The main feature of this issue of Multimedia Information & Technology is Linda Berube's article on the digital divide. Linda considers not only what is meant by the digital divide but also what role libraries should play in the information society.

TOCRoSS is a Jisc-funded project to develop an RSS news feed service which will automatically transfer publisher and e-journal information directly into library catalogues. Gillian Crawford reports on progress.

Michelle Hiller-Forster contributes a case study on e-learning in the Post-Compulsory Education and Training Programme at Coleg Glan Hafren in Cardiff. This porject was particularly concerned with improving research skills, citation skills, academic writing skills and target-setting.

Olwen Terris introduces the AHRC three-year project to establish an international online database of Shakespeare on film, television and radio (below right). This will run to at least 4000 titles embracing conventional performances, parodies, plot borrowings, significant allusions, documentaries, news broadcasts and online media. Videotaped recordings of stage performances accessible to researchers will also be recorded.

The Grabster product review from Ken Cheetham investigates a painless way of converting VHS tapes to DVD, and the Technology column from Jane Rowlands covers virtual trainning environments, wireless audio tours from Antenna, mounts for multimedia projectors and new equipment.

Claude Friese-Greene's UK travelogues are the main interest in the film releases, and book reviews cover Pedley's Digital Copyright, Miller and Pellen's Internet Reference Support for Distance Learners and Fitzgerald on Cyberlaw.

Highlighted news items include an underground e-campus, an anatomical database, the Coventry Transport Museum and TechXtra.

Credits: Images used in this issue are by kind permission of Dreamstime, Meg 380 for the cover girl, Dennis Cox and Sophieso for Shakespeare and The Comedy of Errors, Scott Maxwell for Alas Poor Yorick, Lanc Bellers for the Globe Theatre, and the BFI

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New Anatomical Database

Ovid Technologies has announced a new partnership with Primal Pictures, creator of a 3D model of human anatomy, to provide access to three-dimensional interactive human anatomy animation, including video, through its Ovid Web Gateway search and discovery platform. Available now on Ovid, the product also includes a study guide and sample test questions for students.

Primal Pictures on Ovid includes 21 interactive learning modules which focus on anatomical, surgical, sports medicine and other aspects of one or more areas of the human body, including the head and neck, spine, hip, pelvis, hand, knee and shoulder.

Three-dimensional computer models and animations are used to show structural relationships, functions, and also biomechanics. Modules are available in English, German and French. There is also some additional material which can be used to supplement the information drawn from the animations. This includes assessment and treatment videos, MRI images, pathology slides, and textual descriptions by specialists in their fields. More modules will be added to the Ovid Web Gateway later this year.

Users will be able to search all Primal Pictures content simultaneously across all modules on Ovid.

An expert team of writers, anatomical specialists and graphic artists have combined to ensure accuracy in the detailed images. The system can be customised, and is of value to academics, medical professionals and students – in fact anyone with a need for speedy access to accurate information in the discipline. The content of over 1200 journals, 160 books and 300 databases can be accessed quickly by the software. Sample images can be seen at http://www.anatomy.tv and Wolters Kluwer, the parent company, have a website at http://www.wolterskluwer.com. Primal Pictures are at http://primalpictures.com

Lancaster's Underpass e-Campus

Warrington-based AV specialists, Tiger AV, recently completed the installation of a pioneering interactive art display, triggered by passing traffic, at Lancaster University.

The e-Campus project is a bid to improve communications across the busy campus, and is used to display digital media content and interactive applications, for viewing by people using the underpass.

Jennifer Sheridan, Lancaster University Project Manager for the e-Campus Underpass project, emphasised that the ultimate aim of the new development was to improve communications for staff and students across the university:

> The exhibition is a creative coupling of technology and art, which asks some interesting questions about how we interact with computers. By displaying cutting-edge and grass roots content about the university and the local community, we hope to turn the activity of waiting (for a bus) into a social activity

The exhibition is distinguished by the way it is controlled. Sensors around the underpass detect any movement in the area, and send coded messages to the audio-visual equipment.

Metamorphosis, an animated film of a butterfly emerging from a chrysalis, has been on show, and when approached by vehicles, the butterfly, projected across three large screens, appears to be startled by the oncoming cars and flies back into its chrysalis.

The production is accompanied by a bespoke sound track, and the interactive artwork, commissioned by the Friends Programme at Lancaster University, paired artists from Welfare State International in Cumbria with the Computing Department's creative new media group thePooch.

The project also faced the challenge of the underground location, with a shopping centre sited above it. It was also necessary to provide a system which would be protected against water seepage and tunnel fumes. 100 metres of cabling, able to transmit signals in the tunnel without degradation, was also installed. The system is waterproof, with filtration, ventilation and humidity control built in. Contact either Jennifer Dixon or Heather Scott on 01925 755 590 or email jennifer.dixon@communicado.org.uk or heather.scott@communicado.org.uk

Bikers Go to Coventry

Tiger Av have also completed a major reorganisation of the motorbike gallery at Coventry Transport Museum (http://www.transport-museum.com). The £30k three-week AV project to design and implement a new system in the Motorcycle Gallery of the Museum, was officially unveiled to the public in April as part of a dramatic £6.9 million redevelopment of the whole museum.

The gallery is a relatively small space in which to display almost 90 machines, therefore a key element of our brief was to create movement in this area. We achieved this through a series of thematic displays, projection and audio sequences which display and transmit historic images and authentic motorcycle sounds.

This latest refurbishment, which includes new look facilities and new galleries, follows on from a £7.5 million redevelopment two years ago. The Museum, which reached the finals of Museum of the Year in 2005, now stands at 13, 000 square metres (c. 3 acres) and offers the public the opportunity to learn about the history of transport, in an engaging and interactive way.

Tiger AV's brief was to implement an interactive display into the new Motorcycle Gallery, which features a collection of the Museum's historic motorbikes and celebrates the once thriving British Motorcycle industry. Most of the machines on display are Coventry-built by prominent manufacturers such as Triumph, Francis Barnett and Rudge.

The most challenging and exciting part of the project was the recreation of a well-known scenario from the 1950s, a coffee bar located on the North Circular Road, which was a popular haunt with local bikers.

Bikers would congregate around the juke box in the coffee bar and select a record. The challenge was then set for a race around the North Circular Roundabout.

The biker who returned to the coffee bar first, before the record had ended, was announced the winner.
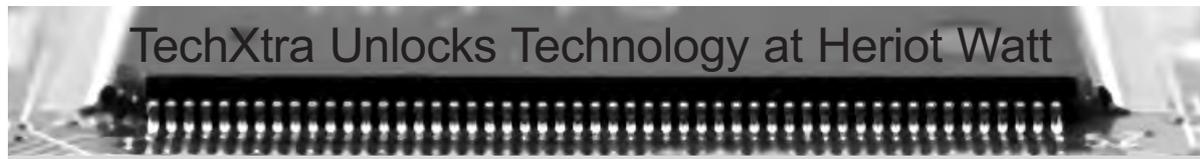
TechXtra Unlocks Technology at Heriot Watt

TechXtra is a suite of ten services which simplify access to different kinds of technology information from many different sources. It is an initiative of the ICBL and the Library at Heriot-Watt University.

TechXtra provides immediate access to the full-text content of hundreds of thousands of eprints, technical reports, theses, articles, news items, job announcements and more.

In cases where the full-text is not available free of charge, TechXtra provides links to vendors for pay-per-view options.

TechXtra searches a combination of digital repositories, journal databases, technical reports servers, web information, news sources and more, all with a focus on technology information. The service is useful for researchers, academics, students and practitioners, and indeed for anyone with a need for technological information.

The Database Cross-Search is the heart of the system, searching over 4 million items from 25 different databases. This retrieves articles, key websites, theses and dissertations, books, industry news, job announcements, technical reports, eprints, learning and teaching resources and the latest research in engineering, mathematics and computing.

Sources Available

Database Cross-Search

One Step Jobs

One Step Industry News

Trade Publications

Offshore Engineering Information

In-depth Reports on Topical Issues

Engineering Design Data

Recent Manufacturing Advances

Online Bookstore

TechXtra users also save up to 35% on any title from Pearson Education's Online Bookstore. Subject areas include Computer Graphics and Design, Programming, Software, Careers and Personal Development titles.

Postage is free within the UK and Europe. For more information about TechXtra, contact:

Roddy MacLeod, Senior Subject Librarian, Heriot-Watt University Library, Edinburgh. Tel 0131 451 3576 email r.a.macleod@hw.ac.uk

TechXtra harvests data from external sources using standard protocols like Z39.50 and OAI-PMH.

To subscribe to the TechXtra RSS feed go to: http://www.techxtra.ac.uk/news/index.htm

Shakespeare Project ☞

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Shakespeare: Clowns, Courtesans and Kings

Olwen Terris, Senior Researcher for the British Universities Film & Video Council Shakespeare Project, assesses the new Shakespeare archive

In the summer of 2005, the Arts and Humanities Research Council agreed to fund a three-year project, administered by the British Universities Film & Video Council (BUFVC), to establish an international online database of Shakespeare on film, television and radio.

The database, of at least 4,000 titles, will encompass not only conventional performances of the plays, but also parodies, plot borrowings, significant allusions, documentaries, news broadcasts and online media. Videotaped recordings of stage performances accessible to researchers will also be recorded.

The website will be a vehicle for scholarly publication and exchange, and will support analyses of historical trends in broadcasting and screening Shakespeare.

The project will produce two major research papers on film/televised Shakespeare and Shakespeare on radio – the latter a neglected and under-researched medium, despite its richness and variety of the form.

In discussion with the project's steering group, the three-strong project team has designed the database to encourage creative searching and to facilitate serendipitous connections.

In addition to basic searches by title, series and actor name, the database will permit retrieval by theatre company, theatre building, role names, media format, genre (for example Late Plays) and period of set design and costuming (for example Edwardian).

It is, therefore, possible to bring together those productions set in the 1930s, for example, or post-holocaust, to engage with scholarly debates on the late plays, or investigate the work of Barrie Rutter and Northern Broadsides.
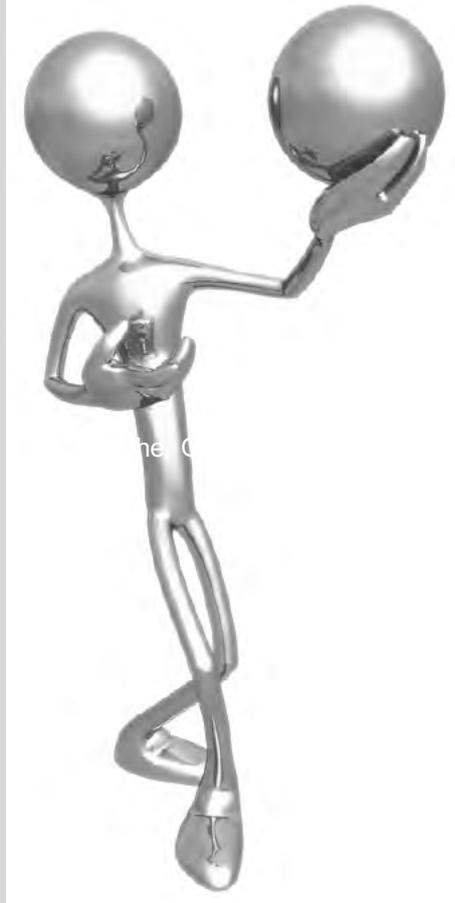
Alas Poor Yorick

The titles will be indexed where appropriate, so that researchers can find the relevant rehearsal footage, masterclasses, productions with all-male or multicultural casts, or productions where women play traditional male roles.

Scholars will be able to study an actor's work across a range of media: for example, how Kenneth Branagh has interpreted the role of Hamlet in three different productions on film, stage and radio.

A later development will be the indexing of genre roles such as kings, courtesans and clowns, to allow researchers to study how the role of the Fool has been interpreted by actors, by directors and by designers.

Of importance, the database will also include distribution information, whether this is a high street retailer, a website which also offers downloadable clips, or an archive where research viewings are undertaken on site.

