual subscriptions of their publications to the library.

Of course, the donations to the library have not just materialized from above. Often, a donation has been preceded by lengthy correspondence and letters of solicitation. Sometimes, requests have been turned down, but more often they have been answered. In this manner, the collection is still being formed. In the year 2001, the literature units of the library consists of publications in the following languages: Swedish – 7514, Danish – 3090, Finnish – 1248, Norwegian – 1701, Icelandic – 143, Faeroe – 25, Latvian – 590, English, Russian, German – 203.

In absolute numbers, the library collections have changed as follows: 1993 – 3,813, 1997 – 14,974, 1999 – 14,494, 2000 – 13,824. The decline of the collections during the recent years is due to publication renewal. Old, worn-out, and non-requested publications have been sorted out.

Already in 1992 when thinking about the future of the library, personal computer usage was proposed to become one of the main service functions of the library. However, the first computer was installed in the library only in 1994. It was financed by the Council of Nordic Ministers and used for employee education and for the creation of the library catalog. Visitors were offered the use of computers only in the fall of 1999, when in cooperation with the Information Bureau of the Council of Nordic Ministers a project was finalized concerning "The public library as a global information center – the implementation of IT". The project was

financially supported by the Cultural Section of the Council of Nordic Ministers, the Soros Foundation – Latvia and NORDINFO. As a result of the project, the library gained five new computers (three to be used by library visitors) and internet access. Library employees were given the opportunity to attend courses in how to use the *Office* program package and internet.

Additional new computers and related technology were donated to the library in 2000 by the Swedish businessman jur. kand. Tord Widebeck from Norrköping, Sweden. Mr. Widebeck is the library's staunchest supporter, and has contributed both technical solutions and books. Today, the library has six personal computers with internet access and a number of computer programs for visitor use.

2.

The specific collection – literature in the languages of the Nordic countries – has given rise to a specific readership with unique interests. The readers are mainly speakers of Nordic languages in Latvia and citizens of Nordic countries living in Riga. Both groups can make complete use of the library collection.

The students of the University of Latvia, Latvian Cultural Academy, Latvian Agrarian Academy in Jelgava, and of the Pedagogical Colleges in Daugavpils and Liepaja form the highest library user percentage – 50%. Our library is used for searching for education possibilities and for extending knowledge in the areas of Nordic culture, literature, music, arts, economics and social sciences. The library resources are also used for writing study papers, presentations, searching for tourism possibilities and for answering questions either through the collections or by internet.

In Latvia, especially in the schools of Riga, increasing opportunities are provided for the study of Nordic languages. That is why it is necessary for students to have supplementary literature in the respective languages, as well as information about these countries. At times, our library personnel experience difficulties in this area, since we may not have the latest and most recent literature and information available. However, we tend to solve these types of problems in cooperation with the Nordic Country Information Bureau and the Embassies of the Nordic countries.

The teachers and professors of the Nordic languages play a prominent role in the popularization of the library. They themselves are avid users of the library, and recommend its use to their pupils and students. On the other hand, the library, when filling its collections, attempts as far as possible to pay heed to the wishes of the teachers by buying requested literature, at times even in many copies for student use. In general, when filling our collections, we first consult the teachers, since it is they who most often use library literature in order to present Nordic languages and culture to their students. Not infrequently the students themselves volunteer to speak at some event organized by the library, on a subject that they have worked on while using the materials at the library.

Taking into account that 20% of the library users are from intermediary educational institutions and 50% of the library users are students, the total percentage indicates that the users of the library are mainly young adults.

A special user group of the library are those attending the Nordic languages courses. Language instruction courses in Danish, Norwegian, Finnish and Swedish take place every year at the library between September-December and January-May. These are organized in conjunction with the Nordic Minister Council Information Bureau in Riga. The course attendees make use of both learning materials and lighter reading materials, adapted texts and children's books. The participants of this group are also younger adults – pupils and students. These people form the potential growth of the users of the library in the future, since a part of this group becomes a part of the group of readers who are able to read literature in the original languages. This group has a growing tendency and the number of people who speak the languages is growing too.

A smaller albeit stable number of users are those who read the daily press in different languages. They are mainly Nordic citizens staying in Riga or Latvia for a longer or shorter time. They attend the library almost daily in order to read the newspapers. We are glad to offer this possibility, nevertheless, our main focus is on the Latvian reader, to provide him with information and knowledge about the Nordic countries.

A major library user group are those seeking information about literature. This group varies in size – they are studious users of the encyclopedias, information literature, thematic literature. They wish to see materials in other languages, such as in the English language. At times, the Latvian public has difficulties with the Scandinavian languages, therefore they request literature in the Latvian, English or German languages. Unfortunately, we cannot provide help to everyone all the time with these types of questions, since the library does not have informational literature about the Nordic countries in all of these languages.

Currently, a lot of translations of Scandinavian literature are being published in Latvia. That is why some of our readers are those who only read Scandinavian literature in Latvian translation. This group consists mainly of older people. They have discovered that without any hassle, the library lends recently published books that may be difficult to access in provincial libraries.

The youngest reader group are the internet users. They often read magazines and newspapers. They consult dictionaries and the thematic literature. In time, they will have looked through the whole collection of the library. In must be noted that all user groups of the library make use of the PC.

In summarizing, the user and visitor numbers of the library are stable. Our main goal is to satisfy information requests by making use of all of our possibilities, with the goal of increasing library usage.

Visitors (2000)

Students	50%
Pupils	20%
Workers	20%
Senior citizens (non-workers)	10%

Library Growth

Year	Books Lent	Visitors	Users
1993	1 978	839	120
1997	11 669	5 164	480
1999	17 112	11 990	783
2000	16 913	10 105	632

3.

In spite of the relatively limited readership audience, the library carries out many important educational functions.

First, every book repository is an educational source in itself. Second, the Nordic Country Literature Library in Riga is an important and easily accessible knowledge and information source about the Nordic countries and their culture. Third, the library, as mentioned earlier, supports and promotes the learning of Nordic languages which further widens the readership audience. Fourth,

the library organizes various events which not only educate the speakers of Nordic languages, but also other interested parties. Fifth, the library employees participate in events organized by other institutions, they inform this new public about the library and what it offers.

Beginning with the founding of the library, next to the library's specific purpose – to be a center of information – we have promoted and fulfilled the assignment to also be a sort of cultural center. Next to reading books, other activities have also been developed that would create and promote interest in the Nordic countries. Book exhibits, fairs, thematic exhibits, as well as art exhibits take place regularly in the library. In cooperation with the Nordic embassies in Riga, a number of international traveling exhibits, such as the Kalevala from Finland, the exhibit from the Kon-Tiki museum in Oslo, etc. have taken place in the library. We have often organized exhibits of authors such as of Lagerlöf, Andersen, Lindgren, Hamsun – which form a part of school literature curriculum. In cooperation with the Norwegian embassy, the library also organized a "Week of Norwegian Literature". The library has received visits of many prominent Nordic writers such as Agneta Pleijel, Jon Michelet, popular translators and publishers in Latvia. Such meetings with readers give a value added effect to our readers. All interested persons are always welcome to participate in literary evenings, poetry readings, book discussions and in other events.

As a Nordic center we live alongside "our countries" and regularly, either by larger or smaller exhibits and events, commemorate the national holidays of the Nordic countries, jubilees of the monarchs, important writers and artists, etc.

4.

There are some problems in attempting to unite the library's specific collections with the assignment to provide internet services to those users, who really aren't all that interested in the Nordic countries. The internet is one of the services provided by the library, and there are internet users who only formally are part of the library's readership. However, it may not be necessary for the internet user to also be a book reader, since only the user himself can decide which of the library services he needs. We offer information – the client makes the choice.

Another problem is how to promote the attendance of events in a big city of today, with too much information. This seems to be the problem of many libraries, especially if the library is a specialized one, since its user group is specific and to a certain extent limited. The problem can be helped through working with support groups. We have excellent cooperation with the Latvia-Sweden, Latvia-Denmark, Latvia-Finland Societies and with the teachers of Nordic languages. At time, the teachers themselves present proposals for gatherings, which guarantees that the events will be well attended.

There are also other problems – how to promote growth in readership, how to promote the linking up of existing language courses with the library, and how to secure the renewal of the permanent collections.

Every operating year has offered new solutions, and has introduced new problems and questions. Only by attempting to solve problems is it possible to continuously keep up with the growing flow of information on the market and to secure the library a permanent place in the continuously changing society of the 21st century.

Tuula Ruhanen
Finnish Research Library Association

The Role of the University and Research Libraries in Education and Science: The New Economic Challenge

Libraries have traditionally adapted an assisting role in the field of education and science. The task has varied according to various types of libraries. The role of university libraries and research libraries for hundred years has been to provide teachers, students and researchers ready and unlimited access to all types published information whether it is held on paper or not. The role of public libraries as assistants for teaching and learning has grown a lot lately, but the traditional roles, such as maintaining civilization and educational level still exist and have their special importance.

In Finland, as well as in the other Nordic countries, the most research libraries and all the university libraries with exception of certain small special libraries follow the principle of open access. The basic services are given free of charge in spite of the growing economic pressures and different models from many other European libraries. I think this is something of which we should be proud and which we should go on to foster.

The university libraries have experienced strong change during the last few years. As Professor Brian K. Follet pointed out in the LIBER General Conference, in London, July 2001, "governments now appreciate that that research and its development into commercial practice are the key factors in future national prosperity". According to Professor Follet this means increasing investments to research and stimulation for research and publishing, and this actually means more investments to the infrastructure. Libraries are and they should be an essential part of their infrastructure. This development is followed by continuing growth of publications, and this places libraries under strain. Publishing is easy and accessibility to the material in electronic forms is effortless and even the largest libraries in the world can no more collect all published material. All this is a paradox, because at the same time libraries are less funded than ten years ago. The problem shows up especially in their ability to purchase serials. Libraries should only hold fast to their role of ensuring only high quality of materials are stored on their stacks or virtual libraries.

The economic models from the business world have been brought to universities in the form of management by results. This is not easy process, because it is not their traditional nature. They have gradually started to get wise to their role being part producers of the examination, which is the unit of the money source of the frame organizations.

In this new way of thinking libraries can achieve their potential only by maintaining very high-level quality collections and offering modern and effective services. Moreover they must be better in marketing their services. They should bee visible all the time. The time being an ivory tower is gone for good; they simply cannot only wait for customers asking for help - they have to be active. This customer-oriented way of planning library functions and services is a challenge which we need to face. Libraries are perhaps now even more important to university education and research than earlier, but the ironic fact is that they have to do much more work with same or indeed fewer economic resources than earlier. That puts libraries in a perilous position. Nevertheless the original ideology of free access and free services can be modified and more business-minded thinking will

support the ideology, where all types of libraries are acting as pillars in the field of education and research, giving their services equally to everybody, who needs their help.

There has been talk of organizational and operational convergence between libraries and other institutes, which are doing the same type of work, for instance with computer services, archives, museums etc. In some universities and certain faculties have been grounded "learning centres" where students and teachers and researchers can get information services, library services, computer services and student services in a same building. In some places the different functions of the learning centre have been organized under the same department. Learning centres are thought to be a stimulating room where all the faculty members have a peaceful place for natural daily contacts. This idea has not everywhere came true, but centres have turned noisy places for masses of students, which researchers and teachers prefer to avoid. I think, however, it could be worth to evaluate if libraries can better rise to their new challenge by the means of organizational or operational convergence other similar institutions.

Finally, I want to say, that cooperation and good contacts to friends and colleagues in different libraries all over the world is a good way to link our efforts in order to make better libraries to serve education and science.

Urve Tõnnov
Tartu University Library

Library Expectations of the University Faculty

In 2000, Tartu University Library (TUL) held a user survey, aimed at the faculty of the University of Tartu (TU), including lecturers, researchers, managers of teaching, development and research work, specialists, and graduate students in Master's and Doctoral programs.

The target group was selected on the condition that the biggest changes have occurred just in the faculty members' using of the library. These changes are foremost related to the accessibility of electronic information, to the great changes in the university network of libraries, to the problems of financing the library, but also to the introduction of new services, mainly electronic services, into the library.

The Objectives

The library was interested in receiving information concerning the sources from where the faculty members mainly find publications and other information they need in their research, teaching and other professional activities. Besides the university main library, attention was paid to other libraries that belong to the university network of libraries (branch libraries, libraries of the faculties, institutes, departments, chairs and others, many of which enlarge their collections rather rapidly), other major Estonian libraries and the Internet resources.

We asked the respondents to evaluate library collections and services, and to give their opinions and suggestions about important areas of work (information supply, the operation and efficiency of electronic catalogue INNOPAC, the use of electronic databases accessible over the university computer network, open collections of the library, ILL services, the library homepage, the professionalism of librarians, etc.) We also asked their opinion about which areas should be more emphasised in the further library development and which areas of work they considered not so important. The whole survey was motivated by the wish to organise and develop the university network of libraries in a way, which would better meet the research, development and teaching needs of university faculty, and students.

Methods

We gathered our data via an e-mail questionnaire. (To our knowledge, this is the first user survey in Estonia, which has been conducted via e-mail.)

The questionnaire contained 18 questions, the majority of which were further structured into sub-questions, 12 questions were provided with optional answers, 6 questions were open-ended. Questions requiring evaluation were compiled on the principle of Likert scale, where each evaluation was related to a certain numerical indicator (e.g. very good – 5, good – 4, satisfactory – 3, etc.) Such method enables concrete analysis and the drawing of conclusions, comparison of data, compilation of ratings and lists of importance. Data processing was carried out with the program SPSS.

We sent questionnaires to 823 addressees, and received 207 responses, which gives the total percentage of answers as 25,2.

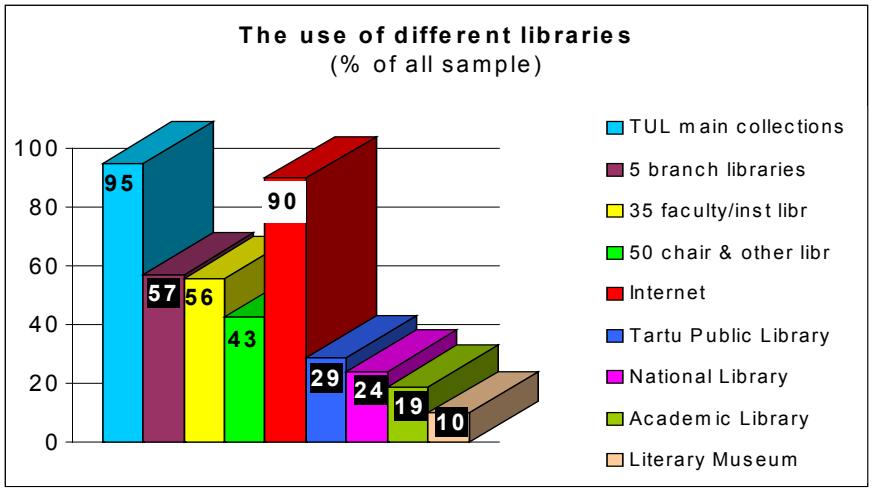
The questionnaire and the overview of responses can be found on the library homepage http://www.utlib.ee/ankeet and http://www.utlib.ee/ee/Teenindus/kysitlus .

Results

We can only be glad for the readiness of the faculty members to co-operate with the library in solving our problems: the respondents stated their point of view precisely and thoroughly. The number of respondents from different faculties was in relatively good correlation with the size of the faculties. (In 2000 the university had ten faculties: the Faculties of Theology, Medicine, Philosophy, Social Sciences, Physics and Chemistry, Mathematics, Biology and Geography, Law, Economics, and Sports Sciences. The largest among them were the Faculties of Philosophy and Medicine.)

An important issue for the library was, as already mentioned above, to find out the actual role and importance of libraries of different type and size – especially of those belonging to the university network of libraries – and that of the Internet in acquiring information necessary for the teaching, research and development activities of the faculty members. The question was partly answered already by the number of users of different libraries.

TABLE 1

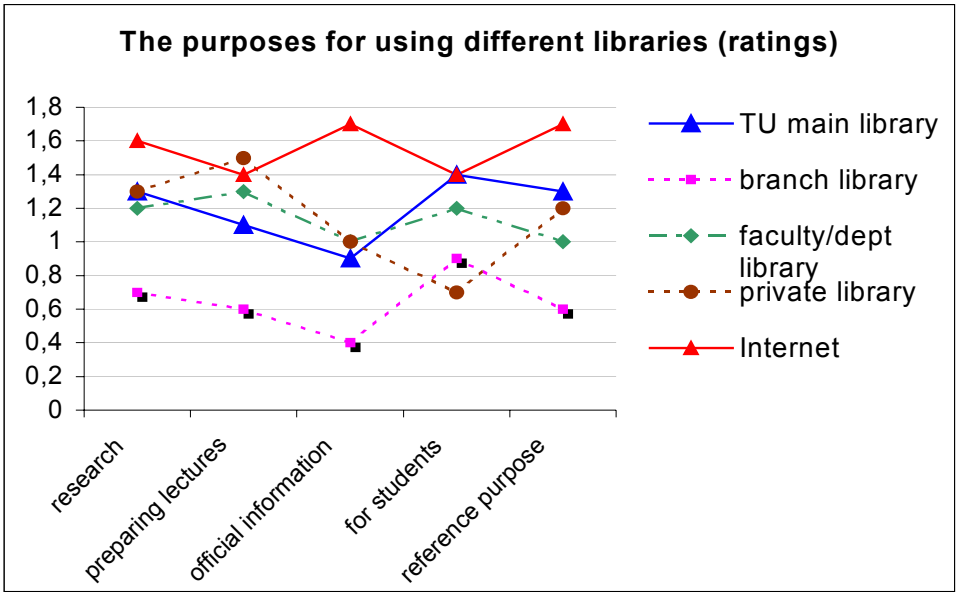


We can see that the two most heavily used sources were the main collections of TUL and the Internet. We cannot neglect the importance of branch libraries and faculty libraries, but not all specialities are provided with smaller special collections. We also revealed an interesting fact that 22% of respondents (46) used only electronic libraries and 6 respondents did without any libraries.

Examining the opinions of faculty members we can see that the Internet is the leading information source for almost all of their research, teaching and development activities. The main collections of TUL came the second in all listings. Teaching needs were the only area where the main collections of TUL were listed as the primary information source (88% of respondents). The private libraries of

faculty members also occupied an important position, being of most help in preparing lectures and new courses.

TABLE 2

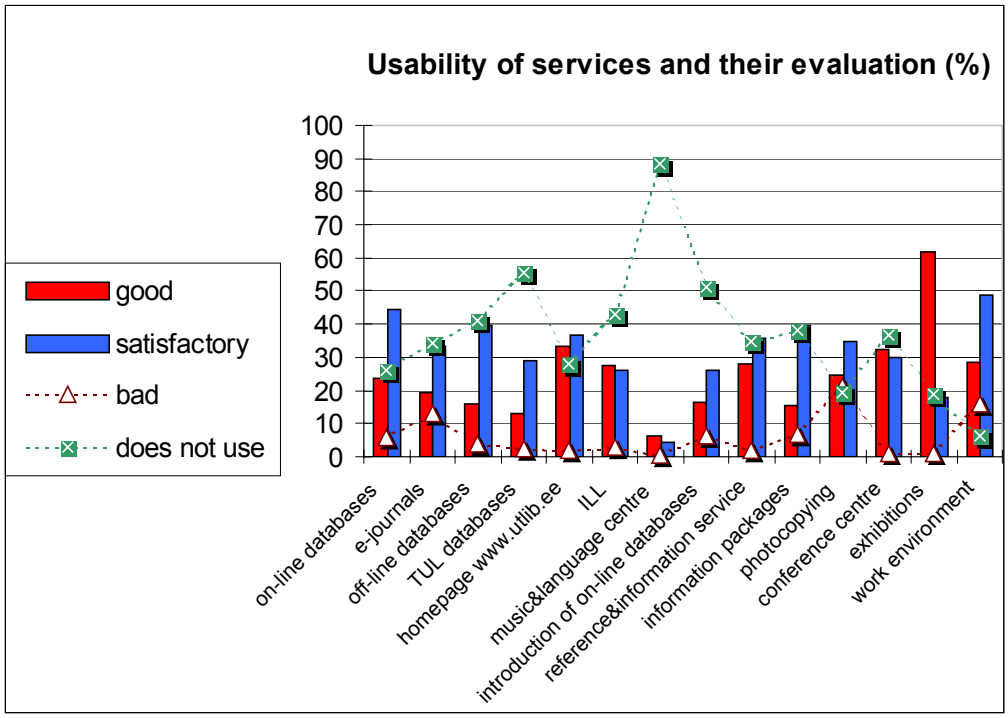


88% of all respondents consider the main collection of TUL their most important source of information and necessary literature; satisfaction with the reference collection of this library is also relatively high. The greatest difference between the use of the main collection and the Internet appeared in finding official information. The availability of scientific periodicals in library collections was judged to be unsatisfactory by almost 50% of the respondents. The assessments varied considerably in different faculties; we think that better co-operation between the library and the faculties could improve the situation in this field.

The users of TUL have for years been waiting for the arrival of electronic catalogue. It first became accessible to our patrons in the spring of 1995. At that time our electronic catalogue contained only materials from the collections of TUL itself. By now, the electronic catalogue has undergone many changes and developments, containing information about a large part of the university network of libraries and about the collections of seven major Estonian research libraries informing the Consortium of Estonian research libraries. No wonder that 87% of respondents declared that search opportunities have been improved. None of them expressed a contrary opinion. Still, such good opinion does not mean that the faculty members and graduate students would not point out shortcomings and sore spots. At the time of the survey, the most serious among them were the absence of Russian-language materials from the electronic catalogue and difficulties in getting information about all periodicals and serials holdings.

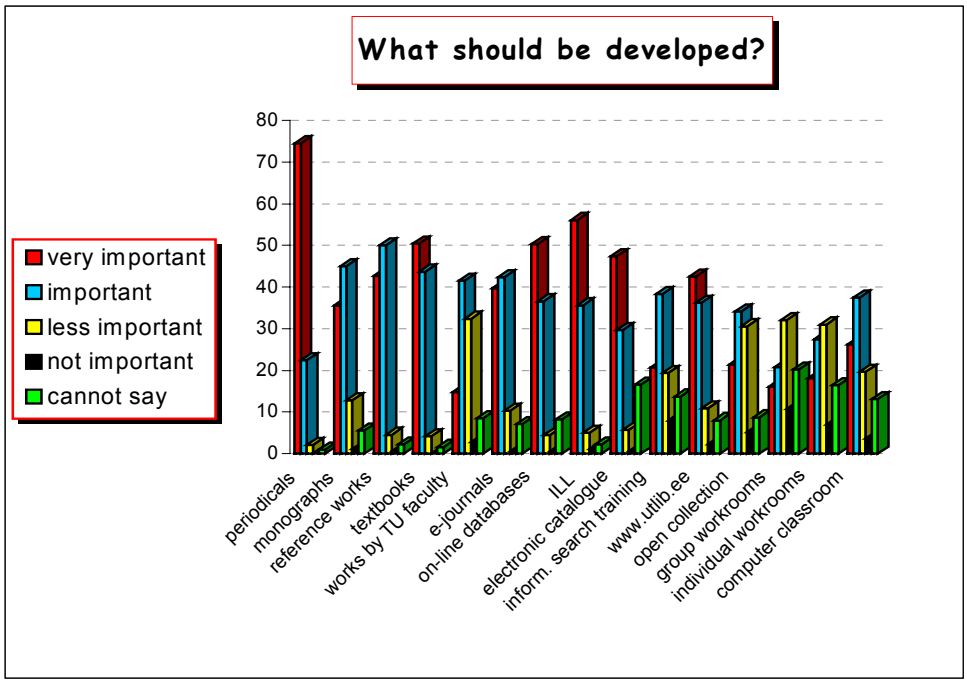
The usability of services and their evaluation can be seen in the following Table:

TABLE 3



One of the most interesting issues for the library, which is well related to the subject of the present paper, was the opinion of faculty members concerning the further development of the library and its priorities. Having familiarised ourselves with the answers, specially with the open-ended ones, it was easy to predict that the problems connected with library acquisitions, either traditional materials or electronic materials, or filling the existing gaps with the help of ILL, came the first. Further analysis confirmed this prediction. But the library does not mean only its collections, but also its activities. Suggestions for further development covered both areas:

TABLE 4



Conclusion and Practical Measures

The library definitely has to continue submitting well-grounded applications for acquisition sums and financing for the building of electronic library. From the viewpoint of authoritative group of library users, these are the very areas that need serious development activities.

The quality of library services has been improved with a number of changes, the most important of which has been the application of the system of subject librarians. Subject librarians are library professionals who have undergone additional training and who are the mediators between the library and the faculties, specifying the needs and opportunities for co-operation in all areas of library work. In my paper I touched briefly upon different evaluations of our collections, offered by the academic staff of different faculties. Different opinions covered almost all areas of our work. Special attention to shortcomings concerning certain faculties would be a part of the primary tasks of subject librarians. By now, also the reference and information services to the library users have been better co-ordinated, and the photocopying service, which had caused many complaints, has been reorganised. At present, the library is engaged in working out a unified strategy for all library services, which will greatly be based on the suggestions offered by the patrons of the library.

Anu Nuut
National Library of Estonia

Efficiency, Effectiveness and Economy of Library Performance: Research Libraries in Estonia.

In time of changes, leadership and effective management are essential. Strategic planning, managing changes, restructuring organizations, space planning, customer services and marketing are some of the main topics that are of interest in this environment. Effective communication, both internal and external, remains an important attribute to effective library organizations. With the changes occuring in the information environment, flexibility and dynamic organizational structures are essential. Library strategic planning is the key element, and it reports on a number of attempts to make the positive adaption of changes and develop organizations. There is a need for the centrality of organizational development and the use of business and economical methods in library management and development process (Boekhorst 1995a).

The new goals of culture and financing aimed to develop new methods of leadership and library management process (Häkli 1995), and changes in library economics and administrative structures lead us to improve the utilization of the economic and staff resources and thus to improve library performance (Sahlin and Törngren 1995).

Measurement of library effectiveness is continously important: the efforts to find ways to evaluate library effectiveness include: quality improvement, benchmarking, performance measures and standards setting. Already in 1988 the topic of performance measurement and quality evaluation, as an important tool in decision making process, was committed by IFLA Section of University Libraries and Other General Research Libraries. The IFLA Guidelines were also put in the context of other recent initiatives in the area of performance measurement. Performance indicators were quantified statements used to evaluate and compare the performance of a library in achieving its objectives. The list of performance indicators include a general library use, facilities, collection quality, catalogue quality, availability of items in the collection, reference service and user satisfaction (Boekhorst 1995b). The use of library performance measurement methods gives possibilities to improve library performance effectiveness using the organization management theory and helping libraries to better understand their organizations´ needs for innovation. In 1995, most of all libraries in West- and Central-Europe accepted new quality assurance methods, as benchmarking, in the library performance effectiveness evaluation process: new approaches to evaluation were also adopted.

Financial resources remain an issue for libraries in all areas. Insufficient resources, downsizing, funding cuts, increased costs, outsourcing, fees and co-operation between libraries have been main objects for discussions in the recent years. Libraries in Eastern Europe have faced special challenges because of changing political environments. The political and economic disruption, along with the new models which managers had to adopt in response to the disappearance of financial guarantees, rules, regulations, and the government above them all bring the need to review the efficiency of operations. Thus needs arose to start the modernization of library operations and to balance their fiscal reality and budgeting. The hope that electronic access to information will reduce the cost of library materials has not been realized in libraries.

There is an increasing interest in developing theory and applying quality management principles and techniques to the library and information sector. Quality, and the associated concept of value are not new ideas for libraraians: they have always been concerned with them. It is a valuable concern to define value not only in terms of the quality of service, but also of the impact information was on its users. It shows us that costing a service without identifying its value to users can prove damaging, and it concludes that the consequence of our focusing on the cost providing services without being able to demonstrate their value and quality is that we leave the initiative to the people whose chief concern is the cost control or profit: the funders and vendors. This constitutes an important reason for library managers to concentrate on developing a quality approach to every aspect of their financing (Kinnell 1995).

There has been a continuing interest in **Total Quality Management**(TQM) which consists of a five-part model:

- **The customer-supplier interfaces** (these include both external and internal customers)
- **Processes** (these are transformation from on sets of inputs, which can include actions, methods and operations, into outputs that satisfy customers)
- **Commitment to quality** (this means ensuring that customer requirements are met, it has to be an organization-wide activity for successful implementation)
- **Communication** (a quality message has to be communicated widely, both internally and externally)
- **Culture** (recognition of the need for cultural change in most organizations is a prerequisite for TQM implementation).

By implementing TQM, library managers can transfer the best practice from the commercial and other not-for-profit sectors to their own situation. The models TQM are concerned with the planning processes in library and information services without reference to experience from other kinds of organizations (Oakland 1995).

Evaluation and a system of measures were intended to support:

- Planning
- Resource management
- Operational function and service management
- Promotion, marketing and public relations.

Total Quality Management concepts especially are used for the user orientation and effectiveness. For the quality accreditation process, as an international equivalent, ISO standard (ISO9000) is used. Theoretically it is possible and useful to use in quality control (audit) the principles and methods and a quality assuarance process. A major problem is the perception of library managers that quality programmes are time-consuming and complex to implement or treat, in any event, libraries are already undertaking sufficient quality initiatives (Cook, Dale 1995).
Quality management as a general strategic system is provided by many libraries of Europe. Denish specialists (Johannsen 1996) carried out a theoretical study to examine the similarities and differencies between strategic management and quality management in the library and information sector. In conclusions it was said that typical strategic management and quality management methodologies are likely to produce the same type of a beneficial organizational learning process and that there is a cyclical relation between the two methodologies which inform one another. It is important to proceed and construct an integrated model of strategic quality management, which is really a comprehensive management model, integrating both, strategy and quality. One of the first comprehensive models of quality management, to be implemented in

libraries, was the ISO 9000 standard, mostly used in academic and research libraries (Ellis, Norton 1996).
Another comprehensive quality model is the European Business Excellence Model, a quality model underlying the European Quality Award and a comprehensive model of management including leadership and strategy, resource, management process and at the same time based on a stakeholder approach — the customer, of course, is very important, but other stakeholder groups, as employees and subconstructors, are the same important. In this case this model is more balanced model than service quality models, where the customer is the king. The second quality model is much more used in Europe to value performance, culture and economics of libraries (Brophy, Coulling 1997).

TQM model (The Baldridge Model)

The nine elements are criteria that can be used to assess progress in TQM

I. ENABLES 50%

Leadership 10%;
People management 9%;
Policy strategy 8%;
Resources 9%;
Processes 14%.

II. RESULTS 50%

People Satisfaction 9%;
Customer Satisfaction 20%;
Impact on Society 6%;
Business Results 15%

(Brockman 1995)

Many sets of performance measures and indicators have been compiled and used in individual studies from 1996 to 2000, that only a broad selection of them are listed in ISO official document ISO 11620 — Standard on library performance indicators (Harnesk 1998) and in the IFLA Guidelines — *Measuring quality: international guidelines for performance measurement in academic libraries* (Poll, Boekhorst 1996).
The guidelines for performance measurement of library statistics and of *Indicators for Academic Library Performance* are given by the Association of Research Libraries (USA) (ARL), based on the ratios from ARL statistics (Kyrillidou 1996) and the study on performance measurement of research libraries (USA) (Kyrillidou 2000).
There are numerous project initiated by the European Comission to set up performance measurement indicators, to test indicators and standardize them (CAMILE, TOLIMAC, DECIDE, DECIMAL, MINISTREL, EQLIPSE, EQUINOX, LIBECON).

The most important and useful trends in studies on performance measurement are:

- An increased stress on stakeholders — as opposed to an exlusive customer focus
- The inclusion of input, process and outcome parametres
- A blend of subjective and objective data
- The development of larger sets of indicators and measures from which an individual library may choose whatever seems most relevant in the given context.

In conclusion it seems, that libraries in the world and Europe are in the middle of the period of experimentation and creativity and that the time for standardization is somewhere in the future. There is a need for further closer co-operation and communication in this field between libraries. A

number of indicators and measures do recur in various studies and possibly some consensus will be achieved on them, supported by the efforts of such international organizations as IFLA, ISO, UNESCO, EUROstat and others.

Benchmarking is a tool of quality management and part of a performance measurement process, giving possibilities to compare best practice. Benchmarking has since attracted much attention in the industry and the service sector, but is appreciated by libraries too. A large amount of literature on benchmarking in libraries in 1996-1998 is published, mostly the experience of studies (UK, USA, New-Zealand, Australia).

The researches identified six key issues concerning library benchmarking:

- A definition of benchmarking is required
- A concrete model or approach should be developed
- Library processes are considered to be most suitable subject for benchmarking
- Training and sills are required for all staff
- Timescales should be realistically estimated
- Effective communication is essential

(Gohlke 1997).

In connection with the subject of performance measurement and benchmarking as part of the total quality management system of libraries, it is essential, that the purpose of analyses is related to financial resources — library economics and to human resources, collections and information technology. The most valuable is the knowledge resource, that libraries hold — it is an intellectual resource for citizen nationally and regionally and for the institutions and organizations of various types, as for educational institutions and other purposes. This means that resource management in libraries should not be aimed at the growth or impressiveness or even the survival of the library, but at the usefulness to those whom it is set to serve (Baker 1997).

Performance measurement in libraries is part of the management process and the part of decision-making system as well, decision support system, and it refers to the process of evaluation. In the case of libraries this refers to the analysis of inputs and outputs relating to the information service provision — in other words, the costs and internal functions behind the services could be evaluated as well as the services themselves.

Performance measurement and quality appraisal are important and useful for every library. As each library has specific objectives, goals and responsibilities, then there is a need to develop specific performance indicators for every library type, which will reflect their performance quality, quantity and effectiveness adequately. The effectiveness of library activities is part of a social development model, so it is important to evaluate a library´s impact on society and treat the role of a library within socio-economical model of social development. Thus, in planning library activities and developing library and information policies the following concepts have to be considered: the effectiveness, efficiency and economics.

Library performance measurement and assessment are part of the library management process, and information necessary for measurement (for instance, library statistics) is management information. The results of the evaluation process should form the basis for the library network and library system development.

The library system in Estonia consists of different types of libraries under the government of different ministries and other authorities. Changes in the library system have taken place mainly in connection with the transformation of economic structure, the changes of territorial and administrative situation and the result of optimizing library services. The network of Estonian libraries consists of 5 main levels — **research libraries** (national, universal, university and special

research libraries), **libraries of other higher institutions** (libraries of private universities, libraries of state nonuniversity higher educational institutions, library of private nonuniversity higher educational institutions), **special libraries** (government, health, professional or learned institutions and associations, industrial or commercial, cultural organisations and other special libraries), **public libraries** and **school libraries.**
The total number of Estonian Libraries is 1,220. Among them 585 are public libraries, 542 school libraries and 93 research and special libraries. The employ 3,159 librarians: 1,180 in research and special libraries, 1,300 in public libraries and 679 in school libraries.
There are 13 research libraries in Estonia and 11 of them are central research libraries. Research libraries — national, academic, research and special libraries are an indispensable resource of science, research and development for Estonian scientists, students, specialists of various fields, organisations, institutions, enterprises and the whole academic and intellectual community of the country. The national library information system that involves mostly special, academic and research libraries is an inseparable part of the Estonian information infrastructure. There is no law to regulate the work of all research libraries, the financing of central research libraries has been a little problematic, because a lack of finances prevents libraries from acquiring what they need in their areas of specialisation.

The financing of research institutes has decreased, thus the importance of research libraries as the providers of scientific information is growing. There is a need to define target financing from the state budget to purchase and acquire scientific information. Today the basic principles of the financing of research libraries are being worked out, in particular for acquisition. In April 2001 the Law Organisation of Research and Development Act was passed, which regulates activities of research and archive libraries, and the Research Libraries Development Programme&Policy is worked out by the Ministry of Culture. The financing of research institutions, universities and scientific research is too expensive for a small state. The majority of research institutions continue co-operation with universities. The financing for scientific research is allocated by the Estonian Science Foundation, according to aconcrete subject and applications.

At present the grant application to the Estonian Science Foundation on the subject on library performance measurement survey *Performance Mesurement and Evaluation of Research Libraries in Estonia*, is accepted (duration 2000-2002).
The aim of the project is to analyse the performance optimality of research libraries, which are part of the state system of information dissemination, under the present economic and financial conditions, and analyse research libraries activities.
The first stage of the project in 2000 included:

- introduction of objectives to Estonian librarians and students and post-graduate students of Tallinn Pedagogical University;
- choosing of methods for performance measurement and analysis;
- choosing performance indicators to be analysed;
- data collection and monitoring;
- carring out the study *Library performance measurement and evaluation: possibilities for extending Performance Measurement and Benchmarking* methods in Estonian research libraries in 1995-2000;
- performing quantitative analysis of Estonian research libraries´performance using library statistics.

In Estonia gathering, analysing and providing overviews of library statistics is regulated by State Statistics Act (approved in 1997 and amended in 2000). The Estonian State Statistical Office is

reponsible for organising statistical surveys and provides overview in annual collections for education, culture and science. The national Library of Estonia is a national statistical centre for gathering and publishing surveys and analysis of library statistics in annual collections for all library sectors (the obligation fixed in the National Library of Estonia Act).

The principles, guidelines and recommendation of the UNESCO, ISO, IFLA and EBLIDA have been followed in finding the methods of quantitative analysis of library performance and establishing the basis for gathering and analysing library statistics. In the recent years the questionnaire forms and instructions of library statistics have been improved according to the internationally used basis for keeping statistics, statistical definitions and requirements for gathering statistics and processing the data presented by the EC project LibEcon2000.
The international standards ISO 2789:1991 *Information and Documentation: International Library Statistics* and ISO 11620:1998 *Information and Documentation: Library Performance Indicators* are adopted as basic documents for analysis of library statistics, both abovementioned standards are adopted as Estonian standards by the NationalStandards Board of Estonia (EVS-ISO 11620:2000).

The study on Library Performance Mesurement of Estonian research libraries focused on three aspects of analysis:

- the descriptive statistics analysis;
- the inferential statistics analysis – comparison of libraries, benchmarking;
- library economics - Estonian libraries in European libraries context, the econometric concepts.

For study analysis the performance indicators have been choosed based on the ISO standard 11620:

- **collections (**the coefficient of recources additions rate (%), the proportions af books, serials, electronic documents in annual additions, proportion of documents placed to open access etc.);
- **library services** (usage frequency, frequency of attendance, users per librarian, loans per librarian, the proportion of requests supplied by interlibrary lending etc);
- **the librarians qualification** (proportion of librarrians with higher education from library staff, proportion of employees with professional higher library education from staff with university education etc);
- **expenditure and cost indicators** (the costs of acguiring documents for the collection per user, cost per document, cost per user, cost per visit, the proportions od staff expenditure, acquisition expenditure from total expenditure, the average of staff expenditure per user etc).

The analysis of presented performance indicators provides an opportunity to draw conclusions on the collection acquisition, library use, frequency of attendance, librarians education and competency, as well as distribution and use of financial resources of libraries. The study results of research library performance indicators give possibilities to optimise acquisition policy and acquisition budget delivery. The average of acquisition expenditure of four main research libraries of Estonia (National Library of Estonia, Estonian Academic Library, Tallinn Technical University Library, Tartu University Library) made approximately 36% and staff expenditure 42% from the total budget. The average of acquisition cost per user in these four libraries was 364 EEK (20 $) with big differences between libraries. Annual expenditure per one unit was approximately 283 EEK (16 $). The average of cost per user was 797 EEK (44 $) and average cost per visitor 77 (4 $).

The average frequency of attendance of the four research libraries in 1995-2000 was 16 visits per user, university libraries were visited more frequently (the rate was 30-40 visits per user). There were 140 users and 3238 loans per librarian in abovementioned four libraries during 1995-2000. The average of supplied interlibrary loans was 66%, in the National Library of Estonia 84%.

The number of librarians with high professional education are quite high, in the year 2000 the staff of four main research libraries averagely included 79% of librarians with higher education. The rate of employees with higher LIS education among the staff with university education was 50%. However there are big differences between libraries, for example in university libraries employ numerous subject librarians with BA degree in other fields than LIS.

Such kind of surveys are necessary and supportive for:

- evaluating library work effectiveness;
- strategic planning of library activities, budget planning and redistribution;
- developing acquisition policy and principles of a resource library to avoid duplication and cut the costs, working out financial basis of libraries acquisition;
- drawing up library development plans.

Estonian libraries have been started with performance measurement analysis, however, this has not yet developed into a systematic and regular process to develop organisational activities, provide basis for planning activities, development policies, state financial policy and procurement of state resources. The need to draw up library development policy and financial basis, based on research, exists.

In the future, it would be rational to focus on working out library performance indicators for all library types, and apply methodology of performance measurement analysis for all library sectors. It is necessary to get a complete overview of the performance assessments in future in all library sectors to ensure the development of Estonian library network, drawing up a development policy and development of integral state financing policy.

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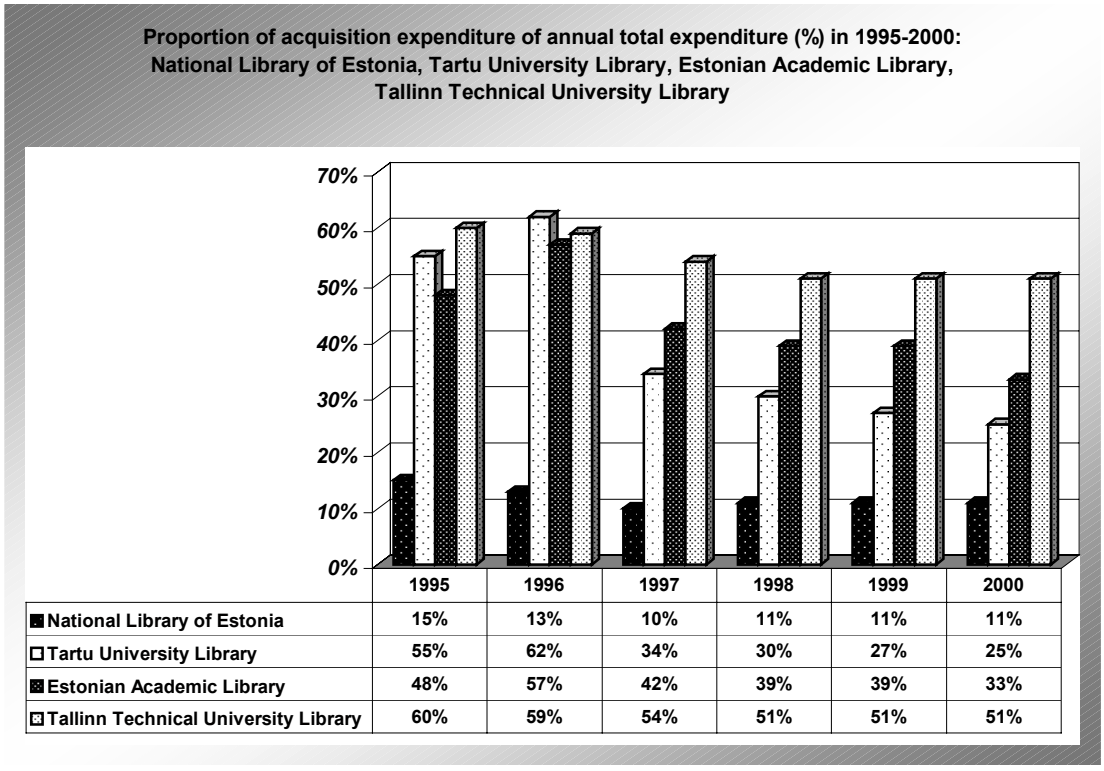
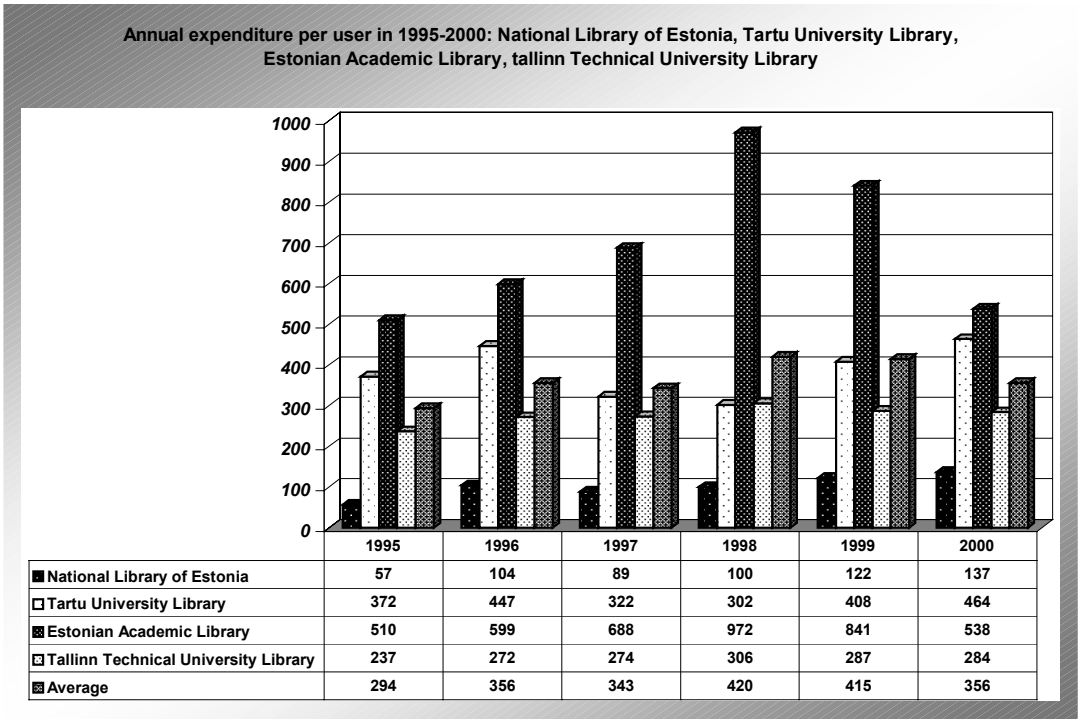
Appendix

Figure 1 Proportion of acguisition expenditure of annual total expenditure (%)



	1995	1996	1997	1998	1999	2000
National Library of Estonia	15%	13%	10%	11%	11%	11%
Tartu University Library	55%	62%	34%	30%	27%	25%
Estonian Academic Library	48%	57%	42%	39%	39%	33%
Tallinn Technical University Library	60%	59%	54%	51%	51%	51%

Figure 2: Annual expenditure per user 1995-2000



	1995	1996	1997	1998	1999	2000
National Library of Estonia	57	104	89	100	122	137
Tartu University Library	372	447	322	302	408	464
Estonian Academic Library	510	599	688	972	841	538
Tallinn Technical University Library	237	272	274	306	287	284
Average	294	356	343	420	415	356

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The Role of Library in a New Learning Environment

Introduction

Information seeking and use is an important part of the learning process and information literacy is an essential component of lifelong learning. A new learning environment means active and collaborative learning in an information-rich environment where information literacy skills are needed. More and more information is available via electronic networks and learners must constantly be selective about how and what they learn in the networked environment; how they navigate the information maze, how they access and assimilate information they need. With information exploding around us there is an urgent need for all people to become information literate, which means that they are not only able to recognise when information is needed, but are also able to identify, locate, understand, analyse and evaluate the quality of information, and use this information effectively in a variety of contexts to solve problems and make decisions. It is recognised that quality education requires not only investments in information and communication technologies (ICT), but also in resources that empower people to find, evaluate, and use all information effectively. These are the critical skills in a knowledge society. Although there has always been a need to find, evaluate, and effectively use information, the abilities needed to do so have just grown larger, more complex, and more important. The integration of library and information literacy services into learning is a key issue for coping in a new learning environment.

Information Literacy

The term information literacy has been in use since 1974 (Doyle, 1994) and appears frequently in current library literature. Despite its frequent use, there are numerous definitions. The American Library Association (ALA) has produced an oft-quoted definition: "*To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information*" (ALA, 1989; Association, 2000). In addition to this description it is stressed that a media literate person:

- Recognises the need for information;
- Recognises that accurate and complete information is the basis for intelligent decision making;
- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information, including computer-based and other technologies;
- Evaluates information;
- Organises information for practical application;
- Integrates new information into an existing body of knowledge;
- Uses information in critical thinking and problem solving (Doyle, 1994, Bruce, 2000).

H. Rader adds that information-literate people know how to be lifelong learners in an information society and becoming information literate is essential for survival in the future. Information literate citizens will be prepared to acquire and use information appropriate for any situation, within or beyond the library, locally and globally (Rader, 1991). In this information age, it does not matter how well people can analyse or synthesize; if they do not start with an adequate, accurate, and up-to-date body of information, they will not come up with a good answer (Breivik, 1991).

There are still disagreements about the term information literacy: phrases such as library skills, library use, or bibliographic instruction are sometimes used synonymously with information

literacy and some authors suggest the term information empowerment. Although definitions vary, the common core focuses on an individual's ability to recognize a need for information and to identify the kind of information that can help in a particular situation, to locate it, organize it and use it effectively (Breivik, 1992).

The Role of Library in a Learning Process

Many educators have written extensively about the need to promote information literacy as an integral part of the education process (Breivik & Jones, 1993, Lenox & Walker, 1993, Nahl-Jakobovits & Jakobovits, 1993). Although there are still questions of clarification left to be dealt with in seeking a definition, there seems to be a fair degree of agreement that librarians and information professionals are headed in the direction described above. Librarians implementing information literacy programs will be promoting learning, and they will be making a specific contribution to the learning process (Snavely; Cooper, 1997).

Students enrolled in colleges and universities today need quick and accurate access to information and few of them have the time to attempt to acquire professional searching skills. Learners not just want access to the global resource of information in a reliable and cost-effective way: they want this access from wherever they are located and with a minimum of effort and a maximum of transparency. Instructing students in information literacy skills needed for distance learning has become an essential component of library support for distance learning, the libraries enhance the ability of distance education students to use appropriate technologies for retrieving, on a self-service basis, information needed for independent research and study. Librarians are the one group on the campus knowing how to navigate information networks in order to locate, filter, and customise information for users and they can do information search better and faster than users.

In the virtual environment there will be an emphasis on estimating the quality of information, building links to high-quality documents and collaboration with other information providing organisations to make information provision more effective. Still, there is no collection development policy for what is added into the global World Wide Web. The information resources and services on the World Wide Web change so rapidly that it takes an enormous effort to stay abreast of even specialised areas of information, and much of what is published on the web cannot be classified as useful or reliable information (Brophy, 1998). Information quality will be a matter of increasing importance but electronic services are generally not capable of controlling the quality of printed and other traditional publications.

Evaluation of Web sites for aspects of quality, reliability, and searchability is an activity which libraries are ideally suited. The most valued service librarians can provide, until information sources are controlled, managed or organised in a manner similar to that of current academic library collections - will be the training and education of faculty and students in the access, evaluation and application of information from the Internet. Librarians will specialise in supporting faculty in course development and implementation, and will increasingly become experts in evaluation and organisation of Web-based information.

In the past, bibliographic instruction have been provided by librarians as a supplement to traditional courses, but widespread availability of digital libraries will require remote instruction and support related to information-seeking skills and knowledge.

Information seeking

An essential part of activating learning methods is the independent information seeking by the students. According to Peter Ingwersen (1992), information can be defined as something which

changes a persons structure of knowledge. Carol Kuhlthau (1993) has developed a model for information seeking as a constructive process and compares information seeking with the process of learning. She describes cognitive and emotional aspects in the process of information seeking. Her model is based on learning psychology and she describes the process from uncertainty to understanding of phenomena. Her model includes six phases: initiation, selection of topic, preliminary information search, focusing of the topic, gathering of information and presentation. During these phases the emotions of the individual change from uncertainty to clarity. She has also shown that the teachers' requirements of time schedule, information sources and valuation affect the students' relevance skills and treatment of the topic. The complexity of information seeking is built up from its many dimensions, as linguistic, psychological, cognitive, communicative, social and technical issues (Bates, 1999).

It has been suggested by Todd (1996) "the way we view information and the way we view people in an information-intense environment, shape the way we think about teaching and learning."

Library and information literacy services for distance learners

Distance learners today are a very diverse group, they are found in every socio-economic, cultural, linguistic, gender and age group. There are a lot of challenges for librarians and information professionals: how to establish a service for distance learners, what services are reasonable to provide and what services are not, how to improve the quality of services that we offer to distance learners, how to become a major partner in the ODL system, etc. Challenges are connected with collection development: selection and evaluation the content and media; the increasing importance of indexing and document description; description of the Internet resources (metadata), and with services: teaching information skills; collaborating with learners; collaborating with faculty; developing user based digital resources and teaching packages; participating in teaching- and research teams, etc. Requirements of distance learners for library services can be grouped into three categories: the need for materials and facilities; the need for information services; and the need for user services.

The literature suggests that when librarians are included in distance education course development teams they are able to make a significant contribution. Following types of contributions in course teams are listed:

- assisting the course writer(s) in identifying appropriate literature and network resources to support the preparation of the course;
- providing advice about networked electronic resources and Internet materials to which students can have access;
- providing information literacy components of the course;
- providing advice about the variety of learning resources that may be employed in relation to the place, mode and pace of delivery;
- ensuring that staff in the library know about new products and modes of delivery before student support issues arise;
- negotiating cost-effective online access for students to licensed electronic resources including bibliographic databases as well as full-text databases;
- information on access to other learner support services provided by the university or available in the community, etc. (Clark & Store, 1998).

Several libraries have started activities in assisting the course writers in identifying appropriate literature and network resources to support the preparation of the course, providing advice about

networked resources, negotiating cost-effective online access for students and providing physical learning facilities for students.

