EDITORIAL
IFLA's Publications

Sjoerd Koopman

It was a pleasure to receive an invitation to write these editorial notes. It provides me with an opportunity to draw your attention to some recent book titles and to the current state of the IFLA publications programme in general. Many of you will know the IFLA Series, which has been published by K.G. Saur for many years, the 'green backs'. At about the same moment that you receive this issue of *IFLA Journal*, title number 100 in that series will come out: *Continuing Professional Education for the Information Society*, edited by Patricia Layzell Ward. These are the Proceedings of the 5th World Conference on Continuing Professional Education which will take place this August in Aberdeen, Scotland.

Last year, number 97 in the Saur Series was *The Public Library Service: IFLA/UNESCO Guidelines for Development*. After the launch during the Boston conference, we now have Albanian, Arabic, Chinese, Czech, Dutch, French, Korean, Russian and Spanish translations of this important book available. Catalan, German, Greek, Italian, Lithuanian, Norwegian, Polish, Portuguese and Swedish versions are underway, and there is absolutely no reason to think that this will be all!

The IFLA Publications Series is going well, as one could tell from the publication of the 100th title. Also for the near future a number of interesting works have been planned for this series; subjects range from library building to knowledge management and from newspaper preservation to the ethics of librarianship.

We are keeping up our Professional Reports Series as well. The newest publications in this series you will see announced in the News section of this issue: the proceedings of a recent public and school library conference in Morocco and reports on camels and donkeys providing mobile library services in Kenya and Zimbabwe.

These are just examples of the most recent publications. I would like to encourage you to inspect the Publications overview on IFLANET (www.ifla.org) as there is much more than only the limited space of this column provides.

And then of course, *IFLA Journal*. You may have detected some minor changes in the layout recently. We are not taking large steps, but hope to come with more small changes. Together these should make the journal more readable and accessible. Did you know, by the way, that the full text of *IFLA Journal* is available on IFLANET as well? And soon we will distribute the News section from each issue by e-mail to subscribers. No need to say that the Editorial Committee welcomes your contributions in the form of articles in this journal, but also as news items that may be useful for the library and information profession at large.

In his Editorial note to the previous issue, Ross Shimmon mentioned our annual general conference, IFLA's 'flagship event', and he could point to two articles in that same issue in which that event stood central. They were an analysis of the quality perception of the Boston conference and an account of the many participants who could attend one of our conferences thanks to the generosity of DANIDA.

It is a pleasure that in this issue we have yet another article which relates directly to the IFLA conference, and again to sponsorship given to a group of grantees. For many years the Comité français IFLA (CFI) has offered financial support to French-speaking librarians from France and from developing countries, to enable them to attend IFLA conferences. Recipients usually submit a written report and Bernard Dione from Senegal has compiled for this issue a summary of these individual reports about the Boston 2001 conference.

The other three articles in this issue deal with issues from Kenya, the Commonwealth of Independent States (CIS) and Austria. Ferdinard Kasimu discusses the situation at the Kenya National Library Service and various forms of cooperation which have been developed. Mikhail Shvartsman focuses on a website project directed by the Russian State Library and notes several of the challenges that had to be overcome in interconnecting libraries' websites in the group of CIS countries. The article by Bülent Yilmaz deals with reading and library use by Turkish speaking school pupils in Austria.

A truly international issue, as the journal of this international library organization, with its international publications programme, deserves!
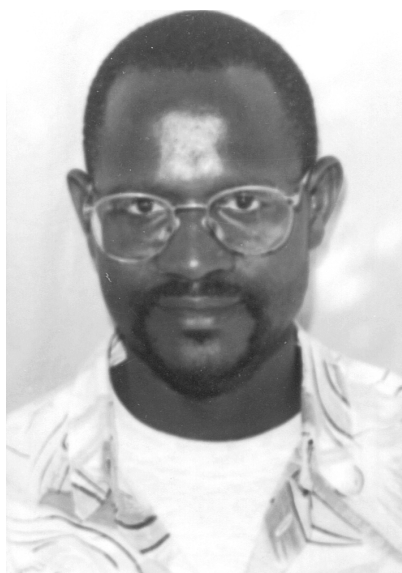
Rapport collectif des boursiers francophones du Comité français IFLA (CFI) : 67e Congrès et Conférence générale de l'IFLA, Boston, 18–25 août 2001

Bernard Dione

Bernard Dione est le Secrétaire général de l'Association sénégalaise des bibliothécaires, archivistes et documentalistes (ASBAD) s/c EBAD, Université Cheikh Anta Diop de Dakar, BP 3252, Dakar, Sénégal.

Introduction

Grâce aux bourses francophones du Comité français pour l'IFLA (CFI), douze (12) professionnels des bibliothèques et de l'informa-

tion documentaire du Burkina Faso, d'Égypte, du Liban, du Maroc, du Niger, du Sénégal, du Togo, de la Tunisie et du Vietnam ont participé à la 67e Conférence et Congrès de l'IFLA de Boston, Massachusetts, USA, du 16 au 25 août 2001.

Le présent rapport a pour but de faire le point de cette participation de la francophonie du Sud à cette conférence. Il s'articulera principalement autour des points suivants :

- Acquis scientifiques et professionnels du congrès qui regroupera les résumés que les participants ont présentés des différents ateliers qu'ils ont suivis
- Vie professionnelle
- Les Associations et institutions professionnelles francophones à l'IFLA
- Conclusion et remerciements.

1. Acquis scientifiques et professionnels

Les boursiers 2001 se répartissent dans les secteurs professionnels suivants :

- Écoles de bibliothéconomie : 3
- Bibliothèques universitaires : 2
- Organismes sous régionaux intervenant dans le domaine de l'enseignement supérieur : 2
- Bibliothèques parlementaires : 1
- Bibliothèque nationale : 2
- Lecture publique : 1
- Bibliothèques de Sciences Sociales : 1

Ces secteurs déterminent étroitement les domaines d'intérêt des participants. Les objectifs des uns et des autres étaient de s'informer sur les nouvelles tendances dans leur domaine afin de pouvoir mettre à jour leurs connaissances et d'innover dans leurs activités, de rencontrer des partenaires et de lier une coopération avec ces derniers.

Les boursiers ont suivi les rencontres organisées dans les cadres suivants :

1.1. Section Management et Marketing

Le pré-séminaire de la section Management et Marketing s'est tenu du 14 au 16 août 2001 au Québec. Le thème de ce colloque satellite portait sur la gestion de la qualité en bibliothèque. La gestion de la qualité est une dimension essentielle du management. Yawo Assigbley, Jalel Rouissi, et Zacharie Liré ont suivi les travaux de cette section. Au colloque satellite du Québec Jalel Rouissi a présenté une communication intitulée : 'l'évaluation du réseau sous l'éclairage de la dé-

marche qualité : l'exemple des pôles associés à la BnF' ; alors que Yawo Assigbley, en tant que membre du comité scientifique a contribué de manière significative à l'organisation matérielle et scientifique de ce colloque.

1.2. Technologies de l'information

Les conférences, les séminaires et les groupes de discussion sur les technologies de l'information et de la communication et l'information électronique ont aussi particulièrement retenu l'attention des boursiers. L'information électronique joue un rôle de plus en plus prépondérant dans la vie professionnelle. Pour Mouna Ben Slimane, enseignante, dispensant des cours sur les 'stratégies d'interrogation des bases de données à distance', la visite de l'exposition et la discussion avec les responsables de stands a permis d'avoir une vue d'ensemble et des données récentes sur le marché de l'information en ligne. Alors que Pham Bich Tuy a acquis une expérience précieuse pour la mise sur pied du projet de numérisation des documents anciens sur lequel elle travaille. Les aspects multimédia ont retenu l'attention de Zacharie Lire avec la présentation de DIVA – Digital Video and Audio Archives – de la bibliothèque universitaire de Karlsruhe en Allemagne.