The project embraces radio broadcasts from the 1920s and television programmes from the 1930s to date. This is the first time, as far as we know, that a comprehensive and detailed account of all British radio and television broadcasts of Shakespeare's plays has been compiled.

A great number of these very early recordings have not survived, but it is important that the database documents the broadcasts, to allow researchers to study how Shakespeare has been scheduled and promoted in the history and business of broadcasting.

A simple search under Romeo and Juliet will reveal not only the expected Zeffirelli film from 1968 and Baz Luhrman's William Shakespeare's Romeo and Juliet (1996), but other titles with which the user may not be so familiar.

As an example, there are animation interpretations with Romeo and Juliet mimed by guinea pigs, enacted by a pair of Afro-Caribbean crows. There is also a version of Sealed With a Kiss in which Romeo and Juliet are played by sea lions, with Friar Laurence as an otter.

Users looking in other directions will find an Indian film from 1948 in Hindi, a 60- Second Shakespeare interpretation from schoolchildren, which offers a chav rendering, an online BBC sound recording of Ellen Terry as Juliet, Tim Supple's 2000 National Theatre production with a multicultural cast, and details of a 1937 television programme, in which extracts of the play were performed by Michael Redgrave as Romeo and Jean Forbes-Robertson as Juliet.

There are operatic interpretations by Gounod and Berlioz, and ballet versions scored by Tchaikovsky and Prokofiev.

Scholars can discover archival recordings in which Professor Germaine Greer discusses the character of Juliet, and Peggy Ashcroft recalls playing Juliet in Gielgud's first production for the Oxford University Dramatic Society in 1932.

Researchers can enjoy a blank verse radio play, by Perry Pontac, which explores what might happen if Romeo learns from the Friar that Juliet is not dead. The breadth and depth of interpretations of just one play are remarkable, and we hope that researchers will become as enthused and excited as the project team.

It is confidently predicted that there are more than 4000 Shakespeare-related titles in archives throughout the world. The project will proritise productions made in the United Kingdom and United States.
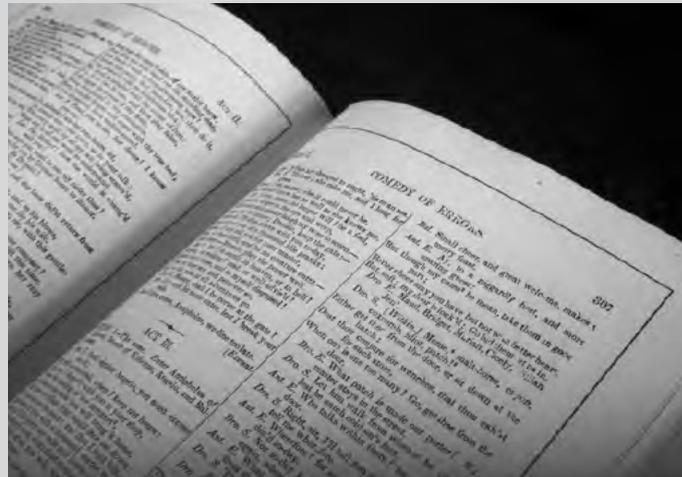
However, work on the database will not cease when the funding ends in 2008. The BUFVC's information staff will moderate incoming contributions from registered users, and monitor information on availability.

BUFVC plans to host a prototype of the database on its website in late autumn 2006, where the Shakespeare community will be invited to comment on content and design. The final version, which will incorporate the search facilities outlined above, will be launched in 2008 at the end of the project and will be available free.

The project team is interested in the full-range of audiovisual Shakespeare around the world, and wants to hear about your favourite Shakespeare offshoots. Please send details, comments and questions on the project to shakespeare@bufvc.ac.uk and visit our website at http://www.bufvc.ac.uk/shakespeare

e-Learning Case Study ☛

A Case Study In e-Learning Practice

Michelle Hiller-Forster is based in Coleg Glan Hafren and focuses on their Post-Compulsory Education and Training Programme franchised by the University of Wales, Newport (UWN). This case study involved four groups of learners, two in Year One and two in Year Two, with approximately 60 students in total
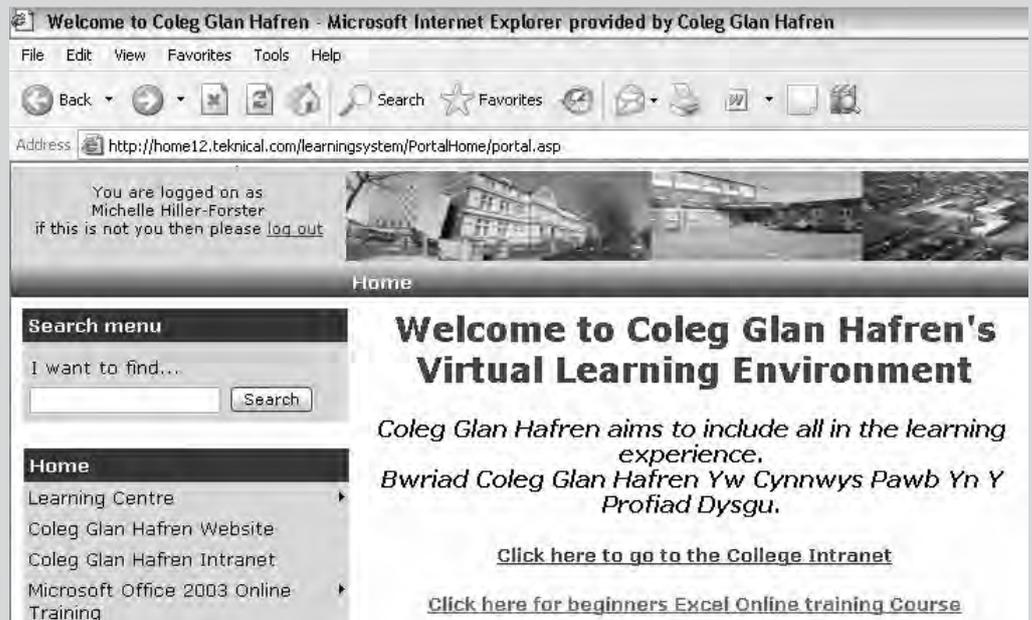
Figure 1: The Virtual Learning Environment

Coleg Glan Hafren is the largest further education institution in Cardiff, delivering courses to approximately 13000 students ranging in age from 16 to 80.

A sizeable majority of Coleg Glan Hafren students work as lecturers in Further Education institutions, with others working in the public sector or in training organisations. Cohorts are commonly equally divided between those with a first degree and those who have joined the course through a vocational route – this mirrors the situation in other centres.

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Students studying the Certificate in Education have specific professional development needs. It was felt that while these students were, in the main, excellent in the classroom, and had sound subject knowledge, they often struggled with the academic nature of the course. This applied in particular to research skills, referencing, target-setting and academic writing. There was also a need to move all students beyond the core texts, and encourage their wider reading of current material to be found in journals.

Figure 2: The Course Materials

It was obviously necessary to ensure that all students had access to the information they needed to identify necessary areas of professional development, set personal targets and access the material required to meet these targets. The resources had to be accessible to all, outside the classroom environment, and appropriate for students with varying proficiency in IT skills.

Although these skills are not formally assessed, they are discussed during the IT induction session. These were the main characteristics which dictated the choice of learning tools and activities. The language used in the programme was appropriate to the level of the course, and best practice was followed in the design of material for supporting students with specific learning needs.

All students involved in the Post-Compulsory Education and Training Programme complete a Professional Development Module. This includes setting targets for development linked to their progress as learners and as lecturers. Also, as a result of legislation, all lecturers in FE are required to possess a recognised teaching qualification. The demands of the PGCE are significant, and many students also work full-time, so a package which blends tutor-supported sessions with on-line material would be of benefit.

e-Learning Case Study 3 ☛

The success of the programme required liaison between academic and support staff at both institutions, to ensure that material was put on the VLE, that all group sessions were delivered appropriately, that students received the support they needed and that all technical equipment and systems were maintained. Without these factors it would have been difficult to engage students fully. Regular meetings, to consider progress and make any changes necessary, were held between the staff involved from both institutions.

The learning programme combines tutor-supported learning and autonomous learning. It uses a mix of group sessions and one-to-one tutorials, together with an online distance learning package. This mix of activities is intended to support the variety of preferred learning styles which occur in any group of learners.

The same package is used with both Year 1 & 2 students, as they will be able to choose aspects closely related to their individual professional development and their year's curriculum content. The programme was first introduced to students in October 2005 and ran throughout the academic year.

Although used with the PGCE, e-learning can be deployed to support tutorial provision, target setting and ILPs (Individual Learning Plans) throughout the whole of FE provision. The Humanist/Andragogical approach to learning is fundamental to the PGCE. It provides autonomy and enables students to grow as individuals, while working towards their own goals, at their own pace.

The primary purpose of the learning package was to encourage students to focus on their professional development needs, reflect on their progress and take responsibility for their own learning and development. As well as being key to their success on the PGCE programme, these are also skills which practising lecturers require. Using the VLE (Virtual Learning Environment) as a tool to encourage this was central to this entire process.

The learning environment reflected the varied nature of the learning experiences. Group sessions which required students to have computer access were held in the Learning Centre IT Training Suites. These rooms also have interactive whiteboards. Other group sessions and the one-to-one tutorials were held in the PGCE classroom. This is a regular classroom with no computer access, although an interactive whiteboard has recently been installed. A data projector has been available for use.

It is anticipated that the students will work through the programme either in the Learning Centre during free tutorial time, or from their home computers. Both Learning Centres have Read & Write TextHelp software on all PCs, and dyslexic students found this useful. Some material can be printed or downloaded for use without Internet access or in hard copy form.

All IT tools required for completion of the programme were standard desktop applications, and Internet access was obviously necessary. For some IT material an Ecdl plug-in was required, and this could be downloaded from the VLE. It was not anticipated that the IT tools would present difficulties for students.

e-Learning Case Study 4 ☞

A variety of resources was used with this programme. The Tutorial Self-Study Guide contained guidelines on accessing the professional development material. Students were also given an Individual Learning Plan to complete, and both these documents were available on the Virtual Learning Environment. The Learning Centre staff delivered presentations and produced handout for their sessions.

The VLE	The Intranet	www.newport.ac.uk
Using ILT	Time management	Harvard reference system
Using Powerpoint	Research skills	Holding seminars
Using Excel to produce drop-down assessment	Writing references and bibliographies	Learning how to learn
Using virtual whiteboards	Plagiarism	Academic writing
Using NLN (National Learning Network) materials	Using InfoTrac	Reading strategies
Using discussion boards		
Information and study skills self-study tutorials and assessments (Learning Centre Materials)		

Figure 2: The Course Materials

By virtue of their status as college staff, students also had access to a range of electronic resources via Coleg Glan Hafren Learning Centre. Enrolment as students of the University of Wales Newport automatically provides an Athens account with access, for the duration of the course, to appropriate resources at the University of Wales Newport.

Technical support was available in the Learning Centre and Course Tutors met other support needs. Some difficulty was experienced with the prompt availability of Athens accounts, and this matter was addressed by staff in the University of Wales Newport School of Education.

Learning tasks and techniques were built around a number of common elements, chief of which were:

- An induction session with the IT Manager, introducing the VLE and the concept of ILT (Integrated Learning Technologies).
- A group tutorial on the Professional Development module, its requirements, its importance and its links to the rest of the course. This session also outlined the Supporting Professional Development learning programme.

- Group tutorial sessions with Learning Advisors. These sessions were held in the first term and covered the Harvard referencing system, writing bibliographies, and accessing and using online resources. The programme changed slightly from the previous year, with the later sessions focusing on accessing and using specific college and University of Wales Newport resources. This change was driven by the need to explain fully the Athens process for external access to both institutions' subscribed resources. Training on the use of relevant University of Wales Newport resources was given to the Learning Centre staff by the University's Education Librarian. It is anticipated that extra sessions may be needed in the winter/spring term to give further support in the areas of referencing and research. Learning Advisors were available to give support and advice to students on an individual basis if necessary.

