

Объединение и совместное использование электронных ресурсов в США в контексте движения публичных библиотек

Cooperating and Sharing of Electronic Resources in the U.S. in the Context of the Public Library Movement

Об'єднання та спільне використання електронних ресурсів у США в контексті руху публічних бібліотек

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*Журнал «The U*N*A*B*A*S*H*E*D Librarian», Маунт Киско, штат Нью-Йорк, США*

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Причина, по которой американские библиотеки – научные, публичные и даже специальные – так щедро делятся друг с другом своими ресурсами, электронными и прочими, заключается в принципах, лежащих в основании философии, определяющей развитие публичных библиотек США начиная с середины 19 века и вплоть до настоящего времени. Принятая в США практика и ее основополагающая философия могут служить моделью продвижения более глубокого объединения и взаимного использования электронных ресурсов в Российской Федерации и в других странах СНГ.

The reason the U.S. libraries--academic, public, and even special--share electronic and other resources so generously is because of the principles originally embodied in the philosophy that guided the development of public libraries in the U.S. in the mid-19th century, and ever since. The U.S. practices and underlying philosophy could serve as a model for promoting greater sharing of electronic resources in the Russian Federation and elsewhere in the CIS.

Причина, за якою американські бібліотеки – наукові, публічні та навіть спеціальні – так щедро діляться одна з одною своїми ресурсами (електронними та іншими) полягає у принципах, що лежать в основі філософії, що визначає розвиток публічних бібліотек США, починаючи із середини 19 століття і аж до цього часу. Прийнята в США практика та її базова філософія можуть слугувати моделлю просування більш глибокого об'єднання та взаємного використання електронних ресурсів у Російській Федерації та в інших країнах СНД.

Объединение и совместное использование электронных ресурсов в США в контексте движения публичных библиотек.

Summary Statement

It is my thesis that the use of the Internet as a tool for freely promoting learning by U.S. libraries for their own and for all other information seekers is rooted in the goals of public library development in the U.S. in the mid-19th century.

The 21st century sharing of electronic and other resources by U.S. academic and public libraries is rooted in the ideology that drove the movement to create a free public library in every community as a way to advance learning for everyone in the mid-19th century in the New England region and elsewhere. The key concepts, *free* and *to advance learning*, underlie today's philosophy of sharing resources among libraries to better achieve the individual educational goals of each academic and public institution. Sharing based on open access for everyone to libraries' digital collections and other digital offerings is enabled by the Internet. Simply, the Internet has made the publication and dissemination of information by libraries and the acquisition of knowledge by library users everywhere an unprecedented, extraordinary, robust, and democratic enterprise in the 21st century.

The Public Library Movement in the Mid-19th Century

To quote from some of the formative laws enacted in New Hampshire and Massachusetts¹:

Section 1. ...the city council of any city in this State, may raise and appropriate money to procure books, maps, charts, periodicals, and other publications, for the establishment and perpetual maintenance within the limits of such town or city of a public library... [«**New Hampshire Act of 1849: An act providing for the establishment of public libraries.**»]

This is the enabling legislation that permits every municipal entity in the state to form a public library. Section 2 goes on to assert the key phrase that defined the public library as a free institution open to all.

Section 2. Every public library established under the provisions of this act, shall be opened to the free use of every inhabitant of the town or city where the same exists, for the general diffusion of intelligence among all classes of the community...

The key phrase, «...the *free use*...» has been the foundation for free public library service ever since. It underlies the notion that all inhabitants—regardless of their economic status, physical condition, etc.—will be served by the public library *free* of charge. And the point of such ‘free use’ is «...the general *diffusion of intelligence* among all classes of the community.» This latter point is an explicit statement of the democratic goal of extending knowledge to everyone in the community.

The notion of making resources freely and openly available to promote learning by the library’s constituent user community has been manifested by the openness and sharing of collections and resources by academic and research libraries, not just public libraries. Academic and research libraries may limit on-site access to only members of their respective institutions (faculty, staff, students), but virtually *all* of them make their physical collections accessible to non-members via interlibrary loan. (Such loans usually are initiated by the requestors’ library—be it public, academic, or other.)

Efforts in Massachusetts, similar to those in New Hampshire, enabled the establishment and funding of public libraries in each town and city. Massachusetts was more specific in the way it defined the functions of the library:

Massachusetts Act of 1851. An Act to authorize Cities and Towns to establish and maintain Public Libraries.

Proposed Massachusetts Law (*House Document No. 124*)

To authorize, encourage, and ensure the formation, increase and perpetuation of Public Libraries, in the several cities and towns of this Commonwealth for the use and benefit of all their respective inhabitants.

