

Summary



Music Libraries in the Age of the Digital Revolution – Challenges and Perspectives / Public Music Libraries Losing Support / Social Alliance for Musical Education Needed (Verena Funtenberger)

(pp. 164 – 169)

The changes taking place in the digital world and their effects on libraries also applies to music libraries, where, in fact, these effects even seem to be magnified. New and attractive facilities like the ones in Stuttgart, Nuremberg, or, most recently, in Detmold, cannot disguise the fact that this branch of librarianship is facing huge challenges. As elsewhere, the lending statistics for physical media are declining. New schemes are needed, new paths must be found and taken.

Music libraries have long since entered the digital age. They collect and catalog not only sheet music, music books and sound recordings; they have already digitalized their holdings and are providing their users with access to digital libraries and in-house repositories of electronic resources and other services. These are either free-of-charge on the Internet or under license, e.g. accessible through a library network with a personalized log-in. The most comprehensive digital collections are to be found in scholarly libraries, which been united in the online Virtual Special Library of Musicology (www.vifamu.sik.de).

Like most other library users today, music lovers also want to have their materials and information in electronic format and accessible from anywhere at any time – on a PC, tablet, or smartphone. Up to now public libraries have been able to fulfill these expectations only to a certain degree. The legal framework for lending e-books is not yet resolved and publishers are not obligated to offer libraries licensed editions.

At the End of the Sociological Food Chain / Reading Promotion for Adolescents in Public Libraries – a Problem Outline (Robert Elstner)

(pp. 194 – 197)

With regard to reading promotion for adolescents the following paths and convictions have established themselves in Germany and can be taken as the basis for reading promotion programs:

Democratic and individualized book selection. Reading should be fun and reading materials should appeal to the reader's own interests. In particular, the preferences of girls and boys are often different. In school classrooms it would be good to deal with as many different texts as possible at the same time. Librarians know the current book market and readers' preferences on the basis of their lending records. Subsequently, they also know which books could inspire readers in classroom lessons and create a conducive atmosphere in which all further efforts can thrive.

Literature is largely closed to verification by even the most ambitious facilitator. The closer we try to get to its hidden features, the further away the target group gets. Two of the features of youth culture are the provocative and the subversive. Soon there may even be a real parallel world: on the one hand, there is what is actually being read and praised, whether on the internet or on open mic stages. On the other hand, there is the literature that adults have decided is good and purchase as gifts. Anyone who really believes that boys don't read any more, needs to attend a poetry slam. This is exactly what Stefanie Jentgens did before developing the »book slam« method that is being practiced successfully today in libraries throughout Germany and even being used in the classroom.

Embedded Librarianship / Integrating Scientific and Information Competency in Writing Courses – A Program from the U.S.A. (Heidi Madden, Ann Marie Rasmussen)

(pp. 202 – 205)

In the American strategy called »embedded librarianship« library collections and courses on information competency are put into operation directly where they are needed. This creates the opportunity for stable partnerships between librarians and instructors in research and teaching as well as a network with the public. This article describes one exemplary case of cooperation. The authors have documented their efforts to find practicable and sustainable methods for integrating various concepts of information competency in a first-year writing course at college.

The Association of College & Research Libraries (ACRL), a division of the American Library Association (ALA) regards the field of information competency as a special branch of librarianship. The so-called »Framework for Information Literacy for Higher Education« defines six general concepts that form a solid basis for developing competency in writing, in skills of academic research, and in the use of information technology. These include, for example, the reliability of the background and context of a work, i.e. the integrity of an information resource. Students learn that a decision about the reliability of information depends upon where it comes from (e.g. its source), which information is needed, and in which context it is being used. Students are encouraged to apply a reasonable amount of skepticism during their evaluation of the reliability of information resources and to keep an open mind regarding new perspectives, deviating opinions, and alternative schools of thought.

Translated by Martha Baker