

International Federation of Library Associations and Institutions

SECTION on READING *Newsletter*

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A MESSAGE FROM THE SECTION OFFICERS

The success of a Section within IFLA depends on several factors: a strong Standing Committee that works together to produce good plans, significant programmes, publications and publicity; good programming, attendance and feedback at the annual conference; a strong presence on the Web site and in print; and an increasing membership.

This year, we have worked together on a research project on reading promotion in public libraries led by Briony Train; and on two strong programmes for Glasgow and planning for the Berlin conference, led by the Chair, Catharina Stenberg. The topic for Berlin is the impact of the Internet on reading and we are expecting to use both the open session and the workshop to discuss this timely and important subject. Library-based Literacy Programmes: Some Practical Suggestions, has been compiled by a large group and edited by the Secretary, Gwynneth Evans, from comments by the members of the Standing Committee. John Cole, Director of the Center for the Book, Library of Congress, has continued to play an important role in the committee, by editing and publishing the Newsletter. And Adele Fasick has acted as the Information Officer for the Section and been the liaison with IFLA Headquarters.

We all are responsible for increasing the membership and making connections between what we are doing in the Standing Committee on Reading and what other Sections are accomplishing. The Chair and Secretary thank all those who have contributed to our achievements and urge you all to make links and increase interest in our work. Reading is a fundamental literacy for the 21st century and we are the focal point within IFLA to identify and reinforce the various issues that need attention. We hope to see you in Glasgow and to continue to hear from you, if we do not see you there.

Catharina Stenberg, Chair

Gwynneth Evans, Secretary/Treasurer

Section on Reading - Glasgow Schedule

Standing Committee Meeting I

Saturday 17 August, 08:30 - 11:30 a.m.

Introductions, Approval of Agenda and Minutes of the Standing Committee Meetings in
Boston (see *Newsletter No. 13*, pp. 2-3,7)

Reports from Chair, Secretary-Treasurer, and Members

Projects

Guidelines for Library-Based Literacy Projects

International Reading Survey

Books for All

Membership

Activities/Priorities of Related IFLA Sections

Strategic Plan for 2002-2003

Programme and Workshop in Glasgow

Plans for Berlin Conference in 2003

Plans for Buenos Aires Conference in 2004

Programme Meeting

Sunday 18 August, 10:00 – 12:30 p.m.

“National Book and Reading Policies: What, Why, For Whom, and How Are They Implemented?”

Workshop

Wednesday 21 August, 13:00 – 17:00 p.m.

“Reading Promotion: Practical Approaches”

Standing Committee Meeting II

Friday 23 August, 08:00 – 10:00 a.m.

PROGRAMME MEETING IN GLASGOW: NATIONAL BOOK AND READING POLICIES: WHAT, WHY, FOR WHOM, AND HOW ARE THEY IMPLEMENTED?

The Section on Reading’s program or open session at the Glasgow conference addresses an important topic that does not receive much attention: national book and reading policies. Every country has cultural, economic, and social policies that affect books and reading. By presenting examples from four diverse nations, speakers at the program will stimulate a new appreciation of the role of national book and reading policies in all nations. The program will be held on Sunday, 18 August, from 10:00 a.m.– 12:30 p.m. The topics and speakers will be:

“The Public Library and the Reading Experience”

Bob Usherwood, University of Sheffield, Sheffield, UK

“Nouvelles politiques du livre et de la lecture- France”

Françoise LeRouge and Florence Poncé

Direction du livre et de la lecture, Ministère de la Culture Paris, France

“Politique du livre et de la lecture au Sénégal”

Mariétou Ndiongue Diop, Direction du livre et de la lecture, Dakar, Sénégal

“Book Promotion in Sweden”

Birgitta Modigh, Swedish National Council for Cultural Affairs, Sweden

WORKSHOP IN GLASGOW: READING PROMOTION: PRACTICAL APPROACHES.