- The Tutorial Programme Self-Study Guide to the electronic resources available on the College VLE and Intranet, and the University's website. These resources, highlighted in Figure 1, cover aspects of Professional Development relevant to Coleg Glan Hafren students.

- Students chose their individual areas of professional development from those highlighted in the guide, and produced targets for Professional Development in their Individual Learning Plans.

- Online distance learning resources were worked through by students, in order to meet their individual Professional Development targets.

- Three one-to-one tutorial sessions with course tutors were held, to discuss progress. These emphasised Professional Development targets. Individual Learning Plans were also updated in these sessions.

- Professional Development progress was reviewed by students in their Reflective Journals (RPDs) as indicated in the module outcomes.

Key Elements of the Learning Process

Introduction to Virtual Learning Environment and Integrated Learning Technologies including access to e-information

Group Tutorials on Professional Development module and Supporting Professional Development learning programme

Learning Advisor Support for referencing, bibliographies, online resources

Self-Study Guide to electronic resources

One-to-One tutorials

Reviews of Professional Development progress in the Reflective Journal

Verbal feedback during the one-to-one tutorial sessions focused on the relevance of the targets to the individual student, and their progress towards meeting these targets. Any issues relating to the on-line resources were discussed during these sessions.

Written feedback was then received when RPDs were marked. All assessment criteria for written assignments specified correct referencing and all assessment of teaching practice considered the students' use of Integrated Learning Technologies.

From informal evaluations, it was apparent that developmental targets increasingly underpin many aspects of student work. Materials accessed through the Virtual Learning Environment were used more and more to support professional development needs. Targets were discussed and progress analysed throughout the Professional Development module, that is, in the RPD and in the SPE (Supervised Practical Experience – teaching practice).

e-Learning Case Study 6 ☛

For example, where students targeted development in the use of Integrated Learning Technologies in their Individual Learning Plans, this would be discussed in the RPD and demonstrated and evaluated in their teaching. This also helped to strengthen the links between the different components of the course. Although student use of the Virtual Learning Environment is not currently tracked, this is an area which it is hoped to develop.

In discussion during one-to-one tutorials, it became clear that some students were not fully aware of the purpose of the Virtual Learning Environment materials. This is also a matter which will need further consideration.

Formal learner feedback was based on a questionnaire, completed in March, when students were part of the way through the programme. The results indicated that

- Online resources were being used for professional development students
- Online IT packages were also being utilised.
- The most useful part of the process was the learning material and the sessions on the Harvard referencing system.
- Students had some difficulty in using Athens to access university resources.
- Glan Hafren students did not like the format of the Individual Learning Programmes.

Comments from students and evidence from written work indicated regular access to the University Library's online resources.

Staff reflections on the course covered a range of concerns. As discussed earlier, the course team felt that students would benefit from a directed package using blended learning. E-learning should be at its core, to strengthen professional development needs.

The Supporting Professional Development Programme provoked views on its benefits and opportunities, transferability, flexibility and problems and risks.

It is clear that placing e-learning at the heart of the professional development support programme has been of definite benefit to students. Improvements in standards have been acknowledged and recorded across the course. Students are now thinking about areas for further development, and are setting personal targets. Wider reading and an improvement in referencing have been noted.

Transferability and flexibility have emerged as significant attributes. The use of e-learning as part of the package has highlighted the transferability inherent within the programme. It has helped students to think about how the study skills elements can be used to improve their own learning, as well as that of the students they deal with in their own institutions.

The flexible delivery methods meant that students could work in key areas at times suitable to them. This also provided experience they can transfer to their own teaching activities.

e-Learning Case Study 7 ☛

The two areas of Transferability and Flexibility are seen as key issues in delivering a balanced and blended programme, and embedding these two principles in the programme ensures efficient use of both course time and content.

The mix of group sessions, one-to-one sessions and distance learning materials has encouraged students to assume more responsibility for their own development, as well as increasing exposure to a variety of learning styles.

Although the actual Individual Learning Plan was not popular, it does build familiarity with a process which trainee lecturers will increasingly deploy in the workplace with their own students. Ensuring students have to access their Individual Learning Plan on-line can encourage further ownership of the process. On the other hand, as the Individual Learning Plan is currently used for Basic Skills students in FE institutions, the terminology itself could be off-putting; some felt it was patronising. Students liked the process of setting targets – and saw the benefits of this – but not if setting targets was part of an Individual Learning Plan.

Some Lessons Learned

FE students were not happy with the format of the Individual Learning Programmes and target-setting linked to Continuous Professional Development would be better

Transferability and flexibility are significant for delivering a balanced programme

Mix of learning styles encourages assumption of responsibility for development

Resource problems led to negative attitudes

e-learning can provide an innovative and rewarding experience

It is important to link this process and the documentation to Continuous Professional Development rather than Individual Learning Plans.

Focusing on Professional Development and individual targets prepares students for appraisals and Professional Development Reviews in the workplace. It is a part of Continued Professional Development and helps students see the value of personal target-setting.

There were several areas of concern over the use of on-line materials to support learning in this way. For staff it was time-consuming to put material onto the Virtual Learning Environment, and this can affect attitudes to the process. Student attitudes to the learning package and online learning in general can also be negatively affected by problems of access to resources.

Although not linked specifically to e-learning, students did not like the ILP process. Not all students could see the link between the programme and their professional development needs, even though they benefited from the process of target-setting and the material they were accessing. This could foster a generally negative attitude to the programme itself.

e-Learning Case Study 8 ☛

It is imperative that all staff involved in the process are supportive and are fully informed of the purpose of the programme and what is required. Close liaison is needed both within the institution and those stakeholders outside the institution.

Communication and planning, in the sense of ensuring that students are made fully aware of the purpose of the programme and how it links to their own objectives, are vital. Group sessions require careful planning, and more sessions focusing on the programme and the materials would have been of some value.

Practical issues such as efficient access to all the technology are very significant, and obviously affect student engagement with the programme. The issue of Athens accounts is key to the success of this programme, and all students saw improving research skills as one of their targets. The college is now looking towards Athens DA, which will enable seamless access to college- subscribed resources, and limit the number of user names and passwords the students have to remember.

It is hoped that Shibboleth developments will eventually resolve the problems faced by students who need access to resources across a number of institutions, and make the experience effortless for the end user.

In conclusion, e-learning, coupled with close professional relationships between everyone involved, can provide an innovative experience for learners. The fact that the material is online is not paramount to success, and technology itself can cause problems, but with good liaison and support it can offer ubiquitous access, and endow students with skills transferable to their own classrooms in their work as teachers.

TOCRoSS – Table Of Contents by Really Simple Syndication

TOCRoSS (Table of Contents by Really Simple Syndication) is a JISC-funded project with a life of ten months. The TOCRoSS project will develop an RSS news feed service which automatically transfers publisher and e-journal information directly into library catalogues. The result of TOCRoSS will be that libraries, in particular academic libraries, will be able to integrate e-journal article references into their catalogues without the need to invest significant staff resources in cataloguing each individual article. This will improve the coverage and the completeness of individual academic library catalogues and make it easier for students and academic staff to locate both book and journal information in a single place. The project was led by Emerald Group Publishing Ltd., with TALIS Information Limited and The University of Derby as partners. TOCRoSS ended in July 2006, and the software components produced as a result of the project will be available free to the academic community, publishers and library system vendors.

This article, by **Gillian Crawford, Head of Corporate Communications at Emerald Group Publishing** describes the background to the issues which the project addresses, and the technology framework which the service will use. It outlines the benefits which the service will provide to education libraries and their customers, and to journal publishers.

Within the UK's academic libraries, the cataloguing of journals and journal articles is often partial and limited in scope. The time and effort needed to catalogue individual journal articles cannot be justified in times of limited staffing budgets.

As a result, students and academic staff have to carry out a two-step search process. They search for books and other resources through the library OPAC, and then have to carry out a separate search for journal articles using electronic secondary sources.

The result of this situation is that valuable and expensive online e-journal resources remain undiscovered and under-utilised.

The TOCRoSS project, funded by JISC, under the PALS Metadata and Interoperability Projects 2 programme, aimed to address this issue.

The key objective for the project was to develop a workable service which places journal tables of contents (TOC) data into library catalogues without human intervention.

To achieve this, the project required input and commitment from the publishing industry, the education community and library system vendors. In return, all three stakeholder groups will benefit from the outcomes of the project.

Project Objectives

Extend the RSS 2.0 standard to include relevant components of standards such as ONIX, Prism, etc. and publish the resulting document

Use the extended RSS standard to provide a greater level of automation of interoperability between the publisher and the library, through the integrated library system (ILS)

Deliver open source software components and XML schemas which will be available to the whole of the FE/HE library, publisher and ILS supplier communities

Demonstrate the implementation of a service utilising the standards and software as part of the project

Report on the impact of the project for an academic institution

Emerald Group Publishing Limited led the project and Emerald's head of web services, Paul Evans, wasTOCRoSS project manager. Emerald provided technical support and sample data to drive the content of the demonstrator.

TALIS Information Limited was the technology partner, and worked with Emerald to develop the publisher RSS server component, and the open source software environment to manage the service at educational institutions.

The University of Derby, a pioneer in the use of open URL for linking to electronic journals, worked as the test bed and evaluation partner. The University also carried out the audit and impact assessments.

The proposal outlined six key targets for the TOCRoSS project, and these were:

- A standards proposal for the extension of RSS 2.0 to encode metadata associated with an e-journal, issue or article.
- An open source software intermediary service module. This module enables developers to implement an RSS feed monitoring service, and pass publication data to the ILS. The ILS will be able to handle multiple metadata standards through the use of plug-ins.
- A demonstration plug-in application for the Talis ILS, which can be used by developers of other ILS applications as the basis for producing their own modules.
- An RSS feed of customer specific e-journal publishing data for content published by Emerald.
- Documentation advising other publishers how to design and produce a similar feed which can be monitored by the intermediary module.
- A demonstration implementation of the TOCRoSS software and services, using a live feed from Emerald to transfer content from Talis into Derby's ILS.

The TOCRoSS team was committed to delivering a service which can be widely and easily adopted across the academic community. The software developed to make the TOCRoSS service a reality will be available to further and higher education establishments, publishers and library management systems developers.

The benefits for library staff, students and academic staff were explained by Paul Evans:

Cataloguing journals and articles has, up until now, been considered a luxury in resource terms by many academic institutions. Once TOCRoSS is complete, cataloguing journal articles becomes automatic and the commonly asked question, "Why can't I find any articles on the OPAC?" becomes obsolete.

With TOCRoSS in place, e-journal table of content data is fed automatically into library catalogues without the need for cataloguing, classification or data entry. This will improve the accuracy of records, save time for library staff and provide a more integrated OPAC for library users. It will be of particular value to academic libraries, where students often choose search engines such as Google in preference to the library catalogue or the choice of databases and electronic secondary sources made available by the library.

TOCRoSS will make it easier for students and academic staff to discover quality articles alongside key reference texts, all with a single search.

For the publishing community, TOCRoSS will deliver substantial benefits, not the least that e-journal articles will be easier to find through the OPAC, leading to increased usage and a corresponding increase in the value and usefulness placed on those resources.

The project will result in improvements in the dissemination of data and information to libraries, and consequently to an improvement in the delivery and management of e-journals and other resources. Whilst the TOCRoSS project remit was to deal with the automatic feeding of journal article details into library catalogues, the outcomes will also lay the foundation for future e-reconciliation of journal holdings, subscriptions and journal availability.

The significant technological developments represented by TOCRoSS will also be applicable to other publishing activities, such as book publication, author talks or calls for papers.