Literature Review

Since 1930 nearly two thousand writings have been published dealing with the provision of library services for students and academic programs located away from the main campuses of postsecondary educational institutions. Still, this discussion appears primarily in library literature. There is little recognition of the central role that the library plays in support of the quality of education or in the development of lifelong learning skills. Also not a great deal of research attention has been given to the provision of information, orientation, advising, counselling, provision of library and administrative services, and the role that these interactions might play in a developmental or constructive model of learning.

In 1982, Haworth reviewed 67 articles, books, user studies, and government documents in her bibliographic essay under: 'Problems for the external students'; 'The independent learner'; 'Library services to external and independent learners'; 'Public libraries'; 'Academic libraries'; 'Library user studies'; 'User education'; and 'Academic and library use by students' the following headings. Shklanka (1990) updates Haworth's literature review to 1989. In 1991 the first bibliography *"Library Services for Off-Campus and Distance Education: an Annotated Bibliography"* was published. It was the first attempt to identify the literature on the library services on distance users. The bibliography listed 535 references to articles, papers, reports, book chapters, theses, and dissertations, written between 1930 and early 1990. According to this bibliography, the development of distance education programs combined with increased enrolments of off-campus and distance education students in American, Australian, British, and Canadian institutions has resulted in a corresponding growth in library literature. The use of technology, the need for co-operation between libraries, the application of standards and guidelines, and bibliographic instruction are just some of the many diverse topics in these writings. In 1996, *"Library Services for Off-Campus and Distance Education: The Second Annotated Bibliography"* was published continuing the work of its precursor by identifying a further 518 references on the topic. It also includes a completely new category, 'Remote Access to Electronic Resources' since this topic had become crucial for librarians working with distance students. The third bibliography *"Library Services for Open and Distance Learning: The Third Annotated Bibliography"* was published in 2000 and lists 764 works. The growth of the literature reflects the changing role of the library and the importance of library services for open and distance learning at the end of the twentieth century.

The majority of information has come from the industrialised English-speaking countries, especially from the United States, the United Kingdom, and Australia. Countries represented in the third bibliography including 764 works are the following: United States 395 entries (52 %); United Kingdom 145 entries (19%); Australia 99 entries (13%); Canada 27 entries (4%); India 23 entries (3%); South Africa 15 entries (2%). The remaining works are divided by continent or region as follows: Europe 25 entries (3%); Asia 17 entries (2%); Africa 7 entries (1%); Caribbean 6 entries (1%); South Pacific 5 entries (1%). During the last years an emphasis in the literature has shifted from print-based resources and services to electronic resources and services, from online catalogues and networked CD-ROM products to World Wide Web.

The literature indicates that there are four basic models for providing library services to distance learners. The first model involves on-site collections and library resources at remote centres, including extended campuses and regional, study, and local centres. The second model focuses on interlibrary cooperation, resource sharing, and student use of unaffiliated libraries. A third service

model concerns the delivery of library materials to the student from the main campus of the parent institution. The fourth model pertains to the use of information and communications technologies to enable the distance learner to access electronic resources from remote locations. These four models are not necessarily independent or exclusive of one another, and many institutions employ two or more of them simultaneously in support of their distance learners (Library Services, 2000).

Issues

Copyright issues are the main topic of concern in American libraries. The issues of fair use and intellectual property right are a prominent concern of all libraries supporting distance education. Many works discuss the changing role of the library in distance learning and the role of new technologies. The technology has changed the way library services to distance learners are delivered and has provided opportunities for services never before possible. Technology is making the physical location of resources irrelevant and is placing the responsibility for locating and manipulating information sources firmly in the hands of the user. Technology has provided option for library services to distance learners in a number of areas including document delivery, bibliographic instruction and reference assistance.

Networked learner support is a new topic in the United States literature, but quite widely spread in the United Kingdom. In these networked learner support initiatives it is stressed that librarians must collaborate with faculty, computing professionals, and other campus personnel to extend electronic resources into the curriculum and other university activities.

The area of bibliographic **instruction** gets a lot of attention in the literature as well. Information literacy is a prominent issue mainly in the South African and Australian literature and is beginning to spread in the United States literature. Web-base instruction is also an important theme in the literature: there are many exploratory examples of how libraries are using the WWW as an extension of face-to-face classroom instruction. A prevalent theme throughout the literature is **collaboration** as an emerging challenge to bring together teams that will enable the information technology model to become a reality. The importance of librarians partnering with other constituencies is stressed. Librarians need to collaborate with computing services, faculty, and other libraries to optimise technology to its fullest. At the same time, it is emphasised that the collaborative teaching and learning environment is affecting librarians' roles as facilitators and will necessitate continuing education for librarians to become adept at helping users in the application of the new technology. The provision of technical expertise and advice is seen as part of the future role of librarians (Library Services, 2000).

The **cost** of providing library services to distance learners appears to be unresolved issue in the literature. Possible solutions to the challenges presented by document delivery, cost and access issues include resource sharing, partnership with educators, and the new technologies. It seems that resource sharing is the only means to cope with the present situation and to meet the demands of library users by ensuring access to a wide range of resources available at various libraries (academic, special and public). Networks of libraries or consortiums are becoming a viable option to expand the resources of individual libraries and providing increased access to a larger body of resources and services than each library alone could afford to provide.

Several extensive research studies have been undertaken since 1996, mainly in the United States and in the United Kingdom. These include distance education course offerings in higher education, the extent and type of involvement academic and research libraries in distance learning, the level of library support provided by academic libraries for their off-campus, etc. An important

theme in the United Kingdom is distributed libraries in the context of distributed higher education and lifelong learning. Research studies undertaken in the United Kingdom include surveys on open learning in public libraries, the use of libraries by postgraduate distance learning students, the support for franchised higher education courses from the point of view of students, tutors, college librarians, and university librarians and the extent to which United Kingdom universities were providing library services to their distance learners and the impact of information technologies on such services.

In addition to works on the role of academic libraries, there is also a significant body of literature on the role of public libraries in assisting people engaged in open and distance learning. Much of this literature revolves around specific British and European projects and programs such as the Open for Learning project in the United Kingdom and the PLAIL (Public Libraries and Adult Independent Learners) Project. It is emphasised that the major function of the public library is to support adult learning and the concept of lifelong learning, and all other activities are either a by-product of this function or incidental to it. Typical ways in which public libraries can offer support is through information provision, access to appropriate study materials, provision of adequate facilities and equipment, educational counselling, and information literacy support.

In developing countries the literature on the role of libraries in distance learning has a different emphasis. The common theme in the literature is barriers to services. Many authors emphasise that library services for distance learning are underdeveloped and need to be improved. There is also a great emphasis on the need for co-operation between all types of libraries, enhancement of the public library system to support distance learners, the lack of adequate funding for library services and access to ICT (Library Services, 2000).

Conclusions

The new learning environment and lifelong learning necessitates of new modes and methods of learner support services. The new focus on student learning creates a need for a reconception of library roles and responsibilities. The role of library and librarians in the learning process become essential for developing effective learning environments. Librarians refocusing more in the teaching and learning process, will act as the facilitators of learning, helping learners develop the skills to access, evaluate, and utilise information. Electronic resources offer new and exciting opportunities for supporting remote learners with the information they need. Information literacy and lifelong learning are key concepts in a new learning environment.

The international literature of the middle and late 1990s shows a shift in emphasis from access to physical libraries and print materials to access to electronic libraries and electronic resources. Library support is seen as a team effort, involving partnerships with various stakeholders. Some of the ways in which librarians can support the courses of distance learning are: working with faculty to integrate information resources into curriculum development, teaching students and faculty how to effectively use electronic resources, and attempting to foster information literacy skills in remote users. Because distant learners are disadvantaged in terms of library access, equitable library services in this context may involve more personalized services than would be expected on campus. It cannot be assumed that traditional library services, designed to support on-campus users, will meet the information needs of individuals involved in distance learning. Effective library support for a distance learning program requires advance planning by the library in consultation with faculty, program administrators and other appropriate campus personnel, and with librarians at unaffiliated libraries.

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State Policy on Public Libraries in 2001

One of the tasks set in the programme of current Government is the development of information society. A modern individual, as he/she becomes a member of an information society, has first of all to learn finding information, analysing it, evaluating, selecting, synthesising and developing knowledge on the basis of this information necessary for his/her own survival. In the information society, the role and functions of libraries undergo dramatic changes. A library is the very institution that must become the main centre for the training of information skills in the society. Public libraries must be prepared to give access to the community not only to printed but also to electronic, video and audio information. Information and communications technologies, computerised networks and Internet are necessary for the expansion of information facilities of libraries.

In my report I would like to give an overview of the situation in Lithuanian public libraries and problems they face as well as of specific measures aimed at the solution of such problems.

In the Republic of Lithuania the network of libraries consists of 3,444 state libraries. Among them almost 1.5 thousand are municipal public libraries and their funds are being used by 23% of population.

The funds of the municipal public libraries have been running low (compared to 1995, the funds dropped by 4.3 percent in 2000), although the demand has been increasing (compared to 1995, the number of readers increased by 13.2 percent).

Five county public libraries are financed from the budget through the Ministry of Culture. Martynas Mažvydas National Library of Lithuania and Lithuanian Library for the Blind are financed from a separate line of the national budget.

Trough the Ministry of Culture funds from the state budget are allocated for new additions to the funds of municipal public libraries. With the coordination of the Association of Municipal Public Libraries, these funds are allocated according to the number of employees and transferred to municipal public libraries which independently conclude contracts with the suppliers of books, some libraries reserve a portion of funds for purchases from local bookstores or directly from publishers.

Due to difficult economic situation of Lithuania, in 1999 only 51% of all estimated funds were received for the compilation of municipal public libraries, therefore, the fullness of library funds suffered considerable damage.

If we analyse statistical data, we will see that in 1998 900,000 $ were provided for the compilation of libraries and only 585,000 $ were allocated in 2001. If in 1998 the libraries purchased 392,771 copies, then only 181,814 copies were purchased in 2000.

Allocation of funds

Funds allocated	In **1997** 625 000 $	In **1998** 900 000 $	In **1999** – 900 000 $ (actually – 382 500 $)	In **2000** 609 750 $	**2001** m. 585 000 $
Av. per capita	0,17 $	0,24 $	0,22 $ (actually 0,10 $)	0,16 $	0,16 $t
Books bought	297 611 copies	392 771 copies	183 564 copies	181 814 copies	
Free copies received	44 534 copies	27 738 copies	13 038 copies	16 580 copies	

Five county public libraries established by the Ministry of Culture also felt the reduction of funds for printed materials. If in 1999 32250 $ were allocated for purchases of printed materials, then in 2001 the amount dropped to 29250 $.

For instance, A. Mickevičius public library of Vilnius County received the following amounts for the purchase of printed materials:

1998	**1999**	**2000**	**2001**
33 000 $	35 000 $ (actually 25800 $)	31 250 $ (actually 29 750 $)	29 250 $

There was a systematic reduction of funds for the compilation of the National Library of Lithuania. In 1999, 250 000 $ were allocated for that purpose, while estimates for the year 2001 provided for only 125 000 $.

1998	**1999**	**2000**	**2001**	**2001**
300 000 $	250 000 $	150 000 $ (50 000 $ received in addition and for the foreign periodicals in the Governmental reserve fund)	125 000 $	125 000 $

Municipalities must take care of the maintenance of municipal libraries' funds, but with annual decrease of municipal budgets the funds for compilations are being reduced as well. In 2000, municipal public libraries could afford to subscribe to several dailies and the number of other periodicals decreased significantly. The level of periodical subscriptions is especially low in rural libraries: merely 1 or 2 dailies and 1 regional daily. However, there are some municipalities that could not afford subscribing to at least one daily for their rural branches.

At the same time, in Nordic countries 5 $ - 10 $ are allocated per person, 28 $ in the USA, and 1,5 $ in Estonia. While the prices of printed materials are increasing (the average price of a book is 4,25 $ - 5 $), the funds allocated are not enough for the purchase of books and a modern library must provide its visitors with other documents such as video, audio and electronic materials. Public libraries do not have funds for systematic compilation of audio and video tapes, purchase of audio and video equipment.

Since 1997, the Ministry of Culture has been managing the Publishing Programme with the main purpose to support publication of materials that are especially important for the Lithuanian culture. According to the regulations of the Programme approved in 1998, 300 copies of each supported publication are to be given to municipal public libraries free of charge. Thus, through the Ministry of Culture and the Publishing Programme for the Millennium of Lithuania are provided with non-commercial literature of importance for the Lithuanian culture free of charge. The Directorate Co-ordinating the Activities to Mark Lithuania's Millennium was founded in 1997 at the Office of the President of the Republic of Lithuania and it remains in charge of the Publishing Programme until 2009. For the period 1998 to 2000, the authority implemented publishing projects totalling to 230250 $. Books published with the money from this fund were purchased by public libraries and libraries of scientific institutions.

In addition, the Ministry has been distributing some publications donated by the authors and publishers of books for the Lithuanian libraries.

In order to ensure the access to the electronic documents for the libraries and in response to the proposal of the Open Society Institute, in 2000 the Government of the Republic of Lithuania allocated 17500 $ for the payment for subscription to the EBSCO database package. The subscription to the package of five EBSCO databases was paid by the Open Society Institute, Open Society Fund Lithuania and Government of the Republic of Lithuania. Until 01 April 2000, most of the Lithuanian libraries used these databases free of charge.

The initiative of the EBSCO concern to give libraries the access to the recent electronic information on easy terms is especially important for the solution of the problem of shortage of scientific information. These databases are used by 33 libraries in Lithuania. In 2000, over 122,000 searches were performed, more than 873,000 text pages were reviewed, read and downloaded over 95,000 full text articles from the latest scientific magazines. Lithuania is one of the most active members of the project operated in 39 countries of the world. It was estimated that in 2001 half of the amount for the support of the programme would be paid by the libraries and the Government of the Republic of Lithuania was asked to cover the other half, but negative reply was received.

The compilation of library funds is not the only problem that our libraries are facing.

Many libraries are housed in the premises that are unsuitable for their purposes. Out of 61 municipal public libraries only 14 have the area enough for them. The libraries have not been repaired for a number of years and some of them are located in buildings of an emergency repair state. In wintertime, over 400 rural branches operate in unheated premises or heat their offices with household electric appliances.

The lack of equipment is another problem (18 municipal public libraries have no fax machines and the same number is in need of copy machines).

In 2000, the average monthly salary of staff of public libraries was just 162 $, while the average salary of staff of budget institutions was 283,25 $. In 2000, employees of some municipal public libraries had to take the leave of absence, their salaries were delayed, largest Lithuanian libraries started the reduction of staff.

Concerned with ever-worsening situation of libraries, in 1997 the National Programme of Revitalisation of Public Libraries for 1998 – 2000 was prepared together with the Association of Municipal Public Libraries. In 1998, 611000 $ were allocated for its implementation of which, pursuant to resolution of the Council of Lithuanian libraries, 250000 $ was provided for the compilation of the library funds, another 250000 $ for the automation of libraries and 111000 $ for the renovation of libraries. Within the framework of the Programme, the estimated amount was allocated for the compilation of municipal libraries funds and 2 computers with modems were purchased for each municipal and county public libraries and the Lithuanian Library of the Blind.

Under the resolution of the Council of Lithuanian libraries, the Programme for the Modernisation of Lithuanian Libraries for 2000 – 2009 was drafted. All libraries from Lithuania stated their wishes which, if implemented, should improve working conditions in libraries. After thorough calculations it appeared that the "implementation of the libraries vision" during the period of ten years would require 276743420 $. However, when the proposals from various institutions were received in 2000, it was decided to leave the Programme as the basis for various offices and departments to modernise their subordinate libraries, and the Ministry of Culture decided to adjust the Programme for its subordinate libraries (i.e. the National Library of Lithuania, the Lithuanian Library for the Blind, municipal and county public libraries) and the program is under revision at the moment.

Computerisation of libraries is one of the items in the Programme for the Modernisation of Lithuanian Libraries for 2000 – 2009.

For the purposes of the priority of the Government of the Republic of Lithuania, i.e. the development of information society, the Ministry of Culture has been implementing the Programme of Public Access to Information the purpose of which is the development of information society and improvement of public access to the Internet. If successful, this Programme would ensure that residents of all regions in the country would have access to remote information sources.

It is planned that 542 500 $ will be allocated for the Programme of Public Access to Information in 2001.

Within the framework of the Programme, the funds this year will be used for the following purposes:

- equipping of computerised workplaces;
- purchase of the Internet communications equipment;
- this year's fee for the Internet services and fee for the maintenance of communications equipment;
- improvement of information skills of librarians (trainings); the Ministry of Culture intends to organise (finance) refresher courses.

In March 2001, the Ministry of Culture launched the tender for libraries. All county libraries and public libraries of urban and regional municipalities intending to install or improve their Internet access were entitled to submit and submitted their projects.

A public tender was called for the procurement of hardware and installation of the Internet. It is planned that 250 computers and 75 printers will be purchased and 30 libraries will have their Internet connection installed this year through tenders. The final number of computers and printers will be set after the end of the procurement tender.

Some support will also be given under the cost estimates submitted by libraries for specific needs of the library provided for in projects such as the installation of a local network, computer projectors, additional equipment to improve Internet connection, fee for Internet services, etc.

The functions of a librarian are changing too. He must become a qualified consultant for the user and give advice on how to find necessary quality information in an easy and quick manner. It is necessary to ensure the improvement of skills of specialists working in libraries during the implementation of projects related with the installation of technologies in public libraries.

The Continuous Education Centre for Librarians (hereinafter referred to as the CECL) started its activities in 2000. It is a coalition institution established with the purpose of organisation of continuous education of Lithuanian librarians and information specialists. The activities of the CECL unite the know-how, material facilities and specialists of the following three partners:

- Faculty of Communication, Vilnius University,
- M. Mažvydas National Library of Lithuania, and
- Refresher Centre for Lithuanian Cultural Workers.

The library of the Klaipeda University is an active partner of the project. It organised continuous education courses within the scope of the CECL activities for the library staff of Western Lithuania.

For the period of one year, the activities of the CECL were funded by the Open Society Institute and project partners and members.

The precondition for the organisation of the Continuous Education Centre for Librarians was the necessity of the need in continuous education for specialists. The main idea of the project is by the organisation of continuous education for librarians in the CECL to develop a training programme in compliance with current and future demands of libraries and to present it for the employees of all types of libraries.

The Programme for Public Access to Information is closely connected with another long-term programme for the automation of libraries. In 1996, the Government of the Republic of Lithuania approved the programme for the development of the Lithuanian Integral Libraries Information System (LIBIS). The main purpose of the LIBIS system is the integration of information resources of Lithuanian libraries in order to enable any Lithuanian or foreign user quickly and efficiently find a required document in the Lithuanian libraries and their catalogues

and increase performance of library staff, avoid duplication of catalogues, information supply and other technological processes with the help of computers.

LIBIS project has been included into the State Investment Programme for 1997-2002, and particular funds were provided for its implementation.

Up till now, the Summary Catalogue of Lithuanian libraries has been developed. At the moment, the LIBIS system has been introduced or is under introduction in all main libraries in Lithuania (in the M. Mažvydas National Library of Lithuania, Lithuanian Technical Library, Lithuanian Medical Library, Library of the Academy of Sciences of Lithuania, and county public libraries). In 1998, the installation of the system in public libraries of urban/regional municipalities was started.

During 1997-1999, nearly 1750000 $ were used for the implementation of the LIBIS Project of which 1000000 $ were the funds of various authorities, 250000 $ were raised from foreign foundations and 500000 $ were allocated under the State Investment Programme.

Pursuant to resolution on the Programme of State Investment in 2000-2002, the investment project LIBIS for M. Mažvydas National Library of Lithuania provided for 250000 $ loan with the state guarantee. Under the decision of the meeting of LIBIS Board, these funds are to be used for the development of LIBIS in public libraries of urban/regional municipalities of Lithuania. It was estimated that LIBIS software had to be installed in 30 libraries until the year 2001.

Until now, the main work under the LIBIS project was carried out by Sintagma Sistemos (former Sigmanta). 75000 $ were spent for the purchase of LIBIS server in 2001.

All these programmes partially solve very important problems of libraries. However, the period of dramatic changes brings together some problems in the field of the development and optimisation of the network of libraries. New municipalities were established during the implementation of the reform of administrative units of the territory of the Republic of Lithuania and new municipal public libraries were established in them. Lithuanian had 56 municipal public libraries, five more were established and their number should increase to 93 because this is the number of municipalities to be established.

Counties are the main territorial formations in Lithuania where the regional policy is being implemented. So far, Lithuania has 10 counties which have five county libraries. It was estimated that until the year 2000 another five libraries will be established in the remaining counties. The establishment of new county libraries would enable equal conditions for the provision of library and information services to the population all over the country, to accumulate sufficient library and information fund for the satisfaction of citizens needs in the centres of these counties. These libraries, having the functions of county libraries, would provide relevant practical assistance to other libraries in the county, would coordinate purchases of literature (especially from foreign countries).

The Programme for 2000 – 2004 of the Government of the Republic of Lithuania provided for the reform of counties – to repeal 10 administrations of counties and replaced them with 5 delegated administrative-territorial units. Therefore, the establishment of new libraries in counties was suspended.

Following the Law on Fundamentals of Local Self-government, the municipalities started to rearrange the network of libraries by closing some branches in rural areas as well as by uniting with some school libraries. According to data possessed, before the Law on Libraries was passed nearly 400 rural libraries were closed (school libraries had to service adult readers) or united with school libraries in the country. In some regions, such as Rokiškis or Marijampolė, almost all school libraries were transferred into the possession of municipal public libraries.

According to data of 01 January 2001, 208 branches of municipal public libraries are joined to the school libraries. 122 of them operate in the premises of schools, 62 in the premises of former rural libraries, 24 operate in both premises for a half of the working day.

The Ministry of Culture has received a number of proposals regarding the improvement of the Law on Libraries as well as the approximation of the Law with other newly enforced laws. A special task force has been formed in the Council of Libraries for the assessment of these proposals.

The standards of librarianship, bibliographic and information operations, including terminological standards, are being prepared in cooperation with the National Library of Lithuania. The Standardisation Department of Lithuania has already approved 10 standards in these areas.

It is worth to be mentioned that active involvement of librarians in public life shapes positive attitude towards the essence of libraries. State leaders put more and more emphasis on the role of libraries in public life. The problems raised by the librarians are not left unattended and solutions are sought as far the possibilities allow.

Vēsma Klūga
Martinsh library

Cooperation of Public Libraries and Schools – Enriching Culture of the New Generation

Dear colleagues,

Theme of my report is:
"Cooperation of Public libraries and schools – enriching culture of the new generation". Saying "new generation" I mean school children from 1st till 9th grade, including primary school pupils. That is the age group which can be motivated to learn and read by cooperation of schools and libraries.
"Schools are the most important partners of public libraries when working with youngsters'' IFLA guidelines say.
It is important for librarians and school- teachers to plan this cooperation together. It can happen only if librarians and school- teachers are interested to promote studying. It is good to have a library in the neighborhood for a long time - teachers and librarians have a possibility to get acquainted and establish good relations. There are several ways how to start cooperation:
a librarian visits the school- teachers with which he/she would like to cooperate; a librarian visits the school employee responsible for work after lessons; a librarian visits the school librarian and asks him/her to co-ordinate the further cooperation. Very often school -teachers or librarians look for cooperation with public libraries themselves. Usually this cooperation is good for both parties – school receives help in educating its pupils but library has new readers. When the wish of cooperation is clear, time –table is to be made as well as problems connected with students' wish to read or lack of wish to read have to be found out. It is necessary in order to find the right way of cooperation which would motivate and stimulate children to read more, understand the read and keep the valuable information from the literary work.
I had a subject called "Reading Problems of Children" last year when studying at Latvia University in the Masters program. During the course we, working students, formulated the problems that can appear when working with children of different ages. They are:

- **lack of motivation to read –** very often children do not understand why they need to read and what good reading does. I mean situation in the family when parents do not read themselves and do not motivate children to do it. In this case schools and libraries must introduce children to books as well as to other sources of information.
- **understanding that one can do without books**. Schools and libraries must find the right ways and methods to awake interest in reading.
- **School curriculums of literature very often do not awake interest in reading and books**. The problem is that the literary works included into literature course very often are too complicated and not interesting for the pupils. At the same time contemporary literature is hardly taught in schools. This gap has to be filled by libraries. To make cooperation successful interested employees **from both sides**, good library premises as well as convenient location is needed.

Knowing and understanding the mentioned problems, adding the wish to cooperate librarians and school-teachers can choose ways and methods of work to create and develop reading culture of young people. " Promoting reading is as important as information technologies. It is a way how to get information, communicate and receive knowledge," says IFLA in the section called "Library Services for Children and Youngsters".

Now I will give you some examples from the work experience of Riga public libraries.
Vidzeme library has 4 library stalls in schools. Cooperation starts already with the 1st graders. Librarian meets 1st grade students after their Christmas holidays and tells about herself and the library. This meeting is carried out in school because the library is situated far away and it is not easy to take all students there. 1st grade students who wish to read books of Vidzeme library can receive them in their school library. Librarians have to think hard about the right choice of books to be taken to school. The class teacher can help here because she/he knows tastes and wishes of her/his students. Certainly, the child himself can tell what he/she wishes to read about. Finishing the 1st grade students receive invitations to visit the library together with parents. If it is not possible, pupils can go on borrowing books from the library stall in school. Usually children do it all 4 primary school years. After that Vidzeme library is visited by them. Librarians stress that pupils should meet at the library the same person who has visited school and whom they already know.
I find cooperation during the school project week very valuable. It is 1 week during the school year when pupils are divided into workshops and are working out a project with some certain theme. That is the time when schoolteachers ask libraries for help. I, myself, prepared 2 literary reviews last May - on Riga City and Riga Zoo for 2nd grade pupils. Before that I talked on the telephone to their teacher in order to find out what exactly they had discussed in class what materials teacher had used, what else is planned to master this theme and what our library could offer. Then we arranged pupils' visit to the library. After the pupils had listened to the review they asked questions, used the prepared books and magazines and worked individually in workshops. Meanwhile their teacher and I talked about these pupils and discussed our future cooperation.
Libraries with big experience in working with schools learn about the project themes in advance and do their best to gather as much information as possible to be able to help students during the project weeks.
My experience shows that students are interested mostly in meeting children's writers and publishers as well as lectures about the new books. Library is to decide what to talk about during the lectures but cooperation with schools is necessary to choose the persons to be invited to meet students.
"Teenagers need special attention to acquire willing reading skills," says Readers' Charter adopted in 1992. Library could be an important step when leaving childhood for youth. In cooperation with school importance of this step doubles. I would like to tell you about experience of Imanta library and club in this field. A special reading room called "Teenagers' club" was established there a year ago (last September). At first there were two tables with games. Librarians were not sure if it was necessary. So, students could go there to play games and establish contacts. As we all know, teenagers are complicated people, therefore librarians decided to start a discussion club with presence of a psychologist from Anninmuizha gymnasium. During the so called "creative lessons" school psychologist talks to children about family, school life, God, people in this world etc. If the child does not feel like talking, he/she can express him/herself in a written form. There is also a questionnaire with different questions. Reading room offers all the typical services – periodicals, reference books as well as possibility to use computer. Involving children from poor families and the so-called risk groups is being thought about here (it is a different theme).
New information technologies are essential in promoting reading skills. I am going to talk about it now.
Nowadays computer skills can be compared to writing skills in the past. The modern world will require computer skills same as this world requires reading and writing. In my opinion, libraries and schools should be places where to learn how to use new information technologies. A child can learn about the world and receive knowledge with the help of computer. In a way computer is like a book, only the choice of the plot is up to you. We – librarians as well as teachers are responsible

for children's adaptation in the world of new technologies and the knowledge they will receive. Libraries have a lot of work here. Computer lessons in schools start only in the 7th grade. Theoretically children get acquainted to computers and possibilities they offer only at the age of 12-14. To my mind, it is too late nowadays. This gives public libraries a chance to provide knowledge not available at school.

Unfortunately, library computers mostly have games instead of useful information. Education informatisation is being carried out in Latvia. Its main objective is to promote using computers in learning different subjects. Some of these programs could be also purchased by libraries, but it takes time.

I find the situation not so hopeless because computer games have shown children the way to libraries and have given first computer skills. It depends on librarians if children will turn to the traditional source of information – books- or not.

"Round Table" discussions on attracting readers were carried out at our libraries in May. Resolution stressing the necessity of cooperation with schools in future was accepted. We want to teach the new generation to use library services- willingly acquire mental values.

Employees of children's department at Riga Central library have an idea to involve museums in their cooperation with schools. The idea is as follows:

school gives a theme, for example, music instruments. Public library offers literature, encourages children to find answers themselves using library reference books. Museum offers to see the instruments in reality. Somebody has to co-ordinate this process. I am happy that my colleagues are going to do it.

Finally, I want to say that schools and libraries have specific methods of promoting reading. They supplement each other and help us to make the new generation rich intellectually and emotionally.

Thank you for your attention.

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Changing Role of School Libraries in Lithuania on the Background of Creation of Information Society in Lithuania

Big changes in educational system started right after Lithuania recovered its independent in 1990. Project-based learning step by step found its place side by side with didactic teaching methods. But in a few years it was found that the reform does not go forward so fast as it was expected. The main problem was that the school libraries were totally forgotten, and very seldom they actively participated in the process of education.

Project-based or resource based teaching/learning process demands for the new kind of libraries that could work as information centres delivering information for teachers and students right to the place of their work. Also they should be equipped with IT enough to teach and develop students' information skills that could help them to consolidate in the information society.

Since Lithuania recovered its independence school libraries faced three different periods of their necessity. First 3-4 years of educational reform were distinguished with new subjects and new topics at school. Teachers and students met difficulties because of lack of textbooks and new information. Due to this the interest to school libraries increased more and more every day, and school librarians had to prepare special information packages on different topics for teachers.

The second period started around 1994 when demand for the new information decreased due to new textbooks and already prepared information packages. Prices of books increased more then ten times, but financial acquisition for the libraries was almost on the same level. School libraries couldn't receive all the new books they needed or wanted. Also they could not offer other kind of information resources except books and periodicals, but the number of titles of the latter was particularly small.

The third period started approximately around 1996. This was the year when the Lithuanian School Library Association was established, and it organised the first conference of school librarians. That was one of the main possibilities for them to talk openly about their position at school, to describe the problems that disturbed their work and to formulate their needs. At that time the main tendency became more and more visible: the main task of the school library was not to work as the cultural centre but the information centre of the school. The school librarian should be educated as the information specialist with good knowledge in pedagogy and not equated with auxiliary worker. He has to take part in the educational process on the same level as teachers do, teaching information skills and participating the process of curriculum making process.

But in fact the real attention to the development of school libraries started to be paid just from 1997. All the factors that influenced development of school libraries since that year can be divided into three groups:

1.

1997 was the starting year for the sub-program of the Open Society Fund-Lithuania "Modernisation of School Libraries" that was the part of the program "Education for the future of Lithuania". A few competitions were organised for the school library projects under the care of the sub-program. The aim of the competitions was to encourage school librarians to seek for the new ways to serve the school community, to look for the new challenges that could help them step by step to reorganise traditional school library into school information centre.

There were approximately about one hundred schools that participated the first stage of the competition. Later their number decreased until 37. Through the Open Society Fund-Lithuania school libraries got computers and some other equipment, books, CD-ROMs and other information resources that could help to deliver new services to the community.

The program "Education for the future of Lithuania" was closed in 1998, but the main result of its work was that a group of inventively working school libraries had been formed. And now those school libraries explore many new possibilities serving school community and are a good pattern for other schools who are just trying to choose the way of changes.

Initiatives of OSFL (competitions, theoretical lectures, seminars for the school librarians, teachers and school principals as well as the visiting school libraries in Denmark) and School Library Association (seminars and conferences) let to name the main problems of school libraries and to foresee future changes.

2.

At the same time Lithuanian government started to emphasise the necessity to create information society in Lithuania. This idea was soon connected with the fast computerising of schools and development of libraries of all kinds. The Ministry of Education and Science followed those ideas and started to pay more attention to school libraries and their integration into educational process. General programs of the Lithuanian compulsory school were enriched with a large paragraph that began with words: "Library is one of the significant factors of educational process. It's role increases in the modern school…". The program describes the library as the information but not the recreational centre of the school, emphasising it's maintenance with IT, audio- and video-technique, copy machines and information resources in all possible forms.

Importance of school library integration into educational process is also mentioned in the drafts of two other programs: "Lithuanian School in the Information Society of the 21st Century" and "Strategy of Implementation of ICT in the Education in Lithuania". More and more supporters of school libraries appear in other state institutions. More then 300 computers were donated to school libraries by the Ministry of Country Defence.

3.

The third factor is library itself. Many school libraries put much of efforts to receive IT through participation different competitions and programs, exchanges and charity. Librarians proved that all technical equipment that can deliver, reproduce, store or create information should be put in the school library (this was totally unacceptable by the teachers and school administration a few years ago). There are a few schools that can be definitly proud with their computer laboratories belonging to the libraries and all the newest equipment that is successfully used during the lessons and teaching information skills.

This is very generalised view of common positive changes that have the effect upon development of school libraries towards information centres. Initial euphoria decreased when municipalities, schools and libraries more and more often met financial problems. In the very beginning the computer in the school library seemed like the reached dream, but soon one could understand that computer without the special library software, special programs can hardly fit the library demands. Some libraries have a couple of computers, rich stocks, but still work as an old-fashioned library of old-fashioned didactic school. It became necessary to name the problems that not allow more visible changes of the school library.

At firs if the school library wants to become school information centre it has to know – *what school information centre is about*. It took more than one year for the experts of Ministry of Education and Science to create the Conception of School Library Information Centre. The Conception was confirmed by the Minister of Education and Science in June 2001. It emphasised information side

of the library work and its integration into the educational process. And this provoked a long discussion about the cultural work of school library that was so usual for the school libraries during the Soviet times. Many librarians would like to refuse it but old habits do not let them easily to do this.

When the school communities examined the conception they could name some problems that not allow them to follow the conception as straight as they would like to and that should be clearly described in the regulations of school library.

1. *School librarian.* This is the problem that became very painful now, when teaching information skills and participation the process of creation of the curricula became part of school librarian's job. Who should run the library - the professional librarian who can teach some subjects (and information skills among them) or the teacher-librarian who knows better the teaching process and can work at the library during his/her free time? This question is still under discussion because the whole high educational system in Lithuania is more supporting teachers to become the librarians without any knowledge in library science than librarians to become a teacher. Now the amount of work for the school librarian increased: they have to master new technologies and to teach students how to use them for their homework; they have to help students to find information for their projects; they have to run the library and to take care about all the textbooks; they have to teach information and even communication skills, to promote reading and library and so on. There is no distance education for the school librarians where people could study not leaving their working places, especially in the small towns or villages. The pattern of the successfully working school libraries showed that even in the school with 600 students two full staff librarians are needed.

2. *School library integration into the process of education*. In the beginning of the process of changes of school libraries school principals and teachers decided in general that it is important just for the library and librarian. Absolutely the biggest part of the school library projects delivered to the OSFL were prepared by the librarians, very seldom by the command of school and even more seldom the principal was mentioned in this project as the member of the command. Even a few years ago principals were very sceptical towards library's possibilities to participate the educational process and even more sceptical towards librarians help in curriculum making or teaching information skills.

But now the situation radically changed. Principals of some school libraries paid much attention improving their libraries and became the good patterns for others. School library in Zeimelis (very small town) works as the information centre for the whole local community. A.Brazauskas school in Kaisiadorys enlarged its premises and became the good homework and recreational centre for the students and teachers. Gymnasium N1 in Silute arranged a big ethnographic museum as the part of the school library, which now works as the additional resource centre for the teachers and students. "Vyturys" school in Panevezys and Jotvingiu gymnasium in Alytus successfully work as information centres offering students many new services and information resources even such as teachers or children's collections of stamps or pencils, or postcards, old projects and so on. The school N4 in Silute was the first one that created the Intranet (local computer net) in the school library which now is the most important resource of information for the students. All those new initiatives started to work under the care of the school principals and teachers together with the school librarian.

One more pushing factor for the principals to take care about the school library was the idea of the Ministry of Education and Science to include the state of the school library as the factor of principal's certification. So now more and more principals are looking for the possibilities to get

progressively thinking school librarian or to send already working one to some seminars or courses.

Still just a few school librarians are involved in school curriculum making but those, who are, work very successfully. I would like shortly to describe the work of "Vyturys" school experience. That is the most successfully working school library that co-operates with teachers, students, administration and even parents preparing the library programs. In early spring the librarian asks all teachers to inform her about all the projects and main themes for the coming school year that can not be taught without the help of the library. After all teachers write down their wishes the librarian creates sort of plan that can be used creating the curriculum for the coming school year. In the very end of the school year all this information is examined again, and the librarian informs teachers who can co-operate with whom working on the similar themes, and what help the library can offer to them – IT, information resources, premises or anything else. After the summer vacations before the school year starts teachers can see the library program that is co-ordinated with the curriculum. Then everyone can be sure that if they inform the librarian about the additional information resources or special equipment they need for already foreseen topic, everything will be delivered (if possible) to the class. Library in this school is so popular among the school community that teachers hardly can find free premises if they decide to make any additional arrangements in the school library.

3. *Teaching/learning information skills.* There is no general program for all the compulsory schools how to teach information skills. The Ministry of Education and Science is planning now to prepare such a program, but up till now school libraries have to work on their own programs. During the very beginning of changes the teachers of computer science wanted to be the only one who could teach information skills. It took some time to convince not only them but also principals and librarians that information skills are connected not only with the computer and Internet resources but also with some other skills. Now more and more school librarians get some time to teach students information skills as the additional subject or they co-operate with the teachers and can involve teaching information skills into some other subjects. Some school children leave their compulsory schools after the 6th grade and go to the gymnasiums. This prompted librarians to teach the main part of information skills until the grade 6th and then just to improve them in higher grades when children start to use IT more often for their projects and homework.

4.*IT in the school library.* Now it is hard to control how many schools have computers in their libraries and what they are used for. The Ministry of Education and Science has an idea "1 computer for 10 school children" and purposeful works towards its implementation. But here one can face another problem: there is no software, no special computer programs for the school libraries. So now either librarian creates something himself with the support of computer teacher or uses the computer just to seek information on Internet or as the printing machine. At the moment almost all school librarians became sure – computer is not a supporter yet, it just delivers more problems and more work to the library.

The process of reorganisation of school libraries in Lithuania is not fast enough as everyone would like it to be. It started from the initiative of private foundation and now became the state significance. The very beginning of it just pointed some paths how the changes could go on, and now, when the state started to take care, it moved forward more purposely. The main thing that we can see now is that the school librarians don't need any additional push from any side. More and more actively they work with new resources, offering the new services for the school community. So we can say that school libraries actively participate in the process of creation of information society in Lithuania.

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Estonian School Libraries Want to Develop Themselves

The idea of developing school libraries into learning centers has come from North America, but many European countries, including Estonia, have taken it over.
Some Estonian school libraries started to remodel themselves at the end of the 80-s and at the beginning of the 90-s. In the field of computerizing they outstripped even public libraries. Students made primitive library software programs and in many schools the whole main collection was in the electronic catalogue. The idea of learning centers spread embracing the whole state and the drastic changes in education started when Estonia regained its independence. Educational reforms were carried out and the Tiger Leap program was launched in 1996. The aim of the Tiger Leap program was the computerization of schools. Life-long learning had become a lifestyle. Much attention was paid to developing learning skills. The school librarians understood that classical school library wouldn't meet the contemporary requirements. At the same time the public libraries had developed a lot. The project of computerizing all county central libraries started in 1995. A lot was expected of the Tiger Leap program but soon was realized, that it covered mainly the computer classes not libraries.

The Estonian school libraries were part of the network of Estonian libraries, but they didn't have a co-ordinate management. The school libraries are under supervision of the Ministry of Education and to some extent their problems of were dealt by the expert of the office of curriculum, whose main duty was setting the questions related to textbooks. There was no central methodical leadership on the state and county level. The school librarians were left alone with their problems. They were members of the Estonian Librarians' Association, but their problems are often very specific and that's why arose the need to form own section to make conscious of the tasks and the problems of school libraries and to seek ways to solve them on wider level.
On the 17th Apr 98 the section of school libraries was formed by the ELA. The section decided to accomplish following tasks:

- to strive for the creation of the methodic center of the school libraries;
- to distribute legislative information;
- to organize workshops, information meetings, supplementary training;
- to collect information about school libraries;
- to help to automate school libraries and develop learning centers;
- to create possibilities for exchanging experiences.

There were many problems, which needed to be solved by ELA school library section.

1. The legislation of school libraries has become out of date
2. School libraries needed co-ordinated leadership.
3. School libraries needed their methodical center. By the statute of school libraries the Estonian Children's library is determined to council the center of school libraries, town central libraries and county libraries. It Came out that the statues of these institutions didn't consider counseling to be one of their tasks.
4. Supplementary training of school librarians needed to be organized.

5. Material- technical backwardness hindered the development of school libraries. In 1998 half of the school libraries didn't have any kind of technical equipment. The most widespread was radio and even only 50% of secondary schools and 28% of basic schools had it. Only 27,4 % of secondary school and 10% of basic school libraries had got computers.
6. School libraries needed governmental financial support to acquire the main collection.
7. The money in the state budget provided to buy textbooks had not met the requirements for many years already. The role of school librarians in the field of educating needed to be appreciated. The school librarians with higher or specialized secondary education were and still are considerably underpaid in comparison with the teachers with the same education.

Looking for the way out of this deadlock, the section of school librarians has written some applies to the Commission of Culture of the Estonian Parliament and to the Union of Local Governments. Every year 3 school librarians' overstate meetings have been held: informative days in spring and autumn and a three-day-workshop in summer in different counties. To get a better overview of the situation of school libraries in Estonia 4 researches have been carried out, 2 of them have been published in … "The Student, the Book, the Library".

As a result of activity of the section the school libraries have been linked to the united network of Estonian libraries. The section has tried to fulfill the tasks of a methodic center. The original text for the degree No 1 of the minister of Education from Jan 2nd 2001 "Foundations of organizing of work of school libraries" was elaborated. In autumn 2001 in co-operation with The Ministry of Education a handbook for the school librarian was published. The aim of the handbook was to form a common conception for the development and tasks for the school libraries. The main attention has paid to the creation of learning centers in schools.

For 3 years the Section of School Librarians of Estonian Librarians' Association has done a lot of work in developing school libraries.

The main achievements are:

- elaboration of the new degree of the foundations of organizing and work of school libraries;
- forming a common conception of the development of school libraries – spreading the idea of learning centers;
- in co-operation with the Ministry of Education have the problems concerning textbooks have been solved;
- for supplementary training the methodical literature for school librarians has been worked out;
- due to regular informative days the school librarians are well informed of changes and renewing in Estonian educational system and in matters concerning libraries;
- a network of the Section of ELA has been created– there are working sections of school libraries in every county. They organize information meetings and forward the information from ELA to all school librarians in their county;
- informing the public, the parliament, the Ministry of Education and sets of librarians' of the problems of school librarians

Some essential problems have not been solved yet. At present the school libraries don't have their methodic center and co-operative management.

The role of the Ministry of Education in supervising the school libraries doesn't change. The ministry changes and improves the law and guards over its implementation. Kadri Haljamaa, the ex-expert of the office of curriculum, mapped the school libraries this spring. It came out that all secondary schools and gymnasiums have school libraries, but 2 of them are united with public

libraries. There is no school library in 99 schools in Estonia (in 29 basic schools and 70 elementary schools). 22 schools have only the textbook collection. Nearby the territory of 6 schools (including 1 basic school) there is no public library either. It was surprising that in modern Estonia the library isn't available for all the students. This situation is against the Law of Basic Schools and Gymnasiums that degrees that every school must have a school library. After the National Curriculum of Basic and Secondary Education all the students must have equal rights to get education. We are on the position that the level of the quality of education depends a lot on the study environment at school, including the school library services.

At the present the state is not able to guarantee equal education. The cost of textbooks is covered by the state budget. By the Law of Basic Schools and Gymnasiums the owner of the school guarantees the accommodation and furnishing of the library and finances complement with publications and finances info recordings, specific to the school. In connection with that, every local government and the leaders of schools decide on what level they want and can give the education. The school libraries are financed from the school budget. The possibilities and attitudes of schools and local governments differ greatly.

In 2000 the ELA SL section carried out a research in the libraries of the Estonian speaking secondary schools and gymnasiums. It gave a review how the school libraries were complemented with curriculum supportive literature.

The results were better than it had been afraid, but worse than had been hoped. It came out that from the list of primary needed literature schools had approximately 63% and from the recommended literature list about 38%. With the acquisition of primary needed literature we can be satisfied because there were included books that support alternative programs. But the acquisition of recommended literature is unsatisfactory.

It became evident that most of the Estonian school libraries are underacquired and only 20% of school libraries in secondary schools and gymnasiums have got resources to complete the main collection. The situation in basic schools is even worse.

Some local governments have decided to unite the school and public libraries to economize resources.

The school library will not be united completely – only the main collection will. But the textbook collection left in schools can't be called school library any more, because by the degree of The Foundations of Organizing the Work of School Libraries the school library must have 2 collections – the main and the textbook collection.

The experience shows that the co-operation between united public and school libraries is weak. The acquisition does not meet the needs of curriculum. But the school must buy methodical and additional literature. There is a risk that there would still exist two separate libraries or in growing economical possibilities the school would generate their library again, because the book as an aid for teaching must be regularly available and used.

In Estonia we are not accustomed to the idea that the school library is not a public library. It's a library for the school and must support fulfilling the curriculum. School libraries have mainly educational goals and tasks.

Only 1/5 of the Estonian secondary schools and gymnasiums have modern learning centers, where in spacious and fair rooms it is possible to serve about 200 students per day. The students take part in group work and work individually with documents, can listen to the music, watch videos, use computers, surf in the Internet. A good start for creating learning centers was given in 50 % of s school libraries by buying computers.

For the future there is a necessary need for a common conception for development of school libraries. The obstructive factor is that there is no conception how to develop libraries including the ones at school. The Ministry of Education and the SLS of the ELA hoped that the Ministry of

Culture would elaborate the conception this year but now the plans have changed. Hopes were put on publishing the handbook for school librarian so the Ministry of Education could present the conception and vision there. Unfortunately, at the same time the Ministry of Education removed and the problems of school libraries were left aside. There's only the ministry's vision of possibilities of development of school libraries. Guarantees are not given for securing the development.

The school libraries will not have a co-ordinate leading and methodic counseling. Our suggestions to the Ministry of Education were:

1. To create in the ministry a post for the expert of school libraries and in local Offices of Education a post for the curator of school libraries. All the officials should have a special education. The expert must co-ordinate the work of libraries by local curators, counsel the libraries, elaborate the legislation and arrange the supplementary training.
2. The second possibility would be the system of pilot schools. The best school library in the county, selected using fixed criteria, will have the status of pilot school and will advise the other school libraries. A post of librarian-methodologist must be covered by the state budget. It will not abolish the post of the school librarian in the pilot school. The expert by the Ministry of Education will co-ordinate the pilot schools.

The Ministry of Education is likely to prefer the last option and the local government must pay the salary of the methodologist. The pilot schools would be co-ordinated by the methodical council. It's not specified which institution it will belong to. Probably the Ministry of Education is satisfied that co-ordinating and leading the school libraries is a social duty, because there is no a post for matters concerning school libraries in their new staff. The ministry has declared clearly: "All the methodologists will meet regularly to exchange information, discuss problems and find solutions. The Council of Methodologists will inform the division of politics of the Ministry of Education of all the national problems."
Briefly, the development of school libraries is still in the hands of librarians and depends on their initiative.

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The Role of Library in the Relationship with Other Educational Institutions

Education is very important component of human development. Always it was very serious for young people, but nowadays it is very important for all of us. Now, when we speek about lifelong education, the role of library and relationship of library with other educational institutions, become more and more important.

Over fifty years ago, the Universal Declaration of Human Rights proclaimed the right to an education as one of the basic human rights. The dynamic development of education has transformed it into one of the most important factors in the development of the individual and society.

There are great changes not only in society but in educational institutions, too. Schools and higher education institutions have posibilities to form their own educational programms, the theachers and lecturers are liberated from strong reglamentations of their study work and in the content of studies we can see great changes and liberalization. Theese great changes in education and pedagogical access have changed the role of library, too.

Now is very popular to say that we are going to information society and it is clear that information society need all branches of science. It means, that we have to know how to find right and necessary information. Why is information so important? I agree with Ana and Donald Cleveland. In the book "Introduction to Indexing and Abstracting" they say: "...information is important, because it is the way we control our lives ... and the information age has intensified this concept."

This is a time of great changes and librarians need to focus clearly on what they mean by information professionals and librarians. In the past the traditional professional grouping of librarians were closely connected with related professionals – archivists, information consultants, indexers, documentalists, information scienstists.

Librarians and the above-mentioned professionals are only one part of large group of professionals who produce, organize and disseminate information. Information is a universal concept that knows no boundaries of time and place. Library is not an isolate institution, we are closely connected with other professional groups, who need and use information – journalists, translators, editors, publishers, lecturers, engineers, lawers, health workers ... and some new professions – programmers, system analysts, information systems designers, market researchers and other.

All theese professionals understand that information is not only the most basic aspect of our society, but is one of the most essential. There are a number of factors that describe the information society and one of them is the sheer growth in the amount of information, the increasing amount of information in new forms which cannot be handled with traditional techniques. The electronic

libraries, the digitization of information, communication via electronic networks and remote access to information are opening up the process of lifelong education for everyone.

The success of every office, institution, establishment, state institution, school, higher educational establishment depend of the knowledge and skills of users to obtaine precise information in the shortest time and our - librarians - duty is dependent on the effective transfer of information at every level.

There was an increasing recognition of the principal role of information in individual, social, economic and cultural affairs and everyone recognizes the importance of information. Throughout the day many situations occur requiring information – we hear something, we want to read it or about it, we need some social information, we can make a call, find it in Internet or dabase or find this information in library shelf.

Traditionally in the activity of libraries dominated educational function, but now we can speek about the socialization of the libraries. Some years ago the libraries within their possibilities did their duty – selected several documents and preserve them. Now with the process of socialization, libraries fill a social functions, too. Nowadays we have to speek about library not only in historical meaning, but also as a culturel centre, information centre, amusement, communication and meeting place, sometimes as a hospital (not for body, but for soul).

The situation, when only scientific and academic libraries were the major suplyers of information, are changed. Many of users visit several libraries, because their demands are wery wide. As organizations that reflect their society, libraries are using information technology in many ways. We are surrounded by information technology, whether or not we recognize it. Our profession is a client-oriented profession and without clients we have no purpose.

Very closely libraries are connected with schools. If more than 5 years ago our users very often did not know anything about catalogues and most of them had little formal training in the use of computers, their experience was limited. Now the situation is changed not only in schools, but great changes take place not only in the greatest part of libraries, but in other institutions, too. A knowledge of computers is the main demand of everybody who want to get a good job.

The implementation of the new information technologies and the automation of library process open the new possibilities not only for users, but librarians, too. Librarians have to study some new subjects, because they have to solve many professional questions and problems of work. Libraries need adequate information technology to operate in the networked environment and library staff members need to be informed and experienced with network resources and navigation, with new adequate equipment at their disposal.

The communications revolution, based on technologies is changing many aspects of business, industry, government and entertainment, as well as education. We are now surrounded by more information than we can possibly deal with and every organization have to know, how effective are the staff, collections, facilities and services in meeting the needs of people. Librarians duty is to get the actual information into the user's hand.

There are approximately 2000 libraries in Latvia:

- 974 public libraries;
- 1 123 school libraries;

- 40 special libraries;
- 20 libraries of higher schools;
- 1 National Library;
- 1 important nonspecialized library (Latvian Academic Library).

In order to solve educational, professional, technological problems libraries unites in associations with a purpose of common collaboration in many feelds and actions. All theese libraries do their duty very seriously, but great changes of our life, science, culture, politics demand very educated professionals.

Informational society needs all brances of science, and librarians are important group of professionals, who must know the changing information environment and the needs and demands of their users.

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Organization of information resources in academic libraries:
Using electronic information resources in the RGSL Law Library

Academic libraries in the 21st century will continue to acquire, organise and preserve information. They will also provide a wide range of technology-based services, local and remote online catalogues, bibliographical databases, full text reference tools, online document ordering and online interlibrary loans. Both print and digital information must be selected, organised, preserved and delivered from physical collections and electronic repositories.

At the present time we are working with more than one information system: at least one print and one electronic, and our job is to make these two systems work together. Information is increasingly computer-based and electronic, alongside the card copy on our shelves. In this situation the need to learn new computer systems, software packages, and new formats of media will increase over time. Very important is understanding **how to integrate electronic resources with print resources** on a definite budget without reducing service level.

Academic libraries are becoming gateways to local and external sources and very important is to keep in mind that there are 3 basic ways how to keep access to as many information resources as possible:

1) to focus on developing collections of highly used materials which reside physically on-site;
2) to try to expand resource sharing and co-operative collection development with networked libraries;
3) to enlarge the various forms and documents delivery and interlibrary loan.

Technological advances are creating a number of problems and challenges with respect to resources collection and services. The degree of knowledge and skill level required of librarians is dictated by the needs and requirements of the institution based on the kinds of information sources made available to support the curriculum for student and faculty research. Currently librarians must be familiar with both print and electronic versions of resources to help serve the information needs of library users.