The Section on Reading’s workshop at the Glasgow conference focuses on one of the Section’s major interests: reading promotion. It includes information about a current international project supported by the Section and two research projects aimed directly at readers and strengthening reading promotion as an activity. The program will be held on Wednesday, 21 August from 13:00 – 17:00 p.m., allowing ample time for project

reports and discussion from the audience. The workshop topics and speakers will be:

“Promoting Reading Through Community Partnerships: a U.S.-Russian Reading Promotion Project”
John Y. Cole, Library of Congress, Washington, D.C., USA and Maria A. Vedenyapina, Open Society Institute, Moscow, Russian Federation

“What Shall I Read Next? Developing Tools for Reader Support”
J. Eric Davies, Library and Information Statistics Unit, Loughborough, UK

“Preliminary Findings: the International Reading Promotion Survey”
Briony Train, University of Sheffield, Sheffield, UK

LIBRARY-BASED LITERACY PROGRAMS: AN INTRODUCTION TO THE SECTION ON READING’S NEW SET OF PRACTICAL SUGGESTIONS.

“Library- Based Literacy Programs: Some Practical Suggestions” represents the culmination of a Section on Reading initiative that began in 1999 when the IFLA Professional Board turned the final report of the IFLA Literacy Working Group (1996-1999) over to the Section on Reading “for whatever action it deemed necessary.” In response the Section on Reading, then chaired by John Y. Cole, added the promotion of literacy by libraries to its agenda and to its strategic plan. The history of IFLA and literacy and the shaping of the Section on Reading’s current interest in the topic is documented both in the *IFLA Journal* (vol.27, no.2, 2000) and, since 1999, in the Section on Reading’s *Newsletter*. Both are available on IFLANET at <www.ifla.org/VII/s33/sr.htm>.

Many Section members have been involved in the development of “Library-Based Literacy Programs” during the past several years under the leadership of Section Secretary/Treasurers Adele Fasick and Gwenneth Evans. It is available on IFLANET at <www.ifla.org/VII/s33/project/literacy.htm> and the Section on Reading also plans to produce it in hard copy for distribution around the world. In the meantime, comments and suggestions for improvement are welcome. However they should reach Secretary/Treasurer Gwenneth Evans , <gwynnethevens@sympatico.ca>, not later than 31 October 2002.

RUSSIA – U.S. READING PROMOTION PROJECT -CONCLUDES FIRST PHASE WITH U.S. VISIT TO RUSSIA.

A pioneering international reading promotion project, launched at the 2000 IFLA conference in Jerusalem, completed its first phase on 20-30 June 2002 when a seven-person delegation of American reading promoters and librarians visited the Russian Federation. Developed through the efforts of former Section on Reading chairs Valeria D. Stelmakh of the Russian State Library and John Y. Cole of the Library of Congress, the project is supported by the Open Society Institute (Soros Foundation –Moscow). Its goal of stimulating focal points for reading promotion in Russian libraries was realized through the recently-announced creation of 22 “centers for reading” throughout Russia.

The visit began with an international conference, “Reading World and World of Reading” in St. Petersburg on 23 - 24 June attended by more than 100 Russian librarians, authors, journalists, and academics. It concluded with visits to libraries and cultural institutions in St. Petersburg, Moscow, and Vladimir.

The June 2002 visit to Russia was preceded by visits in April and October 2001 of Russian regional librarians to the Center for the Book in the Library of Congress and to libraries in the Washington, D.C. area. Tour highlights for the visitors included visits to state centers for the book in Virginia, Connecticut, and the District of Columbia, the New York Public Library, and the Queens Borough Public Library in New York City.

The conference sponsors, in addition to the Open Society Institute and the Center for the Book, were the

Russian National Library and the Nevsky Forum International Book Fair. Principal sessions were devoted to: Reading Promotion Programs in Russia; Reading Promotion Programs in the U.S.; Children's World of Reading; and International Book Promotion Ideas and Experience. More than 30 papers were presented. The paper that follows about the Section on Reading and its activities was presented by Alec Williams, the Section's official representative to the conference.