TOCRoSS uses the latest industry standards as the backbone for delivering the service. The key standards identified are:

- RSS 2.0
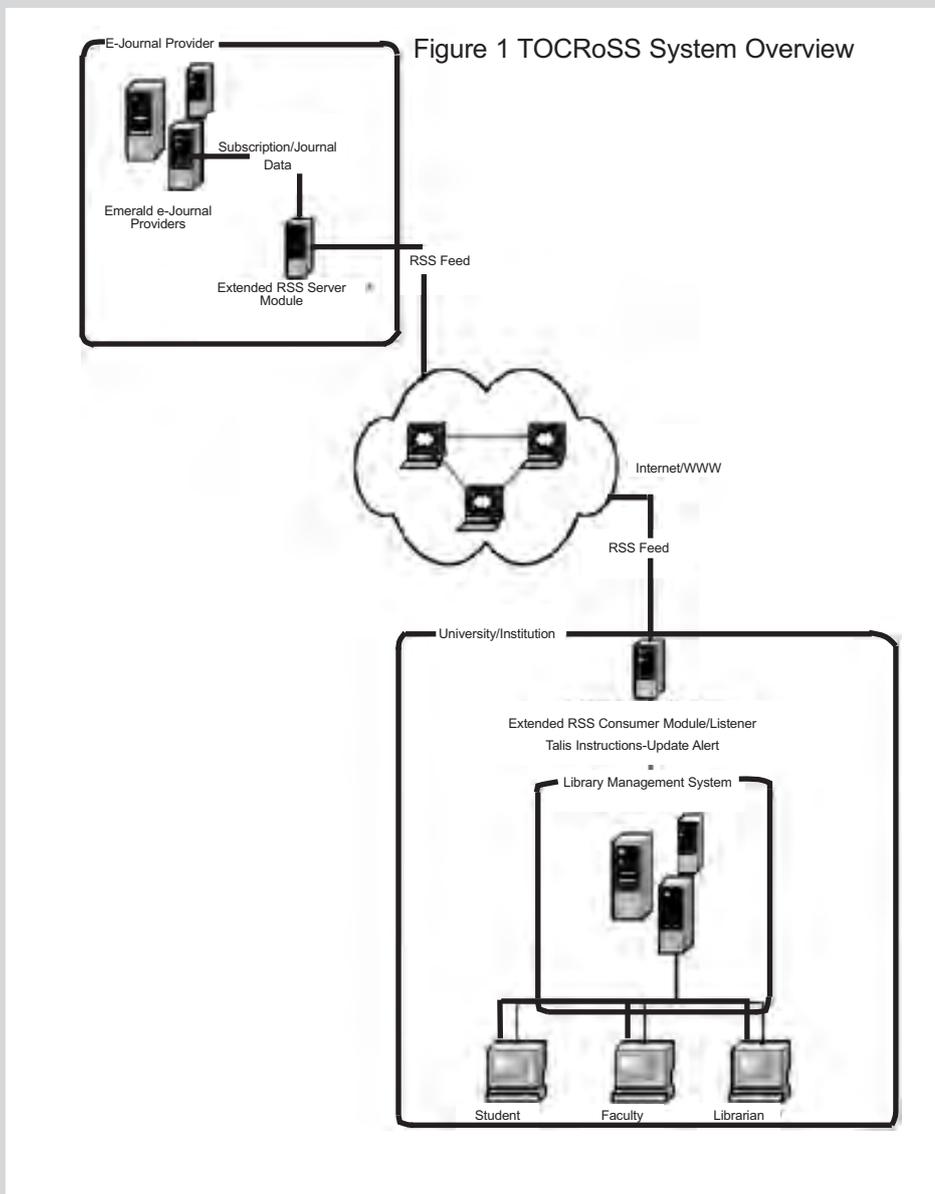- ONIX Serial Release Notice (SRN) 0.9
- PRISM 1.2

Figure 1 TOCRoSS System Overview

The RSS feeds are automatically updated as content is released on the publisher's site, and then broadcast to users. A choice of two feeds will be available: one is for any user, and will contain metadata for all content as it is published; the other feed will only contain information specific to the subscriptions the customer holds.

TOCRoSS 5 ☞

The RSS 2.0 standard will be applied to the technology for the project, and TOCRoSS proposes to extend the standard to encode metadata associated with e-journal publishing processes, for example publication of a journal, issue or article. The project will build on the work which has already been done in formulating the ONIX Serial Release Notice (SRN) format and the Publishing Requirements for Industry Standard Metadata (PRISM) standards.

RSS standards and metadata standards are rapidly evolving. The service module which monitors the RSS feeds will be able to handle these potential changes flexibly through the use of plug-ins. Development and testing will be carried out on stand-alone systems, and the impact measured before a staged migration to the live environment will be carried out.

Talis Research Group's Richard Wallis, one of the TOCRoSS project team, sees the project as an example of the bringing together of new Internet Web Services technology and real business requirements, and commented:

RSS has, up until now, been used to deliver news-feeds or alerts of blog postings to individuals' desktops. This simple, yet powerful, technology has many potential applications relevant to machine-to-machine communications. TOCRoSS will therefore demonstrate how the innovative application of simple technologies enables the delivery of services which previously would not have been viable.

To operate effectively, the TOCRoSS service requires software on customer and publisher sites. The project has developed the following software components:

● At the publisher site, an RSS Server to provide the feed, encoded using the extended RSS 2.0 enclosure tag, to customers.
● At the customer site, an RSS-based service module is required to monitor the publisher feeds and to use them to update the ILS, together with a system specific plug-in for libraries, to allow the ILS to be updated from the stream of data from publishers.

The software architecture will be designed to enable any supplier to build plug-in modules (to be connected to the Open Source RSS feed monitoring module) which allow interaction with proprietary products.

The project began on the 1st October 2005 and ran for ten months up to July 2006. It placed strong emphasis on measuring the impact of the service among education libraries and their users. The results of the service will be measured and the feedback gained from test sites will be used to tailor the final design and operation of the service. In order to evaluate and determine the benefit of the service, the first phase of the project involved auditing the journal article details in the catalogues of selected education libraries. This was carried out between October and December 2005.

The University of Derby led the audit, which comprised 16 interviews with representatives of publishers, ILS vendors and librarians. Feedback was gathered on the needs of the groups and their reaction to the project proposal. The response was overwhelmingly positive, and the interviews helped to identify issues which needed to be addressed in order to deliver the maximum benefit to the participants. The librarians liked the project for its potential to improve the retrieval of the articles which make up valuable content. They also liked the possibility of offering unified searching and alerting services, based solely on holdings, to patrons.

Running in parallel with the audit phase was the standard development project. Review of the existing standards, analysis of their applicability and proposals for the further development required, were completed in February 2006. The results of the review and any proposal for an extension to the relevant standards as a result of this project are due for publication at the time of going to press.

A demonstrator service is a key outcome, and this again is expected to be running as this edition of MmIT is in publication. In order to complete the programme, and to establish the difference the TOCRoSS project has made, an impact assessment will be carried out to determine the effect on those customers who participated in the initial audit.

The Benefits

Cataloguing journals and articles has been considered a luxury by many academic institutions. Once TOCRoSS is complete, cataloguing journal articles becomes automatic and the commonly asked question, "Why can't I find any articles on the OPAC?" becomes obsolete.

e-journal table of content data will be fed automatically into library catalogues without the need for cataloguing, classification or data entry. This will improve the accuracy of records, save time for library staff and provide a more integrated OPAC. It will be of particular value to academic libraries, where students often choose search engines such as Google in preference to the library catalogue or databases and electronic secondary sources made available by the library.

TOCRoSS will make it easier for students and academic staff to discover quality articles and key texts, with a single search.

A dissemination phase was incorporated into the project plan, and this began in April 2006. A news release and this article were some of the first steps in a series of events planned to run through the summer and autumn of 2006.

TOCRoSS is scheduled to appear at conferences and workshops in publishing, library systems and academic library circles. The outcomes and benefits of the TOCRoSS service will be promoted at, for example, library management system company and user group meetings such as the TALIS Insight conference, held in November of each year. Emerald's Library Link community and workshops will also be used as a channel for promoting the TOCRoSS service. A project website has been set up on the JISC website and TOCRoSS software will be available with a suitable Open Source license, such as GNU General Public License.

This will make it possible for publishers and library management system suppliers to use it freely with their products and services.

Go to http://www.jisc.ac.uk/index.cfm?name=project_tocross&src=alpha
and http://www.Talis.com

Technology ☞

Wireless English Heritage

Virtual Training

Digital Audio

Projector Mounts

Ultra Portables

Technology
Jane Rowlands

English Heritage Goes Wireless

English Heritage has awarded a contract for the supply of over 3500 audio handsets for 38 English Heritage sites to Antenna Audio. In the field of audio and multi-media interpretation for cultural attractions, the company is one of the largest worldwide and this is one of the largest-ever audio interpretation contracts.

The announcement comes shortly after a similar appointment to provide all of the audio and multi-media tours for British tourist attraction giants Tate Britain and Tate Modern.

Antenna Audio's studio and production teams will update 26 tours this year, and provide new tours – at Battle Abbey and Kenilworth Castle – for children and families, overseas visitors and for visitors who suffer from visual impairments.

In 2007 an additional 12 sites will be incorporated, including Stonehenge and new download tours for use at three of English Heritage's free sites.

Antenna, uniquely placed to supply the volume of handsets, client support and economies of scale which a contract of this magnitude requires, will be using their XP-classic™ players, which comply fully with the relevant RoHS1 legislation.

The XP-classic™ is the latest addition to the X-plorer™ family of handheld guides, and is customised with the English Heritage logo. These players will be installed at English Heritage sites from Cornwall to Northumberland, and include world famous historic venues like Down House and Rievaulx Abbey.

Antenna Audio Chief Executive Andrew Nugée said:

We are delighted to have been awarded this prestigious contract and to be working with English Heritage, whose portfolio of magnificent visitor attractions takes our number of UK sites to 84. We look forward to working with our new parent company, Discovery Communications, to introduce the best in products and services for all of our clients.

Tracey Wahdan, Visitor Operations Director for English Heritage in the South East, said: The new audio guides will really enhance visitors' enjoyment of our sites and will bring history to life in an imaginative and entertaining way.

The tours planned for English Heritage are audio, while the Tate tours are all multimedia. It is possible that Antenna Audio will develop multimedia tours for English Heritage at some time in the future.

Antenna Audio is the world's leading producer of interpretive audio tours and other self-guided audio and audio-visual experiences. Its objective is to bring museums, historic sites, and cultural attractions to life through the use of music, images, video, sound effects, and archival audio or audio-visual material. Its installations are designed for many different audiences and environments. The company provides a comprehensive approach to the diverse educational and interpretive needs ofall of their clients. For further information, go to the Antenna Audio website at http://www.antennaaudio.com

Plenoptics Creates Realistic Virtual Training Environments

The use of multimedia and visual simulation, and, more recently, serious gaming, techniques has helped improve the effectiveness of Computer Based Training. However, creating realistic digital backgrounds for training programmes has remained a problem. Plenoptics has developed a set of technologies which can quickly produce accurate and highly realistic 3D digital models from 2D digital photography. Realistic and detailed interior and exterior simulations of buildings, vehicles or aircraft can be created from photographic material. Plenoptics technology furnishes realistic backgrounds for serious game-based training packages.

The system also enables the seamless integration of multi-media content – such as video clips – into the CBT programme. A number of special features within the Plenoptics tool-set mean that interactivity, annotations and special effects such as smoke, noise, fire, collision, animation, video and text and other features can be embedded in the virtual environment. Likewise for site-specific vocational training, it is possible to simulate the action and consequences of pushing buttons on machinery.

For further information about Plenoptics please visit http://www.plenoptics.com

JVC Announce New alneo Digital Audio Players

JVC has expanded its range of alneo digital audio players with the introduction of the XA-F107 and the XA-F57. Both products feature improved sound and are said to be more convenient to use.