Traditionally the academic library's mission was to acquire, store and loan materials to scholars. This mission implied that the user needed to come to the library to locate and use materials. The library frequently focused its service on providing bibliographical access to own materials and less to the information itself. Academic libraries are in a transition phase today, moving **from ownership to information access.**

If traditionally the librarians would assist users using a wide range of print resources including bibliographies and indexes then now the situation is changed radically. Today's librarians are asked **to assist and train library users** with online public access catalogue and associated databases of the institution. These would include a lot of online databases (commercial and non-commercial), CD-ROM databases which may contain bibliographical or full text information, statistics etc. and various information available on the Internet.

I will try to focus on the information resources we are providing to our local users as well the information tools which are accessible using our Intranet portal and **Riga Graduate School of Law** homepage. The development of the Law Library project began in 1996 with the financial support of the Soros Foundation Latvia. The Law Library as a modern legal information centre was opened to the public in May 1997. At the moment it is the only public library specialised in law and is open to any person interested in law - practising lawyers, law students from various educational institutions, employees of state institutions, etc. Starting from 1999 the library is an integral part of the Riga Graduate School of Law.

The library users are offered an unlimited access to the following **information resources available** at the library:

- Holdings of books, which include mostly scientific literature – monographs, collections of articles as well as reference publications (dictionaries, glossaries);
- Periodicals – collection of legal journals (1996-2001), yearbooks;
- Official documents – legislative acts, treaties, conventions, etc. of Latvia, Lithuania and Estonia, collections of legal documents of European countries and USA, European Union law;
- Electronic legal databases (NAIS, Lursoft, "*Latvijas Vēstnesis*", LEXIS-NEXIS, CELEX)

For the convenience of the library readers all materials are prepared in a way that gives the readers an opportunity to find the information on the topic they are interested in by using the electronic catalogue in the library. **Library catalogue**, which is accessible not only locally but also from our web page, is a wonderful research and reference tool for any academic user. We have managed it so that OPAC provides access not only to the titles of monographs and periodicals we are storing in the library but also the filled content field of every monograph, which allows you to be sure that the exact books interesting for you are on the shelves or browsing by keyword find the exact words from monograph contents which are related to your research area. Another very used index is the database of analytical descriptions, which are integrated in the OPAC. We are indexing every print journal article and articles from collective monographs assigning them subjects and keywords ensuring high usage of print journals. Using search capabilities locally or via Internet there is a possibility to find the necessary information resource in a very narrow subject area or keyword. So far we are maintaining subscriptions to more then 80 law journals from all over the world and it is very important to add all new publications to our database to keep users informed about ongoing developments.

One of the library's priorities is to provide readers with different **electronic databases** available both on the Internet and locally (in CD-ROM format). One of the world's largest databases, LEXIS-NEXIS which includes more than 60,000 of the world's full-text databases is being used more and more frequently. LEXIS-NEXIS offers its users the following major blocks of information: legislation of the USA and other countries, court cases, law reviews, databases of international organisations, including the European Union, business and commercial information as well as a selection of full texts of the world's journals and newspapers. In addition, users are actively using the resources of legal information available on the NAIS and LURSOFT databases.

At the end of the year 2000 two projects aimed at development of authorised use of the library network and the opportunity to use the information resources of the library using the Intranet were started:

1) Development of the **Intranet/Internet portal**. This project ensures the development of a portal that provides common authorised access to the major sources of information – office

documents, databases of personnel and students, CD-ROM databases, electronic subscriptions, on-line databases, Web resources, etc. In the portal users can employ one interface to find and to ensure access to the sources of information that they are interested in. The main stress is given to putting all course materials for our Master's programme into the portal in order to allow students during the study process access to all subject compendia and all electronically available teaching materials. Now we are only at the beginning of the development of our Intranet portal but it already looks very promising and useful.

2) Implementation of the ***SmartCards*** **project**. Within this project it is intended to introduce the system of identification cards. The main objective of this project is to provide students, lecturers and guests with authorised access to computers, printers, copy machines and other IT resources. It will also allow avoiding of cash payments for differently paid services. This project is planned as an open system, which will ensure expansion of utilisation of the cards in the future. As our library is accessible not only to our students but to every person interested in law, after introducing the first possibilities for use of smart cards we plan to develop the next stage of the project - authorizing Internet access, which will allow us to make available some information resources free to our public and others (commercial databases) – as a pay services.

Very important research tools are databases in **CD-ROM format**, which offers a wide range of legislative information – statutory law, regulations, cases, commentary, opinions - and remains the best choice for legal information. Replacing shelves of law books with compact discs is becoming a more and more popular way of maintaining and updating collections. One disc can hold information which was previously stored on a lot of shelves. Legal research using CD-ROM cuts the time it takes to search for particular information from days to minutes, so minimizing the time which a user has to spend physically in the library. Besides that compact disc, databases are more functional and don't depend on connection speed of Internet, which is very important. As more end users become comfortable with doing their own research with electronic information resources, cutting and pasting information directly into their own documents, there is no turning back. For computer-literate researchers paper is now untrustworthy and used less all the time. Users love the latest developments in technical possibilities to copy and cut as well as the more often used cross-reference linking, which is very important for law students and professors. At that same time librarians need to provide support and training and keep people informed about the latest improvements and sources added to the databases.

The development of electronic technologies has been used in order to introduce authorised access to journals in electronic format and actively use the advantages of the document delivery system that would decrease the annual subscription costs. The library uses services of the inter-library exchange providing publications that are interesting for the readers but are not available in the library. It is absolutely clear that there are only some **electronic journals** in law which are accessible in full text in contradistinction to the exact sciences. In Latvia nowadays we don't have any law journal in full text but as the RGSL study language is English and we offer a Master's Degree in International and European Law, students and academic staff use a lot of law journals in electronic format. The main source for these is the world known commercial data base LEXIS-NEXIS and another - MEOS service provided by the distribution company *Minerva*. These sources are useful for access to print journals electronically. For saving money sometimes it is more useful to cancel paper copy. Another possibility to keep informed about the latest developments in the

exact field of law is maintaining enough information about electronic-only journals via our home page.

Nowadays, any automated library aims at having its own **home page** in order to present itself and its services to the users, who increasingly prefer to interact electronically with the information resources available. The main task is to serve research work, but as far we know a lot of academic libraries are becoming more like information centres of definite subject matter because they have the possibility to focus more deeply using a wide thematic. Every library using its home page shows the library's situation, organization, aims and role. There are four classical dimensions in all information work, which have to be kept in mind to make a successful library home page:

1) selection of information resources;
2) organization of information resources;
3) dissemination of information;
4) preservation and updating of information resources.

Besides that, no less important is the way of presentation:

1) design and structure (e.g. logical and clear structure);
2) quality of information;
3) links and navigation (e.g. links relevant, updated, quality of annotations);
4) aesthetic impression;
5) general assessment (e.g. user friendliness, originality)

As one of its marketing priorities RGSL has a marked professional development of its home page, which is updated on a regular basis. The visual version of the homepage was developed in 1999 and this covers a wide range of information about RGSL activities, the study process and information resources in the Library. Using the opportunities of the Internet, a broad catalogue of Internet sites has been developed in the library part of the homepage which facilitates the search for legal information. The selection of Internet sites is one of the most comprehensive and updated in the field of law in the Baltic countries.

User-centred Library: New Approaches of Library and Information Services Polices

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Networked Public Library Services – Library Services for All Users Around the Clock

Publiclibraries.fi – library services on the Internet

Each of Finland's 448 public libraries, and their 900+ service points, has a user name and password entitling the library staff to maintain the <publiclibraries.fi> services, which serve as a starting point for all Internet users, especially users seeking information about libraries, culture, children's resources, and information services. From their own work stations libraries can send messages for the web-calendar, update their entries in the library database, catalogue web-material for the Link Library and answer users' questions on the Online reference enquiry service. These Internet-based services are developed and maintained by the public libraries' web-services unit, where four planners work, as part of the national tasks of the central library within Helsinki City Library.

It has been made as easy as possible for libraries to participate in producing the networked library services. In addition to a user name, only an Internet connection and a browser programme are needed. All of these services are maintained via web-forms, and there is no need to learn new commands or applications. By means of courses held nation-wide during the past five years, the web-services unit has taught more than 1,000 librarians and other staff to maintain the services.

All of these Internet-based information and library services are available for all Internet users. The contents are divided into five channels, which offer a gateway to libraries and their collections, information retrieval, resources on literature and services and material for children. There are links to children's pages produced by librarians, reading lists on different topics, tips for teachers, interviews with authors and book reviews. Users can discuss libraries and literature or send in questions for the author interviews in advance.

No registration is required, but by signing on as a registered user, anyone can subscribe to regular updates and newsletters. Users can also customize the front page to show their local library contact information and opening times.

Even though the virtual library visits so far form a small part of total library use, they are nonetheless an important part of library service today. In 2000, Publiclibraries.fi services were accessed nearly 5 million times.

From local use to national portal

All public libraries can take part in producing the contents of the portal. For financial reasons alone, distributed production and maintenance of content is the only possible way of doing things in a small country such as Finland. But the distribution of work also highlights the collective responsibility of libraries in serving users. Networking among the public libraries makes creating large scale content of quality possible also in smaller libraries.

In the world of networks it is possible to connect the different levels of the library system: local, regional and national. The local library can function the same way as before: to serve its own local customers first, and only when the local resources are not enough, turn to the regional or national library community. A contrary direction is also possible. The user can first access the national portal and then proceed to his local library. The joint networked services ensure, for their part, the functioning of the whole library network, also of the smallest libraries, and equal opportunities for all citizens to obtain information, regardless of where they live in the country.

With the help of networks and networking, the work done in libraries can be made available for a larger number of users, immediately. A whole lot of valuable work has remained only in local use until the utilization of networks.

The Publiclibraries.fi pages have gradually developed into a portal which provides public access to all library services on the Internet. The portal integrates different sources of information into a collection of value-added services by selecting, and organizing resources and by creating new information. It is also possible for the public to take part in producing the contents and to modify their own user interfaces. Although the services are aimed at both library staff and the general public, the emphasis has shifted from offering tools for the library professionals to serving the end-user.

The Library Database

The Libraries and Collections channel consists of a database where each library maintains and updates their contact information: address, phone and fax numbers, e-mail addresses, links to home page and online catalogue and e.g. information on library building. The opening times and work stations and applications available at the library can be searched by region or town. The database includes contact information for staff but also details of their special skills and areas of competency. The user can look for library staff with skills in book binding, puppet theatre or Japanese.

The Link Library

The Link Library is a search service for web resources where all material has been carefully selected, described and systematically organized according to the classification system and thesaurus used in Finnish public libraries. Selecting the resources according to common criteria is important. Although there are no pre-determined subject areas for the participating libraries, networking makes specialization easier: one library can choose to concentrate on describing art resources on the Internet, and another can follow up the publishing of EU information .

As the sheer amount of networked materials is so vast, the Link Library can only ever offer access to a fraction of the contents of the Web. For the same reason, selecting good-quality, reliable networked resources for the database is even trickier than selecting printed materials for the library collection.

Ask A Librarian

The Ask A Librarian online reference service allows users to send in questions using a web form. In July 2001 there were 24 participating libraries answering the questions, more libraries are coming in later this year. Every library chooses a coordinator who keeps an eye on the quality of

the answers and makes sure that all questions are answered within the promised three working days.

The Ask A Librarian Service runs in a database, and the updating module allows librarians to see, at a glance, whether somebody else has already started answering a question. Relevant questions and answers are indexed using the same thesaurus used by Link Library, and questions and answers are archived on the web where others can access them.

In 2000 the average number of questions per month was 220. According to a survey made in 1999, the users came from all age groups from teenagers to old age pensioners. The questions also cover a large range of topics, although the public image of libraries may affect what is being asked: there are a lot of questions about the humanities and especially literature, but also about information technology. Quite a few questions concern library use. One user wanted to know how many eggs a man can safely eat in a day; another asked how many emperors there have been in Japan and how many of these women; and yet another requested literature on 'the influence of personal traits on the success of a project manager'.

IT and the possibilities it offers make co-operation easier. The networked services are by nature co-operative and interactive. The production of the services is distributed, which in itself demands interaction between the participants. The new interactive modes of service such as the discussion forums are based on interaction, amongst library users but also between library staff and end-users. Also the online reference enquiry service is an interactive service.

In networking the 'silent knowledge' of library staff is crucial. Never before have we been able to share the knowledge and skills of librarians in the same way. By utilizing this silent knowledge in all public libraries, we can also raise the standard of user services. When answering users' questions in the Ask A Librarian service, the special skills, personal hobbies and knowledge of the participating librarians have often been of particular value. The resources are used sensibly in other ways, too: As all participating librarians are able to see all the questions and their status, only one librarian at a time will engage in answering a particular question.

A good answer also serves as user instruction: when receiving a reply, the user is given a short description on how the answer was found. Both the Link Library and the Ask A Librarian service guide the users in information seeking. They also highlight the importance of evaluating the resources.

Furthermore, the same answer also serves several other users when archived, whereas at the reference desk we can only serve one person at a time. In 1999, when there were only a handful of participating libraries, 1300 questions were answered. The service, however, was accessed 260 000 times. The archive is open 24 hours a day and questions can also be sent in at all hours.

Of all the networked services, the Ask A Librarian gets the most positive feedback. Almost every user wants to thank for a great new form of library service. It can also be irritating that so many users are not familiar with the reference services of public libraries as they seem to think answering the questions of users is a novelty. It is possible that we now have a generation – or a group of users – who prefer using the library over the Internet. The internet can also function as a portal to the physical library. The user can locate the resources on the Web or obtain the references from the Ask A Librarian service, but the books and magazines are still borrowed at the library.

One of the reasons why the users are so satisfied could be that they are still met by a real person and not automation or a programme as in Alta Vista or Ask Jeeves. On the other hand, some users may prefer the online reference service because of its anonymity – you don't have to encounter the librarian face-to-face.

Added value for the end-user

The networked library services support independent library use and information seeking. All users with access to networks can profit from library services on the Internet. The services can be accessed any time of the day, whether the local library is open or not. In most cases, users can browse the online catalogue, renew their loans, make requests and reservations for material or directly place an order for the Depository library if the item is not held at their local library. All library catalogues can be accessed at Publiclibraries.fi.

If the user comes across a question at the office, at school or university, they can send a query to the Ask A Librarian service straight away, any time it suits them. Or they might first want to check the Link Library for a suitable Internet resource selected by library professionals.

Even though anyone can access all information on the Internet without consulting a library, I strongly believe librarians are still needed on the Web. The sheer amount of resources available means that value-added services such as the Link Library and the Ask A Librarian service are necessary. The average user needs help in negotiating the cyberspace.

By creating and providing networked services it seems to be fairly easy to get recognition for library work, even if it is the same basic work which we have performed in libraries for decades, only with materials in different formats and with different tools. These value-added services make professional library work visible in a new way, which makes them a valuable asset in PR. As it has recently so often been remarked, the networked services do not, however, replace the need for library buildings and physical library collections, but complement them in the form of hybrid libraries.

Rasa Racevičiūtė, Zenonas Vaškevičius
Kaunas Municipal V. Kudirka Public Library

User-targeted Projects: Two Cases of Kaunas Municipal V. Kudirka Public Library

The beginning

In resent years library world in Lithuania is experiencing some phenomena which could be called "project fever". You can also check the symptoms and identify if you are already affected by this fashionable decease: project became one of the most popular word in your vocabulary, project became the most serious concern in your professional (and even daily) life, project became the main criteria while evaluating your library (organisation or even your daily life) activities, advances and perspectives. If you at least sometimes think that life is a project – you have reached a point of no return as you are incurable project addict.

Kaunas Municipal V. Kudirka Public Library (further – Kaunas PL) got infected with this fever comparatively late but it immediately became a serious case. In the year 2000 library initiated two projects targeted at specific groups of library users: handicapped (project title "Physically handicapped – active citizens of information society") and unemployed (project title "Library as an open and independent learning centre"). Projects were induced by different incentives: need to rationalise and renovate library activities and organisation, necessity to raise library funding, willingness to use the possibilities of Open Society Funds Library programme.

Kaunas PL serves the public of the second largest Lithuanian city and is one of the largest PL which net consists of 30 branches located all over the city. In nowadays tough financial situation library constantly faces the question – how to maintain such a huge net, to preserve work places and whole branches from elimination, to sustain high standards of library buildings, collections and staff professionalism. Initiation of projects where seen as one of the ways to solve these issues and to move library from the unfavourable conditions and fatalistic way of thinking to more proactive professional position, differentiation in profiles of the branches, orientation and use of the very local communities by addressing their social issues and bringing them the global content and possibilities.

Both projects were based on the idea that in modern society information, education, life-long learning became an inherent part of any humans life as the basis for active, independent and democratic citizenship. Huge enabling potential has possibilities such as tele-work, distance education, global information, self-education and independent learning resources and networks that are based on information and communication technologies (further – ICT). But as long as there are no reasonable strategy of distribution and use of these technologies and their potential they can act as the factor of social exclusion for socially vulnerable groups – handicapped, jobless, elderly, people with minor incomes, ethnic and linguistic majorities, a-social and street people, etc.

Public libraries from there very beginning where intended to act not only as information management institutions but also as an alternative to formal education and never lost their role of "public universities" available to every citizen. Formal education is no longer able to deal with the needs of modern society for learning and information thus the needs for adequate education,

raising of qualification and re-qualification of the huge part of (able-bodied) society stays unmet though at the same time requirements of the labour market are high and to some society groups might become a problem.

Reforming it's traditional functions and adapting them to the needs of learning society library is able to act as a terminal for dissemination of information and learning resources and possibilities. Public libraries are in extremely favourable position for this role as the acknowledged institutions at local communities that are able to reach the most remote peripheries and those society groups that are characterised with worse education, information and employment possibilities and thus are at risk in becoming socially excluded. Library professionalism in information management and dissemination and community social activities is as well of considerable importance in taking the new roles.

Reacting at the social needs, professional trends and requirements of funding bodies Kaunas PL built its first projects around two marginal society groups and tried to see how library objectives and functions could fit into actual social agendas.

Target – disabled people

The objective of the project "Physically handicapped – active citizens of information society" was to modernise and activate library services people with motion disability. By actively forming the tradition of library use by handicapped patrons Kaunas PL was seeking to ensure there rights to freely and equally available information and to provide them with the sources and possibilities of alternative education as the basis for active and democratic citizenship. Realising this objective Kaunas PL Šančiai branch which initiated the project fulfilled the following taks:

- *Library premises were adapted to the needs of physically handicapped people* who usually have mobility problems that predetermine their social isolation. This is concerned with such environmental aspects as narrow entrances, presence of stairs and doorstep, narrow or absent elevators, absence of inclinations on pavements, unsuitable public transport and so on. These and others factors often become an insuperable obstacle for the person using wheelchair. As a public institution library is obliged to follow architectural and interior requirements with regards to handicapped patrons with movement impairments. Thus Đanèiai branch widened all its entrances, made a slanting drive-on, took doorsteps of, rearranged furniture to make larger spaces. Even if there is no overall environmental infrastructure in Lithuania that would enable people with movement impairments move and live independently, Đanèiai library physically is absolutely ready to accept and serve patrons in wheelchairs.

- Social exclusion is a many-folded phenomena experienced not only physically but also socially and psychologically. People living with their movement impairment from the very birth usually have no skills and habits of independent living, self-expression, communication. Thus *library made partnerships with the organisations which already has experience with handicapped people* and the most important – have their trust and that means a real access to them. Only this way the target group can be located, brought to the library and become a library user of full value and full rights. Library also *organised several actions targeted at handicapped people* and their organisations as well as at city politicians thus that different parts can meet, to know (of) each other and pave ways for further communication and co-operation.

- Đanèiai library *established a computer lab* with Internet connection which is intended to serve as a basis for independent learning and as alternative mean of socialisation, communication and work for handicapped patrons thus stimulating their integration into society as well as a basis for new technology based library services (access to desktop and electronic publishing, remote and global information and learning resources, electronic communication means, etc.).

Target – jobless

Project "Library as an open and independent learning centre" was targeted at jobless community members or those who are at risk in the labour market because of age, improper education, maternity leave, ethnic, linguistic and social dependencies (e.g. linguistic minorities, street people) and so on. Project objective was to create the space in the public library enabling independent learning and providing wide spectrum of sources and possibilities for job-search and re-qualification by the means of modern ICT. Realising this objective the following tasks where (end some of them still are under progress) where fulfilled:

- *Computer lab with Internet connection was established* in Kaunas PL Lampėdžiai branch as a basis for open and independent learning as well as the new technology based library services. Creatively used ICT has the potential to enable socially vulnerable community groups to increase their competitiveness in the labour market and reassure their social guaranties by providing them such possibilities as distance education, tele-work, work exchange databases, etc.

- Two *computer-based independent learning means* (CD "How to Present Yourself to an Employer" and computer skills test tool) were created by project partner Kaunas Tehcnology University (further – KTU). KTU also granted Kaunas PL the right to provide its patrons the distance education course "Informatika-1" which is intended for independent acquisition of basic computer use skills. Using computer skills test tool library patrons already possessing some computer skills will be able to test their level and get certificate indicating that level. With the help of CD library patrons will be able to prepare their CV, to prepare themselves for job interview, to improve their verbal and non-verbal skills, etc. Library staff during project where prepared to act as qualified consultants for the work with the three tools.

- To insure a wide publicity on the achievements of the project in the professional circles and to raise the interest of target groups *video conferences will be organised* and broadcasted from Kaunas to the main remote distance education classes in Lithuania (Vilnius, Klaipėda, Šiauliai, Utena, Alytus). The conferences will be aimed at presentation of newly created learning tools and addressed at different target groups first of all institutional ones – library professionals, academic institutions, work exchange agencies. Jobless people will be informed about the new possibilities through other publicity means – publications in the local and professional press, presentations of new products in Kaunas PL and Kaunas Work Exchange, libraries and work exchange agencies of other Lithuanian towns.

Success factors

As factors of this double success could be mentioned the following aspects:

1. Library can be sure (and proud) that it hit just the heart of some *political conjuncture as well as the very needs and interests of society*. The proof of the fact – both projects got financing from Open Society Fund Lithuania (14000 US$ for both projects) and both draw attention of other funders

and supporters as well as of library users themselves and broader society. Among other funders of the projects should be mentioned Kaunas Municipality, The Netherlands Foundation for Central and Eastern Europe, one of largest Lithuanian furniture producers *SBA*, Internet provider for non-profit organisations *LITNET*, the studio of design and graphics *Namų pasaulis*, other local organisations and businesses.

2. *Strong partnerships based on local community infrastructure and already existing co-operation* in order to serve community more effectively by joint efforts. Projects were targeted at the very specific social groups and so needed very specific expertise which could be achieved and provided only by selecting right partners.

And so in the project for disabled patrons partnership was formed from institutions that has very primary contact with the project target group and also most of the partners are even located at the same Šančiai district of Kaunas city:

- Kaunas PL Šančiai branch which was a project initiator and main executor,
- Kaunas Centre for Handicapped Youth was responsible for the provision of information about the target group, transportation of disabled people to library venues, etc.,
- Kaunas Centre for Adult Education which is located at the same building with the library and organises training sessions for disabled people,
- Vilnius Volunteer Centre has provided library staff with the training on the work with volunteers.

Partnership of the second project consists of three quite different organisations:

- Kaunas PL Lampėdžiai branch which is located in a one of the smallest and most remote Kaunas districts, which even doesn't have a school,
- Kaunas Technology University is a recognised expert on project proposal writing and management and also production and application of technology based distance education tools and programmes, so in the project it was responsible for the creation of CD and computer skills test tools as well as for training of library staff in computer competencies,
- Kaunas Work Exchange which provides Kaunas PL with the relevant information and in the future will make common training sessions targeted at the jobless people.

3. Formed partnerships are good examples of how *to use existing infrastructure to perform new roles* and to serve local community in the new ways with no additional expenditure. Separately none of the organisations mentioned could realise the projects objectives, e.g. no organisation representing handicapped people could serve in the most professional and efficient way their information needs as well as no library could easily produce any learning tools. But working in partnerships completely different organisations often just need to co-ordinated their daily activities, to share professional information effectively, to join their expertise and efforts and then they can reach absolutely new quality of their services and attribute *new content to their traditional functions*.

4. *Impact on volunteer work* as a way to solve some problems of efficient library services. This is especially applicable in respect to handicapped and other homebound patrons, because these are the groups that attract society attention. Also these are the groups that has the potential to become library volunteers (so called library friends) by themselves. So library staff got training on the systematic work with volunteers. In the future plans – actions organised for handicapped patrons by volunteer students from Kaunas Art Gymnasium and use of handicapped

volunteers to act as disseminators of library services and to attract more disabled people to library.

5. *Investing into human resources* and new skills of the staff. Staff training is one of the priorities of Kaunas PL so in both projects there were foreseen financing for the purpose. Computer skills, work with volunteers, project management where necessary qualifications which now can be distributed further not only among library staff but also among library patrons.

6. *Fostering staff creativity and initiative* that acts now on a snowball principle and library administration gets lots of ideas and propositions from library staff members. Although Kaunas PL is an example of centralised management projects proved to be suitable method to release library people initiative and willingness to model their library future by themselves. Nobody knows better their library then its staff and they really have what to offer for its prospering future.

Danutė Karlienė
Zarasai Public Library

Zarasai Public Library's Services for Community

Zarasai district with a population of 25. 000 is situated in the North East of Lithuania among hills surrounded by 303 lakes.

Zarasai municipality public library was founded in 1923. Nowadays the library is the place, where people can come to seek information to study, to business, or for other needs. They can read books, newspapers, use the computers, listening to music, watch video films, play games, participate in different activities for relaxation and recreation. The library serves 38 % of all the citizens of the district. The mission of public library is to provide free access of information for society in the knowledge age. The main task of the library is the strengthening the public library's role as the information, education and culture centre for Zarasai district community The public library tries to create new possibilities for different groups of community, and especially for children, to satisfy their interests and needs in information, to develop their habits of reading.

The objectives:

- to expand the public library's information services for citizens especially for children.
- to develop culture of reading using traditional and new forms.
- to organize spiritual and intellectual activities for children and teenagers.
- to accumulate and provide information on legal, medical, business and others topics
- to develop professional trainings of librarians.
- to stimulate cooperation with libraries and other institutions.

The public library has the district responsibility- it function is the central library for 23 branches, and the methodical center for schools libraries.

The information services

Information society becomes symbol of a new hope and democracy of the future and the public library needs to develop information services more skilled.

The library organizes traditional information services: books, periodicals and other documents. Collection - 330433 copies; lending - 267827 copies; 128315 visits per year.

The central public library is open 46 hour per week.

The library helps to support subjects training for the pupils according to the changing requirement of education in Lithuania. It supplies up-to-date information for pupils homework's helps them in preparing for various competitions, Olympiads.

The library helps to increase children's, young adults and adults' interests in reading by using the traditional and new forms. The library organizes the exhibitions, discussions and meetings with books authors, publishers, and literature lessons. The librarians produce the new puppet plays and puppet shows for community kids; they organize the puppet theatre "tours" to the branch libraries, schools, and kindergartens

The library also offers study materials, foreign language books and magazines CD, CD-ROMs, videocassettes that the pupils and adults studding English and German languages need as additional help. The library is ready to organize English language courses by the videocassettes "Integrated English. 24 lessons", which was published in Florida USA for children and adults as well as to demonstrate the video films in English.

The library provides access to the Internet for users and staff, as well as E-mail, CD-ROMs, CDs. The library has three computerized working places for children. The games, various

programmers CD-ROMs help to develop children's and young adults logical thinking, their knowledge and intellect.

Six computerized working places in the reference and periodicals reading room are established for the young adults and grown-up readers.

The electronic catalogue informs users about newest documents in the library. The library started to create the electronic catalogue four years ago. The users can find 10300 positions. We use national LIBIS software.

The modern satellite equipment "Europe Online Network S. A. lets to organize better the Internet service. The library has strengthened the Internet connection using this system. We hope to provide the "Library's cinema" services too. Europe Online Networks creates and operates the world's largest broadband "Internet via the sky" network. This service is available to subscribers in English, French, German and etc. Europe Online has constructed a destination on the Internet that allows libraries visitors to use this performance enhancing technology. This destination is a new hub for Zarasai community providing entertainment, education, information, communication and business.

The library offers the new database of periodical collection.

The library also provides the access to legal information. Lithuanian Law system is undergoing permanent changes, and access to up-to-date information is vitally important for the users. The library established computerized places for the users with the access to legal database LITLEX INTRANET and INTERNET. This information is very useful for the specialists of municipality, companies, non-governmental organizations, businessmen. Citizens from all social groups have possibility to get the information on taxes, customs, and organization for small business.

The information about Europe Union is very actual and popular. There is a special shelf, which was supported by the European Commission Delegation in Lithuania. Visitors of the library have possibilities freely to use printed materials as well as electronic information about European Union. The library together with other municipality institutions also participates in the program of European Year of Languages 2001

The library promotes the ideas of democracy and human rights for youth, it tries to involve them into debates other activities. They can freely use the information recourses. Children and teenagers need information not only for development in the practical and intellectual sense, but also on values and norms, and on the culture in which they grow up. The library provides information about traditions, reality and human rights in various stories.

Access to the medical information. Zarasai Hospital Library was reorganized into the branch of the public library. The main task of this branch is bibliotherapy for patients and information supply for medical staff.

The library expands services for people with disabilities. There are 101 children in the municipality. People whose have children with hydrocephalus have a lot of problems. There are very active library's users and members of children's hydrocephalus Association of Lithuania. They need to develop their children more professionally. The library tries to find them the newest information of the world, how to look for their children by new methods.

The library also takes part in the prevention programme of alcoholic, narcotics, smoking, Aids.

Opening the art department with the library cinema creates the new services for the users. They have possibilities to use video films collection: to borrow them or to watch movies on the big TV "Sony". The library’s cinema creates possibilities to demonstrate animated, acting, historical video films as well as English and German languages learning courses programs. Four days per week at 3 and at 4 o' clocks the films are demonstrating for different groups of users. Information

about video films they can find in the information lists in the public library, schools, and other institutions. The library cinema especially like children and young adults
We also expand The Music library's services. The users can listen to classical and popular music.

The library offers toys, constructing games, games developing logical thinking, materials for making Montessori means, the fairy - tales room, where the puppet theatre gives performances for children and kinder gardens.

Activities

The public library is the democratic and save place for learning and meetings, activities for people of the community. The library organizes traditional exhibitions, cultural events: "Springs of Poetry", "Autumns of Prose", "Festivals of Children Books", "Book Weeks"; "Library's week", "Literature Nights", meetings with writers, poets, publishers, actors, musicians and other.

There are 3 clubs for adults at the library: "5 o'clock" – club for English speaking people; Club for German speaking people>; Zarasai literary club. The main tasks of Zarasai English and German speaking clubs are to learn foreign languages. The members of the clubs have possibility to develop and to improve their language skills in speaking, listening and other. The public library is also the institution, where The Association of non-governmental organizations organizes the meetings and activities.

The library also offers toys and different games cultural communication and other (toys-room, fairy stories corner, drawings and arts exhibitions).

T H E P R O J E T S. In recent years the projects have become an increasingly vital way of Lithuanian public libraries development. Zarasai public library has accomplished the projects:

Zarasai Public Library as community centre (1997, Lithuania Open Fond) - 2500 USD.

Zarasai Public Library services for children and teenagers from dysfunctional families (1998, Ministry of Education) – 2275 USD.

The family and library - for our future (1998, Lithuania Open Fond) – 2908 USD.

The music and audio information in Zarasai Public Library (1999, Lithuania Open Fond) - 375 USD.

Zarasai Public Library and Internet (1999, Lithuania Open Fond) – 615 USD.

Zarasai Public Library's activities program for children and teenagers living in difficult conditions (1999, Ministry of Education) - 375 USD.

Dusetos Kazimieras Buga branch library as children, teenagers and young adults "after school" and communication centre (2000, Lithuania Open Fond) - 1168 USD.

Antazave branch library services development for community and Antazave children patronage (2000, Lithuania Open Fond) - 875 USD.

Zarasai public library's services for children and community (1999; OSI, Lithuania Open Fund) - 10114 USD.
Zarasai public library's services for community (2000, OSI, Lithuania Open Fund) – 12976 USD, and others.

The projects have been supported by the Open Society Fund Lithuania, OSI, Ministry of Culture and Ministry of Education and Science, Zarasai District Municipality, and other sponsors and the staff. The projects let to create safe and democratic conditions for children and teenagers and adults for using the newest technologies and possibilities of the library, to establish the new computerising working places.

The results of the projects:

- Increased number of people visiting the library
- Increased number of loans
- Approach of new public
- Cooperation with other institutions

- Voluntary collaboration
- Increased social role of the library.

The librarians provide personal assistance in information services for people and institutions. The projects let us to develop professional trainings of librarians. In recent years the library organized the seminars " The library and child", "The new information services at the public library", where were invited the lectures from Vilnius university, Pedagogical university, National M. Mazvydas library and the public libraries of Jakabpils and Daugavpis (Latvia) and Lithuania public libraries

The seminars were organized for librarians of East Lithuania.

P A R T N E R S. The public library tries to integrate different governmental and non-governmental organizations of Zarasai municipality. The library works in close cooperation with schools and their libraries by supporting the pupils information services. Organizing various activities for children and teenagers our partners are: Zarasai "Azuolas" gymnasium, secondary and main schools and the libraries, Children Patronage school, Zarasai Office of Children Rights, Zarasai Department of non - governmental movement "Stop the Crime" and others. The library organizes leisure activities for children from dysfunctional and single families in cooperation with Zarasai Children Patronage.

The library takes part in children and teenagers crime prevention program together with Zarasai Children Patronage, non-governmental movement "Stop the Crime", and Education Department.

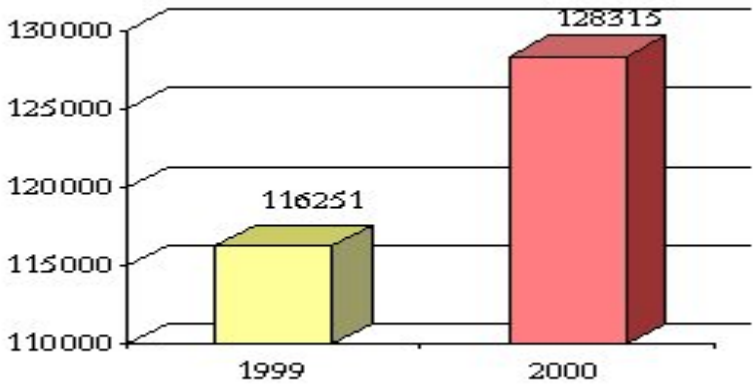
Information about the library activities, services, new books and other information sources, cultural events everybody can find in the library's Internet Web page www.is.It/ zarasbiblio. The public library's users and all community are introduced using the magazines, radio, as well as library's and other institutions information boards, lists, contacts with teachers, nongovernmental organizations.

Zarasai Municipality supports the library activities, organization of events, and the efforts of the library as attractive place for every citizen. The public library plays an important role as institution integrating different groups into cultural and social life and working first of all for a local small community.

Users dynamic

Years	1999	2000	+ / -
Users	9038	9418	+380
Children	3366	3598	+232

Visits dynamic



Virginija Grigorjevienė
Kedainiai Mikalojus Dauksa Public Library

The new Methods in Kedainiai Mikalojus Daukša Public Library Work

In our days the role of the Public library has highly changed. I am sure that everyone can say, that our Public libraries are the main institution of information, education and relaxation. The life makes new demands on the public libraries work. These demands influence on the new methods in the Public libraries' work. The Public library must accommodate to all economical and social conditions of the inhabitants.

Everything what was mentioned inherent Kedainiai Mikalojus Dauksa Public library. The great increase in interest in foreign languages (In 1991 Language school and 1993 Jonusas Radvila college were established in Kedainiai) impel Mikalojus Dauksa Public library to establish Foreign languages and Information department. There are two reading rooms in this department (Foreign languages and Information). At first there were only 500 volumes in the Foreign languages reading room and 60 volumes in the Information reading room. There were any computers for information users in the library. So we have prepared the project "Kedainiai Mikalojus Dauksa Public library in the system of teaching foreign languages". This project was introduced to Open Lithuania Fund and has been supported.

The Information reading room has been supplied with two computers and Internet access, Foreign languages reading room with two audio equipments. But the problem wasn't solved. We couldn't meet information users requirements for information in English, French and German. We decided to resort to the support of embassies. We have prepared and introduced projects to the embassies of the French Republic and Federal Republic of Germany. These projects were supported. The French Culture Center began to lend assistance with books, magazines. We have organized literary evenings devoted to Marguerite Duras, Antoine de Saint - Exupery together.

The support of small business enterprises in the crux of the economic strength of Lithuania and of Kedainiai region too. Our enterprises need access to markets and partners, new ideas for business and education and information about business law, economics and management. There are about 1500 small business owners registered in Kedainiai, which amount 70% of all business owners. The Foreign languages and Information department is the only center where business owners can receive information about business law, economics and management. But we have only two computers, Internet access and 108 publication and periodical titles that focus on business information and foreign affairs. There is no business information center in Kedainiai, so our earlier mentioned department decided to become such center. We have prepared a project "Library for small business in Kedainiai Mikalojus Dauksa Public library" and introduced it to some funds. Now we are waiting for an answer.

Lately there are 4238 unemployed in Kedainiai. Almost all of them have families and children. The parents of those families can't afford to buy books and toys for their children. So the library becomes the only place where children from large and disadvantaged families can satisfy the information, education and leisure time needs. So Children's department decided to establish "Busy Day Centre for children" in Kedainiai Mikalojus Dauksa Public library. The project has been prepared and now librarians are looking for support.

There are a lot of children from large families who are interested in foreign languages. They think that they haven't got enough knowledge in English during lessons at school. But they have no opportunity to visit Language school because they have to pay for education in this school. And

those families are shot with money. So in 1997 – 1998 the English lessons took place in the Foreign languages and Information department. The group 12 – 13 years old children had English lessons twice a week. But increase of visitors in the Foreign languages and Information reading rooms stopped this activity. These lessons took part in the reading rooms and hindered for readers and information users.

Mikalojus Dauksa Public library pays a great attention to delinquency prevention. There are drama circle and children's club "Zelmeneliai" in the children department. It's purposes are to rich teenagers' and children's leisure time and to keep them busy after lessons: children play, perform plays, discus in various themes.

Clubs are very popular in our library. Adults have their clubs too. There are a lot of literary men and women in Kedainiai. They publish their books, organize literary evenings. It is necessary to coordinate their activity. Our librarian Gene Sereikiene who works in the branch library "Liepa" is a poet herself. She has decided and established literary club "Varsna". There are about 20 members in this club. They organize discussion evenings, introduce their new books to readers. Once or twice a year they take meet poets and writers from other towns of Lithuania.

Kedainiai Mikalojus Dauksa Public library fosters Ethnographical traditions of the district. Since 1977 year we have folk company "Jorija" in the library. The librarians are main members in it. "Jorija" gives concerts not only in our library. Our singers and dancers with their concerts have visited almost half of Lithuania. They took part in the first Lithuanians' of world Song and Dance festival. This summer our "Jorija" was invited to Poland, where they gave three concerts to Chelmza citizens.

Kedainiai are well known of rich historical events and famous people who were born and worked in Kedainiai. The teachers who are teaching history in the secondary schools pay a great attention to the historical events of our district. So school pupils write reports, prepare projects on this subject. The Public library is the main source of such kind of information. So our librarians decided to help our readers and to make this information more available.

Since 1995 our Bibliography and Ethnography department – has prepared and published nine publication devoted to Kedainiai literature and famous people (C. Milosz, P. Rabikauskas and athers.). These publication are popular not only among pupils, teachers but among everybody who are interested in Kedainiai history.

Women's club "Verdene" began it's activity six years ago. At first teachers, doctors, cultural workers met at the library in the literary evenings, in the exhibitions. They announced theirs desires to meet in the library more often and to discus about literature, music. Also to organize picture and earthenware exhibitions by themselves, to prepare song evenings, meetings with interesting women from Kedainiai and Lithuania (for example with actress N. Mainelyte, astrologer E. Zalatoniene) so six years ago the first members came to the women's club named "Verdene". This club is more popular among women from 40 to 70, some men from time to time visit "Verdene" occupations too.

Mikalojus Dauksa Public library smoothly collaborates with Invalid society "Likimas". We assist them in preparing literary evenings, our folk company "Jorija" gives them concerts, etc.

All these library's work methods are closely connected. Because women from Kedainiai are poets, writers, small business owners, painters . So we can see that women's club "Verdene" is connected with literary club "Varsna" and with Information Center for small business, which we hope will be in our library.

Children and teenagers use Bibliography and Ethnography department's production. They are information users of information in the Foreign languages and Information department. Also they are spectators in the children drama circle's evenings in the club "Varsna" literary evenings.

TV is a new way to popularize information about our library's life, activity, information and new methods in it's work, There are two local TV in Kedainiai. They make reportage on

library's evenings, advertise library's service. They have made special telecasts about the club "Varsna" and it's members, about our librarians' staged literary evening devoted to Advent.

Every day brings something new for us and for our library. Every day our librarians do everything to approximate information closer with information users, to make readers time richer and full value, to prevent delinquency and to foster an old Song and Dance.

Elvyra Kalindriene
Marijampole Municipal P. Kriaučiūnas Public Library

The Role of the Municipal Public Library in the Formation of Information Society in the Region

Marijampole County is very important region of Lithuania in terms of its' ethnic as well as geographic importance. During the previous years there were created favorable environment for international co-operation in fields of culture, education, sport, business, etc. However, due to the several reasons there are not used all the possibilities of further efficient development of the region, what stipulate relatively weak position of the county in the areas of social, cultural and economic performances.

As you are aware, the European Union is engaged in the regional development policies with associated countries. The aim is to narrow the gap among the regions in terms of its' economic and social developments, thus contributing to establishment of competitive positions of the county in attracting human and financial resources to the Marijampole region.

Unfortunately, at the Marijampole County there are no Universities. Nevertheless, number of high schools (colleges) are located in the county. They are very specialized in different field of studies. Thereof, the Marijampole Public Library became the main and the most influential center of science, culture, education, and humanity development in the region. Two thousands high schools students and over four thousands students from various secondary schools are using the Library's facilities.

I would like to pay your attention that there is an increasing interest of population in Library's services and especially in the fields of foreign states' culture, economic-social developments and the possibilities of improving their knowledge in the fields as foreign languages and information technologies. Thus, aiming to achieve the Marijampole County integration into European regional policies and to implement open democracy principles in the society, the Marijampole Public Library has to play even more essential role in the creating informative community in the region. Unfortunately, the Library does not have enough appropriate resources in order satisfy their needs, namely in improving local population language skills and usage of world data bases via internet facilities.

Thereof, due to the demands derived from the population and the Library's working guidelines, our institution has elaborated and agreed on the following working priorities:

a) to create favorable conditions for every citizen, that includes:
   - studying foreign languages;
   - usage of data on foreign states culture, economic and social policies;
   - having an access in internet facilities;
   - usage the most recent information and learning methodologies;

b) to provide an input in the evolution of informative society;

c) to consult the consumers on the issues related to internet and foreign languages;

d) to provide an access in using the internet.

We believe that efficient implementation of working guidelines, described above, would result:

- language competence, which would simplify the co-operation with foreign partners;
- development of informative and civil culture;
- participation in various programs as contributors as well as beneficiaries;

- preparation for mobility and training projects;
- Input in formation of regional infrastructure based on needs of human beings.

Taking into account that the year of 2001 is declared as the Year of European Languages, we would like to use this opportunity to broaden existing scope of co-operation with different bodies and to solve part of nowadays problems. Thereof, understanding importance of fluent knowledge of foreign languages we are looking for partnership those have experience in that field.

Also, the big priority of Library's activities is development of human values in the population, especially among the children. For this purpose there are organized number of arts' exhibitions, classic music and reading performances. Among the activities of Library there should be mentioned Doll Theatre "Trivainėlis". In its' activities there are involved children from various social and risk groups. The big attention is paid for the integration of disabled children into society, too.

Today the huge responsibility is dedicated to the municipal library in creating, establishing and promoting of information society among local population. Thereof, its' activity has to be coordinated together with assistance of private and governmental initiatives and projects.

Finally, I would like to give you a notice that we are seeking to participate in relevant international projects as initiators or as partners. For that and other relevant information about the Marijampole Municipal P.Kriaučiūnas Library please visit our homepage: http://3w.libris.lt.

Baiba Tormane
Bauska Regional Central Library

Public Library Development Trends: Know! Study! Use!

To ensure information availability through new technologies, Bauska Regional Central Library took part in a project contest to establish public Internet access point in the library. According to statistics only 17 % of state residents use Internet. Furthermore, only 0,5 % of Bauska city inhabitants do have computers at home. These numbers indicate that average rate of modern technology usage is very low. Particularly it concerns rural areas. Mostly information technologies are used at working places, thus large groups of socially less protected people remain out of the this circle.
Another aspect is very low computer skills among senior residents and middle-aged persons and young people and school children lack practical experience to apply basic computer skills learned at school.
Campaign project was approved and library got financial resources to install several computers with permanent Internet connection and set up campaign
"Know! Study! Use!".
Within campaign preparation process, the target groups were defined. These were people who have no possibility to integrate into the group of IT users:
senior citizens, unemployed, housewives, handicapped persons, people who live under medium living standard, street children and professional who are willing to obtain computer skills.
The objectives of campaign were to develop and improve library service according to demands of information era, increase cultural and social level, teach librarians from the rural libraries to spread the project and acquire wider range of trained people.

User training process had several stages. **The new library service was promoted by several publications in national media as well as local newspaper.** Residents of the region were informed also through regional TV and radio. Information stands were set up in the Central library of Bauska region. To enchain potential attendants, invitations were send. At the same time in the regional libraries were held informative seminars to give detail information about the campaign process.

Gradually target audience was prepared for the campaign. **During one month period there were organised seminars "Monday in Internet".** These seminars were organised by experts who provided overview on new technologies and facilities they give. They also demonstrated information search tools and answered questions. Attendants got information materials and could assign for training program prosecution.

Next training stage "First steps in Internet" continued five months and provided practical experience acquisition. Target audience was portioned into several groups of 5-6 persons. The first task was to overcome psychological barriers which appears toward new unknown things. The expert demonstrated rational methods to start work with computer, introduced with most popular Internet portals, e-mail usage. Considering participant interests, it was offered to find necessary information in Internet by themselves. Experts also gave individual consultations after the training courses.

An important stage of the campaign was information days for particular interest groups (retirees, unemployed etc.). The methodology used here was similar to the "First steps in Internet" methods. To begin with participant interests, they were reflected throughout training process. Unemployed were more interested to find new job offers in Internet. Retirees were focused to issues concerning healthcare, social assurance. They were also interested in practical advises like tourism agency offers etc. People with specific needs were looking for rehabilitation centre addresses and service description, different clubs and associations, medicine purchase.

The significant part of target audience was young people. Both students and school children were involved in the campaign. The central library of Bauska region has developed a strategy to support young people activities after school hours. Young people are using Internet to find popular musician homepage addresses, travelling information and environmental issues, political and economical activities. They are using also local electronic catalogues.

Training campaign included further education for regional librarians. Librarians from rural libraries could take two months training course in new technology usage including theoretical and practical classes, informative material analyses as well as consultations and advises to organise user training in their libraries.

Our experience points that user training campaign is good way to promote democratisation of information technology availability.

Library service spectrum expansion and library specialist background elevation have made an impact to the number of library users. It has increased by 20% during the campaign in the Central Library of Bauska region.

The campaign has covered also rural areas. They made 35% of the total campaign participator number. Nearly 7% of Bauska residents were involved in the training. The new approach has resulted as valuable experience. It has become as a background for new program development to improve and expand information resource adoption through training process.

First steps in Internet – comments and experience

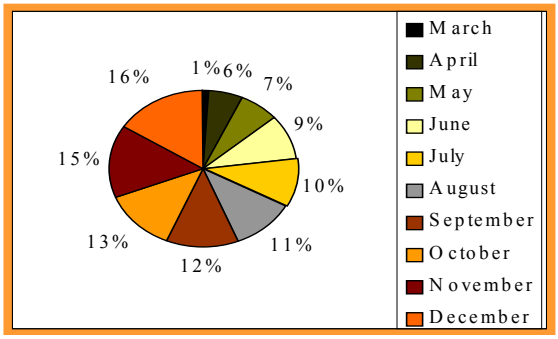
Lilita, retired economist, age 64
"Internet let me visit any museum in the world and see art masterpieces even I'll never go there by myself"

Oskars, unemployed, age 57
"I have found the real chance to solve my problem. I look for work ads in Internet, publish my CV and wait for answers"

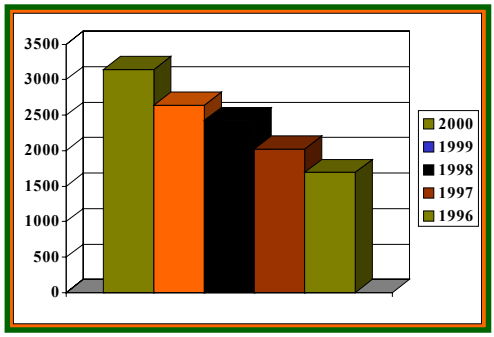
Zaiga, retired teacher, age 62
"I am going to visit neighbouring countries this summer and I use Internet to find the best route for my trip"

Ārija, doctor, age 45
"I don't need to spend money for phone calls to Sweden anymore. To get in touch with my friends I use e-mail. E-mail – I just love it"

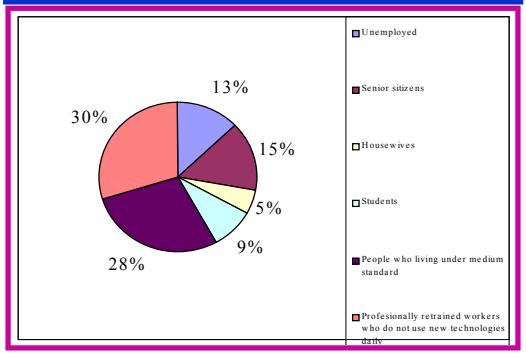
Increase of users during campaing by percent



Number of Bauska Region Central Library users by years



Percentage of target group in the project %



Laima Lapinienė
A. and M. Miskiniai Public Library

Library on the Way to the Information Society

Utena County is situated in the Northeast of Lithuania and makes 11% of the whole country. Utena is the oldest and biggest town in the county. It is an administrative center of the county and the most rapidly developing town in this region. A major county industry is concentrated here. The county holds the big part of major industrial enterprises, among them - the largest power producer in the East Europe - Ignalina Atomic Power Plant. The key industries in Utena town are foods, textiles and knitwear. The brand new subject of economy in Lithuania was established in Utena in 1999 - Utena Industry Park. In the future it will have positive influence to the economical development in the region, to foreign investments, to new projects of production.

More information about Utena and Utena County – http://www.utena.lt; http://www.is.lt/Utenos_apskritis/ .

Utena is not only the centre of industry but also a centre of education and culture. A. and M. Miškiniai Central Public Library is the largest source of culture and knowledge in this region. For a long time the library was a traditional centre of culture but during the last few years reader's interest in the library's informational activity has increased considerably. The present society becomes more and more information minded, so reading at the library has become a true part of the educational process. The requirements of the readers have decided the new directions of library work and its priorities. Therefore the educational and informational functions are moved at the top of priorities of library's work. Taking into consideration society's need for the information our library became an information centre providing the community with all sorts of information and offering a possibility to use the sources of printed material as well as modern information and communication technologies. The library was modernised, the structure was altered and adapted to the expanding needs of users. Library computers were linked into the network and the internet via the separate line. Few successful projects provided the library with the good opportunities for activities, for the improvement of resources, professional development of the staff, extension of user services.

More information about the library and the served region – http://www.uvb.lt

Restructure of the library and use of new technologies were started in 1995. In period of 1995 - 2000 the library prepared some projects and participated in the competition "Public Library as a Community Centre" arranged by OSI NLP. With the support of the projects the image of the library as a community information centre has improved. Information services for the users, training in modern information searching tools, computer net moved to the priorities of the library. The projects were implemented at the following directions:

Information for the studying community. As a result of this activity the Information Centre within the library was opened. It holds 16 working places reading – room, 6 of them are computerised and equipped with the internet. Issues of information and regional studies, as well as electronic data, internet, databases are available for pupils, students, and employees of institutions and organisations, who are involved in continuous education. The computerised catalogue of the library was started in 1998. In 2000 the library joined LIBIS (Lithuanian Integral Libraries Information System). Some valuable databases for registered users are subscribed and now are very popular among library users. Our library participates in the EIFL Direct project and provides scientific information for everybody, who is studying.

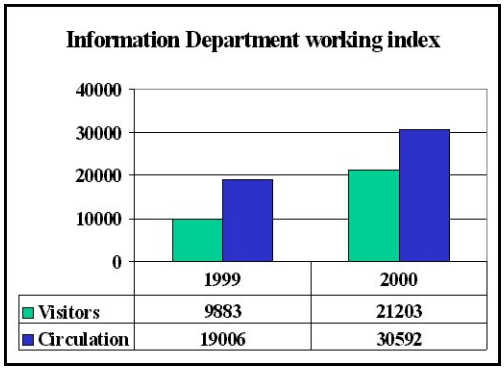
Legal information. The experience of the last few years indicated the importance of legal information. Advises provided by private lowers are expensive and not everybody could afford them. Inquires on legal issues make great part of all questions, addressed to the library. At present the collection of the Information Department includes new acquisition of legislation literature, documents of state and local authorities, periodical issues on law. Free access foreign and Lithuanian internet databases of legal documents are used. The library subscribes for the information search system LITLEX- INTERNET provided by the Lithuanian Legal Information Centre. This access gives the opportunity to make a search on legal standard acts and provide the readers with full text copies of these documents.