THE IFLA READING SECTION: LOOKING AHEAD

Alec Williams, Independent Trainer/Consultant, Member of the Reading Section

Formation of Reading Section

This presentation, as you see, is called 'looking forward', but first we need to look briefly backwards - because as always, our past determines our future^{1/4}

IFLA, as I guess many of you will know, is the International Federation of Library Associations and Institutions. It was formed in 1927, in Scotland, and is coming back to Scotland for its 75th Anniversary Conference in Glasgow this August. It has over 1600 members in over 140 countries; these members can be associations, institutions, international members, or personal affiliates - so you see, there is a way for any of *you* to be a member! IFLA has eight divisions, each of which may have short term 'Discussion Groups', longer term 'Round Tables', or more permanent 'Sections'.

The Reading Section, one of the newest sections, began as a Round Table on Reading Research (part of the Education and Research Division), in 1985 during a conference in Chicago, USA. Straight away you can see where one of our section's priorities - research - comes from, but as you'll hear, we are now about much more than research alone. The Round Table brought together individuals from many different parts of IFLA, and many different forms of librarianship, and this has always been one of our greatest strengths - not surprisingly, when you consider how much reading underlies every single library activity.

From the outset, there was strong representation from Eastern European countries in the Round Table, and it has benefited enormously from colleagues in the former Soviet Union, not least from Valeria Stelmakh, our Chair for several years. The Round Table introduced many Western and North American librarians, amongst others, to research from countries represented here today - including a highly successful 1991 workshop on children's reading in Moscow.

Children's reading is itself another strand of our work, not least because when we became a Section in 1997, it was through an amalgamation with the Round Table on Children's Literature Documentation Centres.

Reading research, then, and children's reading; still two of our priorities today. But in 1998, the Section began including a third, and very important part of its IFLA programming, literacy. This came about because of two Pre-Conference sessions on literacy and libraries, in 1989 and 1990. Then the United Nations declared 1990 to be International Literacy Year (stressing, incidentally, that literacy is the responsibility of *all*, not just of schools), and UNESCO produced 'Guidelines for Promoting Literacy' in 1993. Attention on literacy was gathering momentum, and although in 1994 it did not become one of IFLA's core programs, a working group was established. When it reported in 1999, literacy became one of the Reading Section's responsibilities.

But there is one further key element of our section's work. One of our seven goals in 1997 emphasised Reading Promotion, and one way to see how important that is to us is to attend our workshop on practical approaches to reading promotion in Glasgow this year!

Range of Reading Section Activities

So^{1/4} having looked at our past, what are the Section's activities now? Our research activities certainly

continue; last year's conference in Boston, for example, included a focus on reading research around the world, with speakers from the UK, Africa and Russia. In addition, we're conducting some research ourselves, in the form of an on-line questionnaire about the promotion of reading as a leisure activity in Public Libraries. We'd be very glad of your help with this; just look at the IFLA website (<www.ifla.org>), and follow the links to 'Reading Section: Projects' to answer a few simple questions - or contact section member Briony Train, whose address I can give you. No matter how small you feel your contribution is, it would be very valuable to us - and of course you can share in the results, when we circulate them later!

This touches on one of the other, 'non-research' areas in which the section is active; the sharing of good practice, and lessons learned around the world. Although we are technically within the 'Education and Research' Division, we are very interested in service issues that relate to reading, literacy and libraries. Literacy and libraries, some people have felt in the past, are not closely related; isn't literacy the concern of teachers, not librarians? John Cole, another influential Chair of the section, who is with us for this conference, has argued exactly the opposite - and I hope most of you here will agree with him. Literacy, when coupled with reading promotion, should be at the heart of what libraries do, through providing materials (especially for new adults), co-operating with literacy organisations, supporting family literacy for pre-school children, and encouraging the work of school libraries.

I frequently remind teachers in the UK that 'Lifelong Learning' begins not with schools, but with public libraries; with books of nursery rhymes, and simple picture books for children of only a few months old, as schemes like the UK's 'Bookstart' have proved so conclusively. Joining the library - especially if there is no lower age limit - is one of the first acts of citizenship anyone can make; that library card, with your name on, means you belong in the community of readers. In the long term, the best way to help literacy is to start here.

With this in mind, the Reading Section is presently working on Guidelines for library-based literacy programs, which offer some practical pointers to anyone working in or with a library service. The guidelines include information on target groups and their needs, characteristics of suitable materials, suggested agencies who could work with libraries, and useful information about sustaining and evaluating services. They also include an appendix about training for literacy workers. The guidelines will be published soon, and I recommend them to you.