Allowing direct recording from connected audio devices, the new players are very compact, have built-in 1GB (F107) or 512MB (F57) Flash Memory, and can come in four different colours. These players are compatible with MP3, WMA, and WMA-DRM files, and deliver clearer sound details with an 18-bit S D/A converter. They both allow easy drag-and-drop file transfer with a USB connection, and direct recording from connected analogue players.
Go to http://www.jvc.co.uk/

New Ceiling Mounts for Projectors

TCi have introduced three new ceiling mount systems for multimedia projectors. This further extends TCi's range of mounting systems, which already includes the Projector Reflector – a mount which completely conceals the projector above the ceiling.

The new CM10 mount allows the projector to be positioned almost flush with the ceiling. In addition, the innovative mount has a support which, whilst being supplied as standard at 1500mm long, can be cut to any length down to 150mm. This can be done on site, and the CM15 is supplied in a blister pack and so is ideal for retail display.
TCi also provides a range of projector trolleys and stands, which are suitable for many applications.

Proving particularly popular is the recently introduced Lightweight Projector Stand. This folds flat for storage and so is ideal for situations where the projector will be set-up for use and stored away at other times.

A comprehensive range of screens is also offered by TCi. This includes versions for both permanent installation as well as portable screens. All are available in square, video and widescreen format and a very extensive range of sizes.

Special sizes and formats can also be supplied to order. In addition to a wide range of standard electric screens, a special version called Plug & Play is also offered. This has an in-built RF (Radio Frequency) remote control, so that both operation and installation are very easy. A number of other switching methods are available, including an infrared kit. Full information is available on the TCi website at http://www.tcivega.co.uk
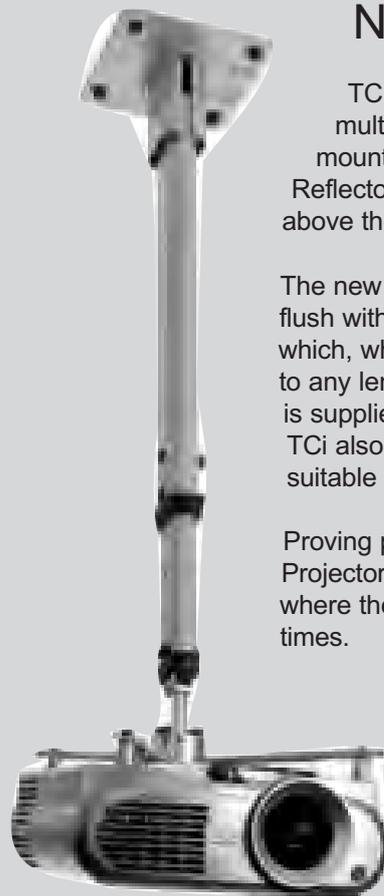
Mitsubishi's Latest Ultra Portables Introduced

Mitsubishi Electric's Visual Information Systems division, a leader in the innovative design and manufacture of display products, has announced the introduction of two new ultra-portable projectors – the SL6U and XL6U. Following on from the success of the SL4SU and XL5U, these two new models both offer up to 5000 hours of lamp life when used in eco-mode, which helps to reduce the overall running costs. In addition, Mitsubishi offer a full three-year loan replacement warranty, making them an ideal purchase for the education sector. The SL6U is the latest SVGA projector with a native resolution of 800 x 600 and produces 1700 ANSI lumens of brightness. It also features 1700 ANSI lumens of brightness.

Both models are extremely portable at just 2.7kg, and also come with a host of features, including an anti-theft password control function to help prevent unauthorised users operating the projector. The SL6U and XL6U also benefit from a "splash screen" enabling educational organisations to upload a logo, which cannot be deleted without access to the pin number of the projector. Both models can be set so that the control panel is locked and can only be unlocked by using the remote control, helping to ensure that settings are not tampered with.

Prompted by market demand, the XL6U now benefits from a second data input, and also has an extended lamp warranty, which is only available for purchasers from the education sector.

Both the SL6U and XL6U feature Mitsubishi's well-known and already-patented Natural Colour Matrix technology, which allows for independent colour control across six colours to ensure that the reproduction of both pastel shades and bright vibrant colours is realistic.

The sRGB setting takes the guesswork out of colour adjustment by ensuring that the projected image matches the now widely adapted sRGB standard for colour display. A line doubler function is used to improve DVD & Video picture quality by eliminating jagged oblique lines, and enabling the reproduction of beautiful, natural-looking images. Retail prices will start at £533 excluding vat and for further information please go to http://www.mitsubishielectricco.uk/vis

The Digital Divide ☛

The Digital Divide, or Who Gets to Be Part of the Information Society?

"Information and Communication Technology (ICT), especially the Internet, like the telephone, represents a "constitutive moment" in which political and social forces come into play, and those forces, rather than the technology itself, determine the form it takes and, critically, whether or not it promotes the vitality of the public sphere." (Leman, 2004). ICT has ushered in radical change in terms of how we communicate, live, work and socialise. In our rush for more functionality, more multi-media, more content and more connectivity, it is easy to forget that there are still some who are not plugged in and switched on.

In this article, an updated and revised version of a presentation at Umbrella in 2005, **Linda Berube**, Regional Manager of Co-East, reviews not only what is meant by the digital divide, but also what role libraries should play in the information society.

The impetus behind the evolution of public libraries was to fill a gap in education and culture. Books, one of the main sources of information, education, and entertainment, were also expensive and were generally out of the reach of the working class. What evolved to fill this gap, or to bridge this divide, eventually became the public libraries, ensuring that information was available to those who previously had the least access to it.

Libraries once again find themselves with the same challenge: technology, the new vehicle for information, is not available to everyone. Our organisations are increasingly given the task of providing digital resources and services, even as detractors accuse them of neglecting other resources, namely books. It is important that we review not only what exactly is meant by the digital divide, but also what role libraries have in the information society.

The phrase "digital divide" raises many questions, one of which is whether bridging that divide actually addresses the problems it purports to resolve.

It is first necessary to identify exactly what it is that people do not have access to, whether it is PCs, e-mail, e-learning, e-jobs or other elements. It is also necessary to consider whether or not access to these features will actually lead to improvement.

The United Kingdom's Digital Strategy states that

> if the UK is to thrive in the future, to succeed in competitive markets and to enjoy better and better services, all of us need to be confident and comfortable, living and working in a digital world.
> (UK Government 2005).

So, from this, we can assume that those not having access will be seriously affected economically. But this does not necessarily mean that the problem is a lack of access to technology, but rather it could be a lack of access to the information which technology can provide. The term information divide might be a more accurate description of the problem. It may also be true that we have not yet reached the point where ICT is the only means of obtaining the kind of information which can transform lives.

There are two further problems: the first is those who are already economically disadvantaged. Will technology, and the information it provides (if they can afford it), really eliminate their problems? Once the availability of the technology is equitable, what happens if the people do not want the information we think they should have? What if, instead of e-learning, they want e-poker? It seems libraries face the same challenge with the new forms of information as with the old: should we give the people what they want, or what we think they need?

He [Narayan] addresses the typical American student: "You are fed up with affluence, gadgets, mobility, and organisation, while the Indian is fed up with poverty, manual labor, stagnation, and disorganisation. Your search is for a "guru" who can promise you instant mystic elation … whereas the young person in my country would sooner learn how to organise a business or manufacture an atom bomb or an automobile." If this keeps going, he jokingly concludes,"in the course of time, you may have to come to India for technology." (Narayan 1974)

The digital divide may be the same as the old divide. It has become accepted truth that ICT is crucial to the success of a globalised economy, and it is also accepted truth that globalised economies are better. If we are to follow through the logic, embracing ICT is essential for anyone who wishes to better themselves (Moran 2005).

The term digital divide can be understood generally to refer to the differences, usually socio-economic, between the ability of different communities to make use of computers and the Internet.

More specifically, it can refer to the differences in ability to make effective use of Information and Communication Technologies. These differences can be caused by variations in skills levels and shortfalls in the availability of appropriate digital content as well as economic and socio-political problems.
(http://www.wikipedia.org/wiki/Digital_divide)

There is also the view that the term, first used in the 1990s by a UK government advisor in an interview broadcast by the BBC, was a direct result of the dot.com environment and the ensuing frenzy of "getting people connected anyway they could at all cost so that they would not be left behind" (Warschauer as quoted by Oliver Moran 2005).

There are a number of cases where bridging the digital divide was about supplying as much hardware as possible. In his article Reconceptualising the Digital Divide, Mark Warschauer cites a number of examples, including Ireland, Egypt, and India, where merely introducing technology often caused more problems than it resolved. For example, in an effort to create an "Information Age Town", an Irish telecommunications company held a contest where the winning town received $22 million to provide home computers for all residents, smart cards, ISDN and other facilities. However, one specific group, the unemployed, who were accustomed to physically signing on at the social welfare office, refused to use computers to do this remotely. It seemed that the opportunity to get out of the house and to socialise with others, especially those in a similar situation, was more important than any convenience the technology offered (2002).

There are two further problems: the first is those who are already economically disadvantaged. Will technology, and the information it provides (if they can afford it), really eliminate their problems? Once the availability of the technology is equitable, what happens if the people do not want the information we think they should have? What if, instead of e-learning, they want e-poker? It seems libraries face the same challenge with the new forms of information as with the old: should we give the people what they want, or what we think they need?

The understanding of the term digital divide as a hardware shortfall is somewhat analogous to the "telephone gap" (Compaine 2001). Although telephone ownership was originally possible only for a wealthy few, technological developments and market competition soon made it accessible to virtually everyone. The accessibility of mobile phones has improved even more rapidly than landlines. The digital divide, if interpreted as applying to hardware and software, is much the same as many gaps which have persisted, and continue to, in a capitalistic society. Market forces already seem to be eliminating the greatest portion of the divide (Compaine).

The definition of the term has not rested on just the hardware and software, but the meaning also extends to the information to be found on the Internet. According to the World Summit on the Information Society (WSIS), the technology is somehow tied up with not only access to information, but interaction with it:

Information Society [is] where everyone can create, access, utilise and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life (http://www.itu.int/wsis/basic/faqs.asp)

So which side of the divide a country is on is determined by its ability to create, transfer and change online information on a global level, and not simply by having access to the software, hardware and even the information itself. The UN's Digital Solidarity Fund is described as addressing

the uneven distribution and use of new information and communication technologies and enabl[ing] excluded people and countries to enter the new era of the information society (The Economist, 2005).

However, giving every man, woman and child in Ethiopia a PC and access to the Internet, enabling them to be part of the Information Society, will not result in economic, education, and social parity with their Western counterparts. This is because lack of access to the technology is symptomatic of deeper-rooted social problems. Access to ICT cannot be regarded as a solution by itself, and therefore cannot be provided in a vacuum, devoid of a realistic view of whether it offers what is necessary and how it might support other initiatives to resolve social, economic, educational inequality.

Currently, the divide seems to refer more to social, economic, and education gaps which are created, and can be filled, by technology and the information to which it provides access. According to Kenan Jarboe, president of the Athena Alliance, an organisation dedicated to public education and research of the emerging global information economy:

if you view the information/knowledge and information technology as key production tools of the new information age, then the divide is as serious as the one between subsistence farmers – the have-nots of the industrial age, and modern factory workers – the haves. (http://www.athenaalliance.org)

There are two problems with this statement. Interpreting the divide as between the haves and have-nots – or the binary divide as Warschauer calls it – is a debatable approach. On one level it is simply inaccurate: there are many gradations between those who have all the advantages of technology which allows access to web-based information, and those who have none. On another, it is marginalising and patronising: we judge those without the advantages as have-nots to be outside the information society and ever desirous to get in. (Warschauer, 2002).

Moreover, this definition implies that it is not the traditional social ills which are the root of social inequality, but the lack of access to technology. Moran (2005), writing about Ireland, points out that it is already quite well-saturated with technology – mobile phones, Playstations, online gaming, smart cards. However, while the country possesses extensive technology which allows for the transfer of information, the implication is that it still cannot be considered part of the information society if its government, businesses, and citizens do not participate more fully in the actual production of information. The issue is not only about an information society, but also an information economy, or better still, the economics of information.