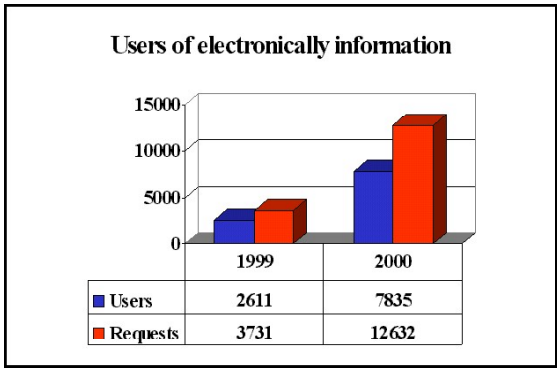
Information for training of foreign languages. With the support of the Open Society Fund Lithuania the Foreign Language Reading - room with 12 places for readers was arranged in our library. It became a centre of information and education for everybody, interested in the foreign language. Printed, audio, video, electronic information, software for the learning languages and internet are available at the Foreign Language Reading - room. The library hosts the department of the British Council Library, the Club of English Language. The reading - room is the centre of working practise for the teachers of foreign languages, it hosts seminars and trainings.

Information about European Union and its documents. The European Committee under the Government of the Republic of Lithuania is supporting this activity. In 2001 the European Union Information Centre was established in the library. The goal of this centre is to spread the information about the European Union, to develop the position about the EU among the population in preparation for the membership in it. The centre is open to everybody interested in Lithuania's integration into the EU, development and expansion of EU, possibilities to develop business, culture and education. The European Information Centre holds lots of documents, videotapes, CD-ROM's both in Lithuanian and foreign languages. One can also search for the information on the EU on the internet. The centre organizes various events on the topic of Lithuania's integration into the EU, answers the questions of all interested in this topic.

Information literacy for the user. All users at the library have a possibility to use the internet, search the databases, electronic publications. New technologies changed the types of information search. Our library aims to become not only a user of new technologies, but also to teach the readers to use the products of these technologies. Attending this purpose the readers of our library are consulted privately; the assistance in the information search, computer use is available all the time. The internet trainings for the groups are organized.

When the projects were implemented the quality of information services of the library has improved, information technologies became used more often in the everyday work of the library. The changes resulted in the improvement of the prestige of the library as an information centre. The library was more highly estimated within the community, the library use and the number of library users increased, especially at the Information Department.





We are happy to see such a big increasing of these data. It is obviously that such kind of services was very needful for the community public.

Success of the projects proved that the library has already got a potential to meet the requirements of majority of library users, but in the process of the activity separate people and groups with underestimated interests were identified. Needs and problems of served community determine activity trends of the library. Though Utena is a rapidly developing centre of industry, unemployment and social problems are the most important. Part of the industrial enterprises of the city lost the resource providers and markets in the East, lost in a competition, adopted new technologies - all those facts resulted in the decrease of working places. Unemployment level in the county is 11 % and exceeds the average of the country. The high unemployment causes social problems - the living level is decreasing, the number of people at the level of poverty is growing. Those facts affect negatively the possibilities to study, to pursue education, to communicate, to participate in the community life. Number of socially vulnerable people is increasing. Utena is almost the largest centre of culture in the county, it hosts big variety of events the majority of which are entertainment by character, and also are charged for. The socially vulnerable person is more inclined to attend the places where he/she has an opportunity to communicate with others, to acquire knowledge and information to solve personal problems - job-seeking, business, common everyday life, education for children, self-education, health issues. The library is a place where the mentioned needs are met at the greatest level. The most important task for our library nowadays is to become a cosy and safe home for all members of the community in spite of age, social status, income and to provide all means for leisure, self-education and self-development. Our aim is to extend the field of activities of the library as a community information centre, to ensure the possibility for citizens to join the community life, to become a joining link and support the integration of socially vulnerable members. To make the library model that is extended to larger number of users successful, the following means are proceeded:

Foreign Languages and Extracurricular Activities Centre and new technologies - for Children. Common problems at the community affect children strongly and it results in the increasing number with a low support. They could not participate in the extracurricular activities, circles, and camps. All community, including the library is concerned about crime prevention. With this purpose the work of the Department of Children Literature in the library was reorganised in order to improve the quality and conditions of the services. Foreign Languages and Extracurricular Activities Centre for children of an elementary school age was established. Our partner Regina Siniūtė-Ayre, a Lithuanian from Canada who is an associate professor at the Department of English philology at Vilnius University registered an enterprise "Jono ir Marijos Sinių namai" ("A House of Jonas and Marija Siniai") in the premises of the received house in Utena. The Children Library was opened in this house. Our library runs it by the agreement. The house hosts a centre with a reading room, playing room, a neatly arranged courtyard for leisure time. Children are welcome to spent a leisure time and learn foreign languages at the expenses of the founder of the Centre.

At the Department of Children Literature of main library an Information Centre for children with 12 working places was established. The Information Centre provides a possibility to read books, periodicals, reference materials, to prepare for lessons, to write reports, to prepare homework. This centre is under the big demand by children who have poor conditions for work and leisure at home. Children are curious very much, they easily accept novices and handle new technologies, which are at the great demand. In order to give children a possibility to use electronic information 3 computerised working places are arranged in the Children Information Centre. They are sued for internet and computer work. With the advice of the specialist of the Education Department of Utena District Municipality and teachers of informatics the two level computer literacy

programme for children have been developed. The first level "Learn when you play" is assigned for the youngest readers, who have no experience in computers. According to the second level for 10-14 years old children such topics are available: text editors, computing tables, project design, basics of computer literacy and information search in the internet. At the Children Information Centre the information on following topics is collected: importance of computer and electronic information on studies, their influence on leisure and health. This information is available for children as well as for teachers, kindergarten staff and parents.

The library - for active members of the community. The development of open information community is an important task today. In order to participate in this task the library turns into one of community centres of developing civic duty and democracy. The success of problem solving demands to recognise them first. People should understand that the problem solving should be started at the local level, making an influence to the decisions of local authorities. The library has an extensive experience of legal consulting. The decision at the library was made to collect copies of documents of the local authority, to make them publicly available in order to form the public opinion and influence the policy of local authority. Library seeks to become a mediator between the community needs and suggestions from one side and decisions of local authority from another. Library hosts a modern conference hall with all necessary equipment and internet connection. The library is a habitual and generally available place for meetings contrary to the premises of governing institutions. In such case the library perfectly suits for meetings, discussions, debates of the community members. At the library people get desired information, get a possibility to communicate without any obstacles, discuss news, exchange views and opinions. The director of the library is a member of the District Council. She is familiar with the important problems of the community and is involved in solving them. She facilitates contacts with authorities of municipality, members of the District Council and members of District Council Departments. Representatives of local authorities are regularly invited to the meetings with citizens to discuss and debate on all-important issues and try to come into contacts of opinions and joined solutions.
The library also provides the information to local authorities in order to introduce the growing needs of information society, to form the opinion on the importance of the library work and trying to influence the attention and estimation of library activities. To achieve the above the library organises the seminars for the members of Utena District Council and heads of municipality institutions. Principles of the development of information society in Lithuania and library role in the process are discussed.

Support of the information and knowledge in the solution of social problems. The library alone could not solve social problems within the community. But it can by all means be a mediator for citizens and institutions, which are directly responsible for the subject. It could also give an answer to many questions asked by socially vulnerable members who are willing to be integrated into the joint structure of the community. The best way to achieve positive results is to co-operate with non-governmental organisations (NGO). There are 56 NGO in Utena County. They are actively involved in the education, culture and publishing activities. Their activities are based on personal initiative and volunteer job. Many of them lack means and premises. The co-operation is purposive, in order to share the resources and experience also to use them more effectively. Such activities started in 15 June, 2000 at the constituent assembly of the Coalition of Non-governmental Organisations of the district of Utena which took place in the library. The aim of the newly established Coalition is to represent the joint interests of non-profit sector, to make the NGO the equal partners with the local authorities in the decisions of local character, also to consolidate civic initiative and social justice. Library's staff arranges the seminars and other events for separate groups of the community together with the NGO.

The library as a centre of working experience. During the period of the projects implementation we gained the experience, which is very important so we are out for the exchanging it. The library eagerly exchanges the experience and working knowledge with the staff of other libraries. Since the autumn of 1999 the library operates as a model library and as a base of information activities and study resource centre for other libraries in Lithuania. We spread our experience in seminars and consult colleagues from other libraries. The number of study - trips at our library proved the importance of such activity. Our colleagues recognized our experience - it is of a great interest for librarians in Utena region and all Lithuania as well.

The last several years' activity of the library enabled to create the necessary recourses and gained experience witch is greatly important. The success of the projects proved that the library has already got a potential to meet the requirements of our patrons, but the library should not stop here. We have a future plan to extend the field of activity of the library as a community centre tending to be ready to perform the main function of public libraries – to guarantee free and unlimited access to knowledge to every citizen of our community.

Rima Gražienė, Simona Žilienė
Vilnius City Library

New Community Centred Services at Vilnius City Library

Public libraries of Lithuania went through different dificulties after restoration of Independence in 1991. Political, economical and social situation of our country changed. New information technologies instilled to libraries. This occurrence made dependent on qualification advance of librarians. People visit libraries not only for satisfaction of their cultural, educational and leisure needs, but to use new information services, which public libraries create by using new information technologies. Public libraries become as community information centers and their traditional role changes.
At the same time public libraries encourage leraning and personality development.

The main aim of Vilnius City Library, connecting 28 libraries which are scattered all over the city, is to meet the informational, cultural and some recreational needs of all community members not taking into account their social position, nationality or religion. We seek to create new services for our users and to participate in information society creation. In 2000 we attended about 60 000 of city inhabitants (in Vilnius live ~ 600 000 inhabitants). Vilnius City Library extends the partnership with non-governmental organisations. In this way we could to create new services for our users, because Vilnius city administration has financial problems usually and can't to support our new ideas.

In 2000 Library Programme of Open Society Fund of Lithuania supported activites of public libraries, like community information, culture, education and life-learning centers. And was paid attention of the new library services creation.

By Open Society Fund was supported Vilnius City Library project " Young Adults as Citizens of the Information Society". The main aim of the project was – to encourage the demand of information among young people aged from 14 to 21, to create new library services meeting the needs and priorities of young people. Project was supported by the Institute of Open Society, Vilnius Municipality together with Foundation Het R.C. Maagdenhuis in Netherlands and the European Council Centre of Information and Documentation also. In Antakalnis branch library were created new library services for young adults socialization and information technology usage. The separate room in the library were equipped with computers, connected to the Internet. It is called Youth Zone. Youth Zone is opened to the public during usual library working hours. In Youth Zone were organised three seminars and workshops on civic education, human rights, children rights and democratic values. A lot of members of local community participated in the seminars. The major group was young adults (age of 14-21) of 3 secondary scholls, special secondary scholls, vocational education school and Vilnius University students. In seminars participated local educators, policemen, school and public library staff, youth club representatives and Vilnius municipality employees. All participants of seminars studied Human Rights, children rights and discussed about democratic processes in Lithuania. Local community problems were discussed also. Participants of seminars prepared the Day of Action in Vilnius Municipality. The main aim of Day of Action – to turn attention of politiciants and Municipality executives to the young adults problems. In the meeting with the politicians and local administration the youth were able to talk about their problems. Young adults were given an opportunity to take part in decision-making processes of local administration. Such actions as seminars and Day of Action encourage young adults to create group of like-minded persons which are interested in local community problems. With the project "Young adults as citizens of the information society" Vilnius City Library for the first time created new information services for community using new

communication technologies. Library become a real community center where local youth can develop civic initiative and information needs. Also library staff started to work and think slightly different than before.

Successful realization of project "Young adults as citizens of the information society", popularity of new library services encouraged to create and begin new project " Community Centered Services at Vilnius City Library: networking competencies". The ultimate aim on our new project – to create new library services for socially disadvantaged 10-12 years children, integrate them to local community life and induce community to solve problems of theese target group. Problem of socially disadvantaged children in Lithuania is very tender, most of socially disadvantaged children can't to go to scholl, they start to use drugs etc. And they can't to participate in local community life. In three our branch libraries were opened day centers for socially disadvantaged children of age 10-12 for their afterschool activities. All theese libraries were equiped by new information technologies, for library staff and for volunteers were organised special psychological courses (courses were guided by our partners from non-governmental organisation Children Support Centre). Once a week to the libraries comes psychologist and discuss about children problems. Young adults like to use internet services very much, but children of age 10-12 appreciate personal contacts with volunteers and library staff, because most of them can't to speak about their problems at home. For day centers users and for local communities in all three libraries were organised seminars
"I and my community". In seminars children were encouraged to participate in a community life and community representatives were interested in problems of socially disadvantaged children. Human rights and children rights in theese seminars were discussed also. It was drawn conclusion that community can to solve children's problems if it is encouraged integration of all community groups. Library staff and volunteers organize excursions for day centers users. As integrating action for all day centers – publishing of E-journal for Youth about Youth life in Vilnius.

All theese new services satisfy for public library purposes:

- Through new services support opportunities for all library community members to participate in a community life;
- Encourage community initiative to develop information, culture and leisure needs;
- To make oppurtunity for library users to receive exact and for their needs respectively information.

Jouni Juntumaa
Helsinki City Library

iGS Information Gas Station

Information service will become the most central area in library work but how should it be carried out in a new technical environment? People are no longer ready to transact in traditional libraries which have reference books because they need information faster than in earlier times.

But then again, also the libraries will more and more move towards self-service. Information service will be based on customers' own initiative as well. At the same time information has moved into an open web. Thanks to this, the great public can search information by themselves without any intermediaries and "gatekeepers".

However, personal service will be needed together with self-service as well. It will not be what it used to be before. If the information the customer needed was sought in the closed systems of libraries, now customers need guidance in searching information and in what possibilities there are.

The idea of the iGS was developed by Mr Erkki Lounasvuori, Library Director of the Cable Book Library at summer 2000. The motto of the information gas station became "ask whatever in any way you like". Library has provided information service both at service desks and via e-mail but media will develop all the time. For example, the use of text messages has exploded but library has not still taken this technique. The outer form of the iGS took shape of "ye good old gas station" in which you could still get service. Instead of gasoline, you could get information out of the tanks and if your windscreen would be dirty, it would be cleaned. The gas station would be in any citizen's access, it would turn the taps of the information society on for each and everyone.

The architect's office Talli-Toimistot designed the iGS, the design of which may remind the Shell gas station that was opened in Helsinki city centre in the 1930s. The iGS was located at Lasipalatsi, below the Cable Book Library. Furniture and equipments can also be moved elsewhere, for example to fairs.

The furniture has been designed in such a way that there is no desk that separates the customer and the library assistant. Both of them can sit side by side and share the same computer screen. The librarian is no longer a gatekeeper, he is more like a guide and consult.

The iGS was made a wholly bookless library but it was equipped with the latest technology, fast Internet connections, GSM phones, DVD and CD-ROM hardware and very well equipped workstations. The maintenance of the service also requires a technique of its own. The library ordered application software for text message service. Through it GSM text messages can be directed to computer screens and after the questions have been answered to, the answers will be redirected back to the GSM network. In order to handle e-mail messages and text messages in an effective way, the library ordered a database software which enables an easy way to answer to questions via web browser and which also files all the questions and answers for later browsing. Questions have been indexed in subject categories and these categories were developed on the basis of the questions received. Both these application softwares were delivered by SunPoint.

The iGS was opened for the great public on 31st January, 2001 and it also was shown at Helsinki Knowledge Management Days for Professionals from 7th to 8th February 2001. The premises are open daily from noon till six p.m. except on Fridays when it is closed.

The iGS staff was selected from inside the Helsinki City Library on the basis of the applications sent. The iGS staff formed a team of ten members who work in pairs, each pair will work one week at a time. The rest of the time the iGS staff works in their own libraries. The iGS turn will be every fifth week.

How the iGS routine then developed?

During the first weeks we received lots and lots of questions, both text message questions and e-mail questions were dozens in a day. Then the flood of interest evaporated and today we receive about five to ten questions a day via the web and of these about one third are text messages.

At the iGS premises in Lasipalatsi there have not been very many customers. We give daily customer service for about five customers. Five to ten customers use two ”tank stations” for independent work. In addition, people will drop by and take a look of the premises.

The six months’ experience has proved that the new kind of information service is something people have needed. Together with the traditional information service people need more flexible ways of getting information. The need for infomation does not always care for time, place or medium. You can approach iGS everywhere: at work, at home, in abroad, at your summer cottage or in a restaurant. As a medium you can use in most cases a pc, but on one hand there will be new appliances as well: GSM phones, handhelds and other light and portable devices.

As these starting points vary, the content of the questions is not always a traditional or ”library-like”: we receive often questions we would not otherwise hear at the library desk. For example, we get questions on human relations or on Medicine. In these questions you cannot see the guiding influence of the library’s traditional image that fairly often restricts and censors the customer at library desk. The possibility to ask questions in an anonymous way is something some customers need.

Our answers, however, are based on the tradional library-ish professional information retrieval. On one hand, as the information service is given in a bookless space, the work routine takes new forms. iGS cannot transfer responsibility to a customer just saying ”look at this or that book”. The staff calls directly to experts in various fields when they cannot find the answer in any other way. The responsibility to find the answer will not be transferred to the customer.

It seems that personal service is clearly needed even though the initiative of the customers to find information on their own has been developed. Both vocational and free way of searching information are easily fixed to forms and channels one has once learnt to use. On the other hand, an information service professional has to know how to use various ways of searching information effectively and search for new possibilities all the time.

Library as institution will be still needed because part of the information, in most cases the best arranged and most covering part required licences. The library can provide licences for its customers.

Even though the iGS virtual service has worked well, service provided at the iGS's physical premises required a new analysis. The Lasipalatsi premises has not attracted customers in a way it was planned. The second year of the project will differ from the first one. The iGS will move from Lasipalatsi and there may be more nomadic life ahead. For example, the iGS can take part of various activities and be on duty at malls and everywhere where people roam.

The two-year project will succeed if its experiences can be used for the other information service of the library. It is good that iGS did not recruit any separate staff but its team works all the time in their own libraries. In this way experiences will be transferred to home libraries.

Mrs Saara Ihamäki who was responsible of information service at the iGS, uses the term "book trap" when referring to the limits of a traditional information service. The customer who comes to a library asks in most cases for books and the staff limits themselves to need for books instead of need for information. Information retrieval will be limited just to the library's own material database and the staff will be trapped by it, in a book trap. The larger concept of need for information leads information retrieval to wider paths of information search and to a more satisfiable end result. The iGS project has given a different meaning for the information service and perhaps this new and wider perspective will step by step transferred to other library procedures as well.

Ilme Sepp
Central Library of Lääne County

Public Libraries in Reindependent Estonia

A review of influences, that have notably contributed to the development of the public libraries in Estonia within the recent ten years. Today the result allows to create the inhabitants free access to the widest possible information with comparatively small expenses.
My report is grounded on earlier publications by top specialists of Estonian library science, complemented by some additional aspects by myself.
One of the most responsible tasks in arranging the libraranship in reindependent Estonia was the elaboration of our own **legislation.** The decision of making out the acts of law regulating library operation for different types of libraries by their profile is to be regarded substantial. It was essential to protect by law the public libraries servicing the largest and the most diversed part of population. The first Public Libraries Act in reindependent Estonia, passed in 1992, was developed from the respective experiences of other countries as well as the text of the correspondent law in preoccupied Estonia, enacted in 1925. The first Public Library Act, 1992, constitutes the financing sources of public libraries, one of them being the state; the terms of founding and closing down public libraries in coordination with the Ministry of Culture; the main goals of city and county central libraries as the chief organizers of cooperation between the local libraries, etc. The first correctives into the Act were made already in the end of the same year. In 1998 a new Act was passed, that expresses the growing demands of the modern world more clearly. In 2000 the Act was completed in connection with the claim in "The Act on Public Information" to enable free access to information through data communication network of general use for interested people.
Besides The Libraries` Act there are various smaller enactments regulating different processes in the library, including legal documents on the speciality of librarians as well as the further training of librarians.
The results of library activities are reflected in statistical reports. In 1993 the library statistics was first completed in accordance with the international standard ISO 2789-1991, allowing comparison with other countries.
The Public Libraries` Act has affected as a kind of protecting mechanizm in retaining the existing library network. The changes in library network in recent years have been taking place mainly in connection with the rearrangement of industrial and agricultural, as well as territorial and administrative structures, and as a result of optimizing the library servises. Poor economic situation has never been the direct reason for closing down a library under local administration. The alternatives of integrated public and school libraries, that have recently come into being, enable the local authorities to economize, yet the prime concern in arranging library services should be meeting the maximum needs of different target groups of users.Returning properties and privatisation has also brought along a unique opportunity for a lot of libraries to be resettled in better places, repaired in conformity with the demands of the present day.
Financing the public libraries after the denationalization in the beginning of nineties, has become, to a great extent, the concern of local administration. The local autho-rities have understood the importance of public libraries as the mediators of information, culture and education, and have transferred them into local centres of information and culture. As the inhabitants in the countryside mostly live around the centres, the local library functions as the nearest institution of learning and leasure.
In Estonia, small in territory as well as in the number of population, there is a remarkable number of public libraries with more than a century-long traditions.

Table 1

Public Libraries in Estonia

Data	Libraries of general use		Public libraries. Total	
	1990	2000	1990	2000
Number of libraries	564	570	629	585
Collections (million units)	11,1	10,6	14,8	10,7
Users (thousand)	350,6	440,4	417,3	449,5
Loans (million)	8,2	13,7	8,9	14,0
Visits (million)	2,5	6,2	2,7	6,3

Since 1992 the number of loans and library visits have increased. So has the number of users, since 1994. The intensity of using libraries in comparison with 1990 has grown 233% In 1990 an average user borrowed 23,4 items, in 1999 the corresponding number was already 35,8 items per an inhabitant. Due to the new accounting system, that excludes inside loans, in 2000 the number of loans decreased 11,1%.

Loans per User (Estonian average) Table 2

1994	1995	1996	1997	1998	1999	2000
32,1	34,0	35,2	35,7	35,8	35,8	31,2

The high frequency of lenging indicates to the lack of titles and copies available, that may lead to the result, that very soon users cannot find needed books from the library.
The importance of public libraries in servicing different social groups has increased. The pressure from the users has grown and new information services have risen, that requires a new level of servicing in that field.
The collections of public libraries are notably large, but a considerable number of titles of printed matter was published before the year 1990.

Division of Collections by Outer Form Table 3

	1995		2000	
	Total	Thereof in the country	Total	Thereof in the country
1. Books	10 182 186	4 746 147	10 720 347	5 269 699 2
2. Magazines	113 475	51 719	131 232	65 534
3. Manuscripts	16	16	85	62
4. Audio-visuals	34 645	392	4 251	1 143
5.Electronic matter	0	0	712	80
6. Others	45 224	0	19 161	111

Division of Collections by Languages Table 4

	1995	2000
1. In the Estonian language	72,9%	77%
2. In foreign languages	27,1%	23%
thereof in Russian	92,1%	90,6%
thereof in other languages	7,9%	9,4%

The collections of public libraries started to deminish since 1991, when the **expenses on aquisition** were not comparable to the amount of newly published titles. Before the ninties a thanksworthy regular contribution to the collections was made by Estonians in exile in the form of Estonian literature in exile and literature in foreign languages.
Economic restrictions have become an obstruction in aquisition process.

Accession of Information Units Table 5

Year	Accession Total	Accesssion of fiction	% of fiction from accession
1994	567 036	390 802	68,9
1995	559 252	388 306	69,4
1996	465 613	301 178	64,7
1997	555 374	319 846	57,6
1998	549 283	326 060	59,4
1999	544 893	307 286	56,4
2000	546 913	307 769	56,3

As to the different titles, the collections are undoubtedly more diversed, because the provision of multiple copies is small. Most of reference books are for inside loan only.
In small libraries most of children books are also acquired by one specimen only.

Collation of the Expenses of Public Libraries Table 6

	1994	2000
Expenses on acquisition	32,7%	32,1%
Labour costs	52,3%	43,9%
Expenses on information technology	–	4,3 %
Others	15%	19,7%

Since 1998 the costs on labour and aquisition have decreased. Taking into account the growing workload of librarians in the readers`service, the 8,4% of diminishing of labour costs in current expenses seems unbelievable.
The **computerisation** of public libraries began in 1996, with the financial support from the Open Estonian Foundation that enabled 20 county and city central libraries to start implementing the common library information system Kirjasto 3000. Today these libraries have local network, servers, electronic databases in process, the training of librarians to computer literacy is carried on. 2/3 of village libraries have office computers, half of which have the internet connection. 2/3 of the latter are for public use.
In 2001, the development of the wide area network programme of the library system for two county libraries will be covered partly from the state budget.
Subsided by the state in 2000, the number of permanent **Internet** connections is growing fast, that should lead to the creation of technical infrastructure for further development of public library system. It means the access to WWW-based recourses, that would serve as the main precondition to the regional information systems.
The **librarians** have had to adjust themselves to the new conditions, to improve their knowledge and learn anew. The professional competence of librarians in mediating the information to the users can be achieved only by continuous self-training.
The further training of librarians today is subsided by the state, local administration and the Librarians`Association. The organizers of further further training are as follows:

State level – The Learning centre of Information Sciences of Tallinn Pedagogical University, the Centre of National Culture, the Ministry of Culture, the National Library.
Local level – county and city central libraries
Librarians`Association – for the members.
Further training is mainly focused on library science, information science and infotechnology.

Librarians by their Education Table 7

	1994	2000
1. Without the speciality of a librarian	36%	41,8%
2. With the speciality of a librarian :		
- on special school level	35%	29,7%
- on college level	2%	4%
- on university level	27%	24,5%

The number of librarians without professional education has grown from year to year, that may be connected with changes in labour market in Estonia today.
In the beginning of 1999, a list of posts requiring the speciality of a librarian, professional requirements for librarians and the new Regulation of Librarians` Skill Test were confirmed with an enactment of the Ministry of Culture.
Preparatory courses for the exams on professional skill are arranged by the Learning Centre of Information Sciences of Tallinn Pedagogical University.
The decisive figure in the alternation of librarians´ role is undoubtedly the Librarians` Accociation that has assisted, with the help of united knowledge and skill of librarians, to implement changes in the public libraries.
In the beginning of the new millennium a new respect has risen between the society and the library – the latter being the institution to carry cultural heritage, and the source and mediator of all kinds of information.

Bärbel Luhari
Sõle Gymnasium

An Estonian Pupil and a Book:

Research of Reading Habits of Schoolchildren from 5 – 12 Forms

In the report I introduce the results of the inquiry «Pupil and a Book» carried out among the pupils of 5-12 classes by the initiative of the School Libraries Section of the ELA in cooperation with the Ministry of Education in December 1999.
The research was motivated by the need to understand better the present pupils and their reading habits. The previous inquiry on the same theme was organized 22 years ago. The aim of the inquiry was to study the reading habits of the Estonian pupils, their preferences and level.

It was concentrated on three main themes:

- pupils as users of a library;
- literature which one has read;
- favorite Estonian and foreign authors and books.

6464 pupils were inquired during the research «Pupil and a Book», 4242 from the primary schools and 2222 from the gymnasiums. 45% were boys and 55% girls.

The results of the research «Pupils of Forms from 5-8 as Readers and Users of a Library» carried out by the previous the State Children and Youth Library of the ESSR in 1976 – 1978, are used in comparison.

The results of this research give the picture of an Estonian pupil and his relationships with a book, library and reading in general and show how the situation has changed during a quarter of the century.

To find out the pupil's attitude towards reading as a one way of spending free time the children were asked to list the importance of the offered hobbies. The position of reading was followed in the picture of the pupil's interests.

The orientation in pop and mass culture is gaining more important place in the circles of teenagers to achieve the positive acceptation and estimation of the pupils of the same age.
Obviously because of that, the three first preferences of the pupils of primary schools and gymnasiums are the same: watching TV, listening to the music and going out with friends.
The previous situation in organizing the hobby activities of children in Estonia differed from the present, which has less opportunities of participating in circles free of charge. It influences essentially also the first three choices of interests.

Developing of the more individual interests and differentiation can be seen from the beginning of the fourth position of the presented selection. Here we can see interesting specific features. Unexpectedly on low position is the computer and activities with it. Obviously it is not caused by the lack of interest but missing opportunities. The greatest interest in computer activities have the pupils of primary schools of the big cities (47% in Viljandi, 44% in Pärnu and 39% in Tallinn of the inquired pupils). In following the free time activities, the reading depends on progress in studies

and sex. Reading has the fourth position among the girls with very good and good progress in studies. So the reading is an important activity in spending free time after watching TV, listening to the music and communicating with friends.

The important ways of spending free time in gymnasium are: listening to the music, watching TV, meeting with friends and going out. The position of reading is on an average higher and conformed – differences between the groups are decreased. In average reading holds 4th position (interest of 50% of pupils). In lower place it is among girls and pupils with interest in sciences. It can be said, that reading has an important place in free time activities among the pupils of gymnasium. Sports, computer activities, handicraft and constructing are less popular. In comparing the activities of spending free time of pupils of primary schools and gymnasiums we notice the growth of passive ways in gymnasiums. As the pupils relatively little free time and studying is intensive, the relaxing activities are preferred.

The interests of pupils have changed during the years. Listening to the radio is on a lower position than music, because the radio stations orientated to the youth play music all day. The board games are replaced with computer ones. The position of watching TV is unchangeably in the first position. The place of sports is increased in spending free time. The popularity of reading has decreased. Reading is the hobby of 42% of the pupils of the primary schools and 50% of gymnasiums. The interests of the pupils have widened and they have less time for reading. The present pupils deliver themselves between the larger number of interests and opportunities of spending free time.

A Pupil and libraries

The present valid law of «Primary School and Gymnasium» constitutes that every school must have a library. There were 711 general education schools and 87 vocational education schools in Estonia in 1999, and by the state statistics 563 school libraries in total.

The number of the school libraries has increased a lot during the 25 years. In 1976 the libraries were in 180 schools, which makes 58% of schools. The increase of the number of the school libraries is forced by funding textbooks of general education schools in the 70ties which brought about the necessity of school libraries in all educational establishments.

It came out from the research that in comparison with the year 1977 the visiting of school libraries by the pupils is increased. Only 8% of the pupils of the primary schools and 5% of the gymnasiums answered that they are not readers of any libraries. So the pupils are very active readers: 47% of pupils of primary schools and 43% of gymnasiums visit different libraries every week.

School and public libraries have different role in serving pupils. The results of the research show that pupils need services of the both types of libraries: 53% of girls and 26% of boys are the readers of public and school libraries.

From different types of libraries pupils visit the school libraries more, where the engagement of the readers has increased from 36% to 75% during the last 25 years.
The present pupils are satisfied with the books of the school libraries, especially with the selection of reference books and journals. Pupils estimate the availability of literature from the school libraries satisfactorily, only 4% of the pupils of primary schools and 7% of gymnasiums think it unsatisfactory.

School library is the first place where a child under the school age gets reading. It is the place where the level of development, interests, progress in studies could be taken into consideration.

It is very important that the collections of school libraries meet the needs and demands of the school, teachers and pupils. If the collections of the school libraries meet the needs, the connection with the study and importance to the pupils' increases. Certainly important role plays the fact that school library is the nearest place for pupils to get necessary literature.

By the data of the research it can be said, that in the schools where the library isn't on the necessary level, i.e. engagement of readers is very low, there are more pupils who do not use the services of the library at all. If there are usually 1-2 unusers, then 6-7 or about a third of the pupils of a class. The absence of school library or its unsatisfactory level influences the use of libraries in general in negative direction. That shows that the educating of readers begins in schools and from the school library. In gymnasiums the part of unusers decreases and in the 12th form it forms only 1,7% from the total number of the pupils. If pupils get older, they will need more services of libraries.

Pupils´ engagement with reading is good over the republic (excl. Tallinn). In the counties of East – and West Virumaa and Võru pupils use the public library even a bit more than school library. In comparison with school libraries public libraries are better acquisited with belles-lettres, encl. literature for children. Many schools are able to buy only compulsory literature and not in enough volumes. Librarian of a school library must take all subjects into consideration in acquisiting collections.

The frequency of visiting library shows the activity of reading. In comparison with adults pupils are more active readers. It is so because of the valid curriculum – the part and size of an individual work is enlarged. The forms of study are changed and variegated. The teachers play an important role in activating reading: giving working tasks, instructing. A lot of pupils visit library almost every day. About a fifth or 18% of pupils of primary school visit library many times a week. About one third of pupils or 29% visit library once a week and the other third once a week.

Availability of literature from libraries

The school and public libraries are able to buy less and less books. In the circles of librarianship the opinion is spread, that the pupils are not satisfied with the level of services offered by libraries and it is difficult to acquire the required books. The results of the research tell the contrary – a half of the pupils are satisfied and more than one third finds the availability of books sufficient. Only 4% of the pupils of primary schools and 7% of gymnasiums are unsatisfied. The pupils of primary schools are less satisfied than of gymnasiums. That is rather normal, because the sums for acquisition the main collection of libraries of gymnasiums are bigger.

The both groups are the most satisfied with acquisition of reference literature. More than a half of pupils give the acquirement with reference literature good and only 5% of primary school and 3% of gymnasium unsatisfactory estimation.

Rather high estimation is given to the collection of newspapers and periodicals. About a half or 49% of the pupils of gymnasium and 35% of primary schools estimate the situation well. The pupils of primary schools are less satisfied with the collection of press than the pupils of gymnasiums. The selection of press oriented to that group is also smaller in Estonia. Pupils are most unsatisfactory with the availability of the compulsory literature from the school libraries. The more critical attitude was expected. Usually there are all the books used in lessons of mother

language but only in some volumes. The book is needed by the whole class or classes (if parallel) at the same time. Unexpectedly 31% of the pupils of primary schools and 38% of gymnasiums gave good and about a half satisfactory estimation.
There may be several causes:

- in choosing literature the individual choice of a pupil is more important – all mustn't read the same book;
- teachers of the mother language try to diminish the deficiency giving the next year recommended literature lists in spring already;
- pupils are used to difficulties in acquiring compulsory literature

A pupil and reading
Adults and children of the same age influence the reading of pupils. In choice of literature the main **referees** were **friends** and **teachers** by the inquiry. The growth of the role of teacher isn't surprising. One third of pupils read only compulsory literature, so the teacher remains their only referee. The role of a teacher has increased in gymnasium among the pupils interested in reading, because the choice of literature for individual reading in the curriculum is much more determined. The themes of the state examination essays demand very wide reading. Though the curriculum intends handling of only 20 works entirely, teachers of literature give much more to prepare pupils for writing the examination essay.

The fact that librarians have fallen onto the fourth or the last position in the list of referees doesn't reflect the real changes. When by the inquiry from 1977, the librarians had the third position among the referees, only 6% of the pupils of primary schools evaluated advice given by librarians. By the data of the present inquiry 28% of the pupils of primary school respect recommendations of the librarians. The apparent decrease of the role of librarian is first of all connected with growing importance of teacher's role as referee. Coming into library pupils know what they actually want and they don't need advice from librarian. In recommending hobby reading the best referees are friends.

To raise the prestige of librarian as referee of reading one must

- orientate in literature;
- know pupils´ reading preferences;
- use modern info channels

In following different factors influencing the reading of pupils, we may summarize up:

- the recommendations of friends are evaluated in hobby reading
- from adults most of all teachers are taken into consideration
- frequently 61% of pupils have got help in finding useful material for study or paper from librarian

Pupils` favorite themes and genres
In studying the reading of pupils` it is important to know what kind of themes and genres they prefer from the following selection:

- historical novels;
- adventure tales;
- books about nature and animals;
- the youth stories about school and friends;
- bibliographies of the famous people;
- love stories;

- fiction;
- detective stories;
- poetry;
- comics.

Following the pupils` reading habits and preferences it may be said in **summarizing**
- adventure literature holds the first place in primary schools and gymnasiums;
- the position of fiction has risen among pupils during last 22 years;
- pupils with low progress in studies prefer comics more;
- the youth stories gain popularity in the last forms of primary school and in gymnasium;
- expectantly love stories are on the high position among girls;
- as usual poetry has remained elite;
- the importance of historical novels rises in gymnasium;
- the popularity of fairy tales among pupils has fallen considerably during the last 22 years.

Favorite authors and books of the pupils

To study more closely the connections between a pupil and a book and to get a picture of pupils` reading the three best Estonian and foreign authors and books were asked to name.

A. Christie was the favorite foreign author of gymnasium pupils, A. Lindgren among the pupils of primary schools. The favorite Estonian authors were O. Luts and A. H. Tammsaare.

From the list of the present Estonian schoolchildren's favorite books we find a lot of literature handled at the lessons. From the named favorite volumes 26% was handled entirely at primary schools and 39% at gymnasiums. From the volumes marked in 1977 14% were of compulsory literature. Certainly the fact must be considered, that the selection of compulsory literature has changed. The reasons why the preferences of compulsory literature are bigger in 1999 may be following:
- the book which pleased during the handling at the lesson or reading fitted the age, but at the moment of selecting doesn't any more, but the experience of reading influences the choice of the favorite book;
- the selection of volumes in the curriculum of mother language is perfect, answers the demands of the age and therefore coincides the pupils` preferences;
- as the reading diminishes, the opportunities of choosing favorite authors and books decreases.

Although the position of reading among the opportunities of spending free time was rather high, hobby of 40% of pupils of primary school and 50% of gymnasium, the number of the pupils reading only compulsory literature is considerable – 31% at primary school and 33% at gymnasium. Reading only compulsory literature is caused by lack of interest in reading, i. e. only demanded literature is read. So these pupils haven't got the other choice in selecting the favorite book because the they haven't read any. Probably some pupils wrote down their favorite books of individual reading considering their prestige. That indicates to weak level of hobby reading.

In comparing the lists of favorite books of the Estonian and foreign authors of pupils of primary schools and gymnasiums we can see, that pupils of primary schools differentiate authors and works. In the list of authors pupils have taken into consideration the importance of the author in literature and perceptibility. In case of books the individual taste and reading experience plays a great part.

In studying the preferable authors and books we may say in **conclusion**:

- compulsory literature has a big part in the list of favorite books;
- frequent mentioning the books read during primary school in the gymnasium list indicates to the decrease of possibilities of choice of pupils of gymnasium;
- the Estonian authors have similar position with foreign ones;
- from the Estonian authors O. Luts is indisputable favorite of boys and girls – 30% of pupils of primary schools have chosen him;
- the most favourite book among pupils of primary school and gymnasium is «Kevade» by O. Luts;
- the most popular foreign author of pupils of primary school is A. Lindgren – every third pupil prefers his works;
- favourite authors of pupils of gymnasium are A. Christie from the world literature and A. H. Tammsaare from the Estonian literature;
- the favoutite book from world literature of pupils of gymnasium is Ch. Bronte «Jane Eyre» due to its popularity among girls

It came out from the research that the frequency of visiting libraries is big among the Estonian pupils, part of hobby reading is small. The using of libraries has grown due to reading for study. Great role of the compulsory literature in preferences may indicate to decrease of interest in reading. Following the preferences of spending free time we can see, that the role of reading is comparatively big. So the Estonian pupil hasn't lost the interest in reading. They need a benevolent directing and help and offering of possibilities by improving library services and enlarging the choice of books.

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FBI 2000: From Library Service to Learning Centre
Organisational Changes at Oslo University College Library

1. Preface

This papers aims at describing in some detail the process of one level of organisational change at the Oslo University College Library: The **FBI 2000** project. This was essential in our effort to creating a library service pointed towards users' needs in a period of rapid transformation of resources. A main objective of the process was to make sure staff were in agreement with what was happening at all steps. In addition, the paper outlines the development that has been going on alongside, and during which process the library has become part of the Oslo University College learning centre model: The Department of Learning Resources. The paper should be read as a case description of **FBI 2000**.

2. Oslo University College (Høgskolen i Oslo – HiO)

Oslo University College (http://www.hio.no) is a young institution based on long traditions. Established in August 1994, it is a merger of some twenty former institutions of higher education. HiO consists of seven faculties and offers more than twenty undergraduate degree programmes, as well as continuing education in many fields. HiO has a student population of approximately 8,500 and 810 staff. The college is distributed over five campuses across the city of Oslo. The central campus, Frydenlund, is situated mainly on the site of a former brewery, close to the city centre.

2.1. Oslo University College Library (Høgskolebiblioteket i Oslo – HBI)

The University College Library (http://www.hio.no/bibl/), as well as the mother institution, is the result of a merger process. There are, however, still five library branches scattered over the HiO campuses. Today's (June 2001) library organisation can be seen at the attached chart.

Of a total of 35, the Frydenlund Library is the biggest organisational unit with 19 staff. There are plans still to be carried out to move three of the remaining "one-faculty library services" into a new campus in central Oslo, but we are still waiting to see these plans fulfilled.

Emerging from several small libraries, often with one or two staff only, the need for changes in the library services was apparent from day one: Organisational change; change of service focal points; change of principles for collections development. In the nineties, new pedagogic methods – the shift from teaching to independent learning – meant new demands on our skills. The rapid development in information and communications technology was another challenge to our methods. The traditional library model where much effort was concentrated on building and making available physical collections just was not sufficient in the new era of PBL, networked resources and distributed learning.

Oslo University College's Library Plan 1997-2000 established its number one objective as "Adapting a learning centre model for Oslo University College". Consequently, the then Fellesbiblioteket (**FBI** – "*Joint Library*"), library services for the Faculties of Education and Health Sciences, planned a project **FBI 2000** to cater for the new era.

3. FBI 2000

FBI 2000 aimed at transforming the traditional library model into a user-centred hybrid library, a *learning centre*. The Library Plan used an expression modelled mainly on ideas carried out at The Sheffield Hallam University Learning Centre, (http://www.shu.ac.uk/services/lc/index.html).

According to Graham Bulpitt[1] the following integrated facilities and services form the Learning Centre:

- Information resources, including the library collection of printed, audio-visual and multimedia and access to electronic information sources;
- information technology provision, including workstations which provide access to computer software, networked services and multimedia learning material;
- accommodation for individual and group study;
- advice and tutorial support from specialist staff;
- support for teaching staff on curriculum initiatives and alternative approaches to teaching, learning and assessment;
- the University focus for educational research;
- production facilities for study and presentational material which bring together units for photography, graphics, TV, multimedia and audio-visual work;
- classroom support for audio-visual equipment;
- self-help studio facilities where tutors and students can produce material;
- the University's publishing house to handle commercial sales of material generated in-house.

Another model of great inspiration was the "Niagara" plan at Malmö University in Sweden. Unfortunately, this plan has not been carried out because it was decided at a late stage in the process not to build the projected house. Anyway, the ideas expressed in the Swedish plans and the things they have managed to achieve in the framework of the old premises have still influenced on our work in Oslo. Malmö University's biannual conference on information literacy, "*Creating Knowledge*", is a direct result of their learning centre planning.

3.1. The project plan

The **FBI 2000** project aimed at bringing the necessary changes to the library part of the learning centre model. (Parallel to this, organisational change took place in the University College to bring together other units to strengthen the model, see chapter 4.) Physically as well as organisationally it was important to regard the library services part of the University College's learning resources. We wanted to strengthen FBI's contact and co-operation with faculties and other departments.

The planning started in 1997. The initial project plan draft was developed by the management team and presented to staff in October. After passing the Biblioteklederforum (Forum for Library Managers), the three-year project plan **FBI 2000** came into operation from January 1998 and covered all fields of library activities:

Users	• Students, faculty
Staff	• Training for a new role • New organisation
Services	• New goals for user education • Better quality reference service • Teaching and learning aspect
Collections	• Wide range of printed, audio-visual and electronic sources of knowledge
Co-operation	• Faculties, internal and external co-players
Equipment and refurbishing	• More workspace for users • Better distribution of equipment.
Technology	• More computer-based resources

3.2. First project year – 1998. Motivation

The main objective of the first project year was motivation and consciousness development among staff on two levels: a) the concept of the learning centre model and b) the role of being project workers.

Four work groups were formed, and the groups worked independently with concrete tasks:

- Group A was to make suggestions as to future range of services, library instruction and information profile.
- Group B worked on future principles for collection- and systems development.
- Group C looked into organisational change and staff development.
- Group D concentrated on premises, furniture and equipment.

The leaders of each group together with the project leader formed the project group.

Another objective was to extend staff training to meet the new demands, and we managed to double the allocation for that purpose. Some of the colleagues attended HiO in-house courses on pedagogic. Two study tours were carried out during the first year: 1) To Lillehammer University College Library and 2) to Karlstad University Library and Örebro University College Library in Sweden.

Summing-up of the first year took place during a two days staff seminar. The programme contained presentation of papers, plenary sessions, group workshops and above all a strong emphasis on social activities. We had pretty much reached the goals for year one. However, one of the conclusions was that the groups had been too small, with too intensive project work for the group members, so it was decided to have only three work groups the following year.

3.3. Second project year – 1999. Staff development

The second year was to become more operational in three fields: 1) Intensifying staff training; 2) Shifting collections; and 3) Establishing workstations for students. The new group structure distributed the areas of responsibility into three fields:

K *(kompetanseutvikling)* - staff development
P *(publikumstjenester)* - user services
S *(samlinger)* - collection arrangement.

Group **K** performed a survey on individual needs for training. In-house courses were arranged as a result of this survey. Some staff members went for external training, and there were two longer excursions:

- One staff spent two months at The Stockholm Institute of Education Library on a Nordic Staff Exchange Programme.
- The project leader spent one month at The Sheffield Hallam University Learning Centre[2], partly on a scholarship from the Norwegian Library Bureau.

Groups **P** and **S** worked closely together: To make room for eighteen new networked student workstations, parts of the collection were moved into new compact shelving areas. Another change that came about as a result of this year's work, was the separation of the reference and issuing desks in order to secure higher quality reference work.

The budgetary means that were made available for the project were by no means sufficient for the level of furniture and other equipment acquisitions that was stated in the project plan. This made it necessary to adjust the goals as we went along.

For the staff seminar at the end of the second year, we invited colleagues from the other library units, from the HiO departments of IT and AV plus Library and IT Director Tove Persson from the

Malmö University. At the end of the seminar it turned out that staff had found the group working so fulfilling that it was desirable to develop a permanent team structure in the future.

3.4. Third project year – 2000. New organisation

The third project year was one of great activity. Rebuilding and refurbishing works made way for the changes planned by last year's groups who continued to work and were given responsibility for the different parts of the process.

Again there were excursions: Financed by staff development scholarships from Statskonsult, two members of staff went to

- NVBF Conference: Reference work in the Electronic Environment. Reykjavik, Iceland

and

- Nordic Summer School in Library Pedagogic, Lund University Library, Sweden

in order to increase our in-house staff development skills.

During this year the responsibility for student computer user support was transferred from the Department of Computing Resources to the University College Library. This also led to our taking over three computer rooms with 58 workstations. This brought us a considerable leap forward towards the goal of one hundred networked student workstations in the library.

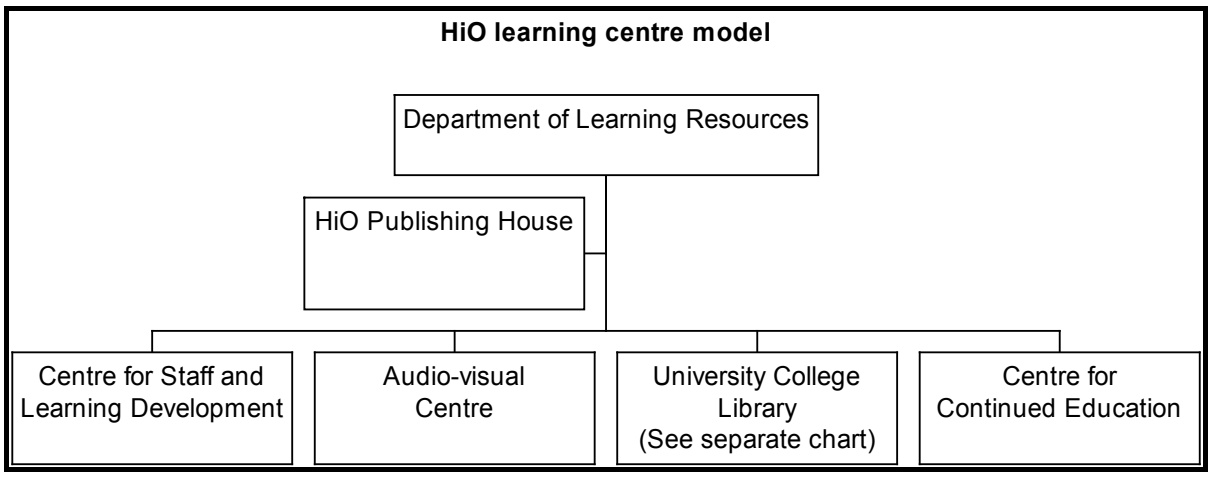
The new organisation was visible throughout the library:

- New Management Team (due to the fusion mentioned in chapter 4).
- New areas of responsibility to staff members in work groups.
- Additional staff (students) manning computer user support and issuing desks.
- New collections arrangement.
- New space for students' work

At the final staff seminar, it was clear that we had reached our objectives in most fields, but that much was lacking when it came to equipment. However, we had already been promised means on the 2001 budget, and it was decided to stretch that part of the project into a post project year (see chapter 5).

4. Other important changes

Alongside the project **FBI 2000**, other changes were taking place in the HiO organisation. In January 2000, the new Department of Learning Resources came into existence. The components of the new departments were The University College Library; Centre for Staff and Learning Development; the Audio-visual Centre and Centre for Continued Education. In fact, the frame structure of the HiO learning centre model had been established. Department Director Hans Martin Fagerli's efforts to reach this goal includes a HiO publication issued this year.[3]



Another major change was the fusion of FBI and the Library Service for the Faculty of Journalism, Library- and Information Science into the Frydenlund Library, see attached chart.

5. 2001 – A post project year

This year has kept everybody busy adjusting daily life to the new organisation as well as moving shelves and collections around to make room for more workstations. By the end of 2001 the students will have 98 fully networked workstations in the library.

The spirit of the work groups has been taken into a new project of establishing permanent teams. This new structure will be operative from January 2002.

We have had supple time to try out the new approach to library education for information literacy. This includes classroom demonstrations and hands-on laboratory sessions as well as information skill workshops and an online library guide

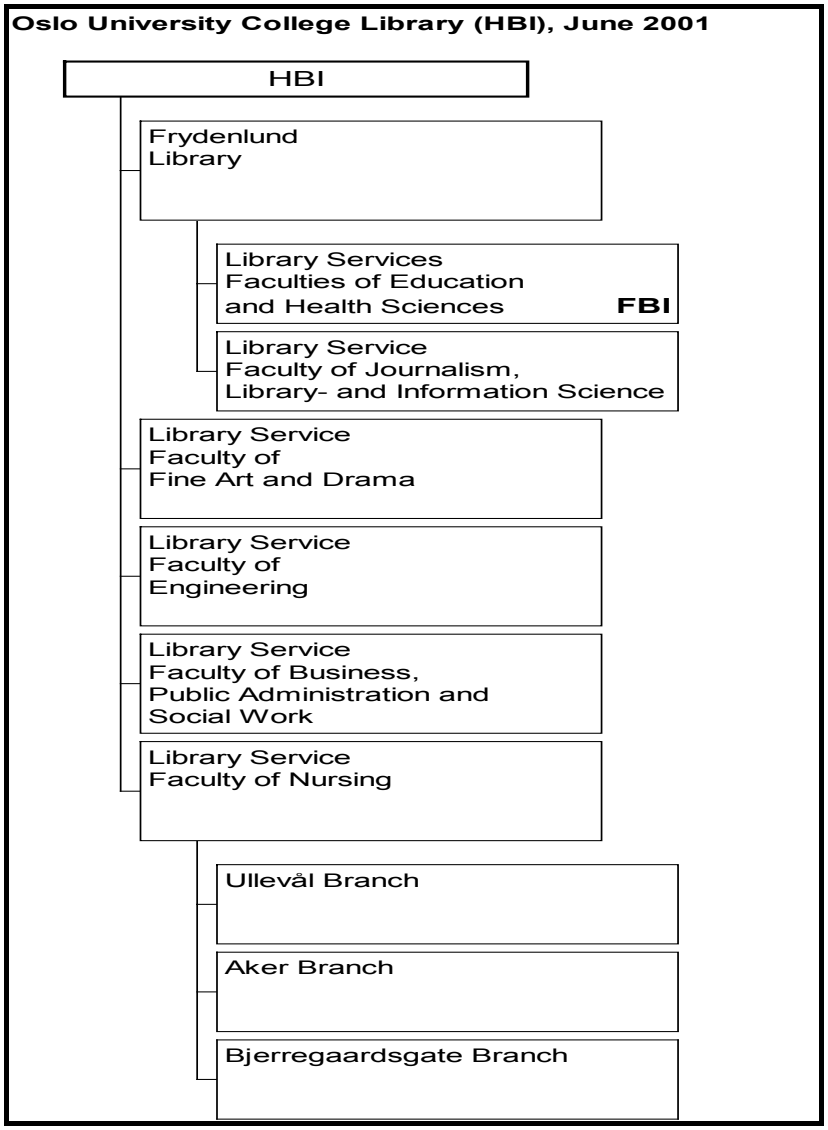
(http://www.hioslo.no/bibl/Projekt/index.html).

Finally, the Frydenlund Library, as the last branch of the HBI, is changing library systems this year. *BIBSYS* is an organisation to join rather than a system to buy, and the change involves everybody in extensive course activities (as well as changing of bar codes on *all* documents).