You can see, I hope, that our section's activities are very wide in scope. You can read more about them in our publications, including our newsletter, conference papers, annual reports, and individual publications on reading habits, reading promotion, and so on. As before, these are all available through the IFLA website, or by postal request.

I said before that the section relates to many other aspects of IFLA's work, and therefore another part of our work (expanded particularly by Valeria Stelmakh in her time as Chair) is in co-operating with other bodies. We have collaborated with IFLA's sections on Library History and on National Libraries, and together with the Children's Libraries Section we co-sponsor the important 'Books for All' project, which supports public libraries in over fifty developing countries by providing reading material for children and young people. We also work with the International Reading Association (as a co-sponsor of International Literacy Day on 8 September each year), and are developing links with the International Board on Books for Young People (IBBY) and various UNESCO sections.

Current projects

You have heard about two of our current projects: the on-line questionnaire about promoting leisure reading in public libraries, and the new guidelines on library-based literacy programs. What else is the section involved with at present?

The 'Book Centers' project between Russia and the USA, one of the key elements of this conference, has been supported by the section, and we are following its progress with very great interest. We are presently translating a brochure about the section into all the IFLA official languages. We aim to be a clearing house for

information about literacy and reading activities, and about the organisations involved with them. We are also currently planning our contributions to the 2002 IFLA Conference in Glasgow: an 'Open Session' on national book and reading policies, with speakers from the UK, France and Senegal; and a Workshop on practical reading promotion, with speakers from the US, Russia, and the UK. Do try to join us there - we should be delighted to see you, and I can reassure you that to visit Scotland you do not *have* to wear a kilt!

The future

I hope you will agree that many of the activities I have already mentioned look to the future, but for the last part of this talk, let me 'look ahead', as my title suggests. And in doing so, let me draw on my own experience of libraries in the UK, to show how necessary the reading section's future work is.

The UK government designated 1998-1999 a 'National Year of Reading', and many innovative projects grew out of that - including, for example, schemes to help prisoners share stories with their visiting families and children. How much national reading policies help individual initiatives (and what happens when that support is withdrawn) is explored in our 2002 Conference session.

In my view, learning to read is not like riding a bicycle (once learnt, always remembered); it's much more like learning a musical instrument, and needs a certain amount of practice to keep it up. In the last three years, UK libraries have collaborated on a national 'Summer Reading Game', in which children read ten books, and are encouraged by small prizes along the way. This sort of activity is a highly cost-effective way of 'keeping literacy warm' through the six-week school holiday, and is an enormous support to schools; without it, children often return to school with lower reading ages, because of the long break. Many other library-based literacy projects will, I hope, be highlighted and supported when our section's guidelines are translated and published.

In 1998, the UK government introduced a 'literacy hour' into all primary schools - a concentrated period of literacy-related activities to boost children's reading levels. Although this has had some good results, there is real concern that the a crowded curriculum leaves little time for teachers' traditional activities like reading folk stories, or 'serialising' longer novels in the course of a week. We all need to remember the *enjoyment* that reading can bring, not just the 'mechanics' of reading, and the Reading Sections' support for events like World Book Day gives opportunities to celebrate the pleasure of reading.

There is also concern in my country about boys' lack of achievement in reading; I still visit schools myself to tell stories and perform poetry, and teachers are glad of the 'male role model' for boys that I provide (despite my age!). Many boys turn to computers easily, and although reading is still involved here, technology *is* having an impact on reading, in many ways. It's timely, then, that at the 2003 IFLA Conference in Berlin, the Reading Section will be running a session on 'The impact of the internet on reading'.

Finally, the on-line questionnaire I mentioned is just the start of a study of reader-centred service provision in public libraries which the section is launching, which echoes the marked growth in reading groups and author events for adults that has happened in the UK in the last five to ten years.