There is a parallel between the process of developing participation in an information economy and the development of a free-market economy. There is little doubt that a too-rapid adoption of a free-market economy without the creation of stronger societal structures has proven disastrous for some countries.

The Digital Divide 5 ☛

The emphasis on PCs, the Internet and participation in the information society, for many countries, is "treating the symptoms, rather than the underlying causes" (The Economist 2005). It has been claimed that the developed nations possess many characteristics, such as the ability to transfer information via technology on a global scale, which developing countries could use to solve some of their problems, but the existence of geographical, political and cultural barriers make it difficult or impossible for these features to be effectively transferred. The actual technology and the information is undoubtedly useful, but only if implemented to address specific problems, and not as society-wide panaceas. The solutions to these very specific problems could then in turn have an impact on larger societal barriers.

An example of a technology used to resolve specific local problems is the mobile phone. This is the technology with the potential to make an impact on development in poorer countries, because it can overcome local difficulties to do with electricity supply and literacy. Even in western countries, the phone and especially the mobile phone is still the most inclusive technology. This is seen at work where farmers and fishermen use mobile phones to communicate with markets and work out where they can sell their produce at the highest price. Mobile telephony can also be used by small businesses in the search for the best price for supplies, and of course to make cashless payments.

The fact that there are still fewer phones to be found in developing countries is beside the point: people are nevertheless willing to spend more of their income on this technology, in fact more so than in western countries. Again, the same forces are at work in western societies: mobile phone ownership is high among those judged to have the least resources and the poorest access to technology.

> It has become accepted truth that ICT is crucial to the success of a globalised economy and it is accepted truth that globalised economies are better. Therefore, if we are to follow through on a cultural logic, if one wants to better themselves [sic], they must embrace ICT. (Moran 2005)

The point here is not to reject ICT, but to clarify which kind of technology would be most useful to specific groups and specific cultures, in order to provide them with access to the most appropriate information. For some, this could be low-cost PCs and Internet access at home, but for others it could be mobile phones or public kiosks.

There are a number of ways to access information, and some technology represents immediate solutions to problems. Others might be best considered as middle or long-term options. As Warschauer points out, it is patronising to define ICT adaptation for developing countries according to Western precepts and timetables. If the objective is to be part of the information society, in other words to interact more with the information and other producers of information, then a single, straightforward requirement applies. There must be a persuasive case within the context of a particular community or society, where the technology is specifically matched to the problem or barrier to be overcome.

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Libraries can be both part of the problem and part of the solution. Things used to be simpler. Ranganathan's Five Laws of Library Science were:

- Books are for use
- Every reader his book
- Every book its reader
- Save the time of the reader
- A library is a growing organism

In The Intellectual Life of the British Working Classes, Jonathan Rose (2001) describes the various incarnations of libraries in Scotland in the 18th century, including those serving the middle and working classes. While the libraries for the more affluent were stocked with up-to-the-minute fictional titles, the working-class libraries stocked religious titles. In some libraries, fiction would not overtake theology until the early 20th century. Some Scottish working-class libraries banned fiction altogether, at least until the success of Sir Walter Scott forced them to change or die. The type of collection varied from community to community: rightly or wrongly, it was dictated by what the community perceived as its own requirements.

Although we think our collection development practices now are not as arbitrary, we are still locked into a struggle over whether it is our role to provide educational or leisure print resources: giving the public what it wants, or what (we think) it needs. In other words, the type of book depended on class and the nature of the local society.

Technology has not altered this. Cloonan and Dove (2005) proposed a 21st-century version of Ranganathan's list, which they called The Five Laws for Digital Libraries:

- Online resources available where and when needed
- Eliminate obstacles to online resources
- Integrate electronic resources into other web-based content or services
- Access to ranges of resources via metasearching, portals
- 24/7. Anytime, anywhere; Information Commons, Invisible web.

Where public libraries were once about books as the vehicle through which social, or at least educational, inequality would be eliminated, they are now clearly about computers. It is nevertheless contentious to state that all we need do is provide PCs and access to the Internet, and we have fulfilled our duty.

Consideration of what the digital divide means suggests that things are not that straightforward, especially for public libraries. While it is obviously true that the book is no longer the only format for providing information, it does not necessarily follow that digitisation will meet the requirements of a local authority, any more than it would those of a developing country. Providing the hardware is only the first step in provision: the growth of technology has plunged libraries back into the struggle over the type of information it is their role to make available.

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UK public libraries have already experienced something of the "connected at any cost" rationale, through the implementation of the People's Network between 2000-2003. This involved the UK-wide provision of hardware, infrastructure, staff training and digitisation. It was part of a raft of initiatives connected to a larger programme, formerly known as UK Online, to get the UK "connected" by 2005 (UK Government 2000). This programme in general was about making the UK competitive with its more digitally-advanced Western peers. Yet the implementation on the ground, and the use made of it, especially in public libraries, has not always produced the desired results. Libraries still have to deal with the volume of use of computers for leisure or for everyday communication, alongside the lack of use of more "worthy" resources.

It is now a truism that the public library is undergoing an examination of its role in society. There is the temptation for it to be all things to all people, responding to all government agendas and local authority directives. In addition to quite a considerable responsibility for supporting the information society, libraries are charged with roles in: economic and career development; health and social well-being; education; child, after-school, and day care; citizenship; literacy.

If libraries are also to be responsible for eliminating the digital divide, then it will be necessary to identify the nature of the divisions within the communities they serve. Once these barriers are exposed, then libraries can address the relevant problems and contribute towards their resolution. Essentially, libraries should be able to identify the business or service requirements which would call for the use of ICT in addressing problems or filling information gaps in the community. As part of these business requirements, proven or at least potential impacts (the social auditing side of community profiling) should be indicated.

To provide equal access to all, libraries need to know the local community. The best way to do this is through community profiling. The end result of the exercise should be a picture of the community, of how it has evolved and what it might become. Crucial to this process is the participation of the community itself.

With the understanding of a community should come an understanding of the services required and an awareness of where and how a public library can play a part. These services should not be aimed at addressing the needs of any one group, but should focus on the totality of the community. Libraries have often produced services aimed at particular groups only to find that these services are not sustainable beyond the initial funded project phase. For example, if a library web page in different languages only addresses the needs of a very small minority in the community, it would be difficult to make the case that ongoing maintenance and updating is a requirement, especially if the service is vulnerable to budget cuts. However, if the service actually meets the requirements of 75% of the community, then it is in a better position to resist budget cuts.

This approach has been described as "equity of access". Orange and Osborne (2004) state that outreach should be based on serving the totality of communities as opposed to specific groups. The focus needs to shift from developing special services for specific user groups, with funds which may disappear at any time, to sustaining quality services for all user groups at all times.

The Digital Divide 8 ☞

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How an individual library authority interprets the digital divide will depend on community profiling, and social auditing will reveal whether or not the efforts to fill the gaps in the service have made an impact. A community profile, identifying a significant population with economic and educational disadvantage may reveal the necessity for providing access to PCs, the web and e-learning application software, whereas a largely rural/geographically isolated community might benefit from more remote, government self-services.

Warschauer, reporting the competition for funding digitisation in Ireland, not only offered an example of a community given every advantage to bridge the perceived digital divide, but also compared it with communities given lesser opportunities. While the winning town was directed to implement their plan as soon as possible, the runners-up were allowed to go at their own pace. While the Information Age Town had many problems, the other towns had to carefully plan and budget. This planning involved extensive consultation beforehand, in order not only to understand the challenges for the community, but also appreciate what social, educational, and business networks were in place, and what needed to be established. This planning afforded the towns a greater ability to take advantage of what the technology could offer (2002). It is also important to note that the towns did not approach the implementation from the position that the lack of technology was responsible for the problems in the communities, nor that the simple act of providing it would address their problems. The larger needs of the communities, in terms of jobs, social services, business development and education, were identified, and the technology was focussed on the areas where it could have the most impact.

Building communities is the ultimate aim. The Internet began as a way of sharing files electronically. It has always been a much more active medium for sharing information than television, for example.

In fact, on-line communication has had a considerable impact on how we interact with the information on TV, as has the telephone. The advent of the World Wide Web has made it easier for a larger population to create and share information.

Communities have been built around the information, as well as around products and commerce. People are not simply reading information or buying products on the web. They are exchanging opinions, sharing experiences, and in some cases having an impact on the information and the products themselves. Essentially, this is a virtual society which in its creation mirrors the building of traditional societies and communities.

The web is more than an information society and economy. It is another way of constructing communities, not around geography but around commonalities and the things which unite people beyond education, social class or economic status and power. Any online gaming community is a perfect example, as are commercial sites such as eBay.

This perception of the web is critical for public libraries. Their value as social places where people can escape isolation cannot be emphasised enough.

If that place also supports other social needs, through events, programmes, print and online resources and professional guidance, then the library itself becomes avehicle for helping a community break down its many barriers.

Libraries may not always be afforded the luxury of implementing technology at a reasonable pace; in fact, they often find themselves in the position of that winning Irish town.

When forced to spend money and implement programmes quickly, they are often less successful. However, working in partnership, not only within a directorate but also with other networks within a community, means that policy-making can be more than an attempt to catch up with technology and the market.

Libraries can be one of the social forces which determine the impact of technology, not solely for its information, but primarily for its community value.

Reviews
Edited by Lyndon Pugh

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Lyndia Thomas

on Pedley –

Digital Copyright:

"a wide-ranging assessment . . . useful and informative"

★★★★

The subject of copyright is already a complex matter, so when considering the additional issues which digital copyright raises, it is possible to feel even more confused about the subject. It is to Paul Pedley's credit that he is able to discuss such a demanding topic in a methodical and pragmatic manner, if not making it instantly easy to understand then certainly making the issues more accessible to readers.

Among the issues Pedley discusses in the opening two chapters, are concerns that digital information can be accurately reproduced and circulated to many at a low cost, evading copyright regulations in the process. He observes that Digital Rights Management systems, such as encryption and digital watermarks, are in place to try to protect information, but also points out the problems they can cause for fair dealing and providing data for visually impaired persons.

Pedley goes on to detail further issues specific to digital information, such as the copyright implications for born-digital content, and the various categories of digital information which exist; referring to websites, databases, screenshots and music downloads.

The book argues that digital information can be taken for granted, without the proper steps being followed to ensure authorised use. It was a surprise to learn that until the Copyright and Related Rights Regulations 2003 came into force, it was technically illegal to browse the Internet because of the multiple copies of content produced when viewing web pages. Similarly, the copyright implications of deep-linking to a page within a web site would not previously have occurred to me. The reasons why permission should be sought to do such a thing are carefully detailed here, and the way this book makes readers question aspects of their everyday use of information is a great strength.

The work also pays attention to the role of licences, and what is permissible because of copyright exceptions. Due to the additional precautions used to protect digital information, such as "shrink-wrap" agreements, there are fears these safeguards could infringe on fair dealing. With fair dealing itself difficult to define, Pedley highlights the dangers of viewing it as a right, and advises that "It is a defence that you might call upon if you were faced with an action for infringement" (p.75). It is emphasised that, in most cases, contracts can override copyright law, and examples of licence agreements are included in the book.

There is a chapter on educational establishments, with attention paid to virtual learning environments, the need for remote access to information on the part of students, electronic reserves and the copyright issues concerning all of these areas. Another chapter concentrates on authors' rights, and explains the economic and moral rights authors of digital information can have. There is a comprehensive section about other issues to do with copyright, such as international copyright protection, compliance and how to obtain clearance, with flowcharts detailing the processes to be followed. The final chapter contains useful addresses and links to websites providing up-to-date news on copyright developments.

With this book Paul Pedley has produced a comprehensive guide to various aspects of digital copyright, covering both the development of digital copyright and the present situation. By highlighting how concepts such as fair dealing do not provide an automatic right to copy information, he demonstrates how much attention to detail is required when dealing with any copyright issues.