6. Conclusion

Beyond doubt, the **FBI 2000** project has been successful. We set out to create one part of the Learning Centre, and the rest was created alongside as we processed. It is too early to draw a conclusion about user satisfaction, given the fact that we still lack some of the equipment necessary to complete the picture. However, staff has the distinct impression that students appreciate the new range of services offered in the library, and statistics, though unofficial, give a very convincing indication: Although loans issued showed a marginal drop, visitors poured into the library. We had 72% more people visiting the library in 2000 compared to 1999, but the figures include students using the workstations, so they are not totally comparable. Use of databases under licence showed an increase of 59% - another convincing success factor for the learning centre.

What still remains to be seen, is the level of success for the Department of Learning Resources. The four building blocks represent different cultures. The Sheffield Hallam University Learning Centre experience has been the same: The pedagogues are often deeply submerged in their own subject fields and need time to join this type of professional joint ventures. But the framework is here – and time works with us.



7. Notes:

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[2] Gulbraar, Kari. Læringssenter i praksis. Rapport fra et studieopphold ved Sheffield Hallam University Learning Centre. (HiO-notat nr 6. Oslo 2000). ISBN 82-579-0374-4

[3] Fagerli, Hans Martin. En arena for læring og samarbeid. Om bibliotekfaglige og pedagogiske utfordringer i læringssentermodellen. HiO-rapport nr 4. Oslo 2000. ISBN 82-579-0359-0

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User Training in the New Information Environment: The Approach of the TTU Library

Introduction

The new networked environment has had a profound influence on the world of information. Information technology has posed new challenges for libraries and librarians [5]. The development of information technology sets higher demands for the professional skills of librarians in provision and access to information resources as well as in giving guidance and support in the best use of them. The librarian is no longer a mere information mediator, he/she has to take the role of a trainer/consultant of the information user. In the rapidly developing information environment the librarian's primary task is to ensure access to information resources and train the use of them.

Students constitute one part of the society who are fortunate to have access to a variety of electronic information sources free of charge. Electronic information sources offer much more opportunities to the today's students compared with their predecessors [7]. A user needs to know various kinds of information resources, differentiate appropriate ones, find out right search techniques and methods, use the most relevant key words, retrieve, compare and evaluate obtained information, use and synthesise it and create new knowledge on the basis of this information. The above mentioned skills are useful for the whole life but they enable students to make efficient use of electronic information sources whilst at university [3].

Libraries must reach a position where the skills of information retrieval and use are acknowledged as one of the key learning objectives for every student entering a university.

Development of library user training as well as librarians' training is becoming one of the TTU library's most essential strategic objective for sucessful transition to the electronic mode.

How does the TTU Library educate and train its users?

The library has long traditions of user education: we have been developing user education in support of flexible learning for forty years. The library has been responsible for the provision of user education programmes, starting with basic library skills for first year students and developing towards cognitive skills such as synthesising and evaluating information at third year and postgraduate level.

User education programmes are continuously updated; electronic teaching and training materials are designed. User training is carried out through courses, training sessions, WWW based tutorials and distance education facilities. Information consultants, catalogue consultants and open access collection consultants who are on duty in the library advise users. The library's computer specialists assist in the installation of university workstations, giving their advice on the use of LAN-CD server, online and library databases. Web-based enquiries and e-mail based information service have been introduced as well.

Long experience of user education programmes has shown that teaching information retrieval skills to students should be embedded into the university curriculum and done at a time when the user can understand its appropriateness.

The library subject specialists play important role in involving in learning activities, promoting the use of information services, selecting of electronic materials, preparing and providing guides and manuals on the use of resources, providing effective user education through instructions, presentations and training [6].

Resting on our thirty-year experience we may say that the subject librarian system is an effective way of ensuring that the library remains user-centred. At the moment there are eight subject specialists at the TTU Library's information department, each of them having her own field of responsibility such as chemistry, power engineering, economy, civil engineering, mechanical engineering, information technology, mathematics and physics.

Teaching information literacy is a major responsibility of library subject librarians. They are actively involved in developing information user training programmes on different levels and in different formats from traditional print-based materials to interactive computer-based programmes. At present about forty percent of user education content is dedicated to information retrieval from electronic resources.

Training services for different user groups

For all the first year students of bachelor- or diploma studies at the TTU the library's subject specialists deliver a five-lecture course ”Bibliography” (traditional and electronic information sources at TTU library), which is one part of the obligatory subject UTT 3011 Organisation of the Studies. The main aim of this training course is to introduce new students with library services, procedures and the library’s Web as an information source as well as to teach the use the ESTER (Estonian libraries’ OPAC) via the Internet [2].

In 2000 the library's subject specialists delivered 234 hours of lectures and practical exercises for 65 groups. 1181 students passed the course.

In the academic year 2000/2001 one part of the above mentioned course – The Web-based Document Search in the Electronic Catalogue – was for the first time carried out in the format of distance education, using the learning environment which was specially worked out for that purpose. Web-based course was a new challenge for the trainers as well as the trainees [1]. The subject specialists prepared retrieval exercises, instructions and a questionnaire for feedback. The library's system administrator designed Web based learning environment on the grounds of teaching materials which consisted of two modules: answers' module and evaluation module. 1113 first year students passed the course in December 2000. The feedback, which was very positive, assured us that the library has a capacity to contribute to the modernisation of higher education.

For the students of master studies' programme the library organises the course of information literacy ”Specialized information retrieval”. As a result of participation in the EU distance education project of information retrieval DEDICATE (1998–1999) a new training model was worked out in order to teach postgraduate students the information retrieval techniques which are necessary for their research. The aim of the course is to teach participants information retrieval skills, give them knowledge on critical quality and relevance evaluation of different information

resources as well as offer positive experiences in library use. For the first time the course was carried out in spring term of 2000.

This course is integrated into university's academic curriculum as an optional subject. The course carries university credits and gives 1,5 credit points in the master programme. Duration of the course is eight hours plus exercises of individual work.

Credit requirements are solving of four independent tasks and written summary of information retrieval results. The course participant writes a short individual report showing an understanding of the process of information retrieval and subsequent handling of search results within a selected subject area. He evaluates critically the quality and relevance of different information sources they used.

In the spring term of 1999/2000 14 postgraduates chose the subject SR05050 "Specalized information retrieval"; in 2000/2001 17 postgraduates of information science chose the subject.

In order to be competitive in the rapidly changing information environment the user must continually update his/her knowledge and skills [8]. The library's standpoint is that such courses must be restored in all the fields of the TTU master studies. The library's subject specialists have prepared new programmes, which are analogous to SR05050 programme, in the following disciplines of master studies: 1) chemistry; 2) construction and geotechnology; 3) administrative management and economy; 4) mechanical engineering and technical physics.

The library is also able to offer a course for the senior level (students of the second and third course) of bachelor programmes which gives further training on the library's information resources focused on information search in the subject of course paper or bachelor thesis. In that case the delivery of knowledge in library use and information search should be incessant throughout the years of university studies. A part of the course should be carried out in the Web environment as distance education. The library has already the university prorector's support in this project. The approval for entering the course into university curriculum may be achieved by co-operation with teaching commission of the University Council and the faculty councils.

Feedback from participants

Feedback from participants has always been important for the Library. Students' comments and proposals help to develop and improve different courses.
At the end of the courses participants fall out questionnaires in order to evaluate course arrangement, introduced information sources and acquired knowledge.

For example, the participants of postgraduates' course in 2000 thought that there should have been more practical exercises in the course, homework should have been given continually and lecture materials should have been available through the Web. In the course of 2001 all those proposals were taken into consideration.

Positively were evaluated EBSCO online-databases and especially the database Applied Science & Technology Plus (all of them available through the TTU computer network) because they include full texts. In 2000 CD-ROM-databases were appreciated most of all, but today the extent of their use is decreasing. Postgraduates were able to use many search systems in the Internet, but less was

known about meta-search systems and various subject catalogues as well as the possibilities of using bibliographical databases.

Postgraduates have evaluated the course as necessary and useful. High percentage of postgraduates was satisfied with the outcomes of their searching.

The comment by one postgraduate:
...I had the opportunity to get acquainted with a number of electronic information sources; I also got the knowledge on enquiring principles and found out how many possibilities there actually were in searching the information I need.

The other postgraduate wrote:
...introduction of information sources is very useful. There should be more handout materials. The course was built up logically, the whole course should be carried out as distance education.

The library has the same viewpoint that further developments must focus on distance education courses, where the way of learning is flexible enough for a student.

Surprisingly positive were the opinions of first year students on the Web-based distance course, which was organised for them for the first time. For example one student wrote:
...I think that such training is absolutely indispensable for each student; for me personally it was very helpful; such an interactive work offers change from everyday routine; very convenient and up to standards, many of university lecturers ought to learn from the delivery of this course; the mark is 5+; the most professionally organised training in the Technical University [1].

The fact, that over 1100 first year students passed the course during three weeks and there was very little negative criticism, encourages the library to follow the proposal of one participant in the future: in addition to the obligatory courses we will design something similar in the library's homepage for those who wish to test their knowledge independently and keep the results to themselves.

Training of the trainers

In order to manage with the task to teach information literacy it is necessary to train the trainers – librarians who are responsible for fulfilling this role.
Regular training sessions for studying new electronic resources, software modifications and upgrades are organised for the librarians of the TTU Library. Special sessions are arranged for training new software products and search engines. Participation in the distance education project DEDICATE in the years 1998–1999 enabled us to raise the staff's qualification. Four subject specialists passed the distance education course "The training of information literacy" and received a relevant certificate. Still, that is not enough.

The problem with users'training is that there is not enough training for the trainers. We think that the Department of Information Studies of the Tallinn University of Educational Studies should organise such courses for librarians.

The creation of electronic learning environment

Staff in higher educational institutions must be aware that library users require suitable environment for independent study (more space and computers) as well as access to a wide range of information resources to expand and enhance their learning [4].

Though the TTU Library has been trying to do all in its power to keep pace with time – acquired modern information sources and -technology, learned independently to use them and trained information users – there is still little resource for information retrieval and the use of electronic sources.

With the aim of applying additional resources for the improvement of user environment we drew up a **project "The creation of electronic learning environment at the library".** The aim of the project is to create a contemporary hardware-, software- and network environment in the library's reading room in order to enable library customers to use electronic resources. Taking into consideration the demands and valuable electronic resources the library has achieved the access to, we think that eight computers for library users should be placed to the reading room already this year. The number of such computer working places for library users should be increased according to the actual need during the following years. The present number of computers for library users is not sufficient for information search, the use of electronic sources and the use of electronic catalogue ESTER. For example almost 17 000 searches were carried out in the EBSCO databases, over 27 000 abstracts and almost 11 000 full text articles were downloaded last year. Applied Science and Technology Plus full text databases were used over 4 800 times.

Today we already know that the university is ready to support the project from the budget of IT development projects.

Conclusions

One of the library's main responsibilities in supporting learning and teaching processes in the changing higher education environment is to offer information skills training at a time and place and in a format that suits the users. The library subject specialists play the key role in this teaching process. New technologies are changing the way in which librarians perform their function.

Though the TTU Library has a long-time experience of user education, we have worked in electronic environment for a short time. There are not enough resources for creating user friendly electronic environment in the library. The library continues the fulfilment of operative plans, which were set up in the development plan for 2001–2005.

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Information Services: the Case of the Lithuanian National Library Information Centre

Information services are the place in the library there users can probably observe technological changes. The main their point are personal contact of librarian and user. Big attention is fixing on electronic information presentation forms. Librarians can used several different search sources - online catalogues, CD-ROM's, fulltext databases and Internet. It can make possibility present different information to user in convenient form. There can be no doubt that information service presents in shorter time. But professional librarian much more time spending on nonprofessional fields of work, such as computer reset or solving the printer jammed paper problem.

National library of Lithuania has old information and bibliographical activity tradition. Accumulation and diffuse of information was the main problem from the first years of library work. The Information center was established in 1994 on the base of Reference department. Center has two reading rooms till the beginning of his year. In the beginning of this year there were established even more reading rooms. So, all statistical indexes are taken from just two reading rooms.

The biggest part of Information center requests make up the bibliographical (address) and subject requests (about 50%), when library reader search for concrete book or specifically literature from one or another field of work. The reliable sources of information for such requests are:

- Library computer catalogues (LIBIS, SUVKAT, CD-ROM'S), local data bases;
- Lithuanian libraries computer catalogues and consolidated LIBIS catalogue accessible via internet;
- World libraries computer catalogues in CD-ROM's, internet or printed forms;
- Fulltext internet databases etc.

In last year Information center executives have more than 18.000 requests. The main part of them replies by word, but about 23% readers get answers by phone, e-mail or post. If we look comprehensively in the thirst quarter of this year, one reading room get about 3.000 requests – 1360 readers call by phone, about 100 – wrote e-mail's. Reading room executives answering the questions have the use of:

LIBIS – about 570 times,
CD-ROM's – about 1.300 times,
Internet – about 500 times.

Supply of information via internet and other electronic storage systems is rapidly growing up. It became generally available for many readers and consumers. But not every one can find needful information and accommodate it for own needs. The main goal for the information specialists is information creating in society controlling and help for the information users to understand this process.

The department of electronic information thorough studies and systematizes internet-based information; prepare bibliographical, summary and fulltext databases in virtual WWW resources collection, which helps to find needful information in large internet information massive.

Revue rapidly decrease provoke changes, which in the nearest future tell upon the services sphere. Everybody must understand this fact. It's not pleasure strategy – the volume of work

become bigger, then budget is decrease. This situation isn't suitable for librarians, because in this case emphasize red-tape methods against professional skills. New management literature emphasize, that the situation, then revue rapidly decrease and new plans, strategies and priorities turning up, will help to find the best way to select priorities and future works. Sometimes we look fully and don't refuse jobs then decrease means. What we expect from library information services? If we think about the users of library, we understand, that they won't expect from library very much. The readers rapidly accommodate to services size decreasing, or sometimes they prefer don't go to the library.

If the readers accept information services in every possible form, it means, that they couldn't compare them and prefer the best one. In our work different users needs demand of variety of services. Besides the traditional paid services like copying, bibliographical requests, access to the Internet etc. some new paid services were added. One of them – registered databases. Information center bibliographers can offer for the readers to find information in several databases. One of them – STN International (http://www.fiz-karlsruhe.de/)**.** Its searching service like you know, connects more than 200 science, technology and others electronic databases. Another one – EBSCO (http://www.global.epnet.com/index.html), fulltext database of articles in different fields of interests and so on.

At this moment in National library of Lithuania we have the process of reading rooms reorganization. At this moment Information center has six working rooms and three reading rooms are prepared for the work.

Reference reading room. It's the thirst Information center organized reading room. There we can find all kinds of encyclopedias, bibliographical and information books and publications. Readers can use open bookshelves. We have nine computerized places for them. So, they can search in the internet and various databases to three hours per month without any taxes. Bibliographers assigned a lot of their time navigating through the Internet in search for free of charge databases and electronic publications that might be prospective for readers. They are answering to different bibliographical requests. Information services to users have improved. Readers can use increasing CD-ROM collection, various local databases, etc. We have 12 local databases in our library. I want to discuss it more comprehensively.

- **SUVKAT** - Union catalogue of foreign periodicals received in Lithuanian libraries since 1990.
- **CD-ROM** - Union catalogue of CD-ROMs available in Lithuanian libraries and information services, since 1990.
- **BKC** - Bibliographic database of Lithuanian periodical press, since 1994.
- **ES** - Bibliographic database of EU official documents, since 1993.
- **Europa** - Bibliographic database on the European Union, since 1998.
- **SUTARTYS** (treaties)- Bibliographic database of international treaties, conventions and agreements.
- **TEISE** (law)- Bibliographic database of articles on law in Lithuanian and foreign press, 1995-1996.
- **TEISPOL** - Bibliographic database of articles on law and politics, since 1997.
- **EKONOMIKA** (economics)- Bibliographic database of articles on economics in Lithuanian press, since 1995.
- **MEDICINA** (medicine)- Bibliographic database of publications on medicine in Lithuanian and foreign press, since 1995.
- **VIS** - Database of bibliographic records on Lithuanian politics, state management, economics and other questions, since 1993. For the Seimas (Parliament) and the Government reference.

- **LITUANICA** - Bibliographic database about Lithuania in foreign press, since 1996.

We understand that the process of decline card catalogues was hard, but at this moment nobody did think that it is bad. Computer catalogues and databases lead to better and more effective use of information stores at the library.

Social sciences reading room (1). The Open Society fund Lithuania established Law reading room in 1995. In the beginning of 2000 he become a part of National library Information center. Reading room at that time had more than 3.000 books and about 100 titles of periodicals. For this moment the reading room have more than 5.000 titles of books, number of periodicals titles grown twice. Like you understand, law in our times doesn't understand without the political sciences. After the reading room reorganization consumers can find there also political sciences books and periodicals. At this moment it is about 1.000 titles of books and 40 titles of periodicals. Besides that readers have free access to the different law and political internet sites and databases, such as Lithuanian law statements DB, LITLEX, LEXBASE and others.

Social sciences reading room (2). Another social sciences reading room open its door at 3 of September 2001. Consumers can find here information and literature of economics, psychology, logic, statistic, sociology and marketing. It is very difficult to talk about just in this time creating reading room. There were no such different kinds of information early in our library, so we try to find the best way to understand customers needs and collect in the open shelves books needful in their work. At this moment there are more than 3.000 titles of books and periodicals.

The humanities reading rooms. These reading rooms didn't open yet. Here consumers will read books and periodicals of philosophy, history, linguistic and other humanities. Librarians prepared for the readers more than 6.000 books and periodicals titles. Books for this reading room librarians get from different places – from formal humanitarian reading room, formal general reading room etc.

The reading room of International organizations. The national library of Lithuania is the Europe Union (EU) and Parliament deposit library. She receives all the officials these organizations documents and composed texts, treaties between EU and separate countries, statistic data, EU publications in different fields of interests. Librarians prepare three different databases –

ES - Bibliographic database of EU official documents, since 1993.

Europa - Bibliographic database on the European Union, since 1998.

SUTARTYS (treaties)- Bibliographic database of international treaties, conventions and agreements. Information center prepares bibliographical list of the newest EU publications and documents in National library.

All the information about Europe Union and documents from 1952 till present librarians can find in CD-ROM's:

- Justis Celx
- Justis Single Market
- Justis Official Journal C series.

Like I said early, this is International organizations reading room. Without Europe Union and Parliament publications and official documents, here readers can find the International Bank for Reconstruction a. Development, TATENA (International atomic energy agency), International Monetary Fund and other organizations publications.

Information center forms and stimulates development of information technologies. It conforms to modern library and information services needs. Needful information presents in indifferent ways, means and formats. The main role of Information center in nearest future is:

- understanding of importance, that provision of access to a wide variety of sources must be without "negative" restriction;
- provision of 'positive' guidance on sources, based on open and objective criteria;
- effective employment of new information and communication technologies, and of the Internet in particular.

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Tallinn Technical University Library

Information for the Industry: The Study of Needs and Provision

INTRODUCTION

Tallinn Technical University Library serves as the Estonian resource library in the field of technology. The primary goal of the Library is to support studies, research and scientific development in the university and provide local business and industry with necessary and updated knowledge and information. Industrial users are one of the target groups for the library.

In 1999 a study on information needs and information-seeking behaviour of managers and engineers in Estonian industry was carried out (Tibar 2000, 2001). The interviews were conducted with 27 specialists from 16 manufacturing firms. Respondents were engaged in different industries: food industry, chemical industry, transportation vehicles and devices industry, energy, furniture industry, textile manufacturing, electrotechnical and electronics industry.

Critical success factors approach (Daniel 1961, Rockart 1979, see also Huotari 1997) was used to determine information needs of managers and engineers on different organizational levels.

CRITICAL SUCCESS FACTORS AND INFORMATION NEEDS

Categories of critical success factors

According to Rockart (1979, 85) the critical success factors are the limited number of areas in which results, if they are satisfactory, will ensure successful competitive performance for the organization. They support the attainment of organizational goals, which represent the end-points that the organization hopes to reach. Rockart states that CSF method focuses on individual managers and on each manager's current information needs.

The critical success factors mentioned by specialists in this study were classified into eleven categories: marketing; quality management and quality assurance; product development; technological innovations; efficiency; pollution free technology and environmental management; job management; finance; personnel; information systems development; access to information.

Some identified CSFs expressed also priorities and problems raised by Estonian economic authorities. The process of the restructuring of manufacturing industry calls for additional investments in product development, new technologies implementation, introduction of internationally acceptable quality requirements, and continued training of staff (Purju 1999, 35).

Factors related to marketing occurred most frequently. This indicates that there is the need for information about market demands and managers are looking for the ways to meet those demands. Another major group of factors was related to quality questions: implementation and development of quality control system, ensuring stable quality and product safety, strict quality control of raw materials, ensuring the quality of production and marketing processes and services. Specialists from food industry, furniture industry and transportation vehicles industry regarded production development as a CSF. The reason here is high competition in these branches of industry between Estonian as well as external producers. Environmental problems, which result from production processes, were mentioned by specialists from energy production, food and chemical industry. Several managers considered the factors related to working organisation and management, personnel and financing to be most critical. Thus the quality of human resource, the

effectiveness and quality of production and business processes, investments into the development of products, technologies and information systems were essential for them.

The CSFs related to information systems development and access to information indicate the need for restructuring the company's information management or improving access to external information.

The accessibility of information within the company as well as external information is influenced by the company's internal information environment. Specialists from the companies, which have good information systems with their own library or information specialist, have better access to information.

Information needs

When the critical success factors had been identified it was possible to specify the information needed by managers and engineers in order to manage these factors.

The main areas in which information was needed were: 1) competitors, customers, suppliers and other market information; 2) products and technologies (information related to product development and technological innovations); 3) resources (information on finance and workforce); 4) legislation and regulations (legal acts, directives, standards, norms); 5) economic and political trends.

Competitors, customers, suppliers and other market information

Managers needed information for organizing marketing activity and defining the place of the firm in its industrial sector. For this purpose statistical data were needed about industrial sector as a whole. Information about firm's finances, distribution and income, competitor products and their prices as well as suppliers was also needed. In order to consider demands of customers, target market research was carried out. Customers' complaints were analyzed and data about target group's purchase power were needed.

Products and technologies

Technological information is necessary for the development of products and materials and innovation of manufacturing technology. Specialists need information on material processing technologies and effective and environment-friendly production methods.

In product improvement and production development attention is drawn to the quality and safety of manufacturing processes, reducing the costs of production, raising the efficiency of production and making it more flexible. For the implementation of a suitable technological process information is needed on machines, equipment and tools, their quality, production capacity and price. Information is looked for about maintenance and repairs requirements and safety rules of manufacturing equipment. Information on new models, materials and raw materials and their characteristics is also very important.

Managers are more and more aware of the fact that production development and improvement of production processes' quality and efficiency depend on the development of the company's IT basis.

Resources: information on finance and workforce

A company's internal financial data and information on investment possibilities is needed for the arrangement of marketing and product development, modernisation of technologies and equipment, safety and effectiveness of production processes, personnel training and development of information systems as well as acquisition of information and information sources.

Human resource is evaluated according to its competency i.e. existing knowledge and skills or development of these. Staff training is especially important when a company is being restructured. In order to raise people's qualification it is necessary to have information on training courses and materials.

Legislation and regulations: legal acts, directives, standards, norms

In order to maintain present or enter a new market, managers had to be well informed of the legislation of target market. In the organisation of production processes and construction of products one needs information on standards and norms as well as legal acts which govern the field of health & safety etc. Export products to the Western countries must meet the requirements of the EU norms. Likewise it is necessary to know the export conditions (e.g. customs tariffs).

Economic and political trends

Managers need information on external political and economic environment in order to make right decisions. Changes in economy or politics may in their turn bring about changes on markets and in the legislation. This information is necessary for keeping one's market share or expand it.

INFORMATION SERVICE FOR INDUSTRY

Marketing the services

The study revealed that library usage was not very frequent. Respondents said that the non-use of libraries was influenced by the following factors: other trusted and familiar information sources are used; they prefer to use personal contacts; lack of awareness of library resources and information services; no time to visit the library; location of the library: far from the potential users; they are suffering from information overload; they think that they get enough information from other sources; the management's attitude is not supportive of regular library use.

All managers and engineers who participated in the study received leaflets and booklets about information services and databases and other information resources of the library. Thirteen interviewees visited the library where subject specialists introduced them how to access and use electronic information. During the study, subject specialists answered to the enquiries of interview respondents. The article on the Library resources and information services was published in the newsletter of a participating firm.

As specialists in industry prefer to get their information through direct contacts, the present study tried to bring them together with the library's subject specialists. Close communication and replies from real person raise customers' trust in the library and encourage them to use library services in the future.

The subject specialists of the Library have been specialized by the faculties of Tallinn Technical University: civil engineering, power engineering, information processing, chemistry, economics and business administration, mathematics and physics, mechanical engineering, systems engineering and the humanities. Being experts in their subject field library specialists are able to give high quality and relevant information to specialists in industry.

Development of information services

When providing services to industry one must take into consideration that information users from industry are geographically diffused, their working place may be far from the library but information need is urgent. Therefore fast access of needed information is very important to users from industry.

The study of information-seeking behaviour of specialists in industry revealed that they have not enough time to look for necessary information, among printed materials they mainly use journals, they have little experience with information search from the Internet and other information sources, they have little knowledge about different possibilities of information search as well as services and information sources which are offered by libraries.

Keeping in mind the above mentioned findings libraries should offer the industrial customers the following information services: selective dissemination of information, journals' circulation and introduction of contents, user training, introduction of library services, information sources and possibilities of information search. Regarding the urgent nature of industry's information needs and diffused location of industrial customers services should be based on IT facilities.

It is necessary to find out what kind of information and services are needed. For this purposes libraries ought to build direct contacts with companies and their specialists. In the beginning libraries should carry out negotiations on management level in order to find specialists who need library services. If a company is interested, long-term agreements may be concluded on rendering services and covering expenses. Regular contacts between information specialists and specialists in industry raise trust in each other and responsibility of subject specialists as for the information they give.

It is essential to get feedback from the customers in order to evaluate their satisfaction with rendered services, specify new information needs and develop new services. Conversations with specialists in industry revealed their little knowledge of library services and IT developments. Therefore library services ought to be introduced and offered more actively to actual as well as potential customers.

The lack of necessary resources (staff, finances, space, IT facilities) may become an obstacle to the provision of high quality services. Tallinn Technical University Library does not have sufficient resources for satisfying the needs of all user groups. The library needs additional resources to satisfy the needs of industrial customers.

With the view of making services more effective the library must develop co-operation with companies and their libraries. With the help of company libraries it is easier to find out the changing information needs of specialists and reply to their enquiries. The space of company libraries may be used for exhibitions or training events.

In the provision of services one must consider co-operation with all libraries or information agencies within the given region.

Information provision to industrial customers presumes extreme punctuality, competency and flexibility. An information specialist must give relevant and timely information. Constant communication with customers ensures necessary feedback. Web based information service and user training presumes that librarians are competent in their field.

CONCLUSION

The CSFs approach enabled us to focus on priority areas for development in industry and related information needs. CSFs and information needs were influenced by the business area of the firm, its products, roles and tasks performed by the respondents.

During the study the Library developed personal contacts with actual and potential industrial customers, promoted its information services and resources and replied to the enquiries of interviewees. As a result of this activity the library established its reputation as a “trusted source” of information.

Information needs of actual as well as potential users need regular study. Information needs of industrial customers are very specific and presume a perfect knowledge of their field. The provision of services is successful when customers' information needs are taken into consideration and information specialists own necessary knowledge and skills.

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Digitization in the National Library of Latvia

Currently National Library of Latvia works on five projects where the most up to date stock preservation technology is used – transfer of information to other data carrier. Already for the second year we carry out newspaper scanning within the project "Heritage: Preservation of Latvian newspapers". There are new project connected with Latvian posters. The department of cartography has received electronic version of Latvian topographic maps. In addition, the Baltic Central library is developing the visual data basis containing postcards on Riga that were issued starting from the end of 19th century to the end of the 2nd world war. And finally, the Music department digitises vinyl records in CD-R format.

Preservation of stock is one of the crucial issues that each library faces in its every day's work. The main reasons for librarians concern include the low quality of paper, improper conditions of stock and attitude of readers, which sometimes is not very friendly towards a document in the library. In Latvia a significant role also was played by the factor that during Soviet times a large part of documents was prohibited from usage. The weakest vanishes rapidly. The condition of stock and the most dangerous processes in it determine the priorities of the preservation work. The logical way would be to solve these problems before they have became critical. However, it is not possible to grasp the works that have not been done during decades of the previous system within few years. Newspapers and posters became unusable and this problem required an immediate solution. The best practice in these cases usually offers two solutions. One way is to block and preclude the process of deconstruction. The other is to transfer information to another data carrying system. As the first option was not available to us, we selected the alternate method – to transfer the information to hard matrix.

Digitisation of newspapers

After Latvia regained its independence, National Library of Latvia (NLL) opened its closed stock (specfonds) to the readers and the demand for first republic newspapers increased tremendously. After several years of use the newspapers of this period visibly deteriorated, and in some more years the condition of printed materials was already critical. Starting from 1994 newspapers of 88 names became unavailable to the public. Now this number has increased to 105. The collection of fragile newspapers, which is visibly ceasing to exist, is a part of our national treasure and it is our responsibility to preserve it. We considered transformation of the information to other data carried to be the most acceptable solution of the problem. Open Society Institute in Budapest, Soros Foundation Latvia and Culture Capital Foundation was also recognised this problem. These institutions ensured financial support for the project. The total amount of the project expenses was USD 100 000 and it was commenced in the end of 1999.

Selection of digitisation camera and the respective equipment was a responsible, though challenging task. Taking into account the experience of Czech colleague we selected a US produced scanning camera BetterLight. The table for fixing the object was proper for scanning newspapers, maps, posters, graphics, photos and books. The sequence of the work was determined by the dramatic condition of newspapers and the huge demand for these. The first scanning object was a very popular newspaper read in one fourth part of the state – Kurzemes Vārds.

We produce CD in two types - archive and user. Archive CD is possible to transfer in new newspaper, user CD are for readers.

Digitisation of the posters.

The problem of preservation of posters during the last years has become a critical. Low quality paper, extensive demand, inappropriate exhibiting and improper storing were the determinants that created necessity to scan the most valuable posters in order to preserve them for future.

In NLL stocks is accumulated and stored the largest and most inclusive poster collection in Latvia. It includes approximately 4 500 units and some of them are really rare. The demand for Latvian posters is huge. Posters are requested for scientific researches, publishing in art books and other kind of publications, also for movies, TV videos and TV spots and for exhibitions.

Currently we are carrying out an extensive project "Latvian poster collection in NLL". The project in divided in two stages. The first includes the period from the origination of poster art in Latvia to 1944. The second includes post-war period up to the year 2000. The aim of this project is to ensure preservation of NLL poster stocks and wide availability both in Latvia and outside. This will be achieved by scanning into CD format 300 the most typical and valuable posters of both periods. In order to fulfil this aim several well-known Latvian art scholars are involved in the project.

Department of Cartography

Furthermore, in the year 2000 the department of cartography in co-operation with SIA GIS Projekts commenced digitalisation of **Latvian topographical maps.** This action course was determined by the fact that the topographical maps or large scale maps are documents that contain large amount of cartographic information that is fixed at a certain period of time and reflects a certain fragment of space. Reconciliation of cartographic information is frequently necessary, that is why the topographic cards do not age and can serve as an information source in all times. These maps also are the most used materials. A significant part of these materials are only in one copy in the stock, nevertheless their use is unrestricted.

Digitised maps have the following advantages:

- there will be an additional copy of the particular map in the stock that will ensure proper preservation;
- the users will have a choice to view the maps either in the traditional format or electronically;
- Digitised maps require significantly less space in the stock.

At this moment the following maps are available in CD format:

- Latvia topographical map, scale 1:75 000. This is virtually the only map of this scale that includes the entire Latvia and is published in the 1920ies and 1930ies. 105 pages are scanned in one disc.
- Latvia topographical map, scale 1:10 000 (1 cm on the map is equivalent to 100 meters in reality). This map was prepared in 1960-1962 and 1988-1991 by the General staff of the Soviet army. Up to now 1009 pages are scanned in 38 discs, nevertheless it covers only a part of Latvia. This is the most detailed map of Latvia territory and it is very likely that a new map in such detail will not be developed very soon.

Baltic Central library

NLL Department Baltic Central library is working on development of a visual data basis **Riga form the end of 19th century until the end of the Second World War.** From the department archive which amounts to approximately 54,000 units (including photos, postcards, negatives) 3000 most interesting and rarest pieces on Riga were selected. The necessity to digitise these materials is determined both by need for faster and multicriteria search options and by the wish to preserve the unique materials. After the first stage of the project 3 000 digitised pictures will be available for the users who will be able to see these on the screen and also to receive printouts.

The Phonetic Department

Going further, the Phonetic Department carries out digitalisation of vinyl records in CD-R format. A part of the national sound tracks collection is selected for preservation.

Annika Swedén
Royal Institute of Tehnology Library

New Library – New Services: From Shelf Center - to Information Center - to Learning Resource Center

At the Royal Institute of Technology (KTH) we are building a new main library to be completed in the beginning of 2002. The KTHB Project is a library building project where the planning contains a modern research library, a Learning Resource center, a Learning Lab space for experiments in learning and a Café.

The new Library building will be a house for information and knowledge in an academic environment. It is also meant to be a meeting place, meeting point and a social space, especially for the students. And for the students it is also a working place and a team space.
The universities in Sweden do have the ambition to be open to the community and here the library plays an important role. The new library is, of course, open to the public and can function as a portal to KTH and a physical interface to the community.

Trends in academic library, library services:

- Remote services via the electronic or the virtual library, via the Web
- Self services
- Individualized or customized service
- The library as the student working place, a learning center or a learning resource center

Remote services: At KTHB there are at the moment about 4000 electronic journals in full text available for KTH users over the net. The most important databases in science and technology are also available for KTH users. A collection of electronic books is a new service provided by KTHB this year.
The library system provides the OPAC together with other library services such as renewals and reservations. Orders and ILL are 90% electronic. Those services are available to everybody via the Internet at www.lib.kth.se.
Via the KTHB web you can also reach very good and important links for sources of science and technology and of course information about the library. Developing areas are web-courses in information sciences and electronic reference services.
Another important field is electronic publishing, where KTHB can offer KTH doctoral thesis in full text on the web, this is also a field very much under development.

Self services: Open shelves, in the new library building about 10000 shelf meters, to be compared with today about 2000 shelf meters. OPAC. Self return and issuing machines, today one machine, in the new library building four machines. Copy machines distributed all over the library premises close to the collections.

Customized or individualized services offered at the Information desk, the counter or issuing desk, via telephone service, electronic information service or any physical or electronic contact between patron and staff. It is above all a question of staff training or retraining. Often the library has created many rules to rationalize and to get more effective routines, these rules are now standing in the way for more individualized services, now asked for and expected.

The Learning Resource center, LRC, and the student library:
The greatest advantage of the new library building is the considerable enlargement of the public area and the reading and working places. From roughly 1500 square meters of public area and 1400 square meters closed stacks to more than 5000 square meters public area, including open shelving. The new library building enables KTHB to develop a learning resource center and to be of vital importance to the teaching and learning process of our university.

Study seats: There will be about 400 seats distributed all over the building: individual seats in a quiet reading room, open team spaces in the library hall and seats among the shelves. There are 100 seats in 15 smaller rooms for group study or projects. We know that reading places in the library environment are highly appreciated by the students. We think that the variation of seats is a special quality in itself. Some places are more private and some are more in the middle of everything or where you can get an overview to meet fellow students.

Technical facilities: There will be 60 - 100 PCs for Internet and/or OPAC access. There is also a multimedia lab for all kinds of copying and printout and plug in tables for your own laptop. The house is wired with a network for Internet access everywhere, and for video conferences at special seminar rooms. There will also be possible to use wireless computers, via RadioLAN if you have the equipment needed in your computer.

Qualified staff support: At the information desk or according to agreement the student can get help from librarians and other kinds of information specialists, (such as subject specialists, and technical support).

The Learning Lab project

The new library is in itself a Learning Resource Center and the new building will also contain a Learning Lab space. Learning Lab is an international project between KTH, Uppsala University and Karolinska Institutet in Sweden and Stanford University in the US and three Universities in Hannover in Germany are involved.
During the process of building the new library and the process of forming the KTH LL project KTH found that the new library building would be an ideal place for Learning Lab space. The KTHB institution now contains KTH Learning Lab with pedagogical staff.
A description from KTH LL homepage:

> "Learning Lab should also be a resource for students and teaching-staff at KTH. A means to bring the collected knowledge in practical use is the introduction of expert-pools, which can help teachers understand and exploit the possibilities of new learning technology and pedagogic methods."

In one part of the Learning Lab space in the new building the education program for Media Technology will have its "home base".

There is nothing revolutionary new in the different services I have presented here. I think the important thing to stress is that KTH has chosen to build a new library in a time period when everything is going electronic. The new library building brings together an old academic library with a large printed collection, from the beginning of 1800, with a new electronic library, a Learning Resource Center and the Learning Lab. I think it is the total concept and being a part of the university´s core business, education of students, that will be a winning concept for the future of our library.

The Changing Role of Libraries – Strategies, Management, Finances, Personell

Lisbeth Christensen
Digital Library at Aarhus Public Libraries

Mental Working Environment and the New Professional Role of the Librarian

What has mental working environment got to do with our roles as librarians in a changing, complex society:

There is a long definition that goes like this:

Mental working environment is our own personal perception of the balance between demands and expectations versus our professional and personal development, both concerning ourselves in relation to our work as well as in relation to our colleagues and the management. Experiencing a lack of balance indicates an imperfect mental working environment.

To obtain a good working environment we must have the feeling that there is a balance between the demands we are facing when we are at work and what we can cope with. We are part of a well-functioning working environment when we are able to meet these demands and constantly meet challenges.

In order to provide a good working environment for each individual employee it is also important that individual expectations to colleagues and management are fulfilled.

Although the balance between expectations and demands is important, most people need to meets demands at a slightly higher level than their expectations – only in this situation is there something to strive for and a possibility to undergo development. For instance idleness often create frustrations – and and the opposite of course also gives some problems; too much to do makes us stressed. Also in this case - as always when we talk about mental working environment - it is a matter of achieving a balance between demands and expectations both regarding work, colleagues and management.

To analyse the mental working environment is extremely complicated so therefore the following questions are often brought forward when an analysis is to be made:

- Does the employee feel that he gets support and recognition for his efforts and that he is trusted person?
- Does the employee feel self-confident and responsible and does he have some personal freedom in his work?
- Does the co-operation between colleagues work?
- Does the employee feel that he has a job with variation, challenge and professional qualities?
- Is there any potentiality in the job?
- For some jobs the contact with the public is important. How does it work?
- How about working hours and the salary?

I list these questions jusr to illustrate the wide scope of mental working environment.

The situation in Denmark concerning library staff:

The average librarian is a woman about 49 years old. At our library we very often celebrate socalled silver jubilees for a staff member (it means that she has been employeed at the library for 25 years). I do not have the exact number of jubilees this years, but there have been many. Another frequent social event is staff members' 50 years birthday.

In relation to the education level we must conclude that there was no Internet and almost no databases at the time when f.ex. I myself went to the Library School.

Today's labour market changes it demands very rapidly, and an education 25 years old is not satisfactory. You simply have to continue educating life-long, and the question is whether the libraries are able live up to that as institutions, both economically and methodically? If not, there will be no future for the libraries.

Looking at the libraries in these years you can see that they are characterised by a very complex development with many changing premisses and subject limits. As a basis for this the qualification structure must be developed according to the society's needs. The education level of the staff, both professionally and personally, is an ever more visible resource in modern libraries.

There was a new Parliament Act for public libraries last summer - because of the libraries' new role, and according to the Danish legislation public libraries should promote information, education and cultural activity by offering books and other suitable materials at the disposal of the public without charge. The Danish library system is based on the concept of the citizen's fundamental right to knowledge and information, no matter in what sort of medias this information is presented. When selecting material, the library must ensure quality, impartiality and topicality. The library service is fundamentally free of charge.

Libraries fulfil these objectives by offering a combination of books, serials, talking books, recorded music and electronic information resources (including Internet), to the public. About 95 % of the local authorities provide access to the Internet via the public libraries.

According to the new medias the tendencies are going from developing collections in the libraries to developing networks and thereby satisfying the greater demands to a differentiated and individual service for the public. We see at the moment a number of new networks being formed across existing frontiers, physical as well as administrative.

The traditional jobs characterised by routine such as lending control etc. will disappear and be replaced by functions requiring a broader competence. In all libraries, and not least in the small libraries, it is important to make new technology available to the public. The library staff must be able to teach and instruct f.ex. targeted use of the Internet, and to make value enrichment of data to useful Internet resources.

Supplementary training in this area, a more flexible work organization and competence development leading to better service of the public are required.

The development of the profession as librarians

Our profession is developing very rapidly right now as we are part of the so-called 'information society'. Suddenly information and skills have become the most important features of our society -

the basis for development and growth. The technologies to handle, to produce, store and recover information and skills are developing as quick as lightning.

- We feel threatened by the information technology because it is a very tough job to keep pace with this development. All the time we have to learn new skills and 'forget about' old ones.
- We feel threatened by other professions because the new technology makes it possible for non-librarians to find information easily. Furthermore these people may be good at things we are not trained to do, such as marketing and PR.
- We feel threatened by the fact that it is possible for our users to find information on the internet. The users themselves can - or believe they can - find the information they need. Are we becoming redundant?
- We are short of money. There is nothing new about this but when we do not have enough money to buy books, how can we possibly then afford to buy hardware and software? It is a ruthless and difficult priority to make and often colleagues disagree - or the employees and the management disagree.
- We need supplementary training. This is also costly and requires the energy and consent of employees and management.
- We lack well-trained leaders. At least in Denmark it has been common practice that skilled librarians were appointed leaders and this is not always the right choice. Being a leader requires special skills and a good management education.
- At the same time we see huge potentials with this new development. In spite of all the problems outlined, this is after all the reality we have to face. Now is the chance of a lifetime for all libraries. Now focus is on our key competence areas: the recovery of information and the creation of knowledge.

In this reality that I have just outlined for you it can actually be difficult for the individual employee to match his own expectations with the demands he is met with.

The identity of librarians

The professional and the personal identity we all have formed during our education also both have to be changed to comply with the ongoing development. This is hard and can cause many problems to each individual.

Many of us became librarians because we liked books. We thought we were going to work with books and now it turns out that we work with computers.
As I mentioned befor the average age of librarians in Denmark is rather high. For a number of years no new employees have been hired for cost-saving reasons. This high average age makes us stick to our present self-perception and identity, and this does not quite fit together with the composition of our user group and the development in society as a whole.

In the future the demands on the librarians will be that they must be able independently to prioritise, select and implement, as well as possess personal commitment, independent initiative and a high degree of personal assertion power and flexibility.
Maybe quite different from what we imagined - and then again maybe not. It is for you to decide.

The development of roles of leaders and colleagues

The traditional controlling leader and the equivalent employee. The 'new leader' and his employee. How the 'new' leader and his employee act in the workplace helps us tackle the reality that we sometime see as a threat.

'Tradional Leaders':	*'New Leaders':*
Formal right to be in charge	Qualify to become leaders
Project-oriented	Qualified delegation
In control using orders	Aiming at targets - visions
Obey behaviour	Understand - attitudes
Manuals, procedures	Co-ordinate, motivate
Instructions	Inform, communicate
Asking how	Asking why

Demands on 'Traditional Leaders':	*Demands on 'New Leaders':*
Professional know-how	Know themselves
Problem solving	Problem formulation
Logical/rational	Able to engage others
Able to argue for a 'no'	Able to argue for 'a good cause'

'Traditional Employees:	*'New Employees:*
Orthodox	Self-confident
Adapted	Dare have an opinion of their own
Correct (no mistakes)	Willing to run a risk, to undergo changes
Playing it safe	Ability/preparedness to co-operate
Holding back	Enterprising/creative
Positioning themselves	Personally responsible.

How do we avoid exhaustion, how can we stay motivated and committed in relation to our profession?

Exhaustion occurs when for a long period of time you experience a contradiction between what you would like to do and what is possible.

Again this is also a matter of balancing the demands of the workplace against the abilities and wishes of each individual employee.

Exhaustion can be divided into 4 phases:

- the enthusiastic phase
- the stagnation phase
- the frustration phase
- the apathetic phase

It is very important to keep an eye on the symptoms of exhaustion - both your own and those of your colleagues - before the final phase sets in.

The symptoms can vary considerably from person to person but often different forms of psychosomatic illnesses are seen. Headache, stomach/intestinal problems, insomnia or cases of

immense fatigue. Changes of mood or long periods characterised by despondency and sadness. Various kind of abuse problems can also be observed.

This is not to be taken lightly and it is therefore very important that we look after each other at the workplaces but it is still not enough. Together we have to create good workplaces and good workplaces are only created if employees and leaders join forces in forming a vision of what they expect from our libraries as part of the information society.

Apart from this we must accept the information technology and learn to live with it as the good tool it is. We must keep in mind that we are privileged in the sense that we are educated to work for the world's best idea and the prerequisite for democracy - namely free and equal access to information.

- and then we have to make sure that we do not allow ourselves to indulge in self-pity because if we do that, surely nobody will be prepared to listen to us.

Tuula Martikainen
Tampere City Library-Pirkanmaa Provincial Library

The Changing Role of Libraries – The Finnish Library Policy Programme 2001–2004

Finland is renowned for its comprehensive library system, which has high usage and lending figures and makes extensive use of tecnology and networks within libraries. Recently the accessibility and guality of library and information services have been weakened by reduced acquisition of library material, staff cuts and closures of big branches or mobile libraries. At the same time library use has continued to grow. Some 80 % of all Finns are library users.

The importance of managing information will grow considerably in the civic society. Emphasis is on availability and quality of services, with focus on the customer and freedom of choice. Traditional divisions of labour between various organisations and the commercial sector are changing. For the first time, libraries find themselves in a competitive environment, as one player among many, and they will have to find their own niche.

The rivised Library Act that came into force at the beginning of 1999 states: "Library activities also aim at promoting the development of virtual and interactive network services and their educational and cultural contents." Libraries have also, for the first time, been mentioned in the Finnish Government Programme for 1999-2003, which states that "The public library system is a basic pillar in the provision of national educational and cultural services, which support the aspirations of the entire population to achieve a high state of intellectual development. Library services will be developed as part of promoting a civic information society." Additionally, the Government Programme states that alienation of citizens and regions is prevented by bringing the information society`s services impartially within reach of all.

Library policy

The Library Policy Committee appointed by The Ministery of Eucation in 1999 worked for two years to identify the challenges arising in the civil information society and seek concrete solutions to them. The working group´s focus is on the library and information services needed by the people - not on the library as an institution.

In this context, by "information society" we mean a society of education, learning and know-how; and by "information" we mean information based on experience, internationalisation and significance. The "civic information society" is a networking society where citizens need new communication skills and new Internet-based communication services. The first essential for the civic information society it that citizens know how to make use of information.

The strategy programme is also based on networking. Its starting point was to support especially small libraries of those local communities, which are in economic difficulties. With this choice the strategy group wanted to maintain the long tradition of regional and social equality which has been typical for Finnish library services. It was also pointed out that though libraries with weakest resources benefit most of common Internet services, they are in fact useful for every library.
The libraries have experienced many changes in recent years:

- the changes in the society: the current statutory aid system gives no incentive for developing library services, the municipal responsibility for the library sevices has increased, a part of the population remains outside of the computer services,
- the changes in the information and communications technology,
- the changes in the ways of the information acquisition of the citizens: the public library is only one among other information sources,
- the standars of the users are getting more demanding,
- the education system is changed, new learning methods have been created,
- the concept of the library material is changed,
- the professional identity of the librarianship is changing, and
- the importance of the library in the community is growing.

The vision of the programme is:

In Finnish society, the public library is an active and effective institution, easily accessible and easy for people to visit:
- It is open to all and strengthens democracy.
- It passes on cultural heritage and supports multiculturalism.
- It builds and promotes the community spirit.
- It adds value to collections of documents by selecting and organising different materials.
- It is a learning environment, supporting learners of all ages.
- It promotes comprehensive literacy - including media literacy.
- It is a good work community of competent professionals.
- It networks with partners, making their collections and services available locally.
- Its collections and services are accessible through networks (digital library).
- It is a desirable partner and contributes to the success and welfare of the region.

One aim for the committee was to devise a model for the division of work between libraries at the national, regional and local levels. This would allow each level to concentrate on activities best suited to it. Networking benefits all libraries.

The library at the local level, in a municipality, a residental area or a village
- offers a living room for the community,
- provides a highway to culture and the information universe,
- offers information about contents,
- provides an information service, accees to information,
- guides users in independent information retrieval,
- processes local information,
- makes basic citizenship knowledge available,
- networks with local public services,
- networks with local private services,
- serves local business and industry,
- offers a forum for civic activity, for voluntary networking,
- houses the virtual local community, and
- organises cultural events and services.

The library at the regional level

- processes and manages regional information together with regional partners (e.g. by jointly producing metadata on regional information, knowledge and culture with museums and archives)
- provides flexible and efficient interlibrary services, whatever the medium, and
- networks with regional cultural services.

The library at the national level

- provides information services for the citizen and disseminates nationally produced information
- constitutes an electronic library
- maintains national data banks and ensures the joint use of libraries´ databanks
- produces metadata, or centralised catalogues with content descriptions,
- provides flexible and efficient interlibrary services, whatever the medium,
- issues national licences, and
- provides software services.

The library field also has an intenational dimension:

- global knowledge resources and processes, and access to globally produced metadata,
- information management within the European Union, right and access to knowledge, and
- virtual access to interest groups abroad.

Mare-Nelli Ilus
Tartu University Library

Adapting to Changes: The Viewpoint of Tartu University Library

The ability to adapt to changes has been inherent to libraries all through the ages. We need to bear this fact in mind especially now, when we are facing radically new quality of information media and new ways of information processing have set new demands to libraries as institutions and to professional skills of the librarians. Printed books have not been the first information sources in the history that have had to meet the challenge of alternative media. However, the present case should really be considered as an alternative, not the total replacement of books by electronic media. The basic library functions: acquiring, cataloguing and accessing have remained the same, while the way of doing these things has been subjected to changes during the recent years. Our colleagues from the past coped with political, social, or professional changes quite successfully. And now, in the 21st century, we can be sure that the libraries as institutions and the librarians are still in great demand.

How can we ensure our further success?
Only by meeting the requirements laid by the society and library proprietors, and satisfying the needs of our patrons. Unfortunately, there are no universally sufficient models. Each library has its own historical and national features, its specific character cannot to be ignored, while general problems and the ways of their solving have much in common in all libraries.

This paper reflects the current situation and the problems of Tartu University Library.

EDUCATIONAL LANDSCAPE

To guarantee its development, a university library has to define its role in the educational landscape of its own country and beyond. The form and content of the library should be developed in partnership with its users.

There are nine institutions of higher education in Tartu; among them, University of Tartu is the oldest university in Estonia, being the only real *universitas* in the country. University of Tartu was founded in 1632. In 2001 the university has 11 faculties and 3 colleges with about 70 departments, institutes and clinics. The university offers Bachelor's, Master's and doctorate degree programs. The total number of students is about 11 000. The aim of the University of Tartu, as formulated in the Development Plan of the University of Tartu up to 2005 is to be able to stand European competition in all fields of research and instruction. This formulation also specifies the responsibilities of the library. According to the Law of the University of Tartu, (adopted in 1995), we carry the responsibilities of a universal scientific library. The world of science expects and demands high quality services from the university library. The library should follow the general development of the university, reflecting changes in the curricula and overall educational and research processes, and in the ways and methods of teaching.
The user survey carried out among the faculty of the University of Tartu last year revealed discontent with the shortage of titles of scientific periodicals and monographs covering all subject

areas not only in our library, but in all Estonian research libraries. At the same time, the accessibility of necessary materials is of essential importance in guaranteeing the satisfaction of library users. The situation is critical, and its negative impact on the development of science and on the level of teaching is obvious. At the present stage of the development of information society, and even more in the future, the acquisition of scientific information needs systematic financial support from the State.

Last year, at the 6th Baltic Congress of Librarians, Dr. Renaldas Gudauskas from Vilnius University also stressed this fact: *The role of Baltic States governments is to set policies that will provide a foundation for human resources, science and technologies and infrastructures to allow further upgrading. In general every government must encourage, challenge and even pressure its institutions to advance.*

The compilation of the Development Plan for Estonian Research Libraries is in progress right now. In summer 2001, at the time of writing of this paper, the preliminary version of the Plan was available for public opinion. We believe that in order to ensure fruitful and constructive communication between libraries, scientists and government, the development plan should specify the financing mechanisms of scientific libraries, as well as the financing of the development of infotechnological infrastructure, and the acquisition of electronic databases accessible all over the state. The agreement which would guarantee the purchasing of electronic scientific information on a certain level and making it accessible via electronic library is vitally necessary for all scientists. Already today Estonian libraries co-operate in buying electronic resources, but this co-operation is hindered by the fact that the fields of specialisation do not overlap among the universities and it is diffcult to find interested partners together with whom to buy specific materials.

The effective and economical development of services package that the university library would be able to offer its users requires high professionality of librarians and good contacts with the university faculty. To provide the rational and timely changes, a steady dialogue between the library and its users is needed on every level. We use the system of subject librarians, which is common to most university libraries. This newly promoted service, which was thoroughly renewed in the beginning of 2001, can be considered a very efficient way of communication with university departments. At present, 16 subject librarians work at the library, they will become the main organisers of the services offered in their subject areas. Their responsibilities also include the development of collections, courses in library training and in area-specific information sources, the introduction of new area-specific information sources at the departments, etc. With the development of electronic library, the subject librarians should become experts, who select and make materials available on the Internet. The possibilities for development in this area are unlimited.