1.3. Gestion de la connaissance

Les conférences de Michael E. D. Koenig, Maijia Jussilainen et de Jean-Philippe Accart ont été suivies par Zacharie Lire et Mouna Ben Slimane. La conférence de Michael Koenig portait sur la 'gestion de la connaissance, la formation de l'usager et la bibliothéconomie'. La gestion de la connaissance étant définie comme le processus de capture, de diffusion et de l'usage effectif de la connaissance, le rôle du bibliothécaire, en terme de conception, de classification, de mise en œuvre et d'exploitation de systèmes est évident. Le manque de formation des usagers – la formation des usagers, la formation des

utilisateurs appelée aussi instruction bibliographique – étant la cause d'échec de plus de la moitié de ces systèmes d'information, le rôle du bibliothécaire dans celle-ci devrait en être encore plus renforcé. Maija Jussilainen présentera le projet de gestion de la connaissance du gouvernement finnois comme un élément de gestion stratégique qui requiert un niveau élevé d'organisation et dont les principaux objectifs sont : le renforcement de la coopération du gouvernement central ; le développement de la planification stratégique et de ses outils ; le développement de la coopération entre les ministères. Avec un tel système, on pourra analyser le rôle des ministères dans la gestion administrative, accroître la confiance des citoyens et administrateurs vis à vis de l'administration et impliquer les citoyens dans la gestion des affaires publiques. Dans le groupe de discussion sur la gestion des connaissances, la communication de Jean Philippe Accart sur les dispositifs de capitalisation des connaissances sera très remarquée des collègues.

1.4. Atelier Acquisitions et développement des collections

L'atelier de la section Acquisition et développement des collections a abordé la problématique des échanges de publications. Il se proposait de revisiter cette pratique traditionnelle des bibliothèques avant et après les deux conventions adoptées par l'UNESCO depuis 1958, et de l'apprécier dans le contexte actuel marqué par la dématérialisation des supports afin de pouvoir envisager les perspectives de celle-ci. Les échanges constituent, en effet une importante source d'enrichissement des fonds. Mais, bien que constituant la seule source d'acquisition de certaines publications qui ne suivent pas les circuits de l'édition – papier, les échanges de publication ne cessent de décroître. Le support électronique, parce qu'il facilite considérablement l'accès aux publications semble contribuer à la diminution du volume des échanges. La numérisation des publications gouverne-

mentales et leur disponibilité sur le Web, sont aussi des causes de diminution des échanges. Il serait donc nécessaire d'envisager à terme l'échange des documents sur support électronique. Souleymane Diouf a présenté une communication sur l'expérience sénégalaise en matière d'échanges de publications universitaires.

Un autre atelier de la section Acquisitions et développement des collections mérite d'être mentionné. Il s'agit de l'atelier intitulé : 'les collections électroniques : évaluer leurs besoins et leur utilité continus pour les utilisateurs des bibliothèques'. Cet atelier a fait ressortir l'importance des statistiques dans l'évaluation des coûts et celle de l'utilisation des services électroniques. Les statistiques permettent, en effet, en fonction du niveau d'utilisation des services de réajuster les budgets d'acquisition, de faire des comparaisons entre les bibliothèques membres, d'établir un rapport entre l'utilisation actuelle et l'utilisation potentielle des services offerts, de revoir soit à la hausse soit à la baisse les abonnements à certains services ou de se désabonner tout simplement. De même, analysant l'augmentation de l'utilisation des journaux électroniques, l'atelier souligne la nouvelle tendance dans l'utilisation de l'information électronique et l'expérience de la mise en commun des ressources dans des consortiums. Toutes ces questions méritent d'être examinées dans le contexte des pays du Sud. Enfin, l'atelier a aussi fait ressortir que les études sur les comportements des usagers basées sur l'utilisation des ressources sur support imprimé doivent être réexaminées à la lumière du contexte des ressources électroniques.

1.5. Bibliothèques mobiles

L'originalité de l'expérience des bibliothèques à dos de chameau ou à dos d'âne a retenu l'attention de plus d'un à la Conférence de Boston. En effet, dans nos pays où les bibliobus ne fonctionnent pas toujours, cette expérience peut aider à revisiter les méthodes utilisées pour

desservir les populations rurales de nos pays.

1.6. Bibliothèques au service des tout-petits

La communication de Carole Fiore sur les actions menées en bibliothèque ou à l'initiative des bibliothèques, aux USA, pour lutter précocement contre l'illettrisme intéresse particulièrement nos pays. Selon Carole Fiore, beaucoup d'enfants entrent à l'école sans avoir les acquis qui leur permettraient d'apprendre à lire facilement. Cette situation est la même dans beaucoup de pays du sud. Même si elles ne peuvent pas résoudre les problèmes sociaux, les bibliothèques doivent être au courant des facteurs qui influencent la vie des enfants et des familles qu'elles desservent. Elles peuvent aider les services de santé communautaires et surtout aider dans le domaine de l'apprentissage précoce de la lecture.

1.7. Bibliothèques Nationales

La Journée d'études de la Conférence des Directeurs de Bibliothèques Nationales (CDNL) a été très riche d'enseignements. Elle a été l'occasion de suivre l'évolution des questions multiples qui interpellent les BN à travers le monde : législation sur le Dépôt légal, gestion des publications électroniques, numérisation des collections pour une meilleure diffusion, droits d'auteurs, conservation et préservation du patrimoine, promotion des services des BN, évaluation des services(statistiques).

Cette journée a été également l'occasion de faire le point des activités développées par des BN au niveau régional : Europe, Asie du Sud-Est, Afrique de l'Est, du Centre et du Sud (il y a eu notamment le compte-rendu du colloque organisé en Afrique du sud sur 'les BN et la renaissance africaine', 31 oct – 2 nov. 2000) et enfin le groupe Asie-Océanie.

C'est le lieu de souligner encore une fois l'absence de structure de concertation et de coordination au niveau Ouest africain ou international francophone ! Le colloque sur les BN francophones en Afrique sub-saharienne permettra certainement de jeter les bases d'une réelle coopération.

Il faut aussi noter le rapport présenté par M. Abid relatif au programme UNESCO, intitulé' information POUR TOUS 'pour aider les pays en développement à réaliser des politiques nationales d'information, à s'approprier les Technologies de l'Information et de la Communication (TIC) et à renforcer les capacités des BN à jouer pleinement leur rôle dans nos sociétés d'information.

2. Vie professionnelle

2.1. Gestion des associations professionnelles

La Table Ronde sur la Gestion des Associations de Bibliothécaires (RTMLA) s'est penchée sur le jumelage d'associations. Le jumelage est une collaboration substantielle formelle entre deux associations. Il vise surtout à amener les associations jumelles à travailler chacune selon ses moyens à développer la bibliothéconomie dans les pays d'origine des associations. Deux associations africaines du Niger et du Sénégal, qui ont payé leurs cotisations à l'IFLA ont participé aux travaux de la RTMLA.

2.2. Rencontres professionnelles, Sessions posters, expositions et varia

Les rencontres professionnelles constituent un moment fort de la conférence. Tous les boursiers ont souligné l'importance de rencontrer des collègues, de partager des expériences et des idées.

De même, l'exposition a permis de rencontrer des éditeurs, de connaître les tendances du marché de l'édition ainsi que l'offre en matière de documents électroniques.

3. Les associations et institutions professionnelles francophones à l'IFLA

3.1. Les Comités permanents

Les boursiers ont assisté avec un grand intérêt aux réunions des comités permanents. Mais un effort reste à faire pour qu'une majorité de bibliothécaires du Sud puisse être effectivement présente dans ces instances.