WHEREAS, A universal diffusion of knowledge among the people must be highly conducive to the preservation of their freedom, a greater equalization of their social advantages, their industrial success, and their physical, intellectual and moral advancement and elevation; and

WHEREAS, It is requisite to such a diffusion of knowledge, that while sufficient means of a good early education shall be furnished to all the children in the Common Schools, [that] ample and increasing sources of useful and interesting information should be provided for the whole people in the subsequent and much more capable and valuable periods of life; [we see here the introduction of the public library as an institution created to support lifelong learning] and

WHEREAS, There is no way in which this can be done so effectually, conveniently and economically as by the formation, increase and perpetuation of Public Libraries, in the several cities and towns of this Commonwealth, for the use and benefit of all their respective inhabitants:—

¹ Jesse H. Shera, *Foundations of the Public Library, the Origins of the Public Library Movement in New England, 1629-1855*, Shoe String Press, 1965, quoted from the insert between pages 192 and 193, and pages 195-196.

Rooted in the idea held by Thomas Jefferson, the third U.S. president, is the idea that an informed electorate is essential for the well-functioning of the democracy. We see that the public library is to fulfill that responsibility, i.e. informing the electorate, but it also is to provide «increasing sources of useful and interesting information [which] should be provided for the whole people in the subsequent and much more capable and valuable periods of life». All of the aforementioned are the basis for the application of such phrases to public libraries as «arsenals of democracy» and «the people's university».

To conclude with a contemporary formulation, the public libraries established the value that public libraries are to meet the educational, cultural, research, and informational needs of everyone by providing access to all of their collections regardless of format (online, electronic, print, etc.) and most importantly, free of charge. These are the 21st century fruits of 19th century public library development.

Translating the 19th Century Public Library Movement into 21st Century Interlibrary Cooperation in the U.S.

Print-based Library Resources

It is my thesis that twentieth and twenty-first century interlibrary loan—a fundamental form of cooperation in which virtually all U.S. libraries participate—is rooted in the public library goal of meeting the educational and research needs of the given library's constituent users. Whether the need originates with a researcher at the Library of Congress or a lifelong learner of any age at the Bedford Hills (NY) Free Library:

- (1) Interlibrary loan recognizes that no library however large or small its collections contains all of the resources needed by its users.
- (2) Interlibrary loan is a formalized process with American Library Association-based (and regionally and locally modified) protocols that provide the mechanism for libraries to be able to draw upon the individual collections of all U.S. libraries
- (3) Interlibrary loan embodies the value shared by U.S. educational institutions of educating and informing a given library's constituents—regardless of type of library and originating in the Jeffersonian and the aforementioned public library ideals.
- (4) OCLC through its WorldCat database provides a mechanism that links the holdings of 71,000 libraries in 112 countries.² Most libraries in the U.S. of any significant size can initiate interlibrary loans to virtually all participating U.S. libraries through OCLC's interlibrary loan services.³

Typically, libraries, either through formal consortia or informal partnerships, seek fulfillment of their ILL needs from among their partner libraries. They only look to «outsider» libraries when the title is not available from among their partners. OCLC's ILL functions facilitate such relations and the creation of specific ILL patterns.

- (5) Such interlibrary loan activity applies to print materials—typically monographs and serials.

² OCLC *WorldCat Facts and Statistics*, 2009, <http://www.oclc.org/worldcat/statistics/default.htm>.

³ It must be noted that there are specific limitations and loan policies that individual libraries have established. For example, unless the loan request originates with one of Columbia's interlibrary loan partners, Columbia charges a fee to search for the given item—irrespective of whether the request is filled. The need for such a fee arose because of the increasing cost to search and fill specific requests. Typically there are a variety of sources that hold a given title. Columbia's fee is a way of encouraging libraries to seek the item from libraries for which the fulfillment process is less expensive. Restrictions vary from library to library, but restrictions notwithstanding, each library will loan materials via ILL.

What has succeeded so extraordinarily through interlibrary loan in the U.S. is that the resources of the nation's library collections—especially as fostered by WorldCat—are available to the local user of virtually any given library in the U.S.

If one considers the question, «why should libraries open their collections to people who are not members of their user community and who pay nothing toward the support of these libraries?»

- (1) We appeal to and provide service by the educational goal that originated with the public library movement that is shared by virtually all U.S. libraries; and
- (2) The full awareness—simultaneously self-serving and altruistic—that by making a given library's collection accessible to all, the library gains for its users access to the collected resources of all of the nation's libraries at a minimal cost and the small inconvenience of loaning a miniscule fraction of its collection to users at the other libraries.