DEVELOPMENT OF INFORMATION TECHNOLOGY

The implementation of information technology has changed all spheres of our life. Every library should be on guard not only to be competitive among other information institutions, but also to maintain its leading position. As the main problem of information society is the quality of information and its transformation into knowledge, the libraries have their chance for success due to their professional skills. The co-operation via well-organised and flexible infrastructure should ensure the further success.

Virtual library is a reality, although we only stand on its threshold, and it is difficult to predict its future shape and the extent of its expansion. Each library has its own problems related to the participation in this vast universal Library. Together with traditional functions the new library image brings along new responsibilities, such as the very problematic guaranteeing of authors' rights, expensive technology, etc.

Major Estonian research libraries have started to create their virtual libraries; an all-state work group has been established to address the problem. The further development in the field will greatly depend on the final decisions that will be made in the Development Plan for Estonian Research Libraries.

But even with the present opportunities, the university library should make it its daily routine to provide the faculty members with electronic resources by seeking for new forms of co-operation and new partners. Mutually useful agreements should, on the one hand, provide the patrons with the information they need in time and in the most convenient way, while on the other hand, they should reduce the expenses and save money. For the previous three years, Tartu University Library has made all the purchased databases, which are licensed without restrictions, available for users all over the campus. Since this year the university faculty members have access to these databases through their own personal computers at home.

The first steps toward the creating of electronic library were taken in 1995 with the developing our own OPAC. Since 1999 the library successfully uses integrated library system INNOPAC, we have started the digitalisation of our valuable old collections and the creation of electronic archive. Right now we are co-operating with the university publishers to make academic dissertations available in the electronic format, at first, in the university network.

The spread of information and communication technologies started in the beginning of the 1960s and now, in the beginning of the 21st century, we are talking about Virtual University (2). More and more of teaching and learning takes place in electronic environment. No university can ignore this tendency. University libraries should use their professional skills also in this new environment. Nowadays, Tartu University uses two web-based learning environments: WEB CT and Telsi Pro. Among the most popular materials are the curricula, lecture materials, reference materials, etc. We think that this is exactly the area for collaboration between subject librarians and university departments. Since the library aspires to be a part of the learning environment, not merely an auxiliary unit in the university structure, this aim could successfully be achieved through the co-operation in electronic environment. In a number of specialities, such as history, psychology, physics, and economics, the students can opt for a course in specific information sources and information search, offered by the library. Our aim is to make such courses regular for all specialities.

LIBRARY STAFF

Changes are threatening to most individuals. Every librarian has had the feeling of instability now and then.

Changes in professional identity could be one of the main reasons for such feelings. Today, and most certainly tomorrow, library is and will be heavily dependent on outside agencies and support services, and on increasingly sophisticated technology.

The most noticeable changes in libraries in the last 10 years have been the demystification of computing and the increase in technical knowledge of the everyday librarians (3). Most librarians have studied the humanities, but information technology skills have become necessary requirements in the profession. The future scope of information services has not yet been defined, causing the diminishing of self-confidence. Besides librarians with deep knowledge of information technology, libraries need staff with managerial skills and skills in public relations, as well as in other areas. *The increased emphasis on management in libraries has had two effects on operations: / 1 / more attention to the efficiency and effectiveness of operations, and / 2 / an increased role for support staff as they assume more of the duties once the prerogative of librarians.* (4) This tendency manifests itself best of all, while transferring to electronic library system. Work operations have become more regulated and standard, but, on the other hand, the need for staff with various different skills, experience and knowledge has increased. In academic libraries, the subject librarians are the best example. In the future, one librarian could perform all the basic operations within one subject area. These changes are in progress in our library and such transformation of habitual tasks is especially painful for the librarians with a considerable length of service. The re-qualification of job positions has proved to be most difficult psychologically.

The library budget has remained the same for years, inevitably resulting in staff reduction. Consequently, the transition to integrated library system and other necessary improvements have had to be performed with a decreasing number of employees (1995 – 333,75 FTE; May 2001 – 243,75 FTE). It has been seen in other libraries, and we can also confirm the fact that at least in the beginning, the application of electronic library system does not diminish, but rather enlarges the need for skilled staff. Retrospective conversion of large collection is known to be very resource consuming.

Professional librarians should see the career possibilities in their library. If the library does not have enough resources to provide the necessary training, the librarians should be highly motivated to acquire the additional knowledge and skills by themselves. Popular organisation management theories of today lay the main stress to individual development. When an institution follows the trend, its employees feel more confident in transforming their environment. Thus, every institution and each of us must find time to estimate the situation and draw up the future strategies.

The ability of managing changes is an important professional skill for any leader. It is true that one person cannot run a very big system, but the role of a leader, especially in the period of changes or in difficult times, cannot be underestimated. The leader must find the most efficient way of dealing with difficult situations, and use the variety of flexible management modes. Since the leading of people and working with staff is no exact science, there are no uniform models or guidance lines, which would suit everybody and all situations.

CONCLUSION

The task of a university library – to serve its academic patrons – is a very wide notion and unfortunately, the public very often remains ignorant of the amount of intellectual and material resources needed to perform all library functions. The trouble with the library is that whenever the solving of a problem needs investments, it is expected to be solved just by redistributing the fixed amount of resources. That is why all administrators should possess managerial skills. However, the librarians do not always have sufficient psychological and professional training. A number of library processes are planned to be supported by direct financing, but such way of money raising

has not been very successful in our libraries. Large libraries should partially be financed by the State, at least concerning the sums for purchasing scientific information and for the preservation of culture heritage; we sincerely hope that the forthcoming Development Plan will find solutions to these problems. We can see that joint ownership and resource sharing, co-operation and partnership within their country and with other countries have enabled our northern neighbours to offer excellent services to their academic communities, giving us a good model. Information distributing firms encourage joint purchases and especially the statewide licenses, which could play a role in library co-operation.

In the period of global changes, any organisation needs a flexible structure. Libraries do not possess enough resources to try out all new methods and ways; they have to use the experience of the pioneers. It is useful to keep an eye on the business world, where we can see permanent tough competition and where organisations use successful management methods. To retain old markets and successfully compete for new ones, businesses need to be flexible and responsive to customers' needs.

The most important investment for any organisation is to secure and educate professionally its staff. All of us have our professional responsibilities, whether we are librarians or teachers of librarians. Through our professionalism we are able to keep in step with the developing information society, and to be needed and indispensable for our patrons also in the new conditions.

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Seeking New Alliances

I will use my ten minutes to talk about the necessity for libraries of building alliances. Historically our natural and necessary allies have been sought in the field of education. This is of course still the case for most libraries. My belief is that this platform, alone, is to constraining in today's society and may in some cases be a hindrance to a library's development. New and different alliances will be necessary to be able to meet tomorrows demands.

In this paper I will concentrate on alliances with what we in Norway call the third sector of society. The to first two sectors being the private sector and the public sector. By the third sector we mean the large numbers of voluntary organisations that leave their mark on most levels of Nordic societies and that at the same time influence the life of people in our societies. A library association is one good example of this kind of organization and a trade union is another.

Why should libraries have a strategy of building alliances?

We need new competence in changing fields
We need new managerial skills
We need closer contacts to users
We need the ability to influence political processes
There will always be financial reasons
Useful alliances will generate synergy effects

I will use examples connected to two fields where Akershus County Library cooperate with voluntary organizations, these being music and adult education.

Akershus County Library (http://fia.akershus-f.kommune.no/) has over the years built and developed alliances with among others The Council of Music Organisations in Akershus (http://www1.musikk.no/akershus/) and with The Akershus division of the Norwegian Association for Adult Education.

The Council of Music Organisations in Akershus is part of The Council of Music Organisations in Norway. The county organisation functions as an umbrella organisation working for the benefit of the organised music activity in our county. There are 10 member organisations in The Council of Music Organisations in Akershus organising approximately 35.000 active amateur musicians in more than 600 different groups. The groups are choirs, marching bands, orchestras, folk music groups, jazz bands, rock bands and so on. More than 5000 concerts are organised each year in the county.

The Akershus division of the Norwegian Association for Adult Education is part of The Norwegian Association for Adult Education. This is an association of 22 adult learning associations and other voluntary organisations in the adult learning field. Within the member associations, we find 411 nationwide organisations. In 1999, approximately 700.000 persons (out of

4.500.000 inhabitants) participated in 60.000 courses organized by the adult learning associations or their member organizations

We need new competence in changing fields

Parts of today's knowledge may be worthless tomorrow. People doing work in voluntary organisations will usually be motivated by their own special interest in the field where their organisation is active. Entering into alliances with organisations having knowledge useful to our library will help us in building competence in the fields that is this organisation's speciality. Being part of a network of people with special knowledge in their field, wanting to use and share this knowledge through cooperation with the library, is a guarantee for a continuous learning process.

Example

Akershus county library and The Council of Music Organisations in Akershus have initiated what is now The Music Documentation Centre in Akershus.

Akershus County Library supply traditional library knowledge, cataloguing services and computer skills.

The Council of Music Organisations in Akershus supply competence in the field of music, advice on all kinds of music, and access to organised music activity in the county. The mere existence of The Documentation Centre ensures that both our librarians and the employees of The Council of Music Organisations in Akershus are in a continuous learning process with focus on developing new skills and acquiring new knowledge.

We need new managerial skills

In a changing world we need new managerial skills. The usual old fashioned hierarchical organisational models that still dominate nearly all libraries may well be to inflexible to meet tomorrows challenges. We need knowledge on working in a network and project oriented world. We need to know how to motivate staff. We need to be able to lead our libraries in a world where it is more or less impossible to rely on stable working and economical conditions. This kind of world has always been the reality of voluntary organisations.

Example

Being invited to participate in a leader seminar on the future development of the organisation of The Akershus division of the Norwegian Association for Adult Education has generated ideas useful for the library. Their organisations approach to strategy, project planning, project financing and project management has a built in flexibility that we hope to be able to adopt parts of. At the same time the political approved strategies for developing cultural activity in the County of Akershus has influenced the strategy work of The Akershus division of the Norwegian Association for Adult Education.

We need closer contact to our users

Most of us know which library services our users find useful today, but do we know much about new services they will ask for in the future? People active in voluntary organisations will, if they are library users, also use the library in the field that are their special interest. By making their special knowledge available for the library they can help us to foresee the needs of the more general public.

Example

Through our alliances with The Council of Music Organisations in Akershus and with the Akershus division of the Norwegian Association for Adult Education we get feedback on which services they feel are needed and on what kind of materials we should prioritise in our plans for the future. Together these organisations represent large amounts of knowledge on the major trends

in cultural development and in the field of lifelong learning. Through their networks we get closer to our users interested in these fields.

We need the ability to influence political processes
This may differ from country to country, but I believe most Nordic and Baltic countries have certain rules or at least certain traditions limiting our possibilities as public servants to influence the political process in favour of our institutions.
We need allies to help us influence the political process to reach our goals. Most voluntary organisations of any size are actively lobbying "their" part of the political system as part of their strategy and they have no inhibitions in this connection. Good allies should be able to lobby for library goals, since good library services very often are part of their strategy. They can use their political connections and their political influence to benefit the library in ways impossible for us.
Example
The secretariat of The Akershus Division of The Norwegian Association for Adult Education has, as a result of a normal political process, been moved to Akershus County Library. A certain part of its founding now comes through an increase in our library budget. This has brought about a situation that benefits both the organisation and the library.

There will always be financial reasons
Voluntary organisations are nearly never rich, but they will sometimes have access to financial sources not available to libraries. Alliances can lead to cooperation and joint projects generating resources not available through normal library founding.
Example
The Akershus Division of The Norwegian Association for Adult Education run a project for our government disseminating information about courses arranged by voluntary organisations and secondary schools in some of Norway's counties. Akershus county library participates in this project by placing a database at the projects disposal and by ensuring that the information on the server is available for the general public on the Internet (see: http://www.kursoversikt.no/). The project is partly financed through the Office of Education for Oslo and Akershus from sources that would not be available to the library on it's own.

Useful alliances generate synergy effects
This is my most important point in today's presentation. Useful alliances will always create a win - win situation. All parties feel and know that the results they achieve are better than without their involvement with their partners.
Example
I will use the rest of my time on The Music Documentation Centre in Akershus. I feel this is our best example of what building alliances can lead to. This "institution" started as a project where Akershus County library and The Council of Music Organisations in Akershus wanted to pool different kinds of competence and other resources connected to music and libraries in an effort to supply better services and new kinds of services to the local communities.
After a while we saw that each step we made created new possibilities and that having already established our joint platform made each new step forward easier.

The Music Documentation Centre in Akershus is no longer a project. The work is continued by the partners based on a contract governing the use of resources and our common responsibilities. (Another contract governs the unlikely ending of our partnership).

In The County Library of Akershus we look upon the Music Documentation Centre as our own library department of music, which it is. But it is much more. From the library side we supply library knowledge, cataloguing services, our collection of CDs and our collection of books and periodicals on music. Our long-standing established contact and cooperation with the municipal public libraries and other libraries has been of great value on many occasions.

The Council of Music Organisations in Akershus supplies competence in the field of music, advice on all kinds of music, access to the organised music activity in the county and large amounts of enthusiasm.

Today we try to divide our efforts in two.
One part is represented by the daily running of the documentation centre.
The other part is concentrated on development projects. These projects are meant to raise the quality of the work being done in the documentation centre, to extend the subjects the centre is able to cover and the professional understanding of staff working in the centre. At the same time we work to widen its capacity as a service organisation.

Our collections are steadily growing, but not as fast as we could wish. (11.000 CDs).
Our experience has been that the work involved in the cataloguing and classification of music has been underestimated.
More than 2000 music videos and DVDs are popular and heavily used.

Courses for librarians on music with focus on cataloguing music have been arranged and are needed.

The centre uses quite a lot of time answering reference questions on music. (For some unknown reason we receive quite a lot of questions from funeral parlours).

Internet publishing of databases and other material is in our view the most efficient and cost effective way of reaching both the libraries and the interested public.

Some examples of ongoing work.

Band music

More than 2000 sets of scores for marching bands are catalogued and ordered. Information on the band music is available in a database on Internet. Most of the written music is the property of the bands and is made available for them in their municipal public libraries. Bands participating in the system can borrow material from all the other participating bands.

local folk music

There are different projects on collecting local folk music from Akershus county. Information on what has been collected up to now is available from the County library on the Internet (http://fia.akershus-f.kommune.no/Fia/dokweb/lokalmusikk/musikk.htm).
Approximately 70 hours of music and interviews have been produced. We have made 47 CDs from the collection. This year we have started work on putting the collected materials on Internet as MP3 data files for downloading.

Composing with computer equipment

Equipment for composing music is available for our users. This equipment includes electronic keyboards, PCs and necessary software. A series of courses in the use of MIDI files is held every ear.

Music depots

We deposit music materials in local municipal public libraries. To be part of this service the local library must make an agreement with The Documentation Centre to start developing music library services in their own communities.

Three rules govern useful alliances

We believe have found that three rules govern most useful alliances for libraries. You may know others, if you do I would like to know about them.

1. An alliance has to be useful for all involved parties
   in the absolute egoistical meaning of the word useful

2. An alliance has to lead to a positive learning process for all involved parties

3. An alliance has to generate enthusiasm and fun for the personnel involved

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Estonian Model of Citizenship Information and Libraries

In the context of the future of the Estonian information society, a certain peculiarity should be mentioned – in a short time Estonia has caught up with advanced countries in terms of information and communication technology (ICT) infrastructure and the use of ICT in society. Attitudes favouring ICT, progressive ICT entrepreneurship and a technological infrastructure have developed in Estonia. Development of ICT infrastructure inevitably leads to fundamental changes in social, economics and political relationships [1] .

On the background of those remarkable achievements some problems however have been brought up. First of all they are related to the citizens' access to information, mainly to public information.

Right to information however is a main right of the citizens. As it has been mentioned previously remarkable results in information and communication technology in Estonia have been achieved. A number of projects has been started such as as "Tiger Leap in Institutions of Higher Education", governmental backbone data communications network between county centres ("Pea Tee"), data communications for local governments and rural areas ("Küla Tee"), Government Direct etc. Legal texts and development strategies are available electronically. Many governmental offices and local government also offer their information resources electronically. But only some of them are user-friendly. Everyday life shows that individuals with their everyday needs are fell out of attention of Estonian information society strategy. Although a big amount of printed and electronic information is available the people often do not know their rights and obligations because of serious barrier caused by scattered information and very difficult language. That is why we may notice the citizens estrangement, indifference and decreasing of the citizens activity.

The other question is referred to the absence of citizen information concept in Estonia until recently and to knowledge of this problem importance.

Until relatively recently Estonian government policy did not paid attention to the concept of citizenship information. However on Public Information Act came into force which provides citizens access to information created through the activities of the public sector and public law agencies.

In 2000 Estonian Government started preparations for a creating user-friendly information system for its citizens. For development the principles of such a system the project was ordered from Tallinn Pedagogical University Centre of Information Management. The researching team got acquainted with publications, analysed present information systems for the citizens in different countries and worked out the principles of creation appropriate system in Estonia.

In the present report some results of the held research, concept of citizen information, possibilities of access to citizen information are presented. Author also pays attention to the role of libraries in carrying this information to the citizens.

Some professional and representative bodies like UNESCO [2], stressed the importance of public libraries in providing citizenship with information.

Citizenship, citizen information and other concepts

New information society citizenship as a concept includes the citizens` traditional basic rights and social rights. Citizenship in the information society is constructed mostly on a basis of guaranteeing (or expanding) present public and administrative services and education though communications networks. A citizen of the information society should have equal opportunities to utilise information technology and communicate in information networks and, as a user, to influence the applications of information society from his own starting points [3]

Various published resources suggest several different citizen information definitions. The Policy Studies Institute (PSI) UK, for example, defines citizenship information as

- Information of civil, social and political entitlements, rights and protections.
- Information to enable critical judgement of civil, social and political aspects of the state and the means for seeking redress where necessary (i.e. information for democratic participation)
- Information on the civil, social and political responsibilities of citizenship [4]

In USA National Commission on Libraries and Information Science Study Reports [5] citizen information is defined as "Information that informs citizens about the operations of their government. Information of this type may have been specially prepared to meet the needs if the specific government organizations but is available for all citizens (e.g., the Congressional Record, environmental assessment documents) or it may have been prepared specifically to inform citizens (e.g., press release)".

Citizen information as a concept is interrelated and even coinciding with such notions as community information, survival information and citizens` action information as presented in UK CIRCE Project [6].

Usually *community information* is defined as information needed by the citizen to allow him to make decisions on the problems he encounters. For example UK Library Association describes community information services as those: "which assist individuals and groups with daily problem-solving and with participation in the democratic process"[7, p.74].

Survival information is a type of information which solves the user's particular problem, and is usually linked to a service. A list of schools allows the user to decide which schools to contact. Benefits information leads to the user contacting the local benefits agency. Because these services need to be close enough for the user to reach them, the information can be structured by location, so that people can search for a particular service in a particular place. And because the information is essentially about referral, then it is usually structured in the form of a title, contact details, and description.

The widest and most essential definition of *citizen action information* was given by Rita Marcella and Graeme Baxter [8]] in 1997.They define it as:

- Information about civil, social and political entitlements, rights and protections.
- Information to enable critical judgement of civil, social and political aspects of the state and the means for seeking redress where necessary.
- Information on the civil, social and political responsibilities of citizenship.
- Information on how services are planned and information about mechanisms for participation in planning processes and influencing decision making.
- Information about the process of service delivery and information about outcomes.

- Information about violation of entitlements, rights and protections.

The team decided to give the following definition of citizen information:
Citizenship information is information produced by or about national and local government, government departments and public sector organizations which may be of value to the citizen either as part of everyday life or in the participation by the citizen in government and policy formulation.

Access to citizenship information in information society

The relations between citizens and public administrations are undergoing significant transformations. Advanced information and communication technologies (ICT) can play a key role in facilitating access to public information and the delivery of public services. The public sector and its relationships with society have attracted increasing attention and discussion during the past years. The aim to improve the interaction between the public sector and the general public or to bring administration closer to citizens is a key element in the current development discussed under the heading of "electronic government". The term mainly relates to the use of electronic media to support the delivery of government information and public services.

In the context of electronic government we can further distinguish between various application areas of those different types of electronic services:

- *Everyday life* - electronic information for the pursuit of everyday life (related to work, housing, education, health, culture, etc).
- *Tele-administration* - electronic support for the citizens` interactions with the public administration (public service directory, electronic forms etc)
- *Political Participation* - electronic support for processes of political opinion formation and decision [9, p.3].

In many countries there exist at least one central point of access – also called "single entry point" – to the variety of websites of state and/or local authorities. Single access point to Estonian Public Administration Agencies in Internet named Estonian State Web Center (http://www.gov.ee/) was opened in 1998.

The above mentioned website enables access to all ministries and other government agencies and local authorities, offering availability to search legal acts.
Nevertheless, it is rather complicated for an ordinary citizen to find information concerning the problems of vital importance, since that acquires profound knowledge about functions, structure and fields of responsibilities of government institutions.

Daily life for the ordinary citizen is often frustrated by public service bureaucracy and public administration is itself often held back by its heavy structure.

Today in many countries exist citizens portals oriented at citizens life events. User-oriented portals can be found in Austria, Denmark, Finland, Germany, Norway, Portugal, Singapore, United Kingdom, the United States etc. The recent one being *UK online citizen portal* launched on December 4th, 2000.

The researching team looked for many portals, and three of them were chosen to be analyzed: Finnish (http://www.opas.vn.fi), Singapur (http://www.ecitizen.gov.sg) and UK (http://www.ukonline.gov.uk) portals. At the front page of the first two it is possible to access to citizen information in a very wide range (family, health care, transport, work, business, education etc), under each topic links to the relevant authorities for future information with brief text of each topic is available. Finland Citizen guide offers concrete examples of life situation (e.g immigration and emigration).
In the UK portal life episodes are taken for the basis. At the present time you can find information about 9 life events such as having a baby, going away, dealing with crime, moving home, learning to drive, looking for someone, looking for a job, pensions and retirement, death and bereavement. Similar situations are being added to the portal all the time.
For creation of Estonian portal the project team has decided to use both experiences. At the front page the different fields concerning reflecting relations between society and citizens of are presented (as it mentioned above). There are 18 of them. On the next level portal's user is drawn through the life situations to the information texts, inter-active services and links to the web-site related to the topic.
For the portal support the team recommends to create an editorial team, which would be responsible for the topic and life episodes levels. National and local authorities would update the information texts and inter-active services. That would guarantee information renewal and information obtained via the Portal should thus would be correct and up-to-date.

Portal would have a search engine specially developed for the service.

Various forms used in public administration would be available to citizens in the electronic form service. The forms can be printed out and filled in by hand or they can be printed out after filling them in first on the computer. When electronic signature were accepted, it would be possible to send electronic forms to the authorities directly.
Users can also personalize the portal e.g choosing the inforamtion texts and interactive services locally.
The principal aim is to make the Portal an interactive, dynamic service forum, where citizens can find all the services available on-line from just one location can then use the available electronic services directly.
It is necessary to carry out the research of citizen information needs in order to provide the correctness of user-oriented portal material and life-episodes. This research will be carried out in the nearest future.

Library as provider citizenship information

Networked public libraries will play an important role as being a gateway for all citizens` communications in the Information Society. They will provide an access point to the world of networked information which is provided for them by their local communities and both national and local governments. This gateway will allow people both to receive information from official bodies and also communicate with them.

The tasks of the libraries as the providers of citizenship information are manifested in several international and national documents.
Creating Citizen Portal will be a main tool of the libraries for fulfillment of their tasks. Thus it will be increasingly important that anyone should be able to gain access to this information.

Despite the rapid increases in computer ownership and Internet use, there are large section of society who have not access to a networked computer and are not able to fully participate in the information society. This participation is therefore limited to those who either can afford a computer or can get access through their place of work or education. The lack of universal access is seen as an extremely important barrier to overcome. The role of the public libraries will be concentration of services on the needs of those who do not have ready access to sources and " on the most important problems that people have to face, problems to do with their homes, their jobs and their rights" [7].

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First Steps towards the Modern Library

The purpose of this article is to share some experience on the starting activities in strategic planning at Klaipeda University Library during its participation in the TEMPUS/PHARE project "Management changes in academic libraries" in the years of 1999 – 2001.

The overall theme of this project was strategic development of a new university library model for Lithuania. This model we have tried to identify by the formulating of the vision and mission statements, goals and objectives, whole document of strategic plan of the library during two years of project activities: workshops and study tours in the partners' libraries, studying professional literature and organising discussions and staff training in the library.

Although a new service-oriented model for librarianship was being introduced world-wide, the Lithuanian libraries still are very traditional and in many aspects lags behind of modern Western libraries. Our traditional libraries could be characterised by closed stacks, lack of modern information technology, pour financing, bad working conditions for the users and for the staff. Our libraries are still collection oriented more than user-oriented libraries. Our libraries' organisational structure is still bureaucratic.

Klaipeda University Library being a new-established university library (Klaipeda University was established in 1991) is changing very rapidly. Structure of the university is continually changing and expanding and it gives many changes to its library structure and overall organisation as well. There is a plan to build a new building for the library.

These circumstances both internal and external have forced us to learn how to manage this process of current and future changes, namely, to learn the strategic planning.

Generally strategic planning should be considered as a process and a way of thinking and of making decisions more than as the creation of formal documents. [6, p.1].
Being the future-oriented strategic planning the same time is very "*change-oriented, analysing the current situation and desiring future state, and then developing strategies for moving from one to the another*. [1, p.4]
Strategic planning is essential to guarantee a future library service for clients. Good planning should result in a satisfactory library service for those who use it and for those who provide it. [2, p.2]
For the management of the planning process in the library the Library planning team from ten person was formed at Klaipeda University Library. The members of this team are: director of library, all four heads of departments, administrator of library's computer network, two senior librarians from central library, one representative from faculty libraries and one representative of University administration – Vice-rector for Science and Arts. The same time these people were as a target group of the project, which has been trained in the workshops and study tours for the purpose to be able to manage the future changes in the library.
The competence of managers, their managerial skills are very important for the management of changes so the issue of leadership was the leading in the program of the project. During the project activities our senior staff have learned much about the leadership styles, team building,

development of human resources and some other specific skills needed for managing the modern library.

After the first workshop in U.K. in October 1999 the staff meeting for the introduction to strategic planning was organised by the members of this group. On the basis of knowledge gained in the workshop and from professional literature the handouts for discussions have been prepared and distributed among the staff.

We have found several concepts in the professional literature about the number and sequence of stages in strategic planning process. Niels Ole Pors presents four stages in his "*simplistic strategic planning model:* ***Analysis, Development, Implementation and Follow-up***" [6, p.1-2]. His model works in a circular progression.
Guy A. Marco presents seven stages (steps):
1) ***purpose*** *:mission, problem;*
1) ***goals:*** *general intentions;*
2) ***objectives****: specific intentions;*
3) ***strategies:*** *means of achieving objectives;*
4) ***actions****: tactics actually employed to implement strategies;*
5) ***outcome:*** *end of the planning process, with mission accomplished (or not), problem solved (or not);*
6) ***interpretation****: the reading of the outcome by the planner, and by mission giver (feedback*) [4, p.17-18].

Preparing our strategic plan we have tried to combine these both models.
Our strategic planning process has been started from analysis of current situation and possible future environment of the library. The library staff for the first time was acquainted with the **SWOT - analysis.**

SWOT (Strengths, Weaknesses, Opportunities, and Threats) - analysis allows the identification of needs, potential problems and issues and plays an important part in strategic planning. The strengths and weaknesses are within the service – for example, the stock, the library building or the staff. Opportunities and threats come from outside the service – for example, funding or changes in the client groups. [2,p.4]
A key strengths of our library has been formulated such as "*subscription of big number of foreign periodicals*", "*good special collection*", but as weaknesses was decided the "*lack of new publications*". We understand that some of our strengths are enough relative. We tried to evaluate our library in context with other main city libraries. Some weaknesses were decided the same time as opportunities - for example, "*Co-operation with other libraries in the city and republic*".

The same time another management tool - **users' survey -** has been used for evaluation of situation.

First users' survey "The Klaipeda University students' position to university library" was done before the TEMPUS project in 1998 by the Department of Sociology of our University. 370 students from the 3rd course of all faculties of our university were asked. The results of this survey was as a "cold shower" for most of us – librarians. The results of survey have showed us the lack of information about our library and its services among the students, gave us much other information what was very useful later during the formulation of our strategic plan's goals and objectives.
The second user survey " You and Klaipeda University Library" was prepared and realised by the library staff from User service department in 1999. 254 students, 59 lecturers were asked to fill out the questionnaire. The main questions of this survey were about the working conditions, the quality of service in the library. This survey has showed us that our library's reading rooms (because of the lack of needed copies of books) are the main places were our users are working.

Critical comments and answers from this survey were the main reason why we have included the improvement of working conditions at our reading room into our strategic plan.
This survey was realised after the first workshop in U.K. where Director of library and the Head of user service department have learned not only about the questionnaires but about interviewing, sampling and other survey methods.

The third source of evaluation of current and future library situation was our **university's development plan** "Klaipeda University strategic development plan for the period of 1998-2001".
Libraries cannot operate in isolation, and managers must particularly consider the relationship between their planning activities and those of their parent organisation…[1, p.7].
Our strategic plan has many links to this development plan and supports its main strategies, as:

The improvement of the University's graduates competitiveness in the labour market,

The utilisation of modern communication, information technologies and nets in the research and education processes,

The development of intellectual, material and managerial basis for university's reorganisation/reformation from the educational-research to the research-educational institution.

As the three year time scale is more popular for most of the strategic plans our plan covers the years from 2000 till 2003.
During the preparing the plan we have had problems with definitions of some its parts. The professional literature presents a wide range of planning terms.
Although we have followed two main concepts of formulating of strategic plan we tried to supplement our knowledge with the other concepts or theories what I have tried to present in this article.

*The **mission** of the library is the statement of what it is assigned to do. The other terms in use to describe mission are "role", "function", and "purpose"*[3, p.18].
The mission statement defines in broad terms the enduring fundamental and distinctive purpose of an organisation and its role in the community – what is trying to accomplish. If properly constructed mission statements can bring significant benefits to organisations; they can provide basis for consistent planning, instils a shared sense of purpose, direction and capability among staff: and improve understanding and support from key groups outside the organisation [1, p.21].

We have defined our library's mission as: **"***To satisfy the information needs of university community in its research, learning and teaching".*

For accomplishment of this mission four priorities in our future trends have been defined:

1) Enhance library users' access to library resources,
2) More services for the users based on modern information & communication technology,
3) To provide good working environment at the library,
4) To optimise the impact of the library at the University.

Later these priorities were formulated and defined as goals of the plan.

There was not very easy to formulate both definitions as mission and **vision**. It was enough difficult to distinguish the difference between them.
Sheila Corrall advises to brainstorm key words for the different statements simultaneously and then group them according to where they fit in the model. "*The key questions to ask are:*

Mission
Why does the library exist? What is its business? Who are its customers? What needs does it meet?
Vision
What or where does the library want to be? What is it desired position in the marketplace? [1, p.22-23]
Our library's vision is: *"Klaipėda University Library has to become the modern academic library characterised by: high quality service, providing users rich and diverse information resources, using modern information technology, nice working conditions in library facilities."*

After the library's mission and vision was defined we have started to formulate our goals, objectives and strategies.

*The **goals** define the strategy that the department will pursue to fulfil it mission. The goals are formulations of the directions in which to go* [6, p.4].
Goals indicate long-term commitments and priorities [2, p.4].

The library's strategic plan was preparing for the first time so we have had enough many goals to include into it. Although Mr.Pors do not advise to include more than five goals into plan we have had to describe all main library activities.
We have used our Western project partners' comments on current library's needs from their study tour to our library for preparing our main goals.

Goals can be divided into three types – service goals, resource management goals and administrative/directional goals [2, p.4].

Our service goals: *"To develop more services for the users based on modern information technology", ""To develop and implement the service quality system in the library".*
Resource management goals: *"To enhance users' access to library resources", "To develop and maintain physical facilities of the library".*
Administrative/directional goals: *"To create the culture of changes and staff development in the library", To improve the impact of the library at the university", "To develop the library's information management system".*

Each goal was divided into several **objectives.**
Objectives – *descriptions of specific conditions that are intended to exist by certain points in the future, the conditions being measurably different from those conditions that existed when the objectives were or made". "An objective is a sharp, focused expression of a goal: a refinement of a general idea* [4, p.18].
Objective is a result not a process [4, p.19].

Of course, in formulation of our goals the big influence and practical help we have got from our Western project partners. Our partners' notes and comments have helped us to look to our library from outside, to concentrate our attention to most important and actual issues what characterise library's transition towards the user-oriented library.
The biggest job and responsibility of preparing this plan was on Library director's side with the help of Library planning team. After first discussions during the staff meetings there was decided to organise **working groups** according main goals of the plan. There was organised eight working groups in the library.

The experience of creation of working groups and their methodology of operation we have learned from Washington University Library in USA. I have been visited this library as an ALA Library

Fellow in 1996 and had a nice possibility to see how the strategic planning was organised in this library.
According to this experience the guidelines for working groups have been prepared.
The main task of these groups for period of construction library strategic plan was to scope most important issues and to help to transform them to goals, objectives and strategies of the plan.
Proposals generated by working groups were the background for final formulating of goals, objectives and strategies of the plan.
Some issues required the group to work collaboratively with other groups. Group members were selected on volunteer basis. The members of the group selected each chair. All group meetings are "open meetings": any member could propose the issue for the agenda of group meeting.
Our working groups were successful in formulating objectives and further actions for the plan. Organisation such groups has allowed us to involve all members of our staff into the process of strategic planning. This moment we value as the most important benefit from this project.
The members of our working groups discussing on goals and objectives of the plan the same time tried to fill out every objective with real actions. The formulation of actions has helped our staff better to imagine how this plan could be implement in practice. For example:

Goal*: To create the culture of changes and staff development in the library.*
Its objective No.1*: Prepare the library staff for realisation of constant changes in the library.*
Its strategies: *1) implement the revised organisational structure of the library and constantly improve it.*
2) enhance the cross departmental relations and co-operation in the library.
3) involve the big number of staff members into various international projects and programs implementing in the library.

Its objective No.2: *Improve the staff training & development.*
Its strategies: 1*) Find out the personal development needs of library staff,*
2) Develop and maintain the effective program of library staff development and retraining.
So the first version of our plan was enough wide and detailed. It was more working than political document.
For the presentation, discussions and, finally, approval this plan in the University, the other shorter version of this plan has been prepared. Each goal of the plan was supplemented with some introductory material, describing the current situation and needs to change this situation. We prepared this version as some kind of political document.
Our strategic plan has been approved by the University administration in December 2000.

We know that this version of our strategic plan is only the starting step in the long process of strategic planning. The rest of the stages of strategic planning such as: implementation and following-up waiting us to be defined in the nearest future.
After the formulation of the plan it must be acted on and serve us as the central guiding document. The same time we understand that now our library as organisation lives critical time. We realised that more important is the process of planning than the plan itself. Participation in the planning process changes people.
For us very important now is to keep the level of interest of the staff in doing something totally new, in understanding them their importance in the process of changing their organisation.

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Measuring Library's Value in Qualitative Terms

Introduction

The changing information environment sets new challenges for libraries. The public evaluates more and more the opportunity to use the services of various types of libraries. The libraries as mediators of information can act more efficiently considering the demands, expectations and needs for library services. The planned strategy and tactics of these services creates makings of successful behaviour of libraries in the information society.

This paper looks at the background and theory of measuring service quality, methods to assess and improve service, and the impact of measuring service quality on overall library value.

Services marketing

The primary focus of a library is service, and service quality is the most studied topic in marketing research during the past decade.

According Kotler's definition "A service is any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything" (Kotler, Andreasen 1991) and this is the same time a reason, why marketing a service is more difficult than marketing a tangible product.

Marketing from a relational perspective is defined by Grönroos as "the process of identifying and establishing, maintaining, enhancing, and when necessary terminating relationships with customers and other stakeholders, at a profit, so that the objectives of all parties involved are met, where this is done by a mutual giving and fulfilment of promises" (Grönroos 1997).

Characteristics of services are:

- ✓ **Intangibility:** services cannot be seen, tasted, felt, heard or smelled, they cannot be touched or viewed and its difficult for customers to tell in advance what they will be getting;
- ✓ **Inseparability:** A service is inseparable from the source that provides it, service is being produced at the same time that the customer is receiving it;
- ✓ **Perishability:** services cannot be stored or saved up;
- ✓ **Heterogeneity:** since a service is closely linked to its source, it can be highly variable, depending on who is providing it and when it is being provided;
- ✓ **Customer involvement:** many services exchanges involve the customer as an integral part in the production of the service itself.

Quality management

Quality management as a general strategic management system is provided thoroughly by Johannsen's theoretical study (Johannsen 1996a, 1996b). Johannsen examines the similarities and differences between strategic management and quality management in the library and information

sector. He concludes that the typical strategic management and quality management methodologies are likely to produce the same type of beneficial organisational learning processes. Johannsen construct an integrated model of strategic quality management, which is comprehensive, integrating both strategy and quality.

Another tendency is to develop models of quality management, which are implemented in libraries. One of the first comprehensive models of quality management to be implemented in libraries was the ISO 9000 standard, another is the European Business Excellence Model. This model includes leadership, strategy and resource management based on a stakeholder approach. At the same time it is more balanced model than service quality models where only the customer is on the focus (Homburg 1997).

Measuring service quality – how and why?

A repeated theme in the marketing literature is service quality, as perceived by consumers, is a function of what customers expect and how well the firm performs in providing the service. Service quality has become an important concept in the literature of library quality as well. The contributions of Hernon and Altman have attracted attention as a philosophy of library work and as a model of library service assessment (Hernon, Altman 1998, Hernon et al. 1999).

Among the most popular assessment tools of service quality is SERVQUAL, an instrument designed by the marketing research team of Berry, Parasuraman and Zeithaml (Parasuraman, Zeithaml and Berry 1985). Through numerous qualitative studies (Zeithaml, Parasuraman and Berry 1990, Parasuraman, Berry and Zeithaml 1991) they evolved a set of five dimensions which have been consistently ranked by customers to be most important for service quality, regardless of service industry.

These dimensions are defined as follows:

- ✓ **Tangibles:** appearance of physical facilities, equipment, personnel, and communication materials;
- ✓ **Reliability:** ability to perform the promised service dependably and accurately;
- ✓ **Responsiveness:** willingness to help customers and provide prompt service;
- ✓ **Assurance:** knowledge and courtesy of employees and their ability to convey trust and confidence;
- ✓ **Empathy:** the caring, individualised attention the firm provides its customers.

Based on the five SERVQUAL dimensions, the researchers also developed a survey instrument to measure the gap between customers' expectation for excellence and their perception of actual service delivered. The SERVQUAL instrument helps service providers understand both customer expectations and perceptions of specific services, as well as quality improvements over time. It may also help target specific service elements requiring improvement, and training opportunities for staff. Analysed at the item level, data drawn from application of the SERVQUAL instrument are rich with practical implications for a service manager (Lepik 2000).

The model identifies also five gaps between customer expectations and perceptions that cause unsuccessful service delivery (Parasuraman, Zeithaml and Berry 1985):

- ✓ Gap between customer expectation and management perception of these expectation;
- ✓ Gap between management perception of customers' expectation and service quality specification;

- ✓ Gap between service quality specification and actual service delivery;
- ✓ Gap between actual service delivery and external communications (what is communicated to customers about it);
- ✓ Gap between customers' expected service and perceived service delivered.

The first four gaps contribute to Gap 5, that is, the gap between customer expectations and customer perceptions of service received and it is last gap which been the main focus of library research (Cullen 2000).

SERVQUAL has been introduced explicitly to the library field through several empirical studies undertaken in public, special, and academic libraries, as well as through articles (Coleman et al. 1997, Nitecki 1997, Cook, Heath 1999, White 2000).
SERVQUAL has been introduced explicitly to the library field through several empirical studies undertaken in public, special, and academic libraries, as well as through articles (Coleman et al. 1997, Nitecki 1997, Cook, Heath 1999, White 2000)
and conference presentations (Nitecki 1995, 1998, Stein 1998).

Parasuraman, Berry and Zeithaml customer-based approach for conceptualising and measuring service quality offers an alternative for defining the quality of library services. It emphasises the service nature of libraries, in which the traditional collection-based criteria of quality may be part of, but not the entire component, of excellence.

Service quality contributes to value experienced by customers. Value becomes an outcome of excellent service. The SERVQUAL instrument, modified for use in library service settings, provides an outcome measure for managers to gauge their service activities. It should not be a measure of comparison among libraries; there are no normative data nor is the instrument designed for ranking different service settings. Its usefulness to improve service management in academic libraries is only beginning to be discovered (Lepik 2001).

LibQUAL+: research and development project

LibQUAL+ is a research and development project undertaken to define and measure service quality and to create useful quality-assessment tools for planning.
The goals of LibQUAL+ are:

- ✓ Establish a library service quality assessment program at Association of Research Libraries;
- ✓ Develop web-based tools for assessing library service quality;
- ✓ Develop mechanisms and protocols for evaluating libraries;
- ✓ Identify best practices in providing library service (LibQUAL+ 2001).

The Association of Research Libraries (ARL) launched on October 1999 a pilot project LibQUAL+ to assess service quality among research libraries using a modified version of the SERVQUAL instrument (Cook, Heath 2000).

According Cook, Heath and Thompson, upon the conclusion of testing and assessment, the collaborators will issue a monograph assessing the cross-institutional data on each of the service dimensions, which will include the information on aspects of quality library service derived from the interviews at the twelve participating universities. LibQUAL+ will be evaluated for its utility as a best practices tool for research libraries. Cook et al. will disseminate the findings of the first pilot project at the 4th Northumbria International Conference on Performance Measurement in

Libraries and Information Services (12-16 August 2001, Pittsburg, Pennsylvania, USA) (Cook et al. 2000). Summer issue 2001 of *Library Trends* will focus on measuring library service quality as the new culture of assessment in academic libraries as well.

Approaches to performance measurement in Estonia

During the 1990ties there have been a lot of discussions in the academic library world about finding the right way of measuring performance. The project of the evaluation of library services and performance measurement on mid 1990ties conducted in co-operation with the Royal Library in Stockholm and Estonian research libraries was one of the largest joint research projects launched in Estonian librarianship over the last 5 years (Nuut 2000). Three universal research libraries were involved in the study using same methods – the Tartu University Library (in 1995), the National Library of Estonia (in 1996) and Estonian Academy Library (1997). It used the methodology described in "Measuring Academic Library Performance. A practical approach manual", approved by IFLA and used internationally (Dubjeva 1998, Van House et al. 1990).

The main objective of the project was to estimate the scope and results of user services, including user satisfaction with the services rendered by libraries. The task of the research was to identify the requirements of the users and evaluate their satisfaction with the level of services including:

- ✓ The availability of library resources;
- ✓ The quality of the service provided;
- ✓ The operation of the library and working conditions at the library.

The study brought forward a lot of statistical material which has been processed, interpreted and reported at various scientific conferences as well in publications of the libraries (Research libraries in public information systems 1998).

Library Science and Development Department of National Library of Estonia is responsible for collecting statistics and are involved in the project LibEcon 2000. The National Library of Estonia is the co-ordinator of Estonian library statistics in this project (Nuut 2000). Analysing efforts of co-operation on LibEcon 2000 Nuut underline, that the participation in the project has given the knowledge to understand definitions of performance indicators and how to use them in a performance measurement process (Nuut 2000).
Optimisation and adaptation of the activities of state institutions engaged in information dissemination to European standards is an essential task in cultural, economic and social aspects. Last year was translated and legitimise ISO 11620 "Information and documentation. Library performance indicators" in Estonia (Informatisioon ja dokumentatsioon 2000). Solving this problem is a vital precondition for the development of all other spheres in the conditions of open information society.

Based on funding from Estonian Science Foundation Grant 4039, a project on "Performance measurement and evaluation of research libraries in Estonia" (2000 – 2002) of Chair of Librarianship at Tallinn Pedagogical University (TPU), Estonia, is carried out as joint activity of TPU, the National Library of Estonia and Tartu University Library.

During the project it is planned to carry out the optimality analysis of the performance of research libraries belonging to the state system of information dissemination under the present economic and financial conditions, and to econometrically analyse and model work organisation of the libraries.

Main aims of the project are:

- ✓ Analysing the statistical data of Estonian research libraries according to internationally acknowledged standards (ISO 11620, ISO 9002);
- ✓ Analysing the levels and depth of the evaluation of library performance – levels of resources, functions, activities and services;

An econometric model, mostly based on comparable unified static and dynamic data, will be created to evaluate research library performance. The statistics of Estonian research libraries will be used to evaluate the reliability of parameters of the econometric model. First year we are concentrated mostly on data analysis and theory testing.

Conclusions

Performance measurement is growing tool for library and information services management. Performance measurement in libraries is a part of the management process and decision making and decisions support system as well. Value and impact are critical factors influencing the positive outcome of performance measurement in libraries.

The successful functioning of research libraries as an information environment for Estonian science, culture, economy and education requires a through and many-sided analysis and scientific well-grounded planning of the activities of these libraries.

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Library Statistics – Changeable and Creative, Credible and Incredible

Concerning library statistics we are not to forget that statistics, though being an exact science operating only with facts and figures, is rather applicable for selfish needs and interests at the same time.

The older generation and middle-agers remember very well how the statistics of the soviet time "proved" the priorities of soviet economics in comparison with those of the free market, - although nobody knows why the soviet economics had to collapse then. In this respect there is no difference between library statistics and economic statistics in general. Thus for example, to furnish proofs that the soviet people had been reading more than anybody else in the world, librarians often had to falsify data, to arrange them appropriately, to insert them into an advantageous context, and to make the required conclusions. Therefore the saying spread about: "gross lie, small lie, and – statistics"…

Library statistics flow and vary with the winds of epoch revealing the situation in library world:stagnation and necessity for revolutionary changes, strategy and patterns of the branch developmet. Statistics seem like a complicated book with black and white pages, and not all people are lucky enough to enter and get oriented there. Radical turning points appear there, just the same as it happens in our every-day life.

In co-operation with the European Union member states and with the states of Eastern Europe the Baltic countries have been participating for several years in the international project of the European Commission ''*LibEcon 2000*''. A comparative analysis of the statistical data on European libraries is being performed within the framework of this project. The National library of Latvia (NLL) provides for the information on Latvia.

Till 1998 the official statistical information on Latvian library work was not relevant to the requirements of international standards and the terms of ''*LibEcon*'' project. For this reason the indices of library work of Latvia were incomparable with those of other European countries.

In 1998 the standard *ISO 2789: 1991 Information and Documentation – International Library Statistics* - based on UNESCO recommendations on library statistics global unification - was adopted and registered as the standard of Latvia.

The project "Latvian Library Statistics within the Context of European Union" financed by the Ministry of Culture provided for the circulation of standardized Latvian library work indices in the national and international information flow.

At present these data have entered ''*LibEcon*'' database, and are accessible *via* Internet (www.libecon2000.org). For the first time after the 2nd World War Latvian national library statistic data are comparable with those of other countries.

Let us have a look at some comparable library work indices of European countries in 1991 – 1998.

According to the statistical information the following trends of development are dominating in the libraries of Europe:

- library collections are growing, electronic publications in particular;
- the number of library users is increasing;
- computerization and internetization of libraries is extending;
- library staff and salaries are increasing;
- the number of library visits, loans, new acquisitions and users' seats is decreasing.

In Latvia, like other European countries, library information resources are increasing, but in distinction from other European countries, library staff is decreasing.

''*LibEcon*'' database provides for making quite interesting comparisons and discovering paradoxical facts. Thus for instance, the expenditure *per* 1 staff member of NLL is 2,3 times smaller than in Estonia, and 21 time smaller than in European Union member states.

It is not a secret that GDP (gross domestic product) of Latvia is one of the smallest in Europe. We know also that librarians have more ideas than the state will ever be able to finance. Still some very specific relationship occurs there. Thus, for instance, the National Library of Latvia, having the smallest funding in Europe among the national libraries, has managed to achieve the 2nd place in Europe regarding library loans *per* 1 000 inhabitants. In ''*LiBecon*'' database it looks like this: British Library – 101 loan *per* 1 000 inhabitants, NLL – 99 loans, Estonia – 24, Lithuania – 10 (www.Libecon2000.org). As to library visits, - Estonia takes the first place among the Baltic states – 368 visits *per* 1 000 inhabitants; Latvia – 161, Lithuania – 120, European countries as a whole – 21. I have no idea how to explain such a large contrast, maybe we are making our visitors' registration according to differing parameters?

The statistical data reflect one more very interesting paradox. The expenditure *per* 1 staff member in the national libraries of European countries in comparison with public libraries is for 30 % larger on the average, considering the complicated character and state significance of the work in the national library. In Latvia the situation is quite opposite: the expenditure of NLL *per* 1 staff member is 1,1 time smaller than that of public libraries. This unquestionably gives evidence of the fact that self-governments of towns and civil parishes – pagasti – when financing their libraries, appreciate them much higher - as socially vitally necessary institutions – than the State of Latvia is appreciating its national library, the main supplier of information resources in the country.

The compilers of the annual statistical issue of NLL on library work in Latvia in 1999 *(''Latvijas bibliotēku darba rādītāji: 1999 / Sast E.Ragozina un K.Zaļuma. – Rīga: LNB 2000. – 50 lpp.)* have respected the new standard – *LVS ISO 2789 : 1991 Informācija un dokumentācija – Starptautiskā bibliotēku statistika.* According to this standard the information is provided using the following typology of libraries:

- national libraries;
- libraries of higher educational institutions;
- public libraries;
- special libraries;
- other principal non-specialized libraries;
- school libraries.

According to these new parameters at present the following libraries are operational in Latvia:

- 1 national library;
- 28 libraries of higher educational institutions;
- 932 public libraries;
- 62 special libraries;
- 1 principal non-specialized library;
- 1 123 school libraries, colleges of professional education including.

The above mentioned annual statistical issue of NLL gives the numeric data respecting the given typology of libraries. Thus we are able to find out the medium information on the activities of special libraries, public libraries and the libraries of higher educational institutions. There is no possibility to get acquainted, for example, with the parameters of the work of Latvian University library, Riga Economic High-School library or Ludza district Cibla civil parish (*pagasts)* library. The users are to calculate themselves also the total library work indices of the state.

The statisticians explain that individual data about a separate institution or enterprise cannot be made public according to The Law on Statistics, - to respect commercial discretion. But for the time being libraries are state or self-government-conducted mainly, they spend our money – the money of tax-payers , they are not private structures whose activities are to be kept in discretion. And The Law on Statistics evidently does not refer to NLL and the Academic Library of Latvia, as the indices of these libraries are published separately. Probably due to the fact that they are the only ones of the kind.

Concluding I would like to share some opinions on library usage indices in various sources of information.

There are altogether 2 147 libraries in Latvia. As the national program "Culture" states they are attended by 40 % of people. In England 56 % of inhabitants are library readers. The Finns say that 80% of people are registered library users. The Americans consider
90 % of inhabitants to be library users.

Why those figures differ so greatly? How to analyze the comparison of them? It is evident that the criteria of statistical account differ. Maybe we need radical changes of our statistical account? It looks like the necessity for revolution in library statistics.

Why cannot we follow the example of the Americans and consider all the students and pupils, and anybody else training his or her skills somewhere, to be library users automatically? Will we be far from reality? I think – no. The avalanche-like increase of NLL users during the last decade just witnesses of it once again.

And then we will be able to say that the libraries of Latvia serve 90 % of its residents spending 1,17 % of Gross Domestic Product - GDP! Wouldn't it be a revolutionary statement?

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Changes and its' Influence for Academic Libraries

Libraries of Lithuania and the Baltic States undergo double changes: political, economic, and social situations of the countries have changed and at the same time the libraries of the whole world live in the period of invasion of new technologies. The libraries become gates to the recourses of the information about the world and take part in creating information society. The third millennium indicates sudden change and that is transition to the informational way of life.

We hear terms "informational society", "knowledge society" every day. These are new terms which were started to use after nineteen nineties. Up to the tenth decade European Union used the term "information society" to describe rapidly developing modern technologies of transferring information and communication technologies, which as well as the opportunities they provide, in economics, politics, and the society in general [1]. Integration of Lithuania in European Union practically means the development of information society.

Therefore, knowing the importance of creating an information society, we need to once again and once again go deep into the essence of the matter and to realize the idea, concepts, and directions of creating informational society. Academic libraries must find their unquestionable place in creation of information society.

Successful and effective realization of the idea of information society is the way through the twenty first century. It is already clear that information society will be based on the work of society members who use information technologies (IT), and the information will be the main product created by the society members.

"Information society", "information technologies" and similar concepts are our daily routines. However, what are their main distinguishing and specific features? Maybe one should remember that one of the newest definitions of informational society is as follows: "Information society is a new type of society, based on the development of information technologies and their mass application in different fields of economy, as well as directing society members towards intellectual products, produced by information processes, but not towards material products [9].

Therefore, it is clear that the condition of information society, the level of its development and modernity, which is most correctly defined by the part of gross national product which the government creates using knowledge and information. Three conditions are necessary for creation of informational society: 1) there must be easy access to information, 2) developed infrastructure and connection with the information banks of other countries, 3) the citizens of the country must be educated and capable of using these means [2].