3.2. Vers Un Comité Francophone pour l'IFLA ?

La réunion des associations et institutions francophones a rassemblé beaucoup de participants. Il est sorti de cette réunion l'idée de mettre en place un comité francophone pour l'IFLA. Un groupe de réflexion animé par le Professeur Réjean Savard de l'Université de Montréal et comprenant des bibliothécaires du Nord et du Sud a été mis sur pied. Ce groupe devrait proposer un projet de charte pour ce comité à la prochaine conférence de Glasgow.

3.3. Impact de la participation des bousiers

Les boursiers ont partagé l'information collectée pendant cette conférence avec les collègues de leurs institutions ou travaillant avec eux dans le même secteur. Aussi, suite aux rapports qu'ils ont présentés à leurs institutions, beaucoup de celles-ci, comme l'ISD en Tunisie, envisagent de devenir membre de l'IFLA. Ces promesses, si elles se concrétisaient, contribueraient à élargir la base de la Fédération dans les pays du Sud.

Conclusion

La conférence de l'IFLA est un événement professionnel majeur. Une participation à cette rencontre est toujours, pour les professionnels de l'information une opportunité de s'informer, partager des expériences, d'établir des contacts et d'en faire profiter ses collègues

n'ayant pas eu la chance d'être présents à ce rendez-vous.

Note

Ce rapport, coordonné par Bernard Dione (Sénégal), a été élaboré à partir des rapports suivants :

Assigbley, Yawo. Association des Universités africaines.

Lire, Zacharie. Conseil africain et malgache pour l'Enseignement Supérieur.

Ben Slimane, Mouna. École des Sciences de l'Information (Maroc).

Dione, Bernard. Bibliothèque Centrale, Université Cheikh Anta Diop (Sénégal).

Diongue-Diop, Mariétou. Projet de Bibliothèque Nationale de Sénégal (Sénégal).

Diouf, Souleymane. Bibliothèque Centrale, Université Cheikh Anta Diop (Sénégal).

Pham Bich Thuy. Institut d'Information des Sciences Sociales (Vietnam).

Rouissy, Jalel. Institut Supérieur de Documentation (Tunisie).

Seydou, Henriette. Service des bibliothèques, Centre National du Réseau des Bibliothèques et de la lecture publique (Niger).

Collection Development in the Public Library System in Kenya: constraints, solutions, and the way forward

Ferdinard N. Kasimu

Ferdinard N. Kasimu is a Librarian with the Kenya National Library Service stationed at the Nairobi Head office. He has previously worked at the Garissa and Mombasa offices of the organization. He holds a Bachelors of Arts degree and is looking forward for further study opportunities.

Introduction

The last twenty years have seen a lot of constraints in the way of collection development in Kenya and most of the African continent. The public library system in Kenya is largely run by the Kenya National Library Service which has been mandated to do so by an Act of Parliament (CAP 225 of the Laws of Kenya). This paper is about the problems which acquisition or collection development has been undergoing, and a few suggested solutions as well as a glimpse of the way forward, all of which are seen through the author's eye.

Constraints

Our country, like most developing countries, faces budgetary constraints to support vital functions in the day to day running of libraries – for example, in the purchase of books, periodicals, journals, and so on. Computers are increasingly becoming important for the running of our libraries. However, funds for the acquisition of these vital provisions still remain elu-sive.

The collection librarian is thus cast in an uncompromising position of looking for methods of allocating his dwindling resources. He has to find ways of providing both access to and appropriate ownership of the books in his library.

The main function of the Kenya National Library Service Board is to create a knowledgeable society through supporting government literacy programmes, so wiping out ignorance in Kenya. In this endeavour, the Board provides both teaching and learning materials to both teachers and students, not forgetting research materials for serious researchers as well as university students. In this, it is then the responsibility of the acquisition librarian, in conjunction with the branch librarians serving in the Board's branch networks, to constantly monitor the changes in the school curriculum, as well as changing research needs. Thus, the numbers of students and researchers in any of our networks determine the quantity and quality of the books, periodicals and journals to be purchased.

Acquisition procedures in the Kenya National Library Service mainly depend on the curriculum. If there is no change to this, then collection development becomes easier. However, a change will mean a major acquisition drive, as most books will be rendered obsolete. This happened in the early 1980s, when the government introduced a new system, the 8-4-4, in favour of the then existing one. The extra-curricular needs of students for materials such as novels, comics and magazines also have to be addressed.

Another major problem facing the Board is in the area of research collections. There is no upper limit to this provision. This is because researchers need a library with basic general reference works in their respective fields as well as periodicals and journals.

In addition to this, the Board is expected to provide books for a variety of reference needs such as bibliographic tools (national and subject bibliographies), catalogues of other major libraries, union lists of periodicals, and standard reference works such as encyclopaedias, atlases, year books, almanacs, and so on.

The 1970s were years when most of the countries in the region placed a lot of emphasis on both primary and higher education. A lot of funding was then provided

for the establishment and improvement of library services. This, combined with a vibrant economy, meant that acquisition was more readily achieved, as was the purchase of equipment and other resources.

Come the 1980s a different scenario appeared. Gone were the good old days. An increase in the number of students, a change in the curriculum and rising inflation with which the increase in materials budgets did not keep pace, severely handicapped the development of our public library system.

Due to the above, public libraries developed their library collections on two tenets: that the collection should reflect the needs of the users, and that it should be a balanced one representing the mission or the objective of the Board. As earlier indicated, our mission is to provide support to national literacy programmes, thus the Board had to supply materials needed for courses currently being taught, as well as current research materials which would prove to be useful to future researchers. Conflict between these priorities and the budgets provided was bound to arise.

Again, multiple copies of textbooks are needed to service the demands of primary, secondary and tertiary levels of education. However, it is hard to justify expensive purchases on these, where the demand is less. It is also imperative that the interests of the other group, the researchers, be taken to heart. Thus balancing research needs against those of teaching and study at the lower levels becomes a recurrent and unresolved issue with the Board.

One of our most expensive purchasing areas as a national public library organization is the acquisition of serial publications, which are becoming increasingly valuable as sources of information for students, teachers and researchers. Owing to the vital role played by periodicals in the research and learning process the Board must either acquire them or provide ac-

cess to them if it wishes to fulfil its mission and vision. However, the exorbitant prices of serials have made their selection – or the cancellation of subscriptions – become a major exercise where collaborative and consultative efforts between the teaching (at both low and high levels) and the library staff are required, both centrally and at the branch levels.

There has been an explosive growth in the publication of journal articles globally, with steadily rising prices which have defied any known economic principles of demand and supply. This has led to a general increase in the cancellation of subscription of periodicals and journals, which are vital in the running of any library worth the name.

Solutions

Having looked at the problems facing the public library system in the country, I now turn to offering several solutions. With continuous increases in journal subscription prices, most libraries, not only the Kenya National Library Service, tend to spend more – in fact a major portion – of their allocation, only on journals. This is one problem which will not be solved by increased funding. It is then high time for acquisition librarians to think and decide how much information they should own and how much they should borrow through interlibrary lending (ILL) or acquire through document delivery services. Acquisition librarians have to decide between the cost of ownership versus the cost of borrowing. The electronic media provide another avenue of access to journals and periodicals which is very attractive. However, this may be a drain on the resources of a library.

The speed with which one accesses information is another major factor. A user will want the information at the time of his need and if his needs are not satisfied, the system fails. The traditional interlibrary loan system requires at least two weeks to supply a book and

the users may want the information more quickly. Much thought is being given to this, and the Board is currently networking its operations; once complete, this will see faster and reliable ways of exchanging information. This will also extend to other libraries, both public and private, in the country.

These changes have put an end to the era when libraries tried to reach self-sufficiency, and have shown the importance of a more systematic and formal approach towards collection development. When developing collections, librarians must give due recognition to the goals and objectives of their institutions and to the information needs of the user community. These needs must be identified, analysed and translated into a planned programme of collection development. The concept of sharing resources is currently gaining a lot of importance in our local libraries.

This resource sharing aims at improving both bibliographic and physical access. Bibliographic access provides the information needed to identify publications, verifying their existence, location et cetera, while physical access provides the means of obtaining a copy of a needed publication.

Duplicated purchasing has been drastically reduced due to this resource sharing. It has ensured that all materials of research value in designated fields are acquired by at least one member institution.

Due to their bulky and expensive nature, periodicals are often the focus of cooperative schemes. No library can buy all the periodicals it needs, so the idea of sharing appeals to all types and sizes of libraries.

The Way Forward

So much for solutions. Now, what is the way forward? Cooperative storage is a great idea and appeals to all libraries, whether small or large. This provides a central col-

lection of materials upon which all members could draw for the materials they cannot afford to buy for their own collections. This new trend is well entrenched in Europe, America and some parts of Asia. It can be borrowed and implemented in our own country as well as in the region. It ensures the sharing of infrequently used research materials as well as serving as a central storage and lending agency.

Resource sharing itself is not a new idea. The establishment of union catalogues and the development of cooperative acquisition schemes have been in operation since World War I. One example is the Research Libraries Group (RLG), founded in 1974 by the New York Public Libraries, which focuses on the development of a shared computer-based bibliographic processing and access system.

In an era where librarians are facing severe budgetary constraints on the one hand and the ever increasing needs of the academic community on the other, they are now being drawn into mechanized re-source sharing programmes to alleviate their problems. Automated bibliographic systems exist in Britain, the United States and some parts of Asia. Kenya can borrow from these countries as the basic infrastructure for this is in the process of being laid down. In this way, costs and benefits will be shared and the pooling of resources will make systems possible which otherwise would be out of the question for individual libraries, were they to operate individually.

Electronic enquiry networks are another development which enables a number of libraries in the network to search the library databases available in the network. The Joint Academic Network (JANET), established in 1984, is a good example. Though resource sharing has never been considered as the solution to all collection problems, it is now being considered an integral part of library organizations. Libraries will now spend money, not only on books and periodicals, but also on computer systems, telecommunication links, network participation and other connected fields to provide access to information.
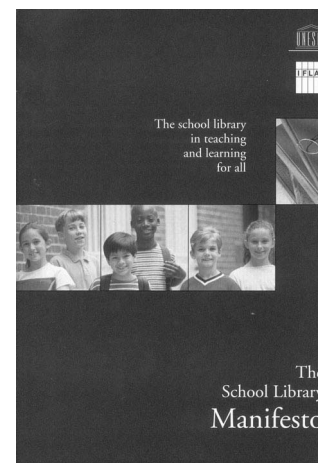
Caution should however be maintained to avoid a slackening in the pursuit of individual library collection development goals in favour of participation in resource sharing systems. Librarians should not restrict what is available in their respective libraries as this acts as a disservice to the users who are more and more reverting to computer borrowing as a way of book selection.

A lot has yet to be done in the Kenyan public library network in the field of collection development. We can still borrow from advances made in the field elsewhere. With proper guidance, a disciplined and focused staff, support from financing agencies – be they the state or donors – and with consultation from countries who are well endowed and advanced in the field of library science, steps leading to a very good collection development policy will have taken root in the country, for the benefit of the users: – the Kenyan public.

The SONEGOS Website as a Gateway to the Libraries of the Commonwealth of Independent States

Mikhail Shvartsman

Mikhail Shvartsman is Head of the Network Department at the Russian State Library in Moscow. The main projects he leads are: SONEGOS – portal of the national libraries of the Commonwealth of Independent States; Catalogue of Russian Internet resources; 'Meeting of Frontiers' – Library of Congress and Russian State Library joint project; Russian portal of humanitarian journals. He also took part in the following projects: 'Memory of the World – Memory of Russia'; TACIS project 'Creating a modern Information System for Russian State Library'; Automated cataloguing system in the Russian State Library. His publications include: 'Creation of the electronic resources meta-database: problems and prospects' (66th IFLA General Conference, Jerusalem, Israel, 13–18 August 2000); 'Dublin Core in a Box' Russian Digital Libraries Journal, 2000, Vol. 3; 'First results of cataloguing of Russian Internet Resources' Proceeding of the conference 'Crimea 99' (June 1999). 'Dublin Core for cataloguing Russian Internet resources' Electronic Libraries, 1998, Vol. 1.

From the Very Beginning

In 2000 the Russian State Library began to create new a website, SONEGOS. From the very beginning we wanted to make a site

which would help its visitors to be guided on on the library community of members of the Commonwealth of Independent States (CIS). Also we would like it if the information came to us of itself, and we only had to sort it. Fortunately David Fugi, an expert of the European Commission, learning of our problem, gave us efficient advice:

> We in Europe in the same case announce a competition for the best library site with money prizes, and all send to us the necessary information. The expenses for a prize can be much lower than the expenses for gathering the information. The Russian people are venturesome, so you can try.

What Does SONEGOS Mean?

The gathering of information about the libraries of the CIS has been a rather difficult process. Partly, we received information from the participants in a website competition, through the application form. However, this was not enough for the construction of an information system about the libraries of the CIS. The sending in of the information should be a continuous job and all participants should be interested in sending the information. Accordingly for the performance of such task a certain structure with the chairmen at the head of it should be created. Fortunately nowadays the Library Association of Eurasia (LAE) already exists and successfully works with many libraries of the CIS. We therefore decided to take advantage of the existing structure. A joint meeting of the directors of national libraries of the CIS countries and the Eighth Session of the LAE, held in March, 2000, made a decision to initiate the SONEGOS project to create a website in both Russian and English on a server of the Russian State Library. The name of the project derives from the first syllables of the words 'Commonwealth of Independent States' in Russian.

The main aim of the SONEGOS project is the creation of a gateway into the Internet community of CIS libraries. Users can find here constantly updated information about the funds, collections, catalogues and services rendered by libraries in both traditional and electronic formats. This information is intended for a wide range of users: scientific collectives, individual scientists, libraries and other interested persons or organizations. It looks like an electronic directory including the complete address and personal information.

An especially important purpose of the project is the development of online services through cooperation and the coordination of activi-

ty in the service of the users under joint scientific programs and the exchange of work experience.

In 2001 the first step in elaborating the website was completed. Information about all national libraries was placed on the site. In future the site will be expanded. We plan to publish materials about libraries, both those having access to the Internet and those not having access but wishing to publish material about themselves on the SONEGOS project site.

At the beginning of the project we studied international experience in the creation of similar gateways. As a result of this study we decided that the gateway of European national libraries, GABRIEL, is an exemplar for us. In both projects there are a lot of similar tasks and accordingly there should be similar decisions. However, there are also differences in the library communities of Europe and the CIS.

In Europe, as usual, the national library of any country has the greatest experience of introduction of information technologies compared with other libraries of the country. In some countries of the CIS, on the other hand, the university libraries have much more experience of IT.

In Europe, despite some differences in the experience of introducing information technologies in the various countries, there is no digital divide such as exists in the countries of the CIS. These features of the CIS have to be borne in mind when working on the SONEGOS project.

Gathering the Information

The information which we received from the participants of the website competition was very different. So we understood this task is more difficult than we supposed. At first we dispatched to all big libraries in the CIS a questionnaire with a large number of questions about their activities. The reactions

to this questionnaire were very different, but, in general, they can be divided into three types:

1. The participants immediately sent a detailed answer with rather benevolent comments.
2. The participants sent a short message: 'all necessary information you can have got from our website'
3. We have not received an answer.

Some respondents wrote: "Nobody needs this gateway. We need only a list of links to CIS libraries. Everybody could find the information he needs himself." We explained in that case users will do all analytical work themselves. It would be very complicated to understand the situation on all library Internet community of CIS.