If your institution is a member of IFLA, or is planning to join, why not be part of the Reading Section, to keep you up to date with initiatives like these? Ask John Cole, Valeria Stelmakh or myself [I have a few of our brochures here] - or contact IFLA's Membership Manager, to find out more! The new Chair of the Reading Section is Catharina Stenberg, who lectures at the Swedish School of Librarianship and Information Science, and our new Secretary/Treasurer is Gwynneth Evans, formerly of the National Library of Canada. I'm certain that they will continue to 'look forward'; to help the section grow; and to keep new members like me in order! After all, there is nothing more important to library work than reading.

There is a saying in my country - perhaps in yours, too - about the way in which your diet influences your health: "You are what you eat". I would suggest to you that in terms of your mind: "You are what you read". The reason I think as I do $\frac{1}{4}$ *is reading*. The reason I know what I know $\frac{1}{4}$ *is reading*. The reason I am here today $\frac{1}{4}$ *is reading*. Let's celebrate the doors that reading unlocks, for children; the ideas with which it

sparkles, for young learning adults; the history it treasures for every generation; and the horizons it raises for so many people. IFLA's Reading Section wants to help libraries - to help all of you - to do all those things. Help us in return: keep in touch with us; use us for help and advice; join us.

Thank you for listening.

INTERNATIONAL READING SURVEY: PRESENTATION OF FINDINGS

Briony Train, Member, IFLA Reading Section Standing Committee

July 2002

The International Reading Survey was an international scoping survey of reader-centred service provision in public libraries. It was never intended as a widescale attempt to map provision in all countries, but instead as a short-term piece of research, the aim of which was:

‘To provide a representative international overview of the extent to which public libraries provide a reader-centred service, in order to inform future service provision.’ (from the original project proposal to IFLA Reading Section, August 2001)

CONCLUSIONS

Reading policies

Although not all respondents' organisations had devised a specific reading policy, many included the promotion of reading within the overall service strategy or library plans. These were felt both to provide a timescale for future developments and to increase the status of reading within and beyond the organisation. As a librarian from the Czech Republic reported:

‘Written strategy together with some statistical data could be [a] good demonstration of the utility and usefulness of the library activities. This is very hard to show^{1/4}because such public services have no direct – and from the view of contemporary society [this is] the most important – financial effect.’

A respondent from the United Kingdom explained that such a strategy could also support the overall promotion of the reading activities of the library service:

‘Our strategy has enabled us to prove that we can now make events work and we have a core audience from readers' groups which gives the staff confidence to promote elsewhere.’ (UK)

Partnerships

Respondents participated in a wide range of partnerships that had either been developed specifically in order to promote reading or that had previously existed. Most communicated regularly with other libraries, but many examples were given to describe ways in which other agencies had become involved in the work of the local library service, both for young people and adults and for educational and recreational purposes.

It was felt that in many cases partnerships led to more effective service delivery and higher quality promotional activities:

‘The library is able to offer services or collections to the community that it would otherwise find a challenge to offer or not have at all.’ (Canada)

Reading activities

Almost all respondents organised specific activities via which to promote reading for pleasure, both for adults and young people, and almost all thought that these activities were of value to their recipients. Considerable

evidence of this value was provided, both quantitative (stock circulation, membership and attendance figures) and qualitative (readers' feedback, anecdotal evidence, qualitative questionnaires).

Internal evaluation of reading activities was also being conducted in many cases, and findings were being disseminated to colleagues, senior managers and the general public, although the latter process was tentative.

It is clear that reading activities and their promotion are felt to be very closely connected to all library activity. As one librarian commented: 'Even [though] the library services have been enlarged so much recently, the main object of library activities – reading – is kept, and my opinion is it will be kept, side-by-side modern technologies' (Czech Republic)

Staff skills and training needs

There was a considerable depth of response to the questions concerning the staff skills required to promote reading for pleasure to readers and non-readers. Librarians who focused their responses on children and young people were concerned that promotional skills were crucial, and those who considered both children and adults often described a different approach for each age group. As a Bulgarian respondent suggested:

'I think we have to search for a new meaning of 'reading', maybe trying to discover what 'reading' means for children and young people¼I am convinced that young people discover the pleasure of reading by the intermediary of the computers and adults discover computers by the intermediary of reading¼we have to think about differences between habits of reading for different ages¼' (Bulgaria)

A particularly thorough response was provided by a respondent from Belarus, who listed many skills that she felt were required of all library staff in order to effectively promote reading to both the current reader and the non-reader:

- 'General knowledge on science and its application
- information culture, communication culture
- professional ethics
- being good at service promotion and search of documents using modern technologies
- taking into consideration information needs of users and their social and psychological distinctions
- constant self-education and acquiring new knowledge and skills
- possessing personal characteristics needed for social and library work
- possessing special professional skills (functional)
- direct contact with users through communication
- involvement of users in library events and displays.'