The changes in all society fields under the influence of the development of technologies are clearly visible. The presence of technical devices is a sufficient guarantee of information society "birth". Informational society must be a **constantly learning society**. Knowledge gained ten years ago is not insufficient now. The importance of learning for the whole life and ability to adapt to changes comes forward. There is no doubt that libraries have to realize this.

Universities make a very big influence on the creation of information society (academic libraries are the departments of universities). The plans of creating information society include modernizing of educational system, assurance of possibility to gain contemporary education, and developing information infrastructure of the country [1]. IT change the process of studies. The influence of IT in universities will increase because they can reduce the cost of the studies. Universities must meet students needs which become bigger and bigger, students have access to

more information, presentation of teaching material changes, means of distance learning improve, the role of lecturers changes, student must gather the information himself/herself and solve the problems. It is easier to access the information necessary for scientific research now, communication becomes easier and faster, scientific research is announced faster [1].

University education system is the most important part of education, science and culture, social and economic development of each country. During the last decade (1990-2000) Lithuanian university education system was changed essentially, here are few examples [7]:

- three level university education came into being which is similar to most Western Europe systems;
- the study system became more flexible, organized through modules;
- international student exchange program was expanded;
- the number of students increased;
- binary system of university education is legalized since 2000.

However, at the same time there are few problems [7]:

- unstable financing of university education system;
- closeness of universities from the influence of society does not decrease;
- system of raising of qualification of lecturers is not sufficient;
- the system of "learning for the whole life" is not created;
- resources of studies and scientific resources are not updated sufficiently;
- computerization of universities is behind.

Libraries of Lithuanian universities are in such changing academic environment today. They are directly influenced by all changes of the environment. A task to provide opportunity for the students and lecturers to use modern information technologies is entrusted to academic library. Therefore, it is clear, that academic library needs modern information and communication technology (ICT) and equipment. Furthermore, it has to change as an organization in general: to change its structure, its administration and style of work, its culture, as well as, it has to constantly educate, train new employees in order to provide them with new skills, it has to change all the time. Academic library continues to have the most important task of taking part in the processes of university studies and education providing the opportunity to access the information.

As one can see, that the end of the twentieth and the beginning of the twenty first centuries has become a period of radical changes for the libraries. It has become a period of reconsidering the purpose of libraries, renewing their functions, and establishing their place in society. Academic libraries have to be more user- orientated. The activity of academic libraries was very clear earlier. They had to complete and accumulate literature according to the scientific fields of the university, however; new changes are visible today.
University library is an important part of university infrastructure. Library is the biggest and the most perfectly organized storage of documentary information in university information infrastructure, where the whole cycle of information treatment takes place, which includes receiving of information, its distribution, its accumulation, and its presentation for the user.

It is easy to name the users of academic libraries: they are students, lecturers, in short, the academic community. Because of scientific co-operation it is necessary to keep the circle of readers open, not limiting it only with the personnel of the institution where the library is. Though the profile of users should stay the same, their needs may differ significantly. Change of teaching methods, bigger attention to independent studies set higher requirements for academic libraries,

especially, when the internet and WWW reveal the treasures of accessible information for the users. One already knows how computers and internet has changed libraries:
- there are no limitations of time or place to access the library (one can access it from any place and at any time of day or night);
- the amount of information stored in computers increases;
- information is stored in the forms of texts, image, and sound;
- usage of computer information increases;
- expenditures for equipment and infrastructure increase;
- the profile of library staff changes.

Library work gains new features which could be also describes as providing information services for the clients:
- right information;
- in right format;
- at right time;
- for right price.

While watching changes happening in society and academic environment one can see that very little of what was there ten years ago has left. Academic and not only academic libraries reconsider their activities and can predict what changes are going to take place in the libraries (it is worth saying that most changes are only starting to work). The libraries shall work placing different accents in the library and shall organize their activities in the following directions:
- from accumulation of funds to their accessibility;
- accumulation of electronic sources;
- from OPAC to virtual meta-catalogues;
- from serving the clients to their education;
- looking for alternative funding;
- reducing the budget and library staff.

In order for the library to function successfully in society it has to plan changes, to use strategic thinking, to know the "context" well, to evaluate its abilities, all activity and sources available, to set the goals and tasks of the library, to foresee the strategy of activity.
The changes have already influenced libraries because they already have new obligations:
- to give everything necessary for the whole life learning;
- to insure the possibilities of gaining computer and information literacy skills;
- to protect cultural identity in rapidly changing world.

Library becomes a new type of institution where beside traditional library processes new processes are taking place: contemporary working places are created, structure of library changes. It is as if the same and at the same time different library which provides quality informational services from printed sources as well as from electronic ones.
One can notice that library has become sort of a *hybrid library*, where the work with computers is going on at its full capacity and where new technologies are being implemented. Hybrid library tries to unite two different technologies and reflects both "worlds": the real world – printed sources, and the virtual world – electronic sources. Hybrid library is as if a transitional state of library: not fully traditional and not completely electronic (virtual) [8]. It is based on traditional printed documents and electronic material and services mixture and includes accessibility of all kinds of sources using different technologies. The title *hybrid library* indicates transitional state [10].

It is a new organization, which provides electronic information for the user to his/her working place and provides opportunities to use contemporary electronic means in library.

One can see how realistic moving towards hybrid library is through the following aspects:
- besides card catalogues and different bibliographic sources computer catalogues and information search in the database and internet sites appear;
- meta-data appears beside library classification;
- different references and paid services are accessible.

Many processes have already started, however, there is still much to do. In spite of the fact that hybrid library is a transitional state one does not know how long it is going to last. One can predict that it is a long-term process in libraries.

At the same time requirements for the libraries and librarians are changing:
- environment: comfortable working places, traditional as well as computerized;
- information: printed publications and information from internet is necessary, required guarantees of reliability and value of information;
- culture of behavior: obligingness, communicability are necessary;
- librarians become mediators and people demand competence from them.

Changed environment changes staff of academic libraries. All happening changes formulate new tasks and requirements for the librarian. These are the same changes, the components of one process and that is the process of going towards the new informational society.
Changes directly depend on people who work in different institutions. Human factor is essential; it is the key for the further work. Simultaneously, in all spheres of life and in libraries a tendency that "labor force becomes older and technologies become younger" becomes clear. The changes are so big that educational, re-educational, qualification questions become the most important ones. Therefore, the most important question is the question of librarian's professionalism and competence. Information society demands special skills: analytic thinking, fast decisions making, self-discipline, communicability, and ability to use IT.
We know such terms as "librarian intermediary", "information manager", "information architect", "information consultant", "analyst of information", and "information adviser" for a while. Informational skills become essential for successful work in academic library. Therefore the term of "librarian intermediary" is used more often. The intermediary also faces different demands. These are the descriptions, which come directly out of already listed changes and demands for contemporary librarian, not necessarily an academic library librarian:
- flexibility and enthusiasm, devotion and adaptation;
- ability to grow and change;
- ability to exhibit high quality of individual work and work in team;
- motivation, innovation, interpersonal skills;
- caring for users, ability to work in a limited situation.

Library and its services first of all react to the happening changes caused by:
- increasing amount of information and its role;
- using new technologies while the information is changing;
- the role of libraries as distributors and spreaders of knowledge has increased.

In the changing environment, which is going towards information society a problem of universal information literacy appears. One already knows that libraries are obliged or took the obligation

themselves to contribute to this process. It will be impossible to do without all this because contemporary IT presented in a certain way of storage and circulating via connecting-channels form the basis of contemporary information.

Creating information society is creating learning society and libraries, especially academic libraries, take an active part in this process.

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Challenges to the Education of Librarians at the University Level in Finland

At a similar conference in Tallinn two years ago [29.5.1999], Tom Wilson spoke about the survival strategies for turbulent times and tried to conceptualize the situation where the institutions training librarians and information specialists are at the moment.
In this paper I try to set the future challenges of the education of librarians in Finland into the pattern that prof. Wilson was sketching. The situation of library schools in his own country, England, has undergone rather more dramatic changes than in my country, Finland, but still there is lots of benefit to gain from looking into the Finnish situation through his conceptual scheme.

The challenges and some responses

Let me first describe the more or less turbulent environment where the education of librarians in Finland must work its way ahead. I shall do this from the point of view of my own institution, the Department of Information Studies at the University of Tampere, but I believe that the other units at the University Åbo Akademi in Turku and University of Oulu can easily be put into the same context.

More academically educated librarians are needed, now and in the near future

The medium-range future prospects of institutions producing librarians and information specialists are rather positive at the moment, but there is always a possibility that trends turn downwards, e.g. following a recession in the IT business. Purely from the statistical point of view the need for academically educated librarians is growing fast, in fact too fast. The biggest factor increasing the demand of librarians with an academic degree is that hundreds of librarians are going to retire during the coming ten years. There is also a growing demand from the private sector and administration for people with competence in information studies; totally new job-types are created. The demand of researchers in the field of information studies is considerable, too.

The so-called ”baby boom” generation is nearing its pension age during the next ten years. That will automatically leave open hundreds of librarians’ positions in the public as well as research libraries. Especially in the Helsinki metropolitan area there is a continuous and growing demand of professionally competent academic librarians even without the coming pension boom, but when it really hits, there will be an acute crisis. To prevent this crisis planning for the introduction of education in librarianship on academic level in Helsinki has been initiated. A planning group has convened in January 2001, but much else has not happened. Even the basic data considering the need of new librarians is lacking. There has been talk about a crude estimation of 300 hundred positions in the public libraries and 75 in the Helsinki University library system. There are available in the Helsinki Summer University and other summer universities a set of basic studies in Information Studies, but they don’t give full competence to work as a professional librarian.

The Finnish institutions educating professional librarians and information specialists at university level are small units (Tampere, Oulu, Åbo Akademi in Turku): with the present resources they cannot produce enough professionals for all purposes. In future the pressure to increase the enrollment of students seems to be growing.

An additional complication arises from the process of polarization of the library field in Finland: economic problems concentrate on municipalities in less industrialized areas, weak municipalities tend to neglect their libraries. The present library legislation requires that the person responsible for library services in a municipality should have an academic degree with a certain amount of information studies, but the same person can, in principle, take care of more than one municipality. There are a few examples of this kind of cooperation over municipal borders, although the salary of the librarian may not increase accordingly, but it is still a sign of a new way of structuring library services. Until now academically educated librarians have been used to routine jobs and it can't go on if we want to increase the salaries of librarians.

Also otherwise it is logical to have fewer academically trained librarians and more other staff. Positions on lower administrative level can be taken care of by people with degrees in librarianship from polytechnics or people that have been trained in the library for routine work. People with adacemic education should be doing work that really requires that kind of education. The general solution to the lack of competent librarians seems simple, even if it isn't: we should only strengthen the university units educating librarians. The problem is at the moment that staff recruitment for the university teaching positions is nowadays based on short-term projects, which does not encourage into a longer commitment to teaching jobs. Due to the university buget restrictions it is very difficult to establish new permanent positions.

It is paradoxical that right at the moment there is very little discussion about the post-modern dilemma of the librarian profession: are librarians needed in the information society. In theory the "information monopoly" of libraries has been broken and people seek information more than ever individually. In a way the traditional procedures of librarians have been generalized all over the society since the introduction of the Internet and other electronic resources. This situation has caused problems of identity for libraries and librarians: they are not any more in the unsurpassable intermediary position with their cryptic systems, catalogues and classifications. Is it true that anybody can be his or her own librarian?

It is true that the general picture of the environment where library schools or departments of information studies are living is nowadays characterized by a technological convergence, as prof. Wilson put it: "IT has made its impact through convergence: information systems of all kinds are converging upon the Internet and WWW technologies." This convergence of technologies drags, according to Wilson, with it the fields that depend upon or use that technology or of disciplines that deal with the underlying phenomenon - communication.

But, on the other hand, there may be a countercurrent going on. The amount of information of various degrees of reliability has grown so fast that ordinary Web-users are somewhat at loss. The convergence of systems has lead to a situation where more and more very large information systems in database-format with full-text journals, reference sources etc. have been provided via the Web. These systems are typically so expensive that the private Internet users cannot afford to use them. The most important information is never really free. Even in the new Web-environment it is only large institutions with regular funding and specialized personnel that can ensure maximum access to information. In a sense we are heading back towards a certain

monopolistic situation, and this time with a clientele that really has tasted the fruits that they covet. One can nevertheless ask if the librarians of this new age are the same as the traditional librarians?

Strategies of survival

The strategies of success or at least survival that prof. Wilson mentioned in his speech were, roughly: "expansion, divestment and contraction, and loss of identity with survival of function". Wilson's last point, "loss of identity with survival of function" is rather peculiar as a strategy, but may on some extreme occasions prove to be the last resort.

Expansion

Expansion can happen by *diversification*. In this case, according to Prof. Wilson, you might have to choose between a partnership or going alone, that is producing diversity by joining your forces with others or producing more diversity with your own resources. Both of these options have been used in Finland; I am speaking here about my own department. We have been doing cooperation with other disciplines in research and teaching, especially with the neighboring fields in our university, mass communication and computer science. The cooperation has materialized in its clearest form in a pioneering Masters program, called the Information Network Masters Program. There have also been separate courses with departments from other universities, such was, e.g., the course on information seeking for journalists and a course in information management. This kind of cooperation may also use the technologies of distance learning, video conference and web-based technics and platforms (such as WebCT). There are plans to continue cooperative multidiscipline masters programs, but financing is still lacking.

If we mean by diversification more opportunities for students to get cross-discipline courses, then we have to mention the Language Technological Network, where a large variety of philological, engineering, computer science etc. departments are involved. In this way our students may take courses from other universities, and vice versa.

Diversification is of course a risk. For a small unit, such as ours, it is dangerous to stretch our curriculum to far to many fields usin only our own resouces. Already in the present circumstances, the staff is at the end of its tether.

Expansion can, according to Prof. Wilson, also be materialized in new products, such as undergraduates. This version of the expansion strategy has during the recent years been tried at Tampere, even with a certain risk. The enrollment of new major students has been increased from 35 to 50. The Ministry of Education has been ready to support financially the increase of the number of new students especially in the fields that have a connection to IT industry. Luckily information studies, thanks to the succesful information retrieval research and education, is counted among those fields. Also the new financial agreements concerning the right of the students from other universities to take some parts of our curriculum have increased the number of students.

The risks lie in the fact that it has been difficult to get competent teachers to do the extra job. The teaching at the department has traditionally been characteristically small group oriented, which the students like. For practical reasons a massive introduction of new students may disturb this image.

There is a continuing problem in that the new teachers cannot get a permanent position at the department, but have to work on short time contracts. It is hard to get competent people for such short time jobs. In research short term contracts work relatively well, because doctoral dissertations give more merit than teaching and thus those who concentrate on research are more likely to be in a better position to get the relatively few permament jobs, when they become vacant.

A further form of the expansion strategy in Wilson's model is taking advantage of the potential *niche markets*, creating new course to match the demand from the labour market. It is natural that the department tries to find new promising themes for courses, especially in digital libraries, digital knowledge management etc.

The fact that a great demand of librarians is already now extant or is coming in a few years has enhanced the determination of the department to respond to the wishes of the Open University Program of the University of Tampere to create virtual or semi-virtual courses. Many of the plans to adopt virtual, distance learning modes of teaching can be seen in the greater context of the Finnish Virtual University that is under construction (even if I wonder if anybody really knows how it will look like, if it ever will be realized in full scale). In a couple of years' perspective the basic level of information studies can be taught as virtual courses, and later even more. This autumn the first basic courses in information retrieval and information sources will be given through the Open University unit of the Institute of Extension Studies of the University of Tampere; in 2002 the Introductory course in Information Studies and the Basics of Information Retrieval Methods will be added.

Merger and acquisition

Even if we maybe cannot speak about a *take-over,* at least the strategy of *merger and acquisition* has been applied in Tampere, although more of the latter kind. The most important acquisition of the recent years has been the introduction of the academic level education in Archival and Records Management. The system of top level Archival education used to be one of the last academic programs that the actual working institutions of the field, i.e. the archives, took care of. The National Archives of Finland organized the education. There was a similar systems for the education of librarians of the large academic libraries before the Chair of Library and Information Science was established in Tampere 1971. The development of archival theory, technics and self-image of the archival profession is in a fast process of change, growing away from the traditional view, where the serving of historical research was in centre, towards a more functional and general view, where the whole life-span of the document is studied with a multitude of possible ways of using the documents. The new electronic environment has stressed the need for a new paradigm for the archival studies and there are good hopes that this need can be fulfilled under the present circumstances. The place of archival education is now firmly based at the department and there are promising perspectives in research, where a natural partner is found in Information Management. A research group to advance the research in Information management, REGIM (Research Group on Information Management) has been established.

Contraction

When Tom Wilson was speaking here, he also pointed to the possibility of *divestment and contraction* as a survival strategy, i.e., a return to the core of the discipline or field, but he also asked, if it longer can be a reasonable strategy in our field. Is there a core?

There really is no longer a naive assumption of a simple professional core of the field at the base of our curriculum, because it has been superseded by a more functional and theoretically based thinking . But still we can speak of the strategy of divestment in our case. The present triumvirate of focus areas, dating back to the end of the 1980s, resulted in the application of the strategy of divestment. As focus areas were chosen information retrieval, information seeking and information management. The main development of research and teaching has been directed to these areas. The two first of the focus areas have had considerable success in research and they, especially information retrieval, have also generated new ideas for teaching. Information management was a long time in the back-stage, because there were no strong personalities promoting it. During the last years it has begun to take its legitimate place in the forefront both as a result of personal commitment and the deliberate strategy of the department. It is clear, and the development of information retrieval and information seeking also corroborates it, that the incubation time of any field is long, you can't establish a successful field of research and teaching by a simple decision overnight.

The selection of focus areas has had very concrete results in the variety of courses offered at the department, and here we really can speak of a strategy of divestment and contraction. Many of the fields and courses common in library schools were subsequently ended at the department, they included children's librarianship and music librarianship; they are not any more taught at the department. Administrative studies were long considered such that can be taken as minor subjects at other departments of our university. There is only one course in library administration. The advancement of information management has somewhat changed the scene. There is more administration, or rather management, in our curriculum than ever before.

Convergence

Following Tom Wilson's terminology, you can also speak about a *convergence* in the research and curriculum of our department. This is most clearly seen in the effect of Web-environment, everything is streaming towards the Web, both research and courses. It also brings hitherto distant, or only potentially related, fields into closer cooperation. Besides the Network Masters Program, new examples of this are plans to establish a masters program in records management incorporating courses from three departments at the University (Information Studies, Computer Science, Administrative Sciences). Each department gives a number of courses available to the students from the other departments besides its own students. This cooperation is strongly supported by the University administration and the Ministry of Education, also financially. Another example is the Language Technological Network, which I mentioned earlier.

Is there a risk of loss of identity?

In Wilson's typology there also appears the loss of identity as an option — or threat. By most of the criteria available our department is successful and as such there is no fear of the loss of identity, if we don't lose it ourselves. There is no immediate danger that some other department or institution would annex us to itself (by merge or acquisition), but still there are gathering new possibilities that we must take seriously. One of the possibilities arises from the new situation that the newly established Faculty of Information Sciences at the University of Tampere creates. In August 2001 the Department of Information Studies joined the new faculty with Computer Science, Hyper Media Laboratory, Mathematics and Philosophy. The new faculty was not our own idea. It can be understood as an action to lift up the profile of the University, a new figurehead. No assumption of drastic changes in the teaching and cooperation of the department has been predicted, even less

demanded, but in the long run there necessarily will be changes. Their nature is still unknown, but of course there can, in an extreme case scenario, be even threats towards our present identity.

I remember that Prof. Wilson said in 1999, among other things, that information retrieval research now existing in library schools will disappear in some years. Probably he meant that information retrieval research seems so lucrative that other, more powerful, institutions, that is, departments of computer science and the like, will take it over. The takeover was one of Wilson's strategic choices that are available for institutions in their survival game, and it is not only library schools or departments of information science that are struggling in the academic world.
Fears were voiced during the discussions concerning the joining with the new faculty that in the long run Information Studies can be taken over by Computer Science, thus a clear loss of identity. There will almost necessarily be a stronger cooperation between the two departments, but is there really a risk of loss of identity? At least the influence happens both ways.

Resource Sharing: Principles and Polices

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Co-operation in the Libraries Projects

The non-profit state limited liability Company "*Library Information Network Consortium*" of Latvia was established in 1997 by Order of the Cabinet of Ministers. The aim of the Consortium is to develop an integrated library information network in the country.

The Consortium is currently implementing a project the Integrated Library Information Network of Latvia (LATLIBNET). The task of the project is to introduce an integrated information system in the libraries of national significance and to establish technical basis for the national electronic union catalogue.

The next project intended to be implemented by the Consortium is the State Integrated Library Information system (SILIS). The project includes development of National union catalogue, joining of the state colleges libraries, city central libraries, city libraries and parish libraries in the system.

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State Integrated Library Information System (SILIS) – State of the art and perspectives

Latvia has accepted the National program "Informatics". It declares the goal – transition to the information society. Information society is such a formation where every individual has access to the Universal Information Service (UIS), i.e. access to all information necessary for the individual. UIS has to be available at any place, at any time and for socially acceptable price.

Libraries have to maintain the traditional role for librariesxpand the role of libraries with the ability of the new information technologies to offer the UIS to the users exploiting information sources from Latvia and abroad. The main challenges are: access to catalogues created by different library systems, multiligual issues, payments for services, unified access to the information on the Internet and in the library systems, access to the information accumulated in different State registers or information systems.
In 2000 the concept of State Integrated Library Information System (SILIS) was created in Latvia. SILIS concept is based on support of standards for cataloguing - USMARC (MARC21), for multilanguages – UNICODE, for searching - Z39.50, for e-commerce - standards accepted in Latvia. A significant part of the project is the training of librarians and users.

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Estonian Academic Library

Striving for Renewal: Resource Sharing in View of the Expectations and Experience of Estonian Academic Library

I would like to start by presenting two definitions of a slightly differing nature on the concept of resource sharing from the American and British librarianship literature.
First, Allen Kent says, "Resource sharing denotes a mode of operation whereby library functions are shared in common by a number of libraries. The goals are to provide a positive net effect: (a) on the library user in terms of access to more materials or services, and/or (b) on the library budget in terms of providing level service at less cost, increased service at level cost, or much more service at less cost than if undertaken individually." (Encyclopedia of Library and Information Science. New York, 1978, 25, 295)
Second, Philip Sewell writes, "Resource sharing may appear to be nothing more than a new term for the familiar concept of library cooperation. True, many of the same activities are included, but there is a significant difference in approach. The earlier term takes the existence of libraries for granted and describes how they can achieve their objectives better by working together. The new term appears rather to assume a range of physical, intellectual and conceptual resources on the one hand and a body of people on the other, and covers the activities involved in organizing the one into a set of optimum relationships to meet the needs of the other." (Resource Sharing, 1981, 9)
The second definition strongly emphasizes the role of resource sharing as a means for furthering the services in the benefit of information users. Inflation and budget reductions coupled with the growth of all forms of literature as well as the society's need for information were the primary forces that lead to resource sharing in libraries. The availability of effective technology made it possible and economically gainful for academic research libraries to undergo a fundamental reassessment of their traditional collection development goals and service strategies in the 1970ies. Consortium, network and cooperative were the new organizational arrangements for achieving a variety of resource-sharing objectives.

The oldest and most common resource sharing activity is almost certainly the provision of access to library materials. Interlibrary lending has existed for a long time, but the practice has been notably expanding since the mid-1950ies. Still, interlibrary loan arrangements fail to extend the total provision of available material, unless accompanied by a cooperative acquisition policy. Cooperative acquisition policies within groups of libraries feature prominently in many resource sharing arrangements. An alternative is to provide a centralized collection, dedicated to the provision of services to other libraries.

Resource sharing may be established by informal or formal agreements or by contract and may operate locally, regionally, nationally, or internationally. Access to and delivery of information outside the local collections are even more important now, because libraries are becoming less and less self-sufficient. Therefore, the volume in interlibrary borrowing and lending can be expected to continue to rise, and services must be redesigned to deal with the rising needs for access to information outside the local library.

I have based the survey of the resource sharing activities in Estonian Academic Library on the statements, expressed by Malcolm Smith in his corresponding article in "World Encyclopedia of Library and Information Sciences", published by the American Library Association in Chicago, 1993.

The arrangements between partners in a resource sharing venture can often be categorized into star, hierarchical, and distributed networks. If most of the funds are spent on maintaining one or a few major centers it will probably be a highly centralized or "star" network. (p.717)

For fifty years EAL operated as the Library of the Academy of Sciences of the ESSR, being the center of the network of libraries, belonging to the institutes of the Academy of Sciences. During that period, the main task of the library was to form the collections that would satisfy the information requirements of the academic and research staff of the institutes. Among other forms of service the Library provided its holdings to be used at the network libraries for a fixed period of time. In 1995, following the statute for regulating scientific activities in Estonia, the Academy of Sciences was converted into a personal academy and ceased to function as a system of academic institutions. The majority of the research institutes were associated with universities, while the Library was transferred under the administration of the Ministry of Culture and was renamed as Estonian Academic Library. In its acquisition as well as servicing policy the Library has followed the tradition of close co-operation with the former institutes of the Academy of Sciences. The formal establishment of the working relations started with the association agreement between EAL and the Estonian Academy of Sciences in 1998. In 1999 EAL initiated a project of regulating co-operation with a number of academic and research institutions. By now the Library has entered into a contract with 24 institutions, among them a couple of higher educational institutions as well. Under the terms of the agreements Estonian Academic Library on its side reckons with the information needs and recommendations of its partners in collection and service development. It also provides the requested journals for the use at the libraries of the institutions for a fixed term. The partners on their side offer expert opinion and assistance for the Library in acquisition and collection development and guarantee the submission of their publications to EAL as completely as possible. The Library has agreements of co-operation with the following institutions, listed in the chronological order of validation:

1. Institute of Cybernetics at Tallinn Technical University (TTU)
2. Tartu Observatory
3. Institute of Physics at Tartu University
4. Institute of Chemistry at TTU
5. MA Tallinn Botanical Garden
6. Institute of Geology at TTU
7. Estonian Marine Institute
8. Institute of Experimental Biology at Estonian Agricultural University (EAU)
9. Under and Tuglas Literature Centre of Academy of Sciences
10. Institute of Zoology and Botany at EAU
11. Institute of Ecology at Tallinn University of Educational Science (TUES)
12. Institute of the Estonian Language
13. Estonian Biocenter
14. Estonian Information Technology College
15. Estonian Energy Research Institute
16. Estonian Institute of Economics at TTU
17. Estonian Institute of Meteorology and Hydrology
18. Institute of History
19. Department of Ecophysiology at Forest Research Institute, EAU
20. Estonian Genealogical Society
21. Estonian Humanitarian Institute Foundation
22. Institute of International and Social Studies at TUES
23. A/S Maaleht

24. A/S Audentes

The partners of the Library have been offered the possibility to compile a list out of the subscribed scholarly journals that they wanted to use at their own libraries. More than 600 titles were chosen, most of them by several parties, that are consequently taken to the contracting institutions according to a fixed schedule. The librarians at the institutions have forwarded usage statistics on those journals to EAL. The analysis of the data shows that the journals, taken to the partners, are among the most readable in our reading rooms as well. It presents a possible danger, as the volumes could be not available at the Library when requested. Still, the co-operation has proved beneficial for both sides. The patrons at the research institutions are satisfied with the swift attainability of new journals at their working places. The Library has gained from the competence of the research staff of the institutions in the process of developing its collections. At the moment, we can say that beside various electronic sources of information, printed journals are still of notable importance to Estonian research staff.

Resource sharing can be carried out at any level, from the international to the local, and can be arranged in a variety of ways. (p.716)

Estonian Academic Library as a universal research library and a resource library for the natural sciences has also accepted its role in the interlibrary loan system. Historically, interlibrary lending and borrowing have been considered an obligation among libraries, a sort of pact to fill the reasonable requests of others in exchange for having one's own requests filled by other libraries. Increasingly, interlibrary loan is seen more as an essential service libraries provide for their users, with an obligation to lend for the users of other libraries. Instead of the hierarchical structure of the ILL system, a distributed network of partners of equal status is now becoming a more effective option because of developments in telecommunications and computing, but it is still complex to organize such a network effectively. The current infrastructure has proven to be insufficient in the conditions of the extensive growth of demand. The timeliness of service is not adequate for most scientists and many other scholars. While the ILL process worldwide has seen many improvements lately, including the introduction of electronic messaging systems (OCLC, RLIN, WLN) and increased use of fax and new electronic imaging systems for journal article delivery, they have not managed to affect the actual procedures in Estonian libraries.

As emphasized earlier, no library can possess substantially all of the world's literature or any exhaustive part of it, except in the most narrowly defined subject areas. To maximize the efficiency of resource sharing on national level initatives were taken by local authorities as well as librarians themselves. The acquisition policies of Estonian resource libraries were co-ordinated by three regulations by the Ministry of Culture and Education: No.18 from December 6th 1994, No.19 from December 12th 1994 and No.5 from January 19th 1995. The regulations specify their principles of operation and role in the cooperative acquisition plan on three depth levels: A, B, C. The system has been working to the present time. Now, as the library environment has experienced notable rearrangements, also the regulations have to be reconsidered.

Another means for providing access to materials through resource sharing is the referral of readers themselves to collections likely to be able to supply their particular information needs, which is greatly assisted by the available electronic catalogues. Other activities may include joint provision of transport arrangements for document supply, shared cataloguing, indexing and joint provision of online services to assist exploitation of collections. (p. 716)

The co-operation among Estonian research libraries concerning electronic information services was started according to the project "The System of Estonian Libraries" in 1994. In 1996 Estonian Academic Library was one of the founders of ELNET, the Consortium of Estonian Libraries and

took active part in working out the principles for the selection and application of the union electronic catalogue. In 1998 the first modules of the integrated library system INNOPAC were launched in the member libraries. Since January 1st 1999 all new acquisitions of Estonian Academic Library have been recorded in the electronic catalogue. Simultaneously, the retrospective conversion of earlier holdings into electronic form has been realized. The cataloguing and indexing of new acquisitions has been carried out as joint work of the participating libraries. Since the beginning of 2000, resulting from the adoption of the acquisition module of INNOPAC in Estonian Academic Library, all on-order titles have been recorded in the electronic catalogue. This would hopefully be helpful for other Estonian libraries as well in making their acquisition decisions. This year the Library has been steadily working on the transition to computerized user service. The sharing of circulation data, information about a particular title's availability on the shelf, is a valuable addition to the services a library can offer to its users. Resource sharing requires access to circulation information to avoid disappointment and to accelerate the process of locating the required material at still another library.

The development of electronic publishing, particularly where there is no hardcopy or microform equivalent, may also have a significant effect on resource sharing during the next decade. (p.718)

In 1999 three libraries as a consortium (Estonian Academic Library, Estonian National Library and Tartu University Library) made the first shared purchase of electronic information resources – acquired an annual license for EBSCO online databases. A number of other libraries joined the consortium later, thanks to the favourable prices provided by the Open Society Institute in the framework of the project EIFL. In addition to that successful joint project, the ELNET Consortium is working on the contract with Elsevier Science to a license to the contents of their online database ScienceDirect. As the result of the agreement, the users of 5 Estonian research libraries get access to the full-text electronic version of all the journals by Elsevier that are subscribed by Estonian libraries, right from their desk-top computer. At the moment Estonian Academic Library provides online access to the contents of 102 titles out of the 324 scholarly journals that are subscribed for in the paper form. Through EBSCO Online most of them have been made available to our partners at their sites. 26 titles out of the whole can be used only at the Library, due to the restrictions by the publishers The online databases of EBSCO Publishing enfold the full text articles of nearly 2000 titles of journals. Cooperative acquisition of information materials in the electronic form is surely one of the primary objectives in resource in the future. Given the increasing realization that self-sufficiency is unattainable, certainly for a research library, there is a consequent demand for the development of realistic, practicable, and acceptable goals. Certainly, one of the goals is to maximize the availability of materials and services at the minimal expense. The emphasis is on access rather than possession, although one does not exclude the other.

Clearly, conservation is going to play a more prominent role in resource sharing considerations in the future. On the one hand, libraries will become more cautious about loaning originals, but, on the other, conservation by microfilming, deacidification, or digital storage may all be activities undertaken by resource sharing networks to enable surrogates of fragile material to continue to be used. (p. 718)

Estonian Academic Library partcipates in the joint project of larger Estonian libraries and archives "The Preservation of Estonian Book Heritage", that was started in 1998. In the framework of the project the Library makes warranty microfilm copies of the annual volumes of the Estonian newspapers, that have been published in exile. Simultaneously, microfilm copies for users are done. If separate issues are missing from EAL, they are borrowed from other libraries so as to

prepare complete sets of the newspapers. The microcopies of the newspapers would be available for digitalization within MIDAS, an underproject of "The Digital Library" by the Consortium of Estonian Libraries.

Resource sharing will clearly be a continuing element in the provision of library services. There is clearly a need for research in this area, in order to plan the activities more rationally. Resource sharing should not be seen as end in itself, it needs to be assessed in light of overall benefit to the library user. Estonian Academic Library definitely considers providing information for study, self-improvement and research work as its primary mission and strives to reshape its services in order to conform to the requirements of its patrons in the best possible way.

Finally I would like to refer to a few among many integral ideas on the matter, expressed by far more experienced American colleagues in a professional document, published within the Electronic Collections of the International Federation of Library Associations and Institutions - "Maximizing Access, Minimizing Cost – A First Step Toward the Information Access Future" by Shirley K. Baker and Mary E. Jackson. ARL Committee on Acess to Information Resources. November 1992. (Revised December 1994) <http://www.ifla.org/documents/libraries/resource-sharing/ill1.txt>

"We observe that the demand from our library patrons for quality resource sharing is clearly evident and real. We recognize that significant improvements have been made to the traditional interlibrary loan system in the past decade."
"New electronic document transmission systems using the Internet offer significant improvements to journal article delivery."
"In the ideal system, resource sharing is a central rather than a marginal service. Patrons are encouraged to use resource sharing services, through placement and advertisement of the services and through guaranteed timely filling of their needs."
"Resource sharing is a cost to the library rather than the patron and equal to reference, acquisitions, cataloging – services historically provided at no cost to the patron."
"The growing commitment of ARL libraries' to access as well as ownership requires attention to resource sharing. The ARL statistics show that access is becoming a larger and larger part of our operations and is fast becoming an issue requiring the close attention of directors. As revision of cataloging code and the automation of the catalog were issues requiring the attention of ARL directors in the 1970's and '80's, so now resource sharing has become a key issue for ARL."

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Tartu University Library

On the Changing Role of Traditional Information Systems in Transition to Integrated Library System

Transition to an integrated library system is related to the complete reorganisation of library work. Traditional information retrieval systems (card catalogues and other types of catalogues and files) and modern automated systems have always filled, and will fill in the future, an important role in libraries, which process and organise information and make it accessible to users. In information society, other information retrieval systems (Internet search engines and others) will more and more frequently operate beside the library, and an opinion has been voiced that in the future they will replace the library. But the traditional information retrieval systems – catalogues – were just the things that made the library an information system in its traditional sense. Catalogues transformed a storage of (unprocessed) books into an information system, which was able to satisfy the needs of different types of readers.

In relation to the forthcoming 200th anniversary of Tartu University Library, a discussion of the special nature of the development of its catalogues is well justified. Rich collections of the oldest research library in Estonia, established in 1802, have been heavily used throughout its history, and they have been well described in various different conventional information retrieval systems, meaning different types of catalogues.

The library's first catalogue system consisted of catalogues, which had been created according to the traditions of the time: systematic location catalogues, alphabetical slip catalogues. Catalogues of collections of dissertations, academic serials, memorial collections and systematic card catalogue and others were added to this general system (1).

Certain trends can be followed in the development of the catalogue system. At the beginning, a principle was followed, according to which each collection had to have a separate catalogue, meaning that each catalogue described only one particular collection. The location catalogues were characterised by strict relations to the location and state of the collections. Alphabetical catalogues, still following the principle a concrete catalogue for a concrete collection, did not follow the location of the collections so strictly any more. These catalogues were subjected to their own principle of information retrieval (alphabetical order), but the location of the collections was either systematic or followed sequential numbers. Growth of the collections and development of sciences brought along the need for a special systematic catalogue. The systematic card catalogue, created in the end of the 1860s and early 1870s, which used a specially developed classification system, was independent of the location of books and covered more than only one specific collection. The new system, which drew many collections together into one and the same catalogue was much more user-friendly and to the purpose, it was more and more widely applied and the bulk of the conventional card catalogues of today follow the same principle, as it makes information search easier. Besides this trend (many collections in one and the same catalogue) another one started to appear, resulting from the need to reflect the specific problems of the development of society and science, where one concrete catalogue described only one part, selected by certain principles, of a certain collection or several collections. This is the case of a printed catalogue of Russian literature, published in 1910, which contained only a part of the collection of old foreign-language books, or

the case of systematic card catalogue, created in the second half of the 20th century. The development of the library's catalogue system, which began in the 19th century, can be followed well into the 20th century.

With the development of catalogue system, new catalogues become independent of concrete collections and instead of an aid for using a singular collection, the users get a new information retrieval system, independent of the location or chronological limits of the collections. This latest stage of this development is electronic catalogue, which is much more appropriate to describe the library collections than the conventional information retrieval systems.

During the period of its existence Tartu University Library has accumulated approximately two hundred various catalogues – one for each year of its history (2).

Not all of them were actively used prior to the application of the integrated library system. Different parts of the catalogue system were used in different ways, depending on whether they were user catalogues, work catalogues for the staff or the so-called historical catalogues. These old catalogues were expected to be used less heavily, the old collections themselves had already been entered into newer catalogues, but the old ones were preserved in working order and often they had obtained a new value, as they enabled the alternative historical approach to the collections, explaining how materials were made accessible in the early 19th century, what kinds of materials were acquired at that time, etc.

A new development emerged in the catalogue system in the end of the 20th century, which followed the old model – based on *Informix* system, a new electronic catalogue Ingrid was created, which enabled information search on a new technological level (at the same time, combining all characteristics of the previous catalogues and allowing new types of search), but this catalogue included only new materials that currently arrived into the library.

All these catalogues together form the historical inheritance that Tartu University Library brought to the threshold of ILS (3). During the period of transition, all their functions are kept up in the previous volume, and new aspects related to the electronic catalogue will be added.

One of the prerequisites of the application of ILS is the describing of library collections in an automated information retrieval system. Tartu University Library, being a member of ELNET Consortium, uses INNOPAC. But the application of an automated information retrieval system draws attention to the problems related to the centuries-old library collections, which have so far been used on the basis of traditional catalogues, the problems of the balance between card and other types of catalogues and the electronic catalogue (4).

This problem could be solved either by entering all collections into electronic catalogue, (which would be preferable, but is an extremely time and labour consuming process for a library with large historical collections), or by gradual converting of traditional catalogues into electronic format following chronological limits, which could be the method for libraries with historically developed catalogue system and collections of millions of volumes. When large libraries join to form a consortium, this problem can more easily be solved by pooling resources and creating a joint database. In these cases the traditional catalogues obtain still another new function – they become source material for the conversion.

This problem can only be solved by thoroughly studying historical systems of information retrieval. This aspect is important also because in the transition period a question will arise about the fate of traditional systems: should work with them be stopped and should they be conserved, or should work with them be continued according to the needs of conversion and the needs of users of these historical collections? Another question is, which structural unit of the library should deal with these matters?

The history of Tartu University Library catalogue system shows that during different periods of time, older catalogues, even as old as from the 19th century, if they had been preserved completely, have successfully been used besides new ones (5). If we recall the revolution in the spread of information induced by Gutenberg's invention of book printing, we know that manuscripts, having been slightly marginalised, retained their position in social life as well as in libraries (e.g. in departments of manuscripts and rare books). Following the analogy, we know that the 19th century catalogues in manuscript format were stored in these departments after their contents had been converted into more modern formats.

However, what the fate of traditional information retrieval systems may be, in any case, the state of the discontinued catalogues (and the most complete data about them), should be recorded in the existing user's guides to the catalogues (catalogue passports) or in specially developed documents (recording the date of discontinuation and the contents of these catalogues). Such archival documents would make it easier for the future users and researchers to understand the specifics of the catalogues and the search opportunities they offer, since the future researchers might not have sufficient experience in using them. The need for these catalogues will still be there until all collections will be entered into electronic catalogue, and the researchers of the history of science will need them even after that.

Traditional information retrieval systems – card catalogues and other types of catalogues – are an inseparable part of the library's information system. In case of a library with large historical collections they will retain their role even after the entering of all library collections into an automated information retrieval systems has been completed. In such libraries, the solving of the problems of traditional catalogues extends from the tasks of work organisation to the task of preserving the monuments of cultural history and the history of science.

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Internetisation of Estonian Public Libraries

Estonia started to build its "E-House" already in 1994. In five years approximately one billion kroons have been invested into building groundwork. More than 350 information technological works have been initiated in the public sector in addition the private sector has also given its contribution. At the moment principal data communication networks have been completed. What's next? The "E-House" is not ready yet and as a matter of fact we do not know exactly how it should look like and how much we have to spend so that everybody would be satisfied.

The decision of the Estonian Parliament called Riigikogu from 13th May, 1998 on recognition of Estonian information policy and the Government's approval of the framework of building an information society were very important steps that helped make the society more aware of the information society problems. They also had a good impact on country's international reputation and enabled to reach several essential decisions concerning the information society. Thanks to these documents Estonia was the first country where publicity, parliament and government was made aware of information society problems. Fast development of information technology and Internet has created new opportunities: Processes will proceed regularly in real time and will simultaneously give feedback. The need to accelerate motion towards the information society has been recognised even on the highest political level in the European Union.

Since the restoration of the Republic of Estonia information systems have gone through an intensive development. Annually 1 per cent of the state budget has been allocated for building up and promoting information systems. A large number of development projects have been initiated, several information systems, registers and databases have been created. Furthermore, essential information technological infrastructure and data communication connections have been established. The fact that there has been fast development in information technological infrastructure and in use of Internet services in Estonia is proven by the high evaluations from international rating agencies. In consequence of fast development of data communication network Internet has found its way to all social groups.

Automatisation of Estonian public libraries

There are 575 public libraries which dispersed structure and educated personnel enable a free access to the resources of the information society for the majority of social groups with relatively small costs. Proceeding from Public Information Act, that guarantees citizen free access to public information according to the principles of democratic and social state based on the rule of law and open society then switching public libraries into a public computer network acquires a strategically important position.

In 1996 automatisation of Estonian public libraries started the first step of which was to provide county and city central libraries (20) with computers and software. The Open Estonian Foundation and the Hungarian Open Society Institute provided the starting capital needed for initiating the project. Kirjasto-3000, a Finnish software programme was chosen for that purpose, only Harju County Library used the Norwegian programme Micromarc. In total there were 312 computers in central libraries in the beginning of the year.

In 1998 automatisation of smaller public libraries was initiated. From state budget single-purpose funds have allocated annually. In the beginning of the year there were 554 personal computers in the public libraries and 174 of them had library software programme, together with central libraries 194 public libraries (34%) used library software programme. Mainly the Kirjasto 3000 is used but, unfortunately, the development of this programme has been laid down. Disadvantage of the Kirjasto 3000 is that it is not a web based programme but Estonian public libraries need a more rational programme in the near future that would meet modern requirements. Enterprising young men from a company named Urania in Tartu have already been working on our own Estonian library software programme. Their web based programme Urram is being used in Kõrveküla central library in Tartu County and Põlva Central Library. An obstacle for creating regional integrated information systems is that many public libraries in countryside lack permanent Internet connection.

Internetisation of public libraries

Internetisation of central libraries was started in 1996. For the year 1998 Peatee, the backbone network of state agencies was established and that brought data communication to the county centres and provided local government institutions and central libraries access to data communication. Internetisation of public libraries has thus from the beginning had two objectives: providing data communication for libraries and creating access to public information on Internet.
The Public Information Act, entered into force 1st January, 2001 gave a new push to the internetisation of public libraries. The act declared that everybody should have right to free access to public information through Internet in public libraries according to the regulations provided by the Public Library Act. In the matter of fact this provision assumed that all public libraries were provided with permanent Internet connection and that there are Public Internet Points in the libraries. This act also required that the state and the local government should provide access to public information through data communication network in the public libraries.

Already in 2000 the Ministry of Culture initiated an internetisation target programme Küla Tee II in order to improve data communication in public libraries located in country areas. In order to carry out the work the Ministry of Culture made a co-operation agreement with Estonian Informatics Centre that had already implemented target project Küla Tee I that provided local governments with data communication services. By using the existing infrastructure and experiences, and with 2,8 million kroons allocated from the reserve fund of the Government of the Republic to enlarge the network connections, it was possible to establish permanent Internet connection in 97 public libraries. By the end of the year 169 public libraries had permanent Internet connection whereat all libraries at Hiiumaa were provided Internet connection. Co-operation in the spirit of mutual understanding was carried out on several levels in this pilot project: between the Ministry of Culture and the Estonian Informatics Centre and its project Küla Tee I, county governments, central libraries and local governments. Co-operation with the programme "Tiger Leap" created additional opportunities because thanks to joining the resources it was possible to use common equipment and solutions in many places.

The project was started rapidly based only on initial research studies conducted by the counties and a written agreement by the local government officials on financing the maintenance costs of data communication.

This year the main stress lies upon development of data communication network based on radio links in Tartu County. At least 45 public libraries will be provided permanent Internet connection

when the task will be completed. Tartu County Local Governments' Union as a co-operation partner is contributing with 1/5 of the total sum. The Union will also be responsible for the maintenance of the data communication network.

Due to limited resources there will not be built any permanent Internet connections for public libraries with national means this year. In the future, however, we will still continue to co-operate with local governments' unions in order to build data communication networks on county level. The greater is the interest on grass-root level the bigger is the probability that the system will work.

The hole cost of the project of the internetisation of public libraries is approximately 25 million kroons and it should be ended at the end of december 2002.

Hardware and software

Until now computer workplaces have been a serious problem – a large number of local governments do not have sufficient means to by decent equipment because they are responsible for constant expenses anyway. We meet the same problem in providing library software licences.

Therefore the project initiator from the Ministry of Culture saw the need to provide libraries at least with one computer workplace and one printer. All computer workplaces were provided with Windows 98 and Office Pro 2000 licences last year. All computer workplaces were also equipped with the Ghost-programme that enables to restore the computer configuration even in case there is no specialist at hand. It is just to put in recovery disc, print 6 letters and after half an hour the computer is ready to use.

In conclusion

The basis for establishing regional information systems for Estonian libraries is providing all libraries with permanent Internet connection. On the other hand the objective of internetisation of public libraries is to build a network of Public Internet Points that shall ensure the execution of requirements in compliance with the Public Information Act.

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A Norwegian - Lithuanian Programme of Cooperation for Health Libraries.

We would like to present a partnership programme between medical libraries in Norway and Lithuania. The main partners in the programme are Kaunas Medical University Library in Lithuania and the Norwegian Library Association. Section for Medicine and Health, (SMH)

The Norwegian-Lithuanian cooperation is part of a Nordic-Baltic partnership programme which was initiated in 1994 when the Nordic medical libraries met with Baltic colleagues in Oslo in connection with the 4th EAHIL conference for health librarians. The conference was arranged by SMH. This was the first time Baltic medical librarians participated in an international conference.

Sponsoring participation at international conferences and workshops has been and still is a priority of the partnership programme in order to integrate the Baltic health libraries into the international professional network. Sharing knowledge has been a priority within the frame of the collaboration.
This proves to be of mutual value. The Baltic participants are able to bring home and implement new knowledge. It is an inspiration for the Nordic librarians to exchange ideas and to see the progress of the Baltic medical libraries.

The Norwegian-Lithuanian partnership started in 1996 when SMH visited Kaunas and Vilnius in order to get acquainted with its new partners and to plan activities.
Updated textbooks, journal subscriptions and access to full text articles in English proved to be the most urgent need for the daily work at that time. Our first project was to provide updated medical textbooks according to priority lists from Kaunas and Vilnius. Norwegian libraries and publishers contributed to fulfil this aim.

Article copy service

Internet connections had recently been established and it was possible to make bibliographic searches. There was a great need for current articles. SMH invited Norwegian medical libraries to cooperate in providing a service of delivering free photocopies to Kaunas and Vilnius. Such a cooperative service is also provided between other Nordic and Baltic countries, but this is the only one which has been formalised. At the beginning in 1997 about 20 Norwegian libraries participated. Now 40 libraries participate, mostly Norwegian, but also from the other Nordic countries. NOSP (the Nordic/Baltic Union Catalogue of Serials) has from 2001 included an ordering service via their web pages.

Transfer of Knowledge – Continuing Educational Courses

Librarians need competence in using information tools and in teaching the users how to use and evaluate the health and medical resources on the internet. A computer-based Medical Information Centre has been established at the Kaunas University of Medicine Library. The centre has become an important information supplier to the medical community in Kaunas city and its surroundings.

A grant from The Nordic Council of Ministers in 1999 helped to finance one week of continuous education courses for Baltic librarians in March 2000. SMH and Norwegian medical libraries also contributed to the financing.
The continuing education project, called "Transfer of Knowledge", is in cooperation with a Danish sister organization. SMH has got a new grant from The Nordic Council, and follow- up courses will be held in Spring 2002.

The courses are open to librarians from all three Baltic countries. They take place at the Information Centre in Kaunas. Meile and her staff act as local organizers, and SMH administrate the courses and provide lecturers.

It is absolutely essential that the subjects are decided by the participants themselves
For the courses in 2000 the subjects were Evidence Based Medicine, Bibliographic tools such as Reference Manager, use of medical bibliographic databases on the internet, as well as evaluation and use of other internet resources for medical and health information.

The instruction language is English. The documentation is in English and is also translated into the three Baltic languages. The purpose of this translating is both to facilitate the learning for the course participants and to make the material accessible for learning for others who cannot attend the courses. The material is distributed on the Baltic medical libraries homepages. The aim is that documentation shall be freely distributed to any Baltic librarian who can make use of it.

29 librarians from Lithuania, Latvia and Estonia participated in the courses in 2000. The courses were evaluated by the participants in a questionnaire where they also expressed needs and wishes for new courses.
An e-mail list for the course participants has been established in order to exchange questions and experiences and communicate wishes and needs for future courses.

Study tour to Oslo

This spring, SMH received a grant from NORDINFO to arrange a study tour for Lithuanian librarians to Oslo. 4 librarians from Kaunas Medical University Library and 2 from The Lithuanian Library of Medicine in Vilnius went in May.
The programme included visits to several medical libraries and health institutions. One of the main subjects was interlibrary loans. SMH arranged a mini seminar with social dinner where the Lithuanian guests gave presentations of their libraries and met with many of their Norwegian colleagues. This meeting contribute in fulfilling our aim regarding a mutual transfer of knowledge. The Lithuanian librarians are highly competent, and have achieved a great deal despite small budgets and limited resources. Their work is admirable and can teach us many valuable lessons.

Internet

Internet is by far the easiest and most economic way to keep oneself updated and after pornography health/medicine is the biggest subject area on the net. A large amount of these resources is free and of high quality (for instance PubMed – Medline). It is therefore of the utmost importance for health professionals and librarians to have access to the information sources on the Internet. However, due to lack of funding, slow Internet connection is a problem for the users within academia in Lithuania. We consider solving this problem as one of our main goals in the nearest future.

Task Force on Communicable Disease Control in the Baltic Sea Region

Since May this year SMH and the Norwegian-Lithuanian cooperation project have been invited to join the Task Force on Communicable Disease Control in the Baltic Sea Region.
http://www.baltichealth.org/
Our experiences in cooperation and the network which is established in Lithuania and the other Baltic countries prove to be of great value to the Task Force project.
To-day global health problems are everybody's business! Increased communication and demographic changes have contributed to make the health problems global.
As medical librarians we want to contribute to the struggle against tuberculosis and other communicable diseases.

Oslo-2003

In June 2003 there will be a joint Nordic-Baltic-EAHIL Workshop in Oslo. There are representatives from Latvia and Lithuania in the international programme committee. So ensuring that the mutual transfer of knowledge will be followed up.
http://www.namhi.org/oslo2003.htm

Home page

A home page for the Nordic Baltic Cooperation of Medical and Health Libraries has recently been established:
http://www.ub.uio.no/umh/upsykiat/smh_balt/

Conclusion

Our experience from this cooperation so far is that it is rewarding for everyone. It gives all of us a lot of new knowledge. Getting to know each other better and making personal relations are very important in partnership programmes, as we see it.

Health information delivery is an important part of medical care and health services. As medical and health librarians we can contribute to a higher level of medical knowledge and practice by competence in medical information retrieval and provision. Co-operation and networking on an international level have always been necessary to provide relevant medical knowledge. National borders must not and can not limit this. We must be "librarians without borders".

We therefore hope that this Nordic/Baltic cooperation will continue with a strong focus on mutual exchange of knowledge and experiences.

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Martynas Mažvydas National Library of Lithuania

Lithuanian Libraries' Web Sites: Service or Advertisement?

Background

Only few years ago the necessity for every library in Lithuania to maintain own web site was still under discussion. Six years ago only two libraries – National library and Vilnius University library – developed and began maintenance of own web sites. It was related with comparatively high technical background and availability of skilled staff. Three years later there were ten libraries available on the web. Now 46 Lithuanian research, academic, public and other libraries have and maintain own web sites and provide web-based services to their users. Web site becomes matter-of-course even for smallest libraries. Librarians' interest in specialised training courses on HTML markup and web site development increased during last two years significantly. Applications for training on "Building-up library web site" course at the Vilnius Continuing education for librarians centre give an interesting picture on tendencies in topics request. Those libraries maintaining huge web sites now are interested in distributed maintenance of their home pages and therefore are sending additional staff to study HTML for later integration to web sites maintenance. Meanwhile smaller and smallest (e.g. school) libraries are planning to build-up their first web sites and therefore are sending staff to gain skills or incorporation of their institution into modern information environment. Therefore with the growing number of libraries providing web-based services it becomes evident the need for case study on this matter. This paper is devoted to fill this gap and to try to analyse trends in Lithuanian libraries Web sites development comparing with dominating tendencies on digital library development in the world.