Digital & Electronic Resource Sharing

This paper originated from a suggestion that grew out of a conversation between Yakov Shrayberg,⁴ and this author⁵. In his keynote address at a 2009 conference, *Open Access and Libraries*, Dr. Shrayberg gave several examples of Russian and other CIS libraries that had created digital collections. He went on to indicate that many of these libraries restricted access to these digital collections to only members of their respective communities.⁶

U.S. libraries of every type and size⁷ make their digital collections freely available to the world via the libraries' Internet-based websites.⁸

This last portion of the paper will give some examples of the extraordinary variability and value of digital collections from a sampling of a few U.S. libraries.⁹ The reader is urged to visit these (and other) sites to genuinely appreciate just how vital, rich, and diverse these locally created and universally and openly accessible digital collections are. Perhaps the U.S. example can influence and stimulate more open access practices of Russian and other CIS libraries.

The examples begin with some great research libraries:

The Library of Congress [<http://www.loc.gov/index.htm> – provides access to everyone everywhere the incredible digitized collections of LC, the de facto U.S. national library],

Columbia University Libraries [<http://www.columbia.edu/cu/lweb/digital/collections/index.html> – the powerful and vast array of Columbia University Libraries' *Digital Collections*],

⁴ Dr. Professor Yakov Shrayberg is the General Director of the Russian National Public Library for Science and Technology. He is also the head of the IT and Digital Libraries Department at the Moscow State University of Culture and Arts. Dr. Shrayberg is the President of the International Association of Information Technologies and Digital Libraries Users and Developers (Association ELNIT), the President of the International Library Information and Analytical Center (ILIAC), and the Editor-in-Chief of the monthly Russian journal *Scientific and Technical Libraries*. He is Chair of the annual international conferences «Crimea» and «LIBCOM», member of ISKO and the Russian Committee of the UNESCO Program «Information for all».

⁵ The conversation took place at an international conference, *Open Access and Libraries*, sponsored by ILIAC, Harriman Institute-Columbia University Libraries, and *The U*N*A*B*A*S*H*E*D Librarian*, 17 March 2009.

⁶ It is important to note here that proprietary databases which are contractually obtained by U.S. libraries have strict accessibility limitations that are specified in the contract with each database publisher. We are discussing here only those digital collections created by the library--not the proprietary ones for which they contract.

⁷ The general exception is for corporate proprietary digital files that are restricted to in-company use because of their profit-loss related value, i.e. competitors would benefit by access to those digitized collections.

⁸ Of course all of the digital library collections found on the Internet are freely available. One cannot know much about what digital collections are not freely accessible to everyone. Clearly, and based on the sites analyzed, the range and variety of digital collections openly accessible to all seem to indicate that libraries have few, if any, proprietary restrictions on access to and use of their digitized resources.

⁹ In the formal presentation, slides and explanations will be given for all of the digital collections cited by URL in this section.

University of California, Berkeley [<http://bancroft.berkeley.edu/FSM/> – is an example of an extraordinary digital archive created at Berkeley and then published on the web for people everywhere to use and enjoy. Although it is most significant, it is one of many archives created at Berkeley that are accessible to all.],

The New York Public Library [<http://nypl.org/digital/index.cfm> – one of the world's great research and public libraries has created numerous digital collections all freely accessible to all Internet users],

Northwestern University Library

[<http://digital.library.northwestern.edu/xsearch/select?version=2.2&start=0&rows=20&indent=on&wt=xslt&tr=list.xsl&q=asdfgh> – Northwestern's Digitized Collections are of widely different types; they reflect the interests and needs of the Northwestern community, but which are of great interest and value to researchers everywhere.]

Duke University Libraries [<http://library.duke.edu/digitalcollections/> – The Duke Digital Collections are most impressive in their depth and diversity. For example, included under the heading, *Art, Literature, and Music*, are such digital collections as *American Song Sheets* and *Duke Papyrus* (images and explanatory descriptions of Duke's collection of nearly 1400 papyri from ancient Egypt)

and continue with significantly smaller academic and public libraries as:

California State University – Long Beach Library

[http://www.csulb.edu/library/subj/Paper_Topics/hottopics/index.html – *Paper Topics* is an invaluable resource for students—anywhere—who have to write a paper. Listed are a multitude of links, tools, and suggestions on how to select a topic and what topic to select. I found a link to this site from a page on another college's website—as good a proof as any that good resources are freely shared. Especially valuable study guides and other practical information created by one library can be found as links on many other library sites.]