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Pedley observes that due to all the legal uncertainties surrounding copyright law, copyright issues are really a question of working out how best to minimise the risk of being accused of copyright infringement (p.99), and this book provides an excellent guide to the process involved in obtaining copyright clearance for tasks such as digitising information and deep linking to other websites. It includes sample forms for acquiring clearance, and statements of use which can be supplied with digital information.

Throughout the book Pedley makes much use of legislation and examples of cases where issues of copyright have been disputed, and it is here in particular that the e-book format comes into its own. The links within the book allow the reader to go straight to any legislation or case law being referred to, and the Adobe PDF format makes it easy to navigate back to the original place in the text.

At the bottom of each page is a link allowing the reader to return to the contents page, and from here there are links to particular chapters or sections. This is also a feature of the index, so readers can link to specific subjects. Adobe additionally offers a search function if more detailed information is being sought. As well as this, the e-book allows the reader to add notes and comments to the text, so that any aspects of interest can be highlighted, and important information updated. These notes can then be accessed through the Comments tab, and the Attachments tab also provides another way of accessing the many helpful forms the book contains.

As an e-book, the format works well for this particular subject, and the text is clearly formatted, making it easy to read on screen. Occasionally it feels, similar to printed books, as if the additional text boxes, diagrams and tips intrude into the text and break up the flow of some paragraphs. This is a minor quibble, and in no way detracts from the quality of the text.

As Pedley himself notes, there is no way of providing definitive guidance where copyright law is concerned, but what is given here is a great deal of invaluable practical advice. This book offers a wide-ranging assessment of digital copyright issues, and a concise, yet detailed guide to many aspects of copyright, making it useful and informative reading to anyone requiring information about digital copyright.

Lyndia Thomas, Law Society

Chris Leftley on

Reference Services

for distance

learners:

"As the Four Tops

put it 'Reach out, I'll

be there.'"

★★★★★

RSQ has now been running for ten years, and with it Haworth Information Press has built up a high reputation for scholarly materials in the field of Internet Reference Services. This volume is no exception, comprising thirteen papers. These are mostly case studies from American librarians and their colleagues, whose pioneering efforts ensure that an increasing number of distance learning students are offered the same level and quality of reference services as on-campus students.

This, of course, requires a radical re-think of the way such services may be delivered – the traditional reference interview is not an option, and what are described in this volume are innovative uses of the web, email, internet chat, streaming video and other channels which engage the distance learner.

The Open University in the 1970s was really the first institution to encourage distance learners, who were by definition not on campus, but could study from home by using the postal service. Reference services were provided by telephone, with book-lists or references posted to students. As this phenomenon grew, in parallel with electronic options, the Association of College and Research Libraries (ACRL) codified the standards for providing such services, and published them in a Distance Learning Section. These can be read at http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm.

The key feature in the standards was that Library Services were to be treated as an integral component of the institution's Distance Learning Process, rather than as an afterthought. This helped quality and also targeted instruction. Many academic libraries use their websites as the first port of call to provide assistance. Web page design is important: Google's simple box is a model to which many aspire, in order to avoid over-complication. Additionally, much help can be course-specific.

Another approach is collaboration, where a group of libraries (often geographically linked) will share the running of a round-the-clock Ask-A-Librarian service. Although this has to be used with care for local data, it is an excellent start for general information requests. The Ask-A-Librarian and/or Help button should appear on each web page: an example can be found at http://www.marshall.edu/library/ref/default.asp.

One paper describes a Virtual Reference system set up at Texas A & M to use Internet Chat as a basis for the delivery of services. These incorporate many useful features. Similar systems exist for Colorado, Ohio and other states.

Other libraries are bringing together traditional print handout, FAQs, online subject guides, course-specific guides, leaning modules, citation style guides, virtual tours, maps, database searching help, and instructional video at one central point – the point of need. This reinforces the independence, self-reliance, empowerment and capacity for self-help which surveys indicate library users want.

Yet another approach is to use Open Source Software (OSS) for developing library software. This is an attempt to overcome the plethora of (mainly) commercial programmes of different styles and types, and create a single unifying system, which can be customised to suit a particular case. A good online information literacy course is provided by Internet Navigator at http://www-navigator.utah.edu/. This aims to teach independent research skills to remote students, and is written by librarians.

For further information, each chapter ends with a detailed bibliography.

In conclusion, I can only agree with Miller in his introduction:

It is remarkable to realise that, a decade ago, we were sending librarians on long trips to interact with distance-learners, setting up far-flung physical satellite locations to serve them and doing reference by telephone and snail mail. This volume shows the evolution into an online environment for such services, along with a movement to [bring them into the] mainstream because the difference between distance learners and others, which is already blurred, will ultimately disappear.

For anyone involved in, or planning to implement distance learning reference support, the principles and ideas outlined here are indispensable.
As the Four Tops memorably put it four decades ago . . . "Reach out, I'll be there."

Chris Leftley, Wycliffe Hall, Oxford

This two volume work brings together a wide range of articles on cyberlaw (defined as the law relating to cyberspace – a phrase which was coined by William Gibson in his book Neuromancer, New York: Ace Books, 1984). It covers many of the key topics which constitute internet law, such as electronic commerce, jurisdiction, data protection and privacy, the liability of intermediaries, and intellectual property. The essays are billed as being theoretical, and have been selected on the basis of their quality, influence, and significance. The work is intended for those who are involved in research, teaching and study of the law.

The selection of articles represents a fascinating collection of material, with a diverse mix of authors from Bill Clinton through to Lawrence Lessig. The texts were all published between 1994 and 2005 and they are reproduced in their original typography, including the original page numbers as they appeared when first published.

Paul Pedley

Reviews Fitzgerald

on Cyberlaw:

"key articles over the

last decade, for North

America" ★★★

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This has been done deliberately, as an aid to comprehensive research and in order to facilitate accurate referencing. But the consequence of this policy is to make the two volumes look like a real hotch-potch of content. The book claims that each volume contains a "substantial introduction explaining the content and significance of the essays selected". What this means in practice is that both volumes have relatively short introductory sections which serve to highlight the main issues covered within each respective volume. The introduction to volume one extends to ten pages, whilst the introduction to volume two is twenty-one pages long.

The articles that have been selected for these two volumes are certainly thought-provoking. By bringing together content from a wide range of authors, it means that the reader gets to see a range of different viewpoints and perspectives. But, precisely because the main body of the text consists of the editor's choice of published articles brought together in one place, they do not come across as being part of a cohesive whole.

The chosen articles are largely from a North American perspective, with very few exceptions. This work contains over 1100 pages of text, when taking both volumes into account, and yet the reader is expected to navigate through the material without the aid of a subject index, or an index of either the case law or the legislation mentioned. The only index is a name index. That is a major handicap, which limits the usefulness of the publication. For example, the list of contents to volume one is broken up into five parts. There is an article on the case of Dow Jones v Gutnick, which appears under the heading for jurisdiction. Had there been a subject index, it would have been possible at the very least to include references to that chapter under other topic headings – not least one for defamation.

The selected articles have been well-researched, and are supported by extensive footnotes. Taking the chapter on Dow Jones v Gutnick as an example, that article is supported by 111 footnotes; and that is by no means unrepresentative.

It would have been useful to include a chapter on the Council of Europe's convention on cybercrime, or on the various elements which make up computer misuse. Whilst the second volume covers abuses of copyright extensively, there is not an obvious chapter within this work which one can look at for coverage of other aspects of computer misuse such as hacking, viruses, or fraud.

In short, this two volume work provides the reader with a selection of key articles on cyberlaw, written over the past decade or so by a wide range of authors. The intended audience would appear to be primarily those who are involved in research, teaching and study of the law. Because of the heavy dependence of articles from North American authors, it would also seem to be primarily for researchers from that region.

Paul Pedley, Economist Intelligence Unit

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BFI DVD and Video Releases

bfi

BBC

THE LOST WORLD OF FRIESE-GREENE

Following on the success of their collaboration on The Lost World of Mitchell & Kenyon, the BBC and the BFI have co-produced a new 3-part television series, The Lost World of Friese-Greene. The release of the DVD took place in early May after the end of the series.

In 1924 pioneering film maker Claude Friese-Green embarked on an intrepid road trip from Land's End to John O'Groats. He recorded his journey on film, using an experimental colour process which he had developed with his father, William Friese-Green.

The result of this was a travelogue which was called The Open Road. It was widely hailed as an amazing success by reviewers, and audiences saw their world in colour for the first time, instead of in the black and white representations they were used to.

The journey which formed the basis of the film has been recreated by the BBC and the BFI, with Dan Cruickshank re-tracing Friese-Greene's route through Britain. The original footage has been restored by the BFI, and still provides audiences with a vibrant glimpse of life in the 1920s. The film follows Dan Cruickshank through the West Country, into Wales, up to the West Coast of Scotland and finally going on to John O'Groats.

The varied cast of characters also includes relatives and friends of those who appeared in the original footage, and some of those who appeared in the film as children. Many of the latter describe the remarkable experience of encountering their former selves in the footage.

The three episodes cover Land's End to Weston-super-Mare, Cirencester to Carlisle, and Gretna Green to John O'Groats respectively.

The extras include cinematographer Jack Cardiff's (The Red Shoes and Black Narcissus) memories of Friese-Greene and interviews with the people in the series.

Woman of the Dunes

One of the great Japanese classics of the 60s, Hiroshi Teshigahara's fable Woman of the Dunes, which is based on the novel by existentialist writer Kobo Abe, remains as mystifying, serene and provoking as when it was first released. This, the uncut version, has never been available in the UK before.

Winner of a Special Jury Prize at Cannes in 1964 and nominated for two Academy Awards for Best Foreign Film and Best Director, the film combines an extremely erotic drama with a terrifically gripping thriller. It is also a work of great visual inventiveness and beauty, featuring high-contrast black and white photography from Hiroshi Segawa and a minimalist score by Toru Takemitsu, whose music was celebrated at the Barbican earlier in July as part of the City of London Festival.

The story opens with Jumpei Nika (Eiji Tokada), a teacher who has been collecting insect specimens, who misses the last bus home. He is offered shelter by locals in a house at the bottom of a sandpit, the home of a young widow (Kyoko Kishida). The next morning he awakes to find that the rope-ladder, the only means of exit, has been removed, but he believes that it will reappear soon enough. He agrees to help the woman in her nightly labour of shovelling away the sand which threatens to bury them, and it slowly comes to him that not only is he a prisoner, but that he must shovel sand in order to survive. Although he becomes increasingly frantic, the oppressive confinement of their situation and the force of physical attraction inevitably leads them to become lovers. But like their environment, their relationship is unsustainable, as Jumpei quickly becomes increasingly obsessed with freedom.

Out of this highly bizarre, if simple, situation, Teshigahara builds an atmospheric, highly charged and remarkably sensual exploration of the human condition.

The visual impact and surreal imagery of the film is remarkable, and is derived from the abstract patterns, the unconventional notions of scale and the detail of patterns and texture. The performances of the two leading players, who had to work under hot, sticky conditions, surrounded by the ever-present walls of sand, are equally striking. Kyoko Kishida, in particular, brings out the woman's weird obsessiveness, becoming increasingly human as the story progresses.

Viewers are given plenty of opportunity to argue over what the allegory actually means – how a sense of freedom can be tempered by circumstances, or how people can be forced to come to terms with a strange and unexpected environment, almost against their will.

A 20-page illustrated booklet with film notes and essays, director biography and credits accompanies this release.

The language is Japanese, with English subtitles, and the DVD was released on July 31st.

Silent Britain

On Set in Blackmail

In this pioneering BBC4 documentary, Matthew Sweet takes viewers on a journey through the first three decades of British cinema, telling the story of one of the most creative, extravagant, pleasurable and yet unknown periods of film history.

Of the thousands of films made in Britain before the emergence of sound in 1929, only a fifth survive, and most of these are preserved in the BFI National Film and Television Archive.

In their time they were hugely popular. Cecil Hepworth's Rescued by Rover was so popular that the original negative wore out with printing and had to be re-shot twice. The Battle of The Somme, released in 1916, was watched by an estimated 20 million people.