In any case, the libraries have for many years, since the time of the USSR, been discussing among themselves common standards, systems of classification, acquisition programmes and other library processes. We should find a place on the Internet for similar discussion of common tasks and the preparation of joint decisions. There was the rather interesting task of indexing the websites of the participants and organizing full text search in these sites. This idea was successfully realized in the GABRIEL program and has appeared to be very useful to all professional librarians.

The active propaganda work has produced results and gradually information has come to be collected. Practically all the national libraries in the CIS have sent in the questionnaire and have even allocated employees for the coordination of work under the project. Any missing information was taken from the libraries' websites. It was then possible to begin the analysis and configuration of a material site.

Analysis of the Websites of CIS Libraries

In this project we were not going to compare or evaluate the web-

sites of the participants, but in analysing the materials we found some common and different features.

Volume of Sites

First of all, it is necessary to note the huge differences in the quantity of materials represented. For example, the small sites of the national libraries of Georgia and Uzbekistan differ strongly from the rather large sites of the national libraries of Belarus and the Ukraine and the Russian State and Russian National libraries. The Russian State library website, for example, contains more 1,000 files occupying more than 200 megabytes.

Language of Site

It is possible to divide the language policies of the sites into three groups:

1. Only in the national language of the state, as on the sites of the National Library of Ukraine and the National Library of Moldova.
2. In Russian and English, as on the sites of the National Library of the Republic of Kazakhstan and the National Library of Belarus. (It is interesting to note that on the latter site the heading with the name of library is written in English on the Russian version of the site.)
3. In the national language of the state and in English, as on the sites of the national libraries of Armenia and Georgia. The latter site is very useful for visitors who do not have Georgian fonts because it gives an opportunity to opportunity download such fonts.

In a few cases the information is represented in three languages. The library association of Uzbekistan gives information in Uzbek, English and Russian. The maximum number of languages is used by the East Kazakhstan regional library, which provides information in Russian, English, German and Kazakh.

The absence of information in Russian on some sites makes it

impossible for them to be used by other libraries in the CIS, while the absence of an English version complicates international cooperation. It is clear that the language policy of the library depends on the policy of the state and cannot be changed by the decision of the director of the library. That is why representation of the information about all libraries in Russian and English is especially important.

Contents of Site

The understanding of the tasks the library site should perform has varied from library to library. The weaknesses were typical. First of all we write about them. The basic weakness of the majority of the sites is their static character. The largest part of the information on the sites repeats that in the paper booklets published by libraries on solemn occasions. We can find a different level of detailed description of the history of the library and its funds, with the accent on the most rare editions in the collections, registration rules, list of departments of library, telephones of the employees, etc. Maybe all this is important but it is necessary to remember that, in creating a site, it is necessary to decide who will visit it and for what purpose. Rather frequently in the sites it is possible to find a description of the scientific programmes elaborated by libraries without links to the results of the work or the e-mail of the chief. There are sections on the purposes and tasks of the library departments; this information is of interest only to the library administration, not to visitors to the library site. Sometimes we see the list of services rendered by the library, but are not told where and when it is possible to obtain them.

The Site As a Tool for Communication

It is necessary to remember that the Internet is a tool for communication and operative dialogue. From our point of view, library sites should be centres for the discussion of library problems, goals and possibilities. Unfortunately, we did not encounter many such examples. At best there is a guest book on a site with not very numerous records. Practically nobody visits those forums which have been created. The only exception – which confirms the rule - is the forum created by the Russian State library and named 'ask the expert'. In this forum the users (not the librarians!) have organized a rather active discussion of such problems as where to got the full text of a dissertation and how to use the library's electronic catalogue. All other forums have died, including one for foreign visitors and a forum about the national bibliography created before a similar offline conference for preliminary discussion of the question.

A good example of a useful site for vocational training is the Virtual Cataloging School created on the East Kazakhstan regional library site for improving the professional skills of librarians. We also very much liked their informal approach to the creation of a site – the representation of library as a fairy tale about it. The creation of a children's English club 'Welcome kids' on the site certainly forms an image of a kind library among the readers.

On-Line Service

It is very important for the visitors to have an opportunity have access to online services in the library via the Internet. It could be searching in the electronic catalogue, requesting books via interlibrary loan, or reception of the full text of documents in digital format.

On the sites of some national libraries (in Moldova, Armenia and Azerbaijan) such services are not given. In others (Georgia, Belarus) the opportunity of searching in the electronic catalogue is given. However if a book is found it is necessary to order it in the traditional way. Practically nowhere is the opportunity to send ILL requests using email is advertised. However, as the practice shows, libraries make frequent use of such a meth-

ods of transferring ILL requirements. It is very simple to send a request now, but much more difficult to get the ordered book via the Internet.

In Russia today an Association of Electronic Document Delivery has been created. Many large Russian libraries (Russian State Library, State Historic Public Library, Institute of Social Information, etc.) are joined in this association. Russian Courier, the Electronic Document Delivery service of the Russian State Library, is one of the most advanced. Its users have access to a whole complex of services. At the beginning the user finds the necessary book in the electronic catalogue, then sends a request for copies of the necessary pages in one of the formats (txt, pdf, doc etc.), then pays by credit card and within 24 hours receives the files via e-mail or ftp. A similar service also operates in the Kazakhstan national library and the East Kazakhstan regional library. However, to receive a copy via the Internet it is necessary beforehand to sign a contract or to pay for the service by bank transfer. This reduces efficiency. The order is carried out within 2 to 5 days after arrival of money.

Electronic Libraries

Very often visitors to library sites want to find full texts there and are extremely disappointed not to find there anything similar. We understand them but cannot publish all they need on a website. Many libraries in the CIS have begun digitization of the collections. This process is rather expensive and will be carried out with the help of various foundations or special governmental programmes. So, for example, the Russian State Library is forming an electronic library under the programmes 'Memory of the World' of UNESCO, 'Meeting of Frontiers' of the Library of Congress, etc. Generally these materials are unique and of interest to researchers, historians and philosophers. But most of the users need modern books and magazines, which libraries cannot publish be-

Mikhail Shvartsman

What is SONEGOS?

Pursuant to the resolution of the 1st meeting of the directors of the CIS (Commonwealth of Independent States) national libraries and the 8th session of LAE (March 2000), there should be a web site of the SONEGOS project (both in Russian and in English) on the Russian State Library server. The project's name is an acronym of Russian phrase 'Sodruzhestvo Nezavisimykh Gosudarstv' (Commonwealth of Independent States).

SONEGOS helps to make a portal to enter the Internet community of the CIS libraries. The project provides for the forming of an accessible and systematically updated database on funds, collections, catalogues and services offered by the libraries both in traditional and electronic form.

This database is meant to serve a wide range of users: individual scientists, scientific teams, libraries and other concerned persons and organizations. It will serve as an electronic reference tool that includes full contact information: addresses and contact persons.

SONEGOS will also function as an actively used and enriched 'depository' of data on the history of libraries, their especially valuable funds and collections, electronic catalogues and bibliographies, full texts and figurative materials.

The most important project objectives are: the development of on-line services, cooperation and coordination of activities on user services, joint scientific programs and exchange of working experience.

The SONEGOS prototype is Gabriel – a portal of the national European libraries.

SONEGOS is supported by UNESCO.

CIS Libraries Currently Included in SONEGOS

Republic of Azerbaijan

Azerbaijan State Library named after M.F. Akhundov
http://www.culture.az:8101/libraries/lib_ax_r.htm

Republic of Armenia

The National Library of Armenia
http://www.iatp.am/sites/nla/index.html

Republic of Belarus

The National Library of Belarus
http://natlib.org.by
Belorussian Agricultural Library
http://www.belal.minsk.by
Jakub Kolas Central Science Library of the National Academy of Sciences of Belarus
http://csl.bas-net.by

Republic of Georgia

National Parliamentary Library of Georgia
http://www.nplg.gov.ge

Republic of Kazakhstan

National Library of the Republic of Kazakhstan
http://www.nlrk.kz
The Pushkin East-Kazakhstan Library
http://www.pushkinlibrary.kz
State Children's Library of the Republic of Kazakhstan
http://www.spring.freenet.kz
Karaganda Regional Public Library
http:/www.pmicro.kz/~library

Republic of Kirgizstan

The National Library of the Kirgizian Republic
http://fbakalov.host.net.kg/bereader.htm

Republic of Moldova

The National Library of the Republic of Moldova
http://www.iatp.md/bnrm/index.html

Russian Federation

Russian State library
http://www.rsl.ru/defengl.asp
The National Library of Russia
http://www.nlr.ru:8101/eng
Russian State Children's library
http://mrgdb.euro.ru
State Public Scientific and Technical Library of the Siberian Branch of the Russian Academy of Science
http://www.spsl.nsc.ru/engn/index.html
Main Library of St. Petersburg State Technical University
http://www.unilib.neva.ru/lib/
Pskov Regional Universal Scientific Library
http://pskovlib.virtualave.net
National Library named after Akhmet Zaki Validi, Republic of Bashkortostan

Republic of Uzbekistan

The State Library of the Uzbek Republic named after Alisher Navoi
http://www.osi.uz/library

Ukraine

The National Library of Ukraine named after V.I. Vernadski
http://www.nbuv.gov.ua/library
National Parliamentary Library of Ukraine
http://www.nplu.kiev.ua
The Library of the Verkhovna Rada of Ukraine
http://www.rada.kiev.ua/LIBRARY
Donetsk State regional universal scientific library named after N.K. Krupskaya
http://www.library.donetsk.ua/index.shtml

Source: SONEGOS website: http://www.rsl.ru/SONEGOS/e_son5.htm.

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cause all of them have copyright. Many libraries therefore have access to the full text services of EBSCO, Elsevier and so on. That is why the National Library of Armenia has published on its site the bibliographic indexes prepared by the employees of the library. The national library of Ukraine has published the normative acts of Ukraine, the work of the employees, and materials of library conferences.

The National Library as a Gateway to the Libraries of the Country

When starting work on the project, we discussed what levels of library should be admitted to our site. GABRIEL, which we hold up as an example, includes national libraries only. But the basic task of the project is to give access for the most diverse section of the world Internet community to the library community of the CIS. We therefore decided to check if the national libraries' websites really are

gateways to other libraries in their countries. Unfortunately, the majority of them are not. In some national library sites nothing is said about other libraries in the country; in others (Russian State Library, Belarus) information is rather limited; lists of libraries and their URLs are given. In some countries, information about the libraries of the country is given on the site of the library association of the country. The most detailed information is given in the Ukraine and Uzbekistan. This is not only typical of the library sites of the CIS; in many of the library sites of Europe we cannot find information about other libraries of the country. From our point of view in each country there should be a site with information about the libraries of the country. The best place for this information is the national library site. So we have decided to publish on our site information about all libraries of the CIS.

In some national libraries' sites it is possible to find a list of basic sites of the country. For instance, the National Library of Kazakhstan has placed on its site a list of URLs of Kazakhstan serials, institutes, and state organizations. The East Kazakhstan regional library site gathers the URLs of Internet resources of the East Kazakhstan area.

It takes a long time to describe the differences between the various library sites of a CIS, but it seems each library has a lot of interesting ideas which can be borrowed by other libraries, and all of them will be discussed on our site.
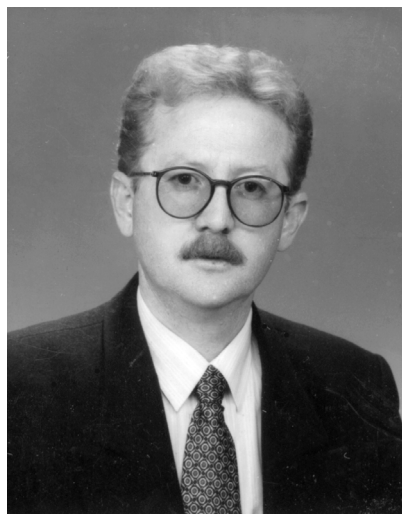
Reading and Library Usage Habits of Students Whose Mother Tongue is Turkish in Vienna, Austria

Bülent Yılmaz

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Introduction

Many developed countries have serious problems based on their multicultural structure. In particular, they are all trying to solve the

cultural adaptation problems of the various ethnic communities for them be able to live together. All these efforts to solve cultural adaptation problems should be multidimensional and long term. Reading and library usage habits can be thought of as factors that have important roles in fulfilling the multicultural structure in a country. The effects of these habits on the cultural adaptation of children are usually seen through the agency of their educational achievements and language development. Education and language are the main parts of a culture. In other words, culture is a product of education and language.

> An immigrant child's identity must be plotted on a number of axes – poor/rich, primitive rural/megalopolis urban, nonliterate oral/multilevel academic. The child may come from a country … whose values and attitudes are at total variance and whose language is completely unknown in the new land. (Wertheimer and Foy 1980: 336)

Learning to live in a multicultural society is a basic part of every child's education. (Campbell 1980: 208). According to Stadler (1980: 330)

> reading potentially enlarges a child's vocabulary, gives a base of grammatical competence, enhances the ability to handle schoolwork, and advances thinking in both languages.

Reading is important for both children of the host society and foreign children:

> Reading books written for children of the host society can help the foreign child to understand the behavior standards and ideals of the native children. Reading books written for his own nationality, the child learns to understand his cultural traditions so that a possible reintegration is made easier, and so that the child feels reassured in his first cultural identity. (Stadler 1980:331)

In brief, reading

- will develop children's vocabulary, both in their mother tongue and in the language of their country of residence
- will provide a base (background) for the grammatical efficiency of the children in both languages
- will contribute to the thinking in both languages
- will raise the level of communication in both languages
- will help the children to learn the rules of behaviour and the lifestyle of the country they live in.

It can be seen that all of these points mean direct or indirect contributions to the cultural adaptation of the children.

Library usage can have these functions in cultural adaptation:

- to develop intercultural understanding and relationships
- to facilitate the sharing of cultures
- to increase cultural diversity
- to provide social integration
- to give educational support to language development. (Mylopoulos 1985:23–24).

Library usage can also help the children to transform their marginality into a positive experience (Simsova 1980:247; 1980a) because libraries are the most appropriate agents of innovation and socialization (Fest 1980:202). In other words, the library has the duty to help newcomers reduce linguistic and cultural barriers and to facilitate their acculturation and integration (Albert 1984:120).

The reading and library usage habits of the children of ethnic groups in multicultural societies must be seen as the main parts of the national education and cultural policy in connection with these contributions.

The outcome of our research stresses the importance of reading and library usage habits in the cultural adaptation of children.

Aims and Scope of the Research

The main aims of the research, which was carried out in 1999, were:

- to find out about the reading and public library usage habits of students of Turkish ethnic origin in seven primary schools in Vienna
- to identify in detail any problems related to these habits
- to determine the effects of these habits on their language development, educational achievement and consequently their cultural adaptation
- to develop suggestions for solutions to is any problems which may be identified.

The data concerning the questionnaires distributed to various groups

Groups	Questionnaires		
	Distributed	**Returned**	**Response rate (%)**
Students	140	108	77.1
Parents	140	94	67.1
Class teachers	20	17	85.0
Turkish (lesson) teachers	7	7	100.0
School directors	7	7	100.0
Public librarians	12	12	100.0
School librarians	1	1	100.0
Total	327	246	75.2

Table 1. Response ratio of the questionnaires

and the response ratios is provided in Table 1.

Data were collected through questionnaires in seven primary schools in Vienna. Questionnaires were completed by 108 students (in 4th class – 9/10 years old), 94 parents, seventeen class teachers, seven Turkish (lesson) teachers of Turkish nationality, seven school directors, twelve public librarians and one school librarian. At the time of the survey there were 5,333 Turkish primary school students in the 1st–4th classes in Vienna, of whom 1,300 were in the 4th class. (ÖSTAT 1998; www.statistik.gv.at)

The population of Vienna is 1,611,425, accounting for nearly 20 percent of the total population of Austria, which is 8,121,345. Non-Austrians account for 9.4 percent of Austria's population and 17.8 percent of that of Vienna. Of these, people of Turkish ethnic origin account for 17.6 percent of all non-Austrians in the country and for 15.3 percent of those in Vienna. People of Turkish origin account for 1.6 percent of the total population and 2.7 percent of the population of Vienna. There are 3,711 Turkish children of 9–10 years of age in Austria as a whole, and 1,300 in Vienna. (www.statistik.gv.at. 12 Feb. 2002)

Reading Habits of Turkish Primary Students

Reading frequency is the most useful criterion for measuring reading habits. We used frequencies very

similar to those used by the American Library Association (ALA 1978) as criteria to measure the reading and library usage habits of the students in this research. These are:

- Heavy reader: reads 24 books or more per year (two books or more per month)
- Moderate reader: reads 7–23 books per year (one book per month)
- Rare reader: reads 1–6 books per year (one book or less per two months)
- Non-reader: does not read.
- Heavy user: uses the library 24 times or more per year (twice a month or more)
- Moderate user: uses the library 7–23 times or more per year (once a month)
- Rare user: uses the library 1–6 times or more per year (once every two months or less)
- Non-user: does not use the library.

Data on the reading levels of the students in our research is shown in Table 2.

It is clear from these figures that most of the students do not have

Frequency	%
Non-reader	42.6
One book or less per two months	35.2
One book per month	15.7
Two books or more per month	6.5
Total	100.0

Table 2. Reading frequency of students

Language	N	%
Only German	30	48.4
Both German and Turkish	28	45.2
Only Turkish	3	4.8
Other	1	1.6
Total	62	100.0

Table 3. Language in which students prefer to read

Where ?	N	%
Public library	26	41.9
Buying	17	27.4
From friends	8	12.9
School library	3	4.8
Class library	3	4.8
Present	3	4.8
Other	2	3.2
Total	62	99.8

Table 4. Where do the students find the books to read?

Usage frequency	N	%
Twice a month or more	5	4.6
Once a month	20	18.5
Once in 2 months or less	14	13.0
Non-user	69	63.9
Total	108	100.0

Table 5. Level of public library usage of the students

well developed reading habits. Non-readers and those who read only rarely together account for 80 percent of the total. The heavy readers account for the smallest proportion. The teachers' opinions about the reading levels of the students support these data; 70.6 percent of the class teachers and 85.7 percent of the Turkish lesson teachers considered that the majority of the students are non-readers and not heavy readers.

The data concerning the languages in which students prefer to read are shown in Table 3.

It can be seen that about half of the students who have the reading habit prefer to read only German books. Only three students prefer to read only Turkish books. Less than half (45.2 percent) of the students like to read in both languages. Reading in both languages is a positive attitude for their cultural adaptation. Interviews with the students and their teachers, revealed that there are no difficulties in finding German books, but Turkish students generally have a problem finding Turkish books to read. Also, it must be considered that these figures indicate not only what the students prefer, but also the languages in which they are in fact able to read.

Data related to the place where the students prefer to find books to read shows the role of the public library in encouraging reading habits, as shown in Table 4.

It is possible to say that the most important single source of books is the public library. The second is through buying books. Only one of the seven schools studied in this

research has a library. The school or class library is thus not a serious alternative as a place for the students to find books to read. The Turkish lesson teachers said that they usually bring Turkish books to the students from their own libraries.

Public Library Usage by Turkish Primary Students

One of the main aims of our research was to find out about the public library usage of the students. This is as important as their reading habits.

It can been seen that about two-thirds of the students do not use the public library. The proportion of non-users together with rare users amounts to 77 percent of the total. Again, the smallest group is the heavy users. This information was supported by the class teachers, Turkish lesson teachers and public librarians who were interviewed in the research. Because the proportion of non-users is higher than that of non-readers, it can be said that the problem of library usage is bigger than the problem of the reading habits of

the students. The data in Table 5 shows that public libraries are the most important source of materials for students. It means that public libraries play a very important role in improving the reading habits of students. Insufficient use of public libraries therefore appears to be one of the main causes of insufficient reading habits among students.

The students' priorities in using the library for different purposes reflect the current role of the libraries.

Table 6 shows that students usually use the public libraries with the aim of borrowing books. Borrowing CDs and cassettes is not as common as borrowing books. One of the most important reasons why students use public libraries as places to study is because they lack a personal room in their homes. Students may use the public library for more than one purpose on the same occasion, but we tried to determine the primary purpose.

It was also considered important to assess the sufficiency of the libraries concerning the provision of Turkish reading materials.

Usage frequency	N	%
Twice a month or more	5	4.6
Once a month	20	18.5
Once in 2 months or less	14	13.0
Non-user	69	63.9
Total	108	100.0

Table 6. Purposes of library usage of the students

Turkish materials found?	N	%
None	9	23.1
Very rare	22	56.4
Mostly	6	15.4
All	2	5.1
Total	39	100.0

Table 7. Sufficiency of the libraries concerning Turkish reading materials

Table 7 shows that more than half of the students say they can rarely find Turkish reading materials in public libraries, while nearly a quarter say they cannot find any at all. Those students who can mostly or always find such materials account for slightly more than 20 percent of the total. Other data in our research has proved that the public libraries in Vienna do have enough books in Turkish according to IFLA standards, but the problem is related to the kinds of books provided. Students said that they could not find the kinds of books in which they are interested. In other words, it is seen that there are not enough Turkish books suitable for the students in this age group.

Reading Frequency According to Geographical Origin

Whether the students' family has a geographical background from a rural area (village) or from an urban area (metropolis) has a great impact on the student's cultural structure. In other words, geographical origin also means cultural background.

Analysis of the data in Table 8 shows that more than 82 percent of the students' families came from villages and small towns and less than 18 percent from large cities. Geographical origin appears to be closely related to the students' reading habits; more than half the students whose families are from villages do not read at all, and only 2 percent of them have a strong reading habit, whereas those whose families are from large cities read much more.

The educational level of their parents is another socio-economic factor that can affect the students' reading habits. The research showed that some 10 percent of the mothers and somewhat less than 5 percent of the fathers were illiterate, while 69 percent of mothers and 48 percent of fathers had graduated from primary school and 21 percent of mothers and 48 percent of fathers had graduated from high

Reading Frequency	Geographical Background					
	Rural		Small Town		Large City	
	N	%	N	%	N	%
Non-reader	25	51.0	14	35.0	7	36.8
One book or less in 2 months	20	40.8	14	35.0	4	21.1
One book per month	3	6.1	8	20.0	6	31.6
2 books or more per month	1	2.0	4	10.0	2	10.5
Total	49	99.9	40	100.0	19	100.0

Table 8. Reading frequency of the students according to geographical backgrounds of their families

Who encourages?	To Read Book		To Use Library	
Parents	20	18.5	11	10.2
Brother-Sister	1	0.9	7	6.5
Friends	1	0.9	2	1.9
Teachers	23	21.3	17	15.7
Other	20	18.5	9	8.3
Nobody	43	39.8	62	57.4
Total	108	99.9	108	100.0

Table 9. Who encourages students to read and to use libraries?

How much do your parents read books?								
Reading Frequency of Students	Don't read		Rarely		Often		Don't know	
	N	%	N	%	N	%	N	%
Non-reader	33	60.0	6	16.7	–	–	7	50.0
One book or less per two months	16	29.1	18	50.0	–	–	4	28.6
One book per month	5	9.1	9	25.0	2	66.7	1	7.1
Two books or more per month	1	1.8	3	8.3	1	33.3	2	14.3
Total	55	100.0	36	100.0	3	100.0	14	100.0

Table 10. Effect of the parents' reading habits on students' reading level

school. Only one student's parents (an uncle) had graduated from university. The research showed that nearly 70 percent of the students whose parents had graduated from primary school did not have a reading habit, and more than two-thirds did not have library usage habits, the one student whose uncle had graduated from university had both these habits.

Who Encourages Students to Read and to Use Libraries?

The data showing who encourages the students to read books and use libraries is shown in Table 9.

It can be seen that neither parents nor teachers give sufficient encouragement to the students to read and to use libraries. The proportions of students who do not receive any support from parents and teachers are very high. Both parents and teachers give less encouragement to students to use libraries than to read books. Also, it can be said that the majority of the students do not receive motivational support from anybody to read and to use the library.

Reading Level of the Families and its Effect on Students

According to the research data, more than 84 percent of parents either do not read books at all, or do so only rarely. The effects of this on the students are shown in Table 10, which shows that 60 percent of the students whose parents

Have you ever failed at school?				
	Yes		**No**	
Reading frequency of students	**N**	**%**	**N**	**%**
Non-reader	16	72.7	30	34.9
One book or less per two months	6	27.3	32	37.2
One book per month	–	–	17	19.8
Two books or more per month	–	–	7	8.1
Total	22	100.0	86	100.0

Table 11. Frequency of reading and failure in education

German lesson marks of the students								
	Very Good		**Good**		**Medium**		**Fail**	
Reading Frequency of students	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Non-reader	–	–	12	25.5	31	63.3	3	75.0
One book or less per two months	2	25.0	20	42.6	15	30.6	1	25.0
One book per month	3	37.5	12	25.5	2	4.1	–	–
Two books or more per month	3	37.5	3	6.4	1	2.0	–	–
Total	8	100.0	47	100.0	49	100.0	4	100.0

Table 12. German lesson marks and reading frequency of the students

German lesson marks of the students								
	Very Good		**Good**		**Medium**		**Fail**	
Library Usage Frequency	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Non-user	3	37.5	29	61.7	34	69.4	3	75.0
Once or less per two months	–	–	8	17.0	6	12.2	1	25.0
Once per month	2	25.0	9	19.1	8	16.3	–	–
Twice or more per month	3	37.5	1	2.1	1	2.0	–	–
Total	8	100.0	47	99.9	49	99.9	4	100.0

Table 13. German marks and library usage frequency of the students.

do not read books at all are non-readers. In other words, if their parents read they read; if not, they do not. It is clear that the reading habits of their families affect the students' levels of reading.

Reading Habits and Educational Achievement

The reading habit is not the only factor that affects the educational achievements of the students, but the data shows that it can be one of the important factors in educational achievement.

Table 11 shows that. while nearly 73 percent of students who have failed at school are non-readers, none of the students who read one book a month or more have failed. About two-thirds of the students who never failed are readers at some level. That a good reader is a good student is the classic finding in reading research. (Bamberger 1990:3)

Reading Habit and Language Development

There is a well known relationship between reading habit and language development.

As seen in Table 12, having a reading habit has a positive correlation with the students' marks in German. There is nobody whose German mark is 'very good' among the non-readers, whereas the students who read two books or more per month account for nearly 38 percent of those who received such a mark. All the students who failed in German are either non-readers or read one book or less per month, while more than 63 percent of those students who received a 'medium' mark in German are non-readers and only 2 percent of them are heavy readers.

In contrast to the relationship between reading levels and success in German, the relationships between the level of library usage and the marks students get in German are weak and complex. Table 13 shows that there are no heavy or moderate library users among the students who failed in German, who all either did not use the library at all or used it very rarely. On the other hand, more than half the students whose German mark was 'good' or 'medium' were also non-users, while the proportions of non-users and heavy users among those receiving a 'very good' mark were the same. But we can say that there is a meaningful difference in public library usage among the students whose grades in German are high as compared with that of those who failed in German classes.

The Effect of Watching TV on Reading Habits

The effect of watching TV on the reading habit is a traditional subject for discussion in our literature. Table 14 shows the relationship between watching TV and reading books among the students covered by the research. It is clear that watching TV for long periods – three hours a day or more – is much more widespread among non-readers and those who read only one book or less every two months, than among students who read more than one book a month. This does not necessarily mean that watching TV makes the students into non-readers; it is equally likely, if not more so, that being a non-reader means that the student

watches more TV. Nevertheless, it seems possible that watching TV for long periods may be a factor which has a negative effect on the reading habit of the students.

Cultural Adaptation of the Students

To assess the students' level of cultural adaptation, we asked them where they would prefer to live; the best answer, in terms of positive cultural adaptation, was a preference for living both in Austria and in Turkey.

Table 15 shows that nearly 40 percent of the students wanted to live in both countries. While this is very positive in terms of the level of cultural adaptation, it should be noted that the combined total of those students who want to live either only in Turkey or only in Austria is greater than that of the students who want to live in both countries. Also, more students want to live only in Turkey than only in Austria.

In our research, we could not find any direct meaningful relationship between reading frequency and cultural adaptation. This was very natural, because cultural adaptation is very complex and the reading habit is not the only factor influencing it. However, the findings concerning the relationship between reading habits and educational achievements and language development can be accepted as showing an indirect relationship between reading habits and cultural adaptation, because, as noted above, education and language are the most important parts of culture.

Conclusion

The major results of the research are:

- The students do not have sufficient reading and library usage habits. In other words, they have serious problems regarding these habits.

- The students generally read German books. They have some difficulties in finding Turkish books.
- Most of the schools do not have a library.
- The students usually either borrow from libraries or buy the books they read.
- The students generally go to the public library to borrow books.
- The students cannot find most of the Turkish books suitable for their age group in the public libraries.
- The geographical background of their families affects the students' use of public libraries.
- The education level of the families is low and is another negative factor that affects the students' use of public libraries.
- Most of the students' parents do not read books and do not use public libraries. They do not set good examples for their children to develop these habits.
- Watching TV has a negative impact on the reading habits of the students.
- There is a significant relationship between these habits and the students' language development.
- Reading and library usage habits affect the educational achievements of the students positively.
- These habits have an indirect impact on the cultural adaptation of the students.

To generate the right solution for these problems:

- Cooperative efforts between families and teachers should be developed.

Reading Frequency								
	Non-reader		One book or less per two months		One book per month		Two books a month or more	
Time spent watching TV per day	N	%	N	%	N	%	N	%
1–2 hours	6	13.0	10	26.3	8	47.1	4	57.1
3–4 hours	22	47.8	17	44.7	5	29.4	2	28.6
5 hours or more	15	32.6	10	26.3	4	23.5	–	–
Non-audience	3	6.5	1	2.6	–	–	1	14.3
Total	46	99.9	38	99.9	17	100.0	7	100.0

Table 14. The relationship between watching TV and reading book.

Where students want to live	N	%
In both Austria and Turkey	43	39.8
Only in Turkey	30	27.8
Only in Austria	20	18.5
Only in another country	15	13.9
Total	108	100.0

Table 15. Where do the students want to live?

- There should be increased cooperation in the libraries area between the Austrian and Turkish governments
- Establishing libraries in the schools must be a very important part of these efforts.
- This research must be supported and enriched with new research in other countries, and the results must be compared.

Note

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