Although the International Reading Survey was small in scale, it revealed a large amount of interesting data from eighteen different countries, pertaining to reading policies, partnerships, promotional activities and staff skills and training. Activity to promote reading for pleasure is wide-ranging and far-reaching.

All of the above data are a valuable indicator of the international status of the promotion of reading for pleasure, and could be used as a critical starting point for future research.

SECTION ON READING - STRATEGIC PLAN FOR 2002-2003

Mission: To assist IFLA in effectively fulfilling one of its key professional priorities: promoting literacy, reading, and lifelong learning.

Priority 1: To help libraries worldwide develop projects and programs that encourage and support literacy, reading, and lifelong learning.

Action 1. To complete and distribute the brochure "Library-Based Literacy Programs: Some Practical Pointers," and to translate it into all of IFLA's official languages.

Action 2. To complete, share the results, and possibly expand to other countries the "Book Centers" Reading Promotion Project launched in 2001 with Russian and U.S. reading promoters with the support of the Open Society Institute.

Action 3. To continue to cosponsor the IFLA-UNESCO "Books for All" library development project.

Action 4. To serve, through IFLANET and with links to other Web sites, as a clearinghouse for information about literacy and reading promotion projects and events and about the organizational sponsors of these projects and events.

Priority 2: Through meetings, discussion, publications, and the widespread dissemination of information, encourage a better understanding of reading, literacy, and book culture in specific cultural milieus.

Action 1. To cooperate with other national and international cultural, library, and reading organizations in sponsoring appropriate events, e.g. with the International Reading Association and the International Literacy Network to mark International Literacy Day (8 Sept.), with UNESCO to mark World Book and Copyright Day (23 April), and with the International Book Committee, a UNESCO advisory body, to honor specific achievements in the worlds of literacy and reading development.

Action 2. To plan two events at the 2002 IFLA conference in Glasgow: an open session on a program on "National Book and Reading Policies" and a workshop on reading promotion activities and projects in different countries.

Action 3. To publish, in collaboration with the Center for the Book in the Library of Congress, two books based on conferences sponsored in part by the Section on Reading: the proceedings of the June 1998 international conference, "Libraries, Reading, and the Cold War, held in Paris in cooperation with the IFLA Round Table on Library History, and a selection of papers from the October 2000 conference at the Library of Congress on the historical development of national libraries.

Action 4. To plan an open session at the 2003 IFLA conference in Berlin on "The Impact of the Internet on Reading."

Priority 3: To monitor, promote, and disseminate research and research results about reading, readers, reading promotion, literacy, and library services to readers.

Action 1. To launch a survey of reader-centered service provision in public libraries.

Action 2. Continue and strengthen the "Reports on Current Research" column in the Section on Reading *Newsletter*.

Action 3. Add the papers presented at the Reading Section's open session at the 2001 annual conference in Boston to the Section on Reading's portion of IFLANET.

Priority 4: To increase membership on the Standing Committee and in the Section on Reading.

Action 1. Complete and publish translations of the Section's membership brochure into all official IFLA languages.

Action 2. Increase the Section's visibility by cooperating more actively with organizations outside IFLA and with IFLA units that have similar interests.

Action 3. Systematically publicize the Section's activities and encourage more IFLA institutional members to join the Section on Reading.

PAN-AFRICAN CONFERENCE ON READING ANNOUNCED.

The third Pan-African Conference on Reading, "Reading for All - A Pan-African Voice for Literacy," will take place 18-22 August 2003, in Kampala, Uganda. The Reading Association of Uganda, in coordination with the International Development in Africa Committee, the Uganda Ministry of Education and Sports, and UNESCO, are planning the conference around three major themes: Crossing Linguistic Barriers; Cultural Differences in Reading; and Reading and Social Change.

The call for papers and conference brochure are available in PDF format. For further information about the conference, please contact: Third Pan-African Conference on Reading for All, P.O. Box 25412, Kampala, Uganda, telephone/fax: 256-41-235-264, e-mail: <nabotu@ infocom.co.ug>.

NEW BOOK ABOUT LIBRARIES AND READING IN THE COLD WAR PUBLISHED.

Books, Libraries, Reading, and Publishing in the Cold War, a 298-page book of essays, was recently published by the Center for the Book in the Library of Congress. The volume contains 20 scholarly papers presented by library historians at an international conference in Paris on 11-12 June 1998. The book is dedicated to Pamela Spence Richards (1941-1999) of Rutgers University an energetic historian and who, with Marie-Noelle Fachon, organized the 1998 conference on which this volume is based. The conference was organized under the auspices of the IFLA Library History Round Table, chaired by Pamela Spence Richards; École nationale supérieure des sciences d'information et des bibliothèques (ENSSIB); and the Villeurbanne Centre de Formation aux Carrières de Bibliothèques (Médiadix), with assistance from the IFLA Section on Reading.

Former IFLA Section on Reading chair Valeria D. Stelmakh made two contributions to the new book: a tribute to Pamela Spence Richards and an essay, "Reading in the Context of Censorship in the Soviet Union." Another contribution of special interest is from Donald G. Davis, Jr., the current chair of the IFLA Library History Round Table: "'With Malice Towards None:' IFLA and the Cold War."

Books, Reading, Libraries, and Publishing in the Cold War is available for \$25 from Oak Knoll Press, 310 Delaware Street, New Castle, Delaware 19720, USA; telephone (302) 328-7232; toll free (800) 996-2556; fax (302) 328-7274. The book may be ordered online at: <www.oakknoll.com/pressrel.coldwar.html>.

E-MAIL ADDRESSES FOR STANDING COMMITTEE MEMBERS AND PROJECT PARTICIPANTS

Rustem Aygistov, Russia: chamber@aha.ru

Alice Buglogosi, Kenya : uonjkm1@healthnet.or.ke

John Y. Cole, USA: jcole@loc.gov

Gwynneth Evans, Canada: gwynneth.evans@sympatico.ca

Adele M Fasick, USA: amfasick@earthlink.net

Shirley Fitzgibbons, USA: fitzgibb@indiana.edu

Ivar Haug, Norway: ivar@vf.fylkesbibl.no

Jan Martine, France: mjan@cg77.fr

Gertrude Mulindwa, Uganda : kayaga@hotmail.com

Thomas Quigley, Canada: thomqui@vcu.bc.ca

Valeria Stelmakh, Russia : stelmakh@rsl.ru

Catharina Stenberg, Sweden: catharina.stenberg@hb.se

Shirley Tastad, USA: stastad@gsu.edu

Briony Train, UK: briony.train@hotmail.com

Carmen Gómez Valera, Spain: bibloplain@utrnet.es

Maria Vedenyapina, Russia : mvedenyapina@osi.ru

Maureen White, USA: white@cl.uh.edu

Alec Williams, UK: alecw@lineone.net

FOR FURTHER INFORMATION, CONTACT:

IFLA Headquarters
P.O.B. 95312
2509 CH The Hague, Netherlands
tel: +(31)(70)3140884
fax: +(31)(70)3834827

IFLA SECTION ON READING OFFICERS

Chair:

Catharina Stenberg, Chair
Swedish School of Library and Inf. Science
Allégatan 1, POB 874
S-501 15 BORAS
Sweden
e-mail: catharina.stenberg@hb.se

Secretary-Treasurer:

Gwynneth Evans
National Library of Canada
395 Wellington Street
OTTAWA, Ontario K1A ON4
Canada
tel: 613-995-3904 / fax: 613-947-2916
e-mail: gwynnethevens@sympatico.ca

Visit the Section on IFLANET at: www.ifla.org/VII/s33/sr.htm