General guidelines for web design

There are many web guides, advice and studies for successful designing of web sites, but there is a much more little amount of special information about designing of library web site. The basic web design guidelines in general are suitable for library, but specificity of library as information providing institution with broad list of functions commit to use those guidelines critically.

Exhaustive inquiry of different sources on web sites' designing allows to mark five main components of successful web design requirements which should be adverted when either evaluating or preparing for development or redesigning web site: contextual information, accessibility, structure and organisation, format and editing, HTML markup and images.

Requirement for **contextual information** on web pages means that must be clearly identified authority information and maintenance dates, copyright information. Background information about the organisation also is very indicative.

Structure and organisation. Information on web pages must be well structured. The best way is to use structure not deeper than of 3 or 4 structural levels. Each page limited to one idea or concept. To keep information up-to-date, without dead links, "click-here" and "under construction" pages.

Format and editing. For every library must be unquestioned requirement to keep documents legible and well formatted with good grammar. Correct information, esthetical and professional

designs project an image of trustworthy web site. On the other hand blatant text formatting tools like "blink"; uppercase characters or underlines do opposite.

HTML markup and images. It is clear that HTML markup is and will be under construction constantly. For professionals undoubtedly it is natural to desire to put to the test all the novelties, but for libraries more important is some conservatism using new HTML tags, because the mission of library web site is to satisfy information demands of very broad audience of customers, but not to shock them. It is important to tag according HTML standard specifications described on W3C web site. This enables quality of provided documents. Web designers often recommend to use images related to the topic of page, not to overload especially library pages with unnecessary illustrations, which slower access to the pages. Very recommended is the use of the thumbnails linked to big images and special attributes describing images: alternative text, width and height of images. For better navigation consistent navigation elements should be used.

All mentioned above requirements have direct influence on web sites accessibility.

Accessibility. When talking about this problem it can be said that the goal is to create collection of documents accessible for all users: visually impaired, hard of hearing and those without any disabilities, but with slow internet connections, who prefer telnet-based browsers to ones windows-based or turned off graphics. To make web pages really easily accessible is important to remember some rules perhaps well known, but which are very often forgotten when maintaining web sites. Web site must be accessible round year/week/day from several entry points. URL's should be short and easy to remember – approximating natural language. Pages should be well displayed in different browsers and quick to scan. For that webmaster should think over clear page structure, use headings, lists, table summaries, styles and meaningful titles and evaluate layout of web pages on different browsers including text-based ones. Very important for better accessibility is the use of metadata. For all customers mentioned above is very useful and convenient usage of text equivalent for all non-text elements of the site: alternatives for scripting, applets, plug-ins, and multimedia presentations. Links should be followed by descriptive text. Those who prefer frames should use *noframes* element. Client-side image maps should be used instead of server-side ones. Well-balanced colour scheme is especially important not only for users with visual disabilities. Wrong colour solutions in the Web site can significantly lowering umbers of users even in the groups of the high interest in library information.

Nowadays a special attention is paid to web users with different kinds of disabilities. Some web sites' owners began redesigning their pages to meet priority levels described in the Web Content Accessibility Guidelines 1.0 of the W3C.

Evaluation of web sites

Evaluation criteria based on web designing requirements were prepared for Lithuanian libraries web sites: availability and transparency of contextual information, fulfilment for accessibility requirements, transparency of structure and convenience of organisation of web site, richness of content, availability of interactive or other electronic services, organisation of web site maintenance. Evaluation procedure was divided into two parts: browsing of libraries web sites and distribution of special questionnaire for libraries webmasters. Browsing web pages allowed evaluation of web design of pages, convenience and handiness of displayed information for users. Intention of questionnaire was to ascertain organisational aspects related to maintenance of various libraries web sites and their plans for future development of electronic services.

When visiting libraries web sites firstly was taken note of pages structure and content. Different libraries of all types use a very similar structural organization for their web sites. All libraries give background information about the library, services, events and large or small collections of links to other information resources. Other information differs depending on library type and size. Those libraries with longer experience of "being on-line" usually maintain larger and better structured web sites, oriented to render for their users as more interactive services as possible. Owners of "younger" sites usually are more modest. About 50% of libraries use too long and difficult to remember URL. Usually those long addresses belong to smaller libraries.

Analysing layout of web sites special attention also was paid to colour scheme of pages. It should be noted that quiet a number of libraries are using inappropriate colours for their pages - about 20%. 32% are using black text on white background. This combination of colours is inadequate especially for users with visual disabilities.

Typically libraries have one person for maintaining web site (Fig.1.) and usually webmastering is only additional duty for that person (Fig.2.). Half of webmasters in Lithuanian libraries are librarians, another half - computer specialists. Libraries assigning two persons for Web services maintenance split their responsibilities to Web pages development and technical support for Web server.

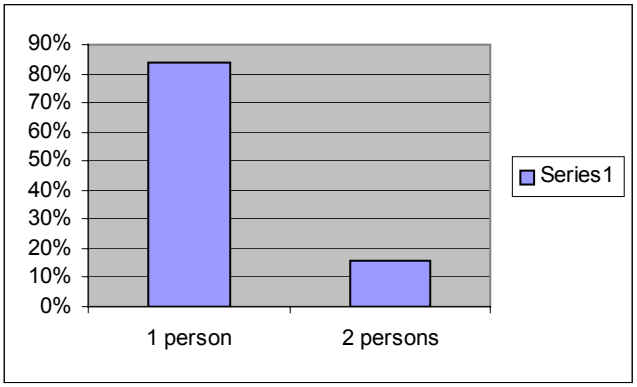

Fig.1. Number of staff directly involved into maintaining of library web site

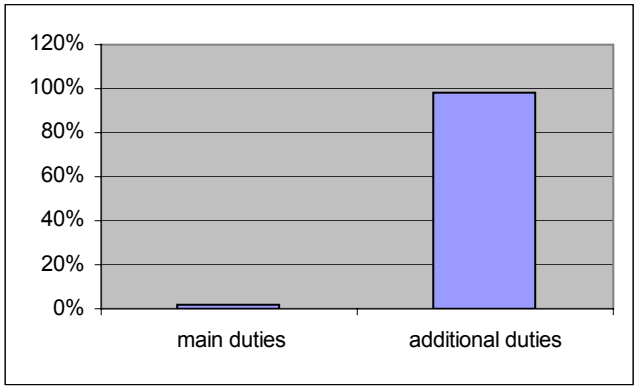

Fig.2. Webmasters professional competence.

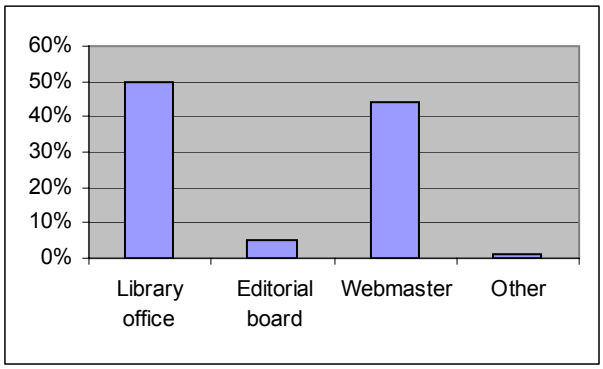

Fig.3. Libraries staff responsibility for content management

Content of libraries web pages are responsibility of administration, webmaster either both. Only few libraries constituted an editorial board for making decisions on web sites content in close collaboration with library webmaster. On the 3rd figure is represented a percentage of libraries staff responsible for content management.

One of tasks in the questionnaire was to detect frequency of updates of web pages (Fig.3.). It was surprising to find out that almost one fifth of all libraries do not care about their web sites relevance. The major advantage of web-based service - possibility to keep information up-to-date is not fully used by our colleagues. Nevertheless one of priorities for the major percent of libraries is relevance of their web services.

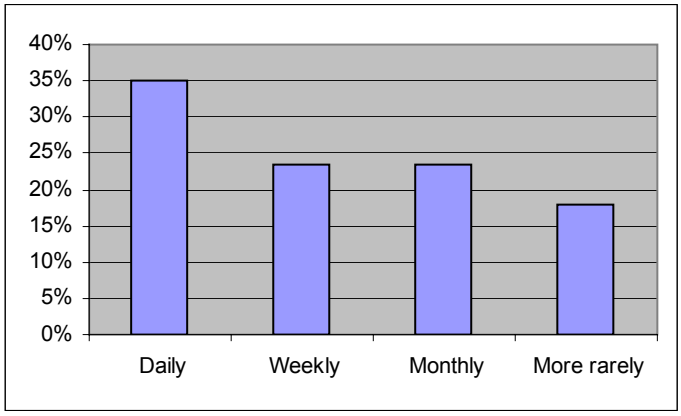

Fig.3. Frequency of web sites updates

Essential for every webmaster and important for successful running web services is statistics of web server logging. Adequate analysis of visits to the library web site let webmasters and librarians responsible for content to correct structure and content of pages and to improve the quality of the services provided. When preparing questionaire for colleagues from other libraries the question about statistics software using was included. About 50% of libraries use some method for statistics. Only part of those 50% are using some special software for that (The Counter, Analog, Top100). Other libraries use questionnaires for customers or are analyzing web servers log files.

Providing interactive services through web pages are one of common activities of modern library. Almost all libraries provide links to LIBIS Union Catalogue and other catalogues, but typically it covers only description of concrete library catalogue without search possibilities. Advanced interactive services can be find only in main public and academic libraries. The most popular electronic service which libraries indicate is response to bibliographic and other requests by email. Almost all libraries are planning to widen interactive services in the future. As one of the main goals libraries note development of interactive electronic catalogue and system for printings ordering via web.

Conclusions

Intensive development of information technologies strongly influence fundamental of library concept. Nowadays library becomes an information provider and one of influential institutions in the forthcoming Information Society. Therefore library could be seen as a gate to the traditional information resources and its web site could be seen as a gate to the huge depository of virtual information. On the other hand library web site gives a possibility for library to present itself in a

new very convenient and operative way. Well-designed web site helps to create image of library as user-friendly and authoritative institution.

In this paper was made analysis of Lithuanian libraries available on the web. There are many well-made web sites with correct information and logical structure, with nice design. But libraries in Lithuania still mainly provide only background information about their institution and it's functioning. Disturbing is apathy of libraries providing unkept pages. Online services are now on the stage of intensive development. Now big and powerful libraries like National or some academic provide interactive services for their users and public libraries are planning those services in the nearest future.

In summary could be noted that Lithuanian libraries web services are on the stage of intensive development. Now they look more leaflet-type than service-type, but future perspective seems optimistic.

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The Estonian Virtual Library - Academic Libraries are Preparing a Service of Internet Information

Internet is becoming a major medium in the information world. It offers access to myriad information resources but the fact remains that it is still very hard for people
to locate high quality information amid the general chaos.
There are two ways, which are well known for finding information on the Internet:

- Web directories
- search engines

Web directories and search engines are both good for finding lots of information, but their biggest problems are:

- lack of information quality;
- results are overwhelming, unmanageable, full of irrelevant data;
- difficulty in formulating search query.

Therefore, an information service is initiated to offer an alternative to the Internet search engines and Web directories.
Virtual library is the initiative of academic circles in order to mediate the quality Internet information resources as high quality information service.
The virtual library in the current context is the information service which is

- based on the bibliographic description of source material;
- highly qualified information specialists are involved in the choice and description of the sources;
- the source materials can be found by searching and/or browsing;
- the information service is characterised by the development policy of the collection which is based on the choice criteria providing quality;
- the management policy which originates from retaining and updating procedures.

It is rather complicated to provide high quality information service in ever-changing circumstances and with constantly increasing information amount on the Internet. The more information there is the more complex it will be to find access to the relevant one. It has been concluded that not a single information service or country is solely able to catalogue all possible and necessary Internet information resources.
The providers of information service to the academic circles have detected that it would be wise to co-operate, with every country being responsible for describing high quality information resources on their national network.
In 1996 the European co-operation project DESIRE (Development of a European Service for Information on Research and Education) was initiated. Within the framework of the project the model of virtual library has been established in order to obtain information through the Internet. The tools and methods have also been created for those who wish to provide the virtual library service.
The Renardus project initiated in 2000 continues the undertakings started by DESIRE and aims at the provision of the integrated information service. The model of cross-usage of different national high quality information services is being elaborated.

Estonian research libraries are not yet able to provide their users with the quality and up-to-date mediation service of the Internet information resources. Therefore, it was about time to start with that kind of service.
The resources of Estonian research libraries are restricted, but they have the experience of co-operation in applying and using the integrated library system, so it is natural to co-operate in realizing the plan of virtual library too.
The interested research libraries got together on March 30, 2001 and started with the Estonian Virtual Library Pilot-project, forming a Virtual Library working group at ELNET Consortium.
Co-operation enables to make use of the others' experiences, distribute financial costs for service establishment and development, guarantee the continuity and capacity of service and assume better usage.
Besides Estonia-centred co-operation emphasis will be put on international co-operation - to apply for the participation in EU project Renardus.

The aim of the Estonian information service is to find, describe and mediate the Internet based high quality information resources in Estonia.
What is more, international co-operation will provide international resources. For the users, access to the united information service will mean the sparing of time and energy while searching for information, and admittance to a wider and more versatile collection.

In order to provide information services, the criteria of choice and policy of administration resulting in quality information service should be established. The detection and employment of standard solutions will guarantee the compatibility with other similar services.
Virtual library will be established in Web environment. Testing of different softwares is taking place at the moment. The ROADS software and other similar solutions are under consideration to provide the information service. The still-to-be-established database will enable to browse and search information resources. Dublin Core Metadata Element Set will be the basis for bibliographic description, Dewey Decimal Classification for classification is needed to be compatible with European information services and "Estonian General Subject Index" together with international subject indexes are needed for subject indexing.
The specialists of universities and other educational and research institutions together with the librarians are participating in the establishment of the virtual library.

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Martynas Mazvydas National Library of Lithuania

Virtual Collection Development

Today more and more information suppliers choose the Internet for distributing their publications. We can find miscellaneous information on the WWW: books, pupil works, newspapers, personal Web-pages, conference proceedings, scientific rough papers, culinary receipts, government decisions, songs, transportation schedule and so on. However, we have to search every nook and cranny of the Internet in order to fulfil specific readers' queries.

The increasing availability of information in the Internet means that libraries must use it in providing information for users notwithstanding whether librarians like it or not. Librarians have the alternatives for searching and collecting information sources. Sometimes, however, we hear the opinions that the Internet is a dust-hole wherein there are a lot of kitsch or a lumber-room stored with lots of digital products. Therefore we have more and more readers who ask about how to access to reliable recourses. How to make a start for use a depository of information, the Internet, for library needs?

Beth Canperter in her article about digital collection development and its necessity in the library [1] noted that the users today are looking for the shorted, easiest, and most efficient way to information on the Internet. The librarians can help them to do so.

The responsibilities of librarians and the virtual reference space

From 1995 the librarians of National Library of Lithuania can search for information in the electronic information sources as well as in print publications. Today we have specialists who can provide expert search for information on the Internet or to consult readers. As new information sources become more important in providing information, librarians must get more knowledge about their use and need continuous education. Also, a rapid growth of information technologies generates intensive and constant studies of Web possibilities.

Generally we seek for information on electronic sources (especially on the Internet) in cases when readers are asking for help. Thus the librarians have take interest in different subjects. Such searches on demand need high qualification of librarians and abilities to manage the search tools. Everybody knows that librarians do not have prepared answers or Web pages to all occasions. Therefore we have to master the search skills constantly searching the Web, and learning about development of the Internet possibilities.

Being in permanent communication with readers we can receive useful information about demands of users and in advance to develop library's virtual collection. It is understandable that first of all we have to start from free information available on the Internet. There is a lot such information, so we have to determine the content and the structure of our collection and to work out collection development policies. Commonly the collection development policies are closely related with library acquisition rules. The collecting of Internet resources extends library's functions into cyberspace.

Traditional question: fee or free?

In the virtual reference space the recourses can be arranged into groups by various criteria. The specialists – subject selectors sort out resources by types, for example directories, encyclopaedias, search engines, databases, serials, etc. According to the financial situation in Lithuanian libraries we begin dividing recourses into free information and information available for fee.

In the development of virtual collection it is necessary to harmonise both mentioned types of information. Since free information on the Web does not require additional expenses we will talk about it first of all. Let us take note of WWW resources lists on Web sites of different organisations. We can find a lot of useful links related to these organisations. The government or educational institutions, international organisations, libraries or information providers have a lively interest in selecting and presenting the free and useful information sources in their homepages.

How do we find out new and useful electronic recourses? In answer to this question the librarians – subject selectors have different positions. They depend on experience of librarians and purpose of organisation. Traditionally the information publications, the news from the Internet directories or search engines, newsgroup information, etc. are used. Exceptional are reviews of new sites such as "INFOMINE" [2], "Scout Report" [3], etc.

At first glance there are a lot of information resources on the Internet. However it cannot be said that free information resources can fill out gaps in our library's acquisitions. Primarily the growing availability of information on the Internet rises a problem where and how to find a reliable source of information and how to evaluate it. Therefore the task of librarians is not only to find but also to evaluate the documents available on the Internet.

In selecting Internet resources for library's virtual collection we need not only the collection development policies but also the knowledge about evaluation of documents available on the WWW. The comprehensive information about assessing WWW resources can be found on the Internet. For example, as far back as 1995 H.N.Tilman, the Director of Bobson College, wrote an article "Evaluating Quality on the Net" [4]. It is constantly updated and actual as well as in 1995. Tilman the search on the Net compares with looking for a needle in a haystack. She notes that many individual homepages are created incompetently, meeting only the purposes of creators, and do not have any content control. Tilman presents examples of excellent Web pages, urges the analyzing of Net information, and usage of evaluation criteria.

D.T.Hawkins in his article "What is Credible Information" [5] noticed that electronic documents reach their readers much faster and this makes impact on quality of information. He highlights that electronic documents on their way are not filtered out depending on their importance. The Web publishing process is much shorter than the traditional publishing process, and there are no review hurdles to be overcome. Because of the lack of pre-publishing process and the ease of posting, the question of information crediting is much more important. So, the author offers some testing criteria, which helps to sort out the obtained information and also gives us criteria of selecting electronic libraries and Web pages.

In qualifying founded documents it is necessary to learn to see not only the information or design of Web pages, but also:
- to evaluate its relevance to library's purposes and content;
- to assess the objectives of the Web page and to identify its responsibility level;

- to evaluate the permanence of information, its solidity, stability, and date of the latest update;
- to determine the authorship of author or creator;
- to compare the information with related sources;
- to give an estimate of needed software and available formats;
- to visit Web page several times to assure that information is tended, have not changed their aim and can be useful for library users.

Free Web pages do not provide the entirety of information we need. Today any information centre cannot do without the databases for subscription. Their costs, considering financial situation of Lithuanian libraries, do not allow us to offer wide range information for our users. On the other hand there are the rising demand of information with the emergence of the information society in Lithuania. The librarians have to find the sources of revenue or to allot some part of library budget for electronic resources.

The question "What to choose?" arises every time while choosing database for subscription. In March 2001 a questionnaire has been distributed among 44 Lithuanian research, and majority of public libraries, which are the most active Internet providers for readers. The total of 27 answers have been received and the survey of Internet services have been made [6]. The table 1 represents the list subscriptions to databases in Lithuania. The most attention is paid to subscriptions to Lithuanian electronic information. This was conditioned mainly by language barrier and different information requirement by separate regions. A number of "EBSCO Publishing" subscribers can be explained by the fact that Lithuanian libraries purchased it on easy terms (this will be discussed in the next chapter).

Table 1. The subscriptions to databases in Lithuanian libraries.

The database	The number of libraries	Language
EBSCO Publishing	14	English
ISI Web of Science	2	English
STN International	1	English
CELEX	1	English
Educational Leadership	1	English
Bibliographic database of the articles from Lithuanian periodicals	19	Lithuanian
LITLEX	9	Lithuanian
The virtual press archive "Penki kontinentai"	3	Lithuanian
The archive of the newspaper "Verslo zinios"	2	Lithuanian

Librarians feel big responsibility in selecting databases of prepaid subscription: will database have its users, will it meet needs of readers, and hopes of librarians? On the other hand, are our readers ready for using such information?

There are a lot of problems in ensuring the steady conditions of using electronic resources. Some of subscribed databases can be used only in library, but users who see advantages of the Internet want to use and receive information at their workplaces. So it is necessary to work out the rules for

information provision and payment system. The information services for remote users will cause decrease of queues to computerised work places in library.

In managing the library's virtual collection it is essential to pay attention to direct and indirect charges. The direct charges are the payment for subscription to database, expenses for copyright and software, if it is not included in initial payment. Indirect charges depend on computerisation of library and qualification of librarians. Even at high level of library computerisation and with qualified specialists we need to pay attention to amortisation of computers, software upgrades, information printing, courses of librarians and readers for better use of databases. It is obvious that libraries are looking for ways how to reduce these expenses, by purchasing and using information cheaper.

A look at the libraries consortium

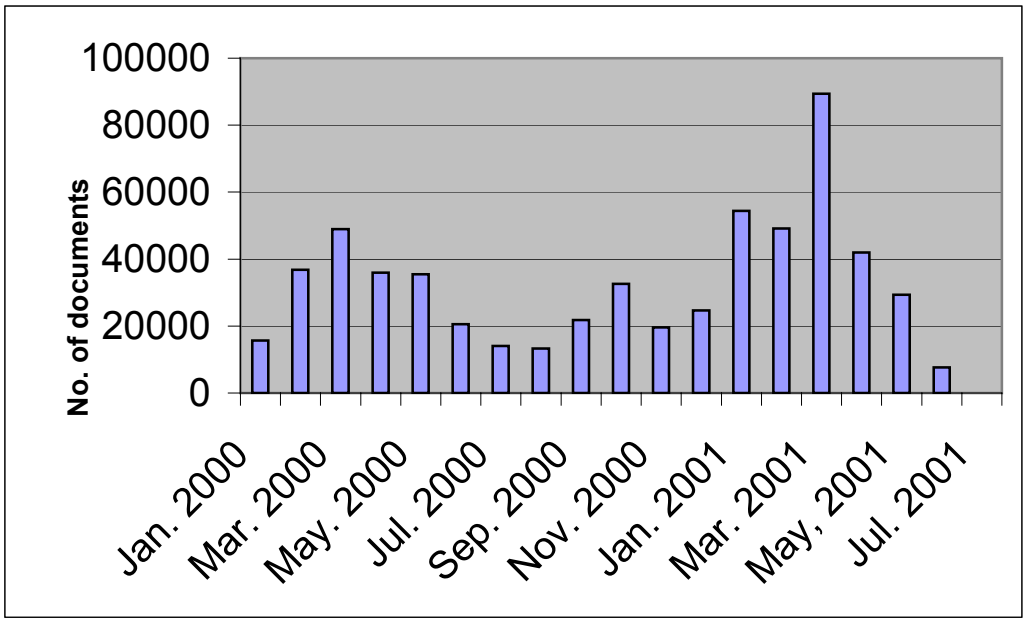
To subscribe expensive databases, the consortiums of libraries are practised. This is not new in global practice. Today suggestions for electronic information subscription often come with advertisements purchasing various discounts for consortiums of libraries. For example, the corporation *Dialog* gives discounts for its databases, depending on number of libraries in consortium. Cost is decreased by 2% with each member of consortium.

G.A. Thornton, examining the work of library consortiums [7], wrote that libraries, which buys electronic databases collectively, not only pay less for production, but also enable small libraries (which cannot buy such information themselves) to take part in consortium. On the other hand, when the different libraries take part in the consortium, the problem of information selection for subscription is encountered.

The Lithuanian libraries already have examples of such work and such problems. The first one is the subscription to the database "EBSCO Publishing". The consortium comprising form 22 research, public and other libraries and organisations was established. The Lithuanian Government and the Open Society Institute Electronic Publishing Program have covered part of "EBSCO Publishing" subscription costs. The usage of this database is shown in chart 1. Only in the year 2000 this database was used by 20927 readers and 319417 copies of documents were made.

In spring of 2001 an offer to subscribe a database of "NetLibrary" books on easy terms have been obtained from the Open Society Institute Electronic Publishing Program. 17 Lithuanian libraries have decided to subscribe to the "NetLibrary", but the database is still unsubscribe because we did not receive the answer from sponsors. In spite of this fact we gained some experience on founding ways to work together and are aware of advantages and disadvantages of such work. Libraries from some regions declined to join consortium because of small public for English literature. Contrary other minor libraries were happy that they could acquire a database for lesser price than the real one. There were some problems too. In small country, when different types of libraries enter the consortium, they are faced with selection of publications problems.

Chart 1. "EBSCO Publishing" databases usage in Lithuania.



Promotion of electronic information

Let us take a look at statistics of the "EBSCO Publishing" database usage (chart 1). The usage of database has growth in 2001. This was caused by different factors. The main factors were:
- not all users know about new information accessibility in libraries;
- not all users are accustomed to new forms of information.

The usage efficiency of electronic databases and quality of customer service depend on librarians - how well they are acquainted with databases and other information their have. Besides, the increase of database usage is influenced by the growth of usage of the Internet Services in Lithuania. *SIC Gallup Media* (Lithuania) announced that in the year 2000 the Internet was used by 7.9% of Lithuanians, and in the first half of 2001 this number was over 9%. [8, 9].

The subscription of electronic databases is justified when more readers are introduced to them and use them. The good usage of electronic databases is observed as a result of advertisement or prorogation actions. Martynas Mazvydas National Library of Lithuania has the experience in the electronic information advertising. Not counting various articles in librarian and other periodical press, information is always published in the library Web-site. We also organise presentations of electronic information for users.

Overviewing the recent years I would like to point out that we were successful in advertising our information sources, while participating in the "Infobalt" international exhibitions of computers and communications. As currently the Library is on a tight budget the exhibition "Infobalt" had not been attended over the last two years. Consequently at this time we paid more attention to mass media by organising actions like "Electronic information for Lithuanian readers". Such actions were accomplished at the end of the year 2000, and again during the National Lithuanian Library Week in April 2001.

During these actions the database "EBSCO Publishing" and other electronic information have been presented to Lithuanian teachers and students. We received a lot of calls and e-mails with divers questions and opinions about electronic information. Sad but true – the possibility to use such basis in schools is restricted by costs for the time spent in the Internet.

Conclusions

As virtual collection becomes more and more important in library's information chain it is vital to design our services concerning free and paid electronic information. In this environment there are a lot of possibilities to improve reference services and to serve remote users as well as readers in the library.

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National Library as a Digital Library

Introduction

Stability and conservatism are attributes of libraries which characterised their nature best. After centuries of stability libraries today are facing major changes. Information in printed format is rapidly spreading to networked publications, databases, digital archives and collections. For that reason libraries have a key role to play in the increasingly complex electronic information environment. The term "digital library" is the most comprehensive concept to express the relationship between libraries and an electronic information environment.

Electronic publishing will replace the print only to a certain extent and only a small portion of library collections will be digitised. This means that a global digital library is a hybrid library, containing digital documents and pointers to non-digital documents. Those pointers are a form of metadata collected into catalogues that refer to documents in physical form.

The definition of the term "digital library" has become very diffuse. Some writers have included in their definition library technical processing functions (equivalent to selecting and cataloguing); others have taken it more narrowly. As our objectives in this paper are focused on the means for distribution, rather than on the library staffing related issues, we use the broadest definition by Robert M. Hayes (University of California, Los Angeles):

A digital library is a collection of publications, which is distributed or made available in digital form (i.e., in which symbols are recorded as bits and bytes – magnetic, electronic, or optical).

More specifically, digital libraries are, according to this definition, collections of publications that are distributed or made available either online (through the Internet or World Wide Web, for example), in optical formats, such as CD-ROM (compact disks, read-only-memory) and DVD (digital video disks), or in magnetic formats, such as ZIP-drive Bernoulli disks or even magnetic diskettes. Digital libraries are really just digital databases but differ from other databases in the respect that they are intended for distribution, that is for use by persons other than in the organisation producing them.

Estonian national digital collection

The function of national libraries is to collect and provide access to the history of acquired knowledge, and preserve that access for the future. In a rapidly changing information environment the challenge facing national libraries is how to fulfil their function. If the library has to maintain its role as a deposit institution and the provider of access to information, then a strategy for processing electronic information must be developed.

The number of links automatically collected by the Neti search system of the Estonian Telephone Company exceeded one million by the end of this May. It means that the number of web- pages located in Estonian servers has reached one million. According to specialists, the catalogue of the Neti search system includes 20,000 thematically systematised links to different home pages. Those numbers have been predictable because the experience of Neti in the recent years proves the commonly known rule of the Internet - the number of home pages doubles annually. Of this entire amount the National Library had identified 290 Estonian monographs and 318 periodicals by 1 September 2001 and registered them in lists with the domain .ee.

Information on 318 Estonian online periodicals has been collected and systematised in thematic lists on the homepage of the National Library. These periodicals include 168 newspapers, 115 magazines and 35 continued publications. 79 online periodicals have been catalogued in the

National Library. ISSN number has been given to 30 online publications. This shows that online publications form a notable and constantly growing part of Estonian published matter.
In maintaining national collections and national resources of metadata digital publications raise new problems: identifying what exists, who is responsible for it, and whether and how it should be acquired and preserved.

Amendments to the Legal Deposit Copy Act
The principles of legal deposit laws and collection development policy should definitely be extended to online documents. The legal deposit law supports the preservation of cultural heritage, requiring each publisher to provide a specified number of copies of every publication to the deposit library. The deposit library, usually national library is responsible for cataloguing these materials and creating the authoritative metadata for each document received, which becomes the national bibliography of a country. In the recent years the need to revise existing legal deposit acts has been placed on the agenda of many countries.
During the past decade, the number of legal deposit copies as well as the scope of the Estonian Legal Deposit Act have changed considerably. In 1992, the provision of legal deposit copies was specified by the Government regulation requiring publishers to provide 28 legal deposit copies. The Legal Deposit Act passed in 1997 is much more publisher-friendly, providing for eight legal deposit copies to be delivered in total. The new Act covers printed material as well as audio-visual items and electronic offline publications. Currently, it is on the agenda in Estonia to complete the Legal Deposit Act in relation to online publications. On the other hand, there have been proposals to further reduce the number of legal deposit copies. This autumn the National Library of Estonia intends to put forward its suggestions for amendments of the current Act.

Making digital libraries easier to use
Christine L. Borgman (University of California, Los Angeles) identifies four trends in a digital library design that are built upon research findings in information-related behaviour and knowledge organisation. These trends are:

- from metadata to data – Early information retrieval systems consisted primarily of metadata that described physical resources. The trend is toward digital libraries of full content, with associated metadata.
- from independent to linked systems – Early systems were designed to stand alone and to be searched independently. New systems are being designed for distributed environments.
- from searching to navigation – Query-based searching is complemented by navigational approaches that take advantage of features specific to the medium (text, images, colours, sounds, etc.) and to networked environments.
- from individual to group processes – The new approach is to design digital libraries that are an integral part of group practice and that support work that is distributed across computer networks.

These trends are predicated on assumptions that the number and variety of digital libraries will continue to grow, and also that the number of people with access to computer networks will continue to rise rapidly.
Cataloguing data are a primary form of metadata used to manage collections, and cataloguing is one of the most expensive operations in libraries. With the advent of online systems, it became possible to exchange bibliographic records among many libraries. Metadata from national bibliographies and other authoritative sources form the core of online-shared cataloguing systems.

In 1997 seven major Estonian research libraries established the Consortium of Estonian Libraries Network (ELNET Consortium) with the aim of purchasing and implementing a common

integrated information system. This goal was achieved in 1999 when Estonian research libraries started to use INNOPAC. Since 1999 Estonian research libraries have been creating the electronic union catalogue ESTER. On the one hand, good experience of co-operation and, on the other hand, a new technological basis of libraries lead to a number of development projects, in particular retrospective conversion projects. By now the major part of retrospective national bibliography entries has been converted into the electronic union catalogue ESTER.

Last year the National Library of Estonia launched the project Eric@ (**E**stonian **R**esources on the **I**nternet : **C**ataloguing and **A**rchiving). The aim of the project is to work out methods and means of collecting, registering and providing access to Estonian online publications.
This project is one of the set of projects connected with the recording of electronic cultural heritage. In addition to collecting online publications they also cover the digitisation of printed publications and other areas relevant to electronic publications.

In order to achieve the aim of the project, the following tasks have to be fulfilled:

- To define the selection criteria for online publications and to create a system for their bibliographic description.
- To develop and implement methods for collecting online publications both from the Internet and from the publishers.
- To develop a system for archiving online publications and create an effectively operating archive.
- To develop means of checking the authenticity of and grouping online materials which have been obtained by additional acquisition.
- To develop methods for long-time preservation of online materials.
- To follow world-wide the developments concerning legal acts on copyright and on the submission of legal deposit copies.

Copyright and intellectual property issues are thorny aspects of the digital age. According to Christos Nikolaou, (University of Crete and ICS-FORTH, Greece) and Michael Wellman (University of Michigan, USA) the future of digital libraries is marked by considerable uncertainty, much of which can be categorised as issues of intellectual property and economics. Many open questions exist, both about what is technologically possible, and what will actually happen. Various types of organisations – including libraries, schools and universities, publishers, learned societies, technology providers, as well as individuals (e.g., researchers, authors) – have a stake in the outcomes, and would benefit generally from a reduction in uncertainty.

Economic Properties of Digital Libraries
Robert M. Hayes characterises this topic as following:

- Easily transportable, easily and cheaply shareable;
- Uncertain value and time affects that value: differences in perceptions of value, in use, in ability to use, in assessment of costs, in ability to pay costs.
- Value increases as size grows;
- Expandable and self-generating: value independent of scale of application - indivisible in use with great economies of scale;
- Cost independent of scale of application: difficult to appropriate or exclude access;
- Mixture of public good and private good;
- Need to balance rights of ownership and rights of use.

Digital libraries are evidently economic entities in the sense that associated with them are both costs and values and that people differ in their perception of the balance between the two. Beyond that almost self-evident fact, though, digital libraries, like other information resources, have more

specific properties that directly affect decisions about them at both macro-economic and micro-economic levels. Among the economic properties listed above the following are of a special relevance to this paper.

Cheaply Shareable. Digital libraries are easily and cheaply transportable and shareable. The first copy is likely to represent most of the costs, with relatively minor costs of reproduction and distribution. As a result, the number of copies that can be produced without serious depletion of physical resources is great.

Value Increases with Accumulation. The value of a digital library increases at more than a linear rate as it grows. This is perhaps one of the most distinctive and important features of a digital library as a resource. As it grows and when it is combined with other digital libraries, it may be transformed, new relationships developed, and new insights gained as a result of interconnections. In the end, indeed, the value of an accumulation of digital libraries is far more than the total of individual values.

Self-Generating. Digital libraries are expandable and self-generating. This is especially important because virtually an unlimited amount of intellectual goods can be created, and digital libraries have exponentially increased the ability to do so.

Costs Independent of Scale of Application. The cost of digital libraries is independent of the scale of application. Economists use the phrase "indivisible in use" to mean that, and digital libraries indeed are indivisible, so there are immense economies of scale. Putting this together with the value in accumulation provides strong incentives for large-scale users to acquire digital libraries. For the same reason, there is efficiency for shared rather than independent accumulation. As a result, joint consumption is likely because it is inefficient to exclude or withhold service from those who don't pay. This may well be the most significant contribution of the World Wide Web, as a digital library source.

Conclusion

In rethinking libraries in a digital age it is possible to identify four challenges. The first is how to maintain visibility while being part of a well-functioning information infrastructure. The second is how to manage collections as they become more hybrid and distributed. The third is how to preserve physical and digital materials. And the fourth challenge is how to take advantage of the blurring boundaries between information institutions and information professionals.

The national digital library will be geographically distributed. It will consist of a network of publishes, vendors, libraries, other organizations, and individuals, public, commercial, and private, any of which can offer an item or collections of items. Digital libraries will allow users access to knowledge world-wide. Similarly, digital libraries will make their own databases available to users of the world-wide network.

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Resource Sharing Principles and Policies Competence and Compromise: Key Factors for Creating Effective Balance

The presentation concentrates on the effective sharing of library resources in Estonian research libraries in the period of 1996 - 2000. It describes in some detail the build-up process of the library consortium created for the shared library management system, focusing on lessons learned, both the positive and negative ones. Another, not less important aspect of the presentation deals with the further development of the resource sharing mechanism, spreading it into retrospective conversion of card catalogues, joint acquisition and circulation. Perspectives of effective resource sharing in the Estonian libraries context, defined by the general political development is the last topic of the presentation.

The technical possibilities for automated data processing brought about a couple of projects from the very start of the 1980s, but it was not till personal computers became fairly ubiquitous that any serious work in libraries could be started. Various attempts led to a situation in the second half of the 1990s when all major libraries recognized the need to share the knowhow and human resources available. The principles followed in the integrated library system project were: expertise, authority, flexibility. The outcome, the library management system (ESTER), is to be looked at for everyone. The main problems arise from the same principles, of course. There were parts of each of the libraries which detached themselves from the project, regarding it as solely the responsibility of the 'computer people' and only over the past couple of years have we found ways of getting them involved in the process. The main reason for the long-time success, we could call it also a principle of cooperation, is the gradual growth of the area covered by projects. With the association of two major public libraries the system is step-by-step getting closer to being an actual union catalogue as planned at the start. Retrospective conversion of card catalogues has found the full support of all consortium libraries and grants have been fairly easy to request. By now we have almost finished the Estonian material and are moving on. Another resource sharing area is acquisition. We have signed the first contracts for subscription and are heading into extensive, hopefully state-supported projects. In circulation the main issues on the agenda are overnight interlibrary boroowing system and the unified library card.

In 2001 major changes in the Estonian research libraries environment were started. The State Department of Culture had a general development scenario for research libraries prepared by an outer agency. Then, much of the *de facto* research library coordination has been transferred to the State Department of Education, which in its turn has started some development schemes. The main impact of these developments is the stressed need for cooperation. Sharing of resources as a general principle can be looked at from many angles, the primary question being: for true efficiency, what are the assets we need to share: library materials? computing power? finances? I maintain that the first one on the list should be professional competence in the widest possible sense. If we reach cooperation on this level, the rest is simple.

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Usage of Electronic Documents in Lithuanian Libraries

Background

Libraries are changing all over the world. Lithuania is no exception. This change is mailny forsed by the use of new media in libraries - the Internet and electronic documents.

There are lots of discussions on electronic documents in Lithuanian libraries on the level of library meetings, associations and consortia meetings, Library Board meetings, ministries meetings, even on the level of governmental meetings. Libraries are often mentioned in the governmental project "Information Society". The President of the Republic of Lithuania Valdas Adamkus does not forget libraries as key players in the development of information society in most of his speaches. Here are the lines from the latest report:

"… in our endeavour to establish an e-government we must make the third step and ensure access for each and every citizen to the Internet. All of these goals can be achieved through a more rapid computerisation of libraries and schools, ensuring wide public access to computer classes, providing favourable crediting conditions for studying and tax privileges…"
"… municipalities should take more and more responsibility for adult education. While reforming school network and reinforcing cultural institutions the local authorities must also think about continuous training possibilities for adult citizens. Almost 4 000 of libraries in Lithuania can be reformed into modern information and consulting points and may become strong centres of education." (Adamkus, 2001).

This attention to libraries is noticed by the frequently changing Cabinet of Ministers. Each new Minister of Culture does not forget to stress the importance of the computerisation of libraries and development of village libraries in their very first speaches. Most surprisingly these are not only words. "Information Supply for the Public: Improving Access to the Internet for the Community" (*Visuomenės informacinis aprūpinimas: išplėsti gyventojų prieigos prie interneto galimybes)* started in 2001. 2,17 million litas is allocated for the project for the year 2001. Special person was hired by the Ministry of Culture to run it. All public libraries will get several PCs and connection to the Internet according to the project. Training of librarians is also foreseen.

A project "Modernization of Lithuanian Libraries : 2000-2009" is prepared by librarians. Unfortunately it is not supported by the State funds. So it remains a vision.

Two big library computerisation projects are running in Lithuania: LIBIS (Lithuanian Integrated Library Information System) for the national and public libraries and LABT (Lithuanian Academic Libraries Network) for academic libraries. It is necessary to say that school libraries are still waiting for the unified decision (although LIBIS project says that their software should be used by all school libraries, the Ministry of Education and Science is not sure about it). So school libraries are still considering which software to choose. School libraries will not be covered by this paper.

Questionnaire

The purpose of this paper is not to look to the bright (we hope) future, but to overview the present situation. As there was no data available about the usage of electronic documents in Lithuanian libraries, the authors of the paper made a questionnaire and asked Lithuanian libraries to answer 18 questions. The data was collected in February-March, 2001. We know already, that there are some changes in some libraries. But we will not make any changes to the answers received and will describe the situation as it was in March, 2001.
The qustionnairies were sent to the National Library, most significant state libraries, municipal and county public libraries, academic libraries (88 alltogether). We received 52 answer (59%) from the National Library, Lithuanian Technical Library, Lithuanian Medical Library, Library of Science Academy of Lithuania, Lithuanian Library of Agriculture, 11 academic libraries, 32 municipal public libraries, and 4 county public libraries. The paper is based on these answers and also on the additional data provided by the National Library and the Open Society Fund-Lithuania. As I have mentioned before, it does not cover school libraries.

Equipment, Internet connection

As we all know, electronic documents could be read only with the help of PCs, one of our first question was how many PCs there are in the libraries, how many of those are for the staff and how many for the readers, how many connected to the Internet.
We found out that the National Library is the richiest in the number of PCs: they posess 327 PCs for the staff (237 of these are connected to the Internet), and 53 PCs for the readers (27 of these are connected to the Internet). All significant state libraries and academic libraries posesses PCs with internet connection both for staff and readers:

The Library	Number of PCs			
	for the staff	Connected to the Internet	for the readers	connected to the Internet
Martynas Mazvydas National Library of Lithuania	327	237	53	27
Library of the Science Academy of Lithuania	54	51	4	4
Lithuanian Technical Library	37	37	6	4
Lithuanian Medical Library	40	33	14	14
Lithuanian Library of Agriculture	2	5	2	2
Kaunas University of Technology Library	66	66	34	34
Klaipeda University Library	41	41	16	16
Lithuanian Academy of Physical Culture Library	8	8	4	4
Lithuanian Law University Library	43	39	33	29
Lithuanian Music Academy Library	12	10	6	5
Lithuanian University of Agriculture Library	18	18	4	4
Lithuanian Veterinary Academy Library	17	14	7	7
Siauliai University Library	32	32	10	10
Vilnius Gediminas Technical University Library	61	61	31	31
Vilnius Pedagogical University Library	36	31	13	13
Vilnius University Library	79	79	24	24

These libraries do not pay for the Internet, except for the modem connection (the National Library), for the leased line (the Lithuanian Technical Library and Library of the Science Academy of Lithuania). All academic libraries use LITNET, which is payed by the State and free for the universities.

The situation is quite different in public libraries:

The Library	**Number of PCs**			
	for the staff	Connected to the Internet	for the readers	connected to the Internet
County Public Libraries				
Kaunas County Public Library	20	20	1	1
Panevezys County Gabriele Petkevicaite-Bite Public Library	11	8	0	0
Siauliai County Povilas Višinskis Public Library	19	17	6	5
Vilnius County Adomas Mickevicius Public Library	16	16	7	7
Municipal Public Libraries				
Akmene Public Library	2	1	0	0
Alytus District Public Library	15	15	6	6
Birstonas Public Library	6	5	2	2
Birzai Public Library	4	0	0	0
Druskininkai Public Library	3	0	0	0
Elektrenai Public Library	3	0	0	0
Jonava Public Library	4	2	1	1
Joniskis Public Library	5	0	1	0
Jurbarkas Public Library	3	1	1	0
Kaunas City Vincas Kudirka Public Library	6	6	0	0
Kaunas District Public Library	9	8	6	6
Kedainiai Mikalojus Dauksa Public Library	5	5	2	2
Kelme Zemaite Public Library	2	0	0	0
Klaipeda District Jonas Lankutis Public Library	2	0	0	0
Klaipeda City Public Library	24	24	12	12
Mazeikiai Public Library	2	1	0	0
Pakruojis J.Paukstelis Public Library	4	2	1	1
Panevezys City Public Library	2	1	0	0
Panevezys District Public Library	2	2	0	0
Pasvalys M.Katiliskis Public Library	8	6	4	2
Plunge Public Library	7	4	4	3
Radviliskis Public Library	5	3	1	0
Raseiniai Public Library	3	0	0	0
Rokiskis District Public Library	2	1	0	0
Silute F.Bajoraitis Public Library	7	1	1	1
Sirvintos Public Library	2	0	0	0
Skuodas Public Library	6	5	1	1
Telsiai Public Library	3	1	0	0
Trakai Public Library	4	3	1	0
Ukmerge Public Library	2	?	0	0
Utena A.&M.Miskinis Public Library	19	19	10	10
Zarasai Public Library	12	8	7	5

Most of county public libraries posesses PCs with Internet connection not only for the staff, but also for the readers. Meanwhile the situation in municipal public libraries varies a lot. All libraries posesses at least 2 PCs for the staff, but only 72% of these are connected to the Internet. Most often libraries have 1-4 PCs connected to the Internet - approximately 10 librarians are sharing them. There are few exceptions: Klaipeda City Public Library posesses 24 PCs for the staff (all connected to the Internet); Utena A. & M. Miskinis Public Library posesses 19 PCs for the staff (all connected to the Internet); Alytus District Public Library posesses 15 PCs for the staff (all connected to the Internet).

Only 53% public libraries give access to the PCs for their readers, while only 40% public libraries give access to the Internet for their readers. Most of these libraries have 1-3 such workstations. There are some exceptions:

Klaipeda City Public Library has 12,
Utena A. & M.Miskinis Public Library has 10,
Alytus District Public Library has 6,
Kaunas District Public Library has 6,
Zarasai Public Library has 5 workstations connected to the Internet for their readers.

All big, academic and county public libraries use electronic documents in Lithuania, while only half of all municipal libraries do. Most of the latter take fee for the use of the Internet. Academic libraries differ a lot - only 27% of these collect fees from their readers. This is because none academic library pays for the Internet, while public libraries have to find resourses for the Internet connection themselves. Most of them use State budget funds allocated for the library needs, while the others (like Jonava, Jurbarkas public libraries) partly use money collected from the fees; while the third group (like Pakruojis, Alytus public libraries) use only the money collected from the fees for the usage of Internet. Utena Public Library has interesting experience - 1/3 of the bill for Internet is payed by the European Commission, while the library pays the rest.

Now that we know how Lithuanian libraries are equipped and who is paying for the Internet, it would be interesting to find out what sort of electronic documents they use and if they charge their readers for the use.

Use of electronic documents

Here again we can distinquish some variety. All big libraries, academic libraries and county public libraries claim that they do use electronic documents, while only 50% municipal public libraries do. We have asked whether libraries charge their readers for the usage of electronic documents. Most big libraries (like National Library of Lithuania, Lithuanian Technical Library) sometimes charges their readers - that depends on the databases the reader is using (the National Library is charging their readers for the use of EBSCO at home; institutions using EBSCO, everybody for the use of STN; the Technical Library allows one free hour and later charges 10 litas/hour for the full text documents).

Even some academic libraries are charging their readers sometimes (Vilnius University takes 5 litas/hour from non-university community readers, Lithuanian Agricultural Academy also takes 5 litas/hour from non-academy community readers, Vilnius Gediminas Technical University charges non-university readers 10 litas/hour for the search in the CD-ROMs, 15 litas/hour for the search in the Internet).

31% municipal public libraries charge their readers for the use of the electronic documents, 31% do not; 19% charge soemtimes and the rest 19% charge only for the use of the Internet, while not for the resources they use.

What are the most popular electronic documents in Lithuanian libraries?
There is doubt that ***CD-ROMs*** are the most popular among libraries. All big libraries, all academic, all county public and half of the municipal public libraries use CD-ROMs. To tell the truth, some of the mentioned municipal public libraries use CD-ROMs only for their staff. The first library to use CD-ROM was Lithuanian Medical Library in 1990, after that the National and Vilnius University Libraries started this in 1992, Lithuanian Library of Agriculture - in 1993, most academic libraries in 1995-1999, county public libraries in 1999-2000, municipal public libraries: 1 in 1995, 1 in 1997, 1 in 1998, 3 in 1999, 7 in 2000 and 2 in 2001.

Only 7 libraries uses ***DVD-ROMs***: The National Library, Lithuanian Technical Library, Lithuanian Library of Agriculture, Kaunas University of Technology Library, Lithuanian Law University Library, Vilnius Gediminas Technical University Library, and Vilnius Pedagogical University Library. None public library uses DVD-ROMs.

We expected ***Lithuanian article database*** to be the most popular among libraries. And were very much surprised by the number of significant state and academic libraries that do not subscribe to it. The author of this database is the National Library of Lithuania. 100% of all county public libraries are using this database as well as 36% academic libraries and 16% municipal public libraries (data from the questionnaries). 26 libraries alltogether subscribe to this database (data provided by the author of the database - the National Library of Lithuania).

EBSCO Publishing package became available for Lithuanian libraries under the EIFL Direct project funded by the Open Society Institute in late 1999. This package is popular not only for the libraries, but also for the hospitals, as it gives access to 5 databases: Academic Search Elite, Business Source Premier, Newspaper Source Plus, MasterFILE Premier, Comprehensive MEDLINE Plus Full Text. There are 33 users of the package, including 22 libraries (data provided by OSI), most of these are big and academic libraries, although there are 6 public libraries among them.

LITLEX - Lithuanian legal database is also popular among libraries, especially among public ones. Academic libraries (except Lithuanian Law University) prefers free legal database of the Parliament.

Vilnius University Library and Kaunas University of Technology Library since 2001 have an access to ***ISI Web of Science*** database. Several libraries are subscribing to ***AGRIS, AGRICOLA, ESPACE PRECE, Justis Celex*** databases. Lithuanian Medical Library has access to ***MEDLINE, NLM Locator plus, Current Contents Clinical Medicine, Medscape, ProQuest Medical Library***. The leader is the National Library – only in this library one can get access to ***foreign national bibliographies, Reuters, STN, LITBASE, GLIN*** and several full-text e-journals (***Springer, European Business Review, International Journal of Bank Marketing, Juridicheskiy mir, Official Journal C Series (ES), Non Conventional Literature, Language***). Lithuanian Technical Library subsribes to ***Patent Bibliography, Patent DB, Trade marks DB, Customs DB***. If you are interested in ***Agricultural Economics*** or ***JRNLSE*** - you should visit Lithuanian University of Agriculture Library; in ***Educational Leadership*** - Vilnius Pedagogical University Library; in ***Bell&Howell Information and Learning*** - Vilnius Gediminas Technical University Library, in ***DBI-LINK*** - the Library of the Academy of Sciences of Lithuania.

50% public libraries claimed to use electronic documents. Most of these are CD-ROMs or free databases on the Internet. While only 6 (19%) listed databases they subscribe to (mostly EBSCO, Lithuanian article database, LITLEX, 3 libraries mentioned PRESS.LT, one - Verslo zinios).

Big and academic libraries often use the possibility to make free trials of databases interesting for their library community. These trials are not followed by subscribtion, even if the database is very useful, as libraries do not have resources for it.

Compilation of house-made electronic documents

We have also asked whether libraries compile electronic documents themselves. All significant state libraries, 9 (82%) academic libraries, 11 (34%) municipal libraries do, 3 (75%) county public libraries do this sort of job. Most often these are electronic catalogues and/or Web pages of the libraries. Few libraries compile local databases on various topics. The National Library compiles 12 local databases, academic libraries compiles databases of their teachers' publications.

Some libraries meet difficulties in distributing their electronic documents. The most frequent anser was that the users lack information skills, so the librarian has to help nearly each user. The National Library noticed that most users want to get everything for free - they do not care how much does it cost to create information. The Lithuanian Technical Library has difficulties with compatability of software - sometimes their users fail to see Cirillica scripts correctly.

Future

The figures given in this paper do not allow us to be proud of the use of the electronic documents. One could say that we are just starting. There are several libraries with greater experience and they can teach the others. Some of them are already doing it. Libraries like to complain about lack of money to subscribe to databases, to get access to the Internet, to buy PCs. All this is true, but the main reason, as we see it (libraries often agree too), is lack of knowledge of librarians themselves and also lack of knowlwedge of English - both of the librarians and the users.

The other problem is that Lithuanian librarians are not enough organised. Not a single consortium for the purchase and use of electronic documents exists in Lithuania. There is an idea to create one on the basis of the already existing Consortium of Lithuanian Research Libraries. It is high time to have a consortium if we want to continue with EBSCO subscribtion, if we want to start using OCLC databases (their agents visited Lithuania in June, 2001 with a proposal), or Springer LINK (they also have a special offer). There are lots of other interesting databases for Lithuanian libraries. Individual libraries will never be able to subscribe to them. While if we will combine our efforts and work jointly, we will be able to get better prices and conditons of use.

We have also noticed that librarians are eager to learn and they do understand that electronic documents will very soon become common media for libraries. Some libraries in Lithuania do not imagine their life without Internet, electronic catalogues and databases. Their lives partly stops when there are some troubles with the network.

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