Macalester College [<http://www.macalester.edu/library/digital.html> – The Cooperating Libraries In Consortium, (CLIC) is a non-profit federation of the libraries of eight private colleges and universities in Saint Paul and Minneapolis, Minnesota. The members of this consortium have chosen to make a variety of unique collections more readily available in digitally searchable and accessible versions. The collections you find here are widely varied and continually growing, and include audio, visual, and textual resources.]

Kenyon College Library [<http://lbis.kenyon.edu/node/1294#online> – this is an example of a library that did not create its own digital collections. The library staff instead created *Internet Resources for Teaching History (TAH)*, a compilation of digital collections from sources as varied as The Library of Congress; the [Toolbox Library](#) (a resource found on the website of the National Humanities Library), which contains several primary source collections in American History. In addition to the primary sources themselves, the Toolbox Library contains timelines, framing questions, [rubrics](#), and other tools to help teachers successfully integrate these sources into the classroom; and it contains a variety of other sources; and a variety of other sites that are supportive of the teaching of American history.

Westchester (NY) Library System [<http://www.westchesterlibraries.org/node/7> – headed *Online Resources*, WLS provides locally produced digital collections and services such as *Directory of Immigrant Services* (helps new and not-so-new Westchester County residents search for agencies in Westchester that offer a variety of immigrant services), *Education Search* (helps the user explore over 45 graduate, undergraduate and vocational schools in Westchester County offering over 300 subjects); it separately created *Recursos en Español*, which includes a variety of Spanish-language services: a Spanish-language catalog ([El Catalogo en Español](#)), a virtual Spanish library (*La Biblioteca Virtual*), and more.]

Ferguson Library (Stamford CT)

[http://www.fergusonlibrary.org/research/electronic_resources/commercial_databases.html – on its *Electronic Resources at the Ferguson Library* page, one finds under the header *Quick Reference*, «Librarians Web Index», the IMLS-funded and State Library of California-maintained *Librarians' Internet*

Index—Websites You Can Trust, <http://lii.org/>, a great tool to which Ferguson Library and a myriad of other public libraries link. The libraries did not create it, but by linking to it they are providing access to it for everyone. Of course, anyone is free to go directly to the openly accessible website of *Librarians' Internet Index*.

The digital collections and links they provide to digital collections by the libraries cited above are an infinitesimally small sampling of the digital information freely offered to the world by U.S. libraries. The reader is urged to sample any number of university, college, and public library websites to find widely varying digital collections that are *openly accessible* to one and all via the Internet; in other words, they are free for one and all to use and to promote their respective informational pursuits.

To place these shared print and digital collections in the context of the public library movement's emphasis on education for all is essential for an understanding of why interlibrary loan and web-based digital collections are mechanisms that make locally owned or produced resources and openly accessible to everyone.

In the case of digital collections, «everyone» means everyone in the world with a web browser that can access U.S. websites.

As Jefferson wanted the citizens to be well-informed and thus positioned to play a more informed role in their democracy, the libraries of the United States through their sharing of locally owned and developed resources *freely* offer these extraordinary print collections to every American, and their digital collections to everyone anywhere with a web browser with access to U.S. websites.

And it all started with the public library movement in the middle of the 19th century in the U.S. As stated earlier in the New Hampshire 1849 law:

Every public library established under the provisions of this act, shall be opened to the free use of every inhabitant of the town or city where the same exists, for the general diffusion of intelligence among all classes of the community...;

and, as stated in the Massachusetts Act of 1851:

WHEREAS, A universal diffusion of knowledge among the people must be highly conducive to the preservation of their freedom, a greater equalization of their social advantages, their industrial success, and their physical, intellectual and moral advancement and elevation;

The Massachusetts law is a fine statement that helped permanently define the mission of U.S. libraries of all types. It contributes to an understanding of why resources are so commonly and freely shared among all U.S. libraries.¹⁰

It has worked in the U.S. because it is a function of philosophy and not the size of the library's budget or local costs. It also must be noted that publicly and collectively sharing resources tends to eliminate unnecessary duplication of efforts and redundant expenditure of resources, a practical and cost-saving outcome of cooperation..

My wish is for all libraries to share their resources freely and to make them openly accessible to everyone. By contributing their share to the whole, the whole becomes far more valuable and greater than its constituent parts. By contributing to a common resource, each library freely receives in return access to the labors and offerings of all libraries. What could be better?

¹⁰ An examination of the specific mechanisms established over the last 150-plus years that enabled resource sharing and the specific protocols that evolved and have been adopted are outside the scope of this paper.