Matthew Sweet visits the actual sites where the very first pioneer filmmakers made their mark, in Leeds, Trafalgar Square and Blackpool. He tracks down former studio premises, in Hove, Muswell Hill and Walton-on-Thames, and traces some of the surviving cinemas from the period. Still visible as traces on the buildings of London's film heartland in Soho is the legacy of a vibrant centre of the Cinema business known as Flicker Alley.

Britain, also, had its fair share of glamorous starlets, and luminous leading men who lit up the screens, and here Silent Britain introduces us to unattainable matinee idol Ivor Novello, the bubbly and vivacious Betty Balfour and debonair movie marrieds, Henry Edwards and Chrissie White (to say nothing of the dog – Blair, the world's first canine movie star).

The first documentary to celebrate the visionary filmmakers and the unsung stars of Britain's own Cinema, Silent Britain is fully illustrated throughout with film clips of this extraordinary, but vastly underrated, period of film history. It runs from the first British sex comedy in 1898 to Britain's first talkie in 1929. This was the Hitchcock production of Blackmail.

Rescued by Rover

Matthew Sweet is a writer and broadcaster, and author of the acclaimed book on British Cinema entitled Shepperton Babylon. The contributors to the programme include screenwriter Michael Eaton, British Film Institute archivist Bryony Dixon and film historians Frank Gray and Ian Christie.

Silent Britain, released in June, is a co-production between the BBC and the BFI, and it is produced by David Thompson. The film was broadcast on Wednesday 31st May as part of BBC Four's Silent Cinema Season.

Extras include

- Interview with Neil Brand, one of the world's foremost silent film composers
- Short film spoof of 1920s film censorship with the title Cut It Out (Adrian Brunel, 1925)
- Stills gallery

Dreams That Money Can Buy

Berlin-born Hans Richter – Dadaist, painter, film theorist and filmmaker – was for four decades one of the most influential members of the cinematic avant-garde.

Richter assembled some of the century's liveliest artists as co-creators of Dreams That Money Can Buy, his most ambitious attempt to bring the work of the European avant-garde to a wider cinema audience. Among its admirers is film director David Lynch.

Joe, a young man down on his luck, discovers he has the power to create dreams, and sets up a business selling them to others. The "dreams" he gives to his clients are the creations of Max Ernst, Fernand Léger, Man Ray, Marcel Duchamp, Alexander Calder and Richter himself, and the result is by turns playful, hypnotic, satirical, charming and nightmarish. Dreams That Money Can Buy is a film in seven segments namely:

- Desire: Director, Writer Max Ernst
- The Girl with the Prefabricated Heart: Director, Writer, Fernand Léger
- Ruth, Roses and Revolvers: Director, Writer Man Ray
- Discs: Director, Writer Marcel Duchamp
- Ballet: Director, Writer Alexander Calder
- Circus: Director, Writer Alexander Calder
- Narcissus: Director, Writer Hans Richter

The DVD includes an exclusive alternative soundtrack by London-based Baroque pop band The Real Tuesday Weld. This features British singer-songwriter Stephen Coates, with narration by Brazilian chanteuse Cibelle and English alchemist David Piper. The band has previously performed this soundtrack live to accompany screenings of the film at the NFT in April 2005, and at Tate Modern in May 2006.

Dreams That Money Can Buy is part of *bfi* Video's A History of the Avant-Garde series, which features the best of radical and innovative filmmaking from the first hundred years of cinema. Extras include

- Three short films by Hans Richter: Rhythmus 21 (1921); Ghosts Before Breakfast (1928) and Everyday (1929)
- Bonus: alternative soundtrack by The Real Tuesday Weld
- Filmed interview with The Real Tuesday Weld and Cibelle, who discuss composing the soundtrack
- Fully illustrated 28-page booklet containing an interview with Hans Richter, film notes, biographies, credits

The British Transport Films Collection Volume 3

Disc One	Disc Two
Operation London Bridge (1975/col/18mins)	*Terminus (1961/col/20mins)
*Wires Over the Border (1974/col/18mins)	Fully Fitted Freight (1957/b&w/21mins)
Groundwork for Progress (1959/b&w/30mins)	Farmer Moving South (1952/b&w/17mins)
Making Tracks (1956/b&w/17mins)	I am a Litter Basket (1959/b&w/7mins)
*E for Experimental (1975/col/20mins)	The Third Sam (1962/b&w/10mins)
*Modelling for the Future (1961/col/8mins)	*People Like Us (1962/b&w/9mins)
	A Future on Rail

Films marked with an asterix have not previously been released in the BTF video series.

Running a Railway is the third volume to be released in *bfi* Video's digitally re-mastered double-disc DVD series of British Transport Films, combining favourites from the much loved and best-selling video series with additional material. This new collection contains four hours of footage including the multi-award-winning Terminus, directed by John Schlesinger. Among the rare gems are:

- Farmer Moving South (1952) – The true story of a Yorkshire farmer who decided to sell his land and move his entire stock of cattle, pigs and poultry, machinery, ploughs and tractors south to Sussex by rail in December, on what was the coldest night of the year.
- I am a Litter Basket (1959) – "Every day, the people who use railway stations drop hundreds of tons of litter all over the place, while me and my mates have to stand by, empty and starving. Until, one day, we get so desperate, we go foraging for ourselves. And what happens?" Find out the answers by taking a look at this film.
- Modelling for the Future (1961) – Visions of an earlier Channel Tunnel scheme and a model of the proposed terminal. This film demonstrates a range of facilities and shows the possibilities of the age-old dream of a dry land crossing between England and France.
- The Third Sam (1962) – Sam Smith is taught to drive an electric locomotive. He learns the new job without difficulty, but one day his train breaks down and Sam summons up various aspects of his character to deal with the emergency. With narration, in typical rhyming monologue, by Stanley Holloway, this is an original and amusing approach to instructional filmmaking.
- E for Experimental (1975) – An account of the development of British Rail's experimental Advanced Passenger Train (APT). The film explains, in simple terms, some of the many novel design features of the APT, including the tilt mechanism and the hydro-kinetic brake, and shows the train in action during its trials.

All these films are now preserved in the bfi National Film and Television Archive. The DVDs are important not only for the transport enthusiast, but also for anyone who enjoys historical documentary films. A booklet containing an introduction and film notes by BTF historian Steven Foxon accompanies the discs.

The productions in this feature are available from all good DVD retailers, or can be ordered online at
http://www.bfi.org.uk/video
or by telephone from
0845 458 9910

RRP: £19.99 inc p&p

The notes are from the *bfi* Video press releases and the images are supplied by Imagenet and *bfi* Video

Converting VHS and Other Analogue Video Sources to Record to DVD – The Grabster Does it

Ken Cheetham,
UWIC Student
Support Services

I purchased a DVD recorder with 80GB hard drive fairly recently, with the intention of working my way through my VHS library to convert it to DVD-based media. Naturally, every tape has to run in real time, and while I am busy doing other things the device handles the process without problems.

I can also go back to it later, and edit out advertising and other annoying sections which might have been recorded on the original. I have to date cleared 2.5 metres of shelf width, the resultant DVDs occupying just 60cms, so I think it is worth my time. Although DVD storage might prove less stable in the long term, I will minimise the distortions already visible due to the gradual wearing away of coatings from the tape surface, which are deposited on the tape heads. I will also be eliminating the always present fire hazard from spontaneous combustion of the collection of some hundreds of tapes.

When asked to review the TerraTec Grabster AV150 video grabber, I wondered how it would perform, and if it could display any advantages over my system. It is a PC-based device which does not require the computer's case to be opened for physical installation. It is essentially plugged into a USB2 port, and that must be hugely attractive to any non-expert user who really does not want to "open the box" or who has not added a DVD recorder to their TV set up. Video capture is achieved by encoding within the software, not by hardware within the unit.

Video is encoded to MPEG-1 or MPEG-2 via the software, but audio input is effected by connecting directly from the source player to the PC's sound card, and not via the Grabster. This is not made clear in the minimal instructions provided (and they are also printed on the packing, which may get thrown away). This may cause some considerable delay for the non-professional for whom the device must be intended.

This separation of audio and video signals may not be ideal; it will depend on Windows XP being capable of keeping the sound card signal and the Grabster's video signal synchronised. On the other hand, encoding MPEG-2 for DVD in software requires a fairly well-specified PC anyway, so this should help. An AMD Athlon 1800MHz or an Intel Pentium IV 1400MHz would be the minimum for MPEG-2, with a recommended 512MB of RAM, helping to ensure high quality, full resolution (720x576) video.

Details of the Grabster's specification are: -

- USB 2.0
- Video standards: PAL & NTSC
- Analogue signal inputs: Composite (RCA) and S-Video
- PAL recording rate: up to 720x576 pixels/25 fps
- NTSC recording rate: up to 720x480 pixels/29.9 fps
- Screen size: 160x120 to 720x576 pixels
- Software interface: Windows WDM driver
- 5 volt power supply via USB port

Note that the provision of S-video as well as composite video inputs provides for transfer of S-VHS material, 8mm and Hi8 camcorder footage. Indeed, most camcorders and VCRs may be connected, as may satellite receivers and DVD players. This facility transforms any suitable PC into a multi-functional digital video recorder.

I had a slight problem in that the VHS recorder from which I was outputting my material only had a SCART socket, and the Grabster has no Scart input socket, which is a little short-sighted, but a colleague was able to put together a lead enabling me to make the required video connections.

It should also be noted that no leads connecting the playback device and the Grabster are provided by the manufacturer. This is understandable, but will obviously involve an additional cost when setting up. I costed it locally at about £30.

System requirements for this equipment are:

- Microsoft Windows XP
- USB 2.0 interface
- AMD Athlon 800MHz/Intel Pentium III 800 MHz (MPEG1/VCD)
- AMD Athlon 1800MHz/Intel Pentium IV 1400 MHz, (MPEG2/DVD)
- 256MB RAM minimum (512MB or more recommended)
- Sound card with line-in
- 400MB of available hard drive space for programme installation
- Windows compatible display with at least 800x600 resolution (1024x768 recommended)
- Windows compatible DVD-R/RW, DVD+R/RW, DVD-RAM, CD-R/RW for archiving the recordings

Grabster Product Review 3 ☞

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The new Grabster AV150 comes with a full version of Ulead's DVD MovieFactory 3 for authoring and burning, and also their own VideoStudio 7SE editing application, which will allow the average user to produce professional-looking movies either from VHS tapes or from other sources, to play on any DVD player or computer.

Setting up the device is easy. It has to be connected to the computer or notebook's USB port (USB cable supplied). The software is installed, the source equipment connected and it is ready to go.

After recording or dubbing the material, advertising breaks can be deleted, personalised menus created and customised versions burned to DVD. The software also allows the creation and addition of horizontal or vertical titles in any position or frame. Background audio, including voiceovers, and photographs can be added. Menu designs can also be created.

Even though Movie Factory 3 is now in Version 4, and VideoStudio is in V9, the supplied versions are perfectly capable of carrying out the stated tasks, and are easily worth the asking price of just £49.99 including VAT.

All in all, this tiny box – only 9.3cm x 6.0cm x 1.8cm and weighing about 60g – is a useful investment for anyone with no more elaborate needs than those discussed, and it does the job. Video quality will of course depend on the quality of the source material, and the ability of the PC to maintain the audio/video synchronisation.

This is not the first of such devices: ADS Tech unveiled the DVD Xpress DX2 Box earlier in the year, priced at about £100. It too lacked Scart input, but came with VideoStudio V9 and could save to MPEG-4. It also enabled conversion to DivX format, which would make it simpler to get film onto a personal video player. Many of the alternatives can do as well and at about the same price. They can also be used to watch TV on the PC.

The Grabster AV 150 is a reasonably well thought-out device. It would benefit from audio provision and a Scart input socket. Anyone considering buying it should check that there is a TV tuner card in the PC.

One real advantage of the Grabster over my DVD recorder with hard drive is that although the latter will not record from copy-protected material, the Grabster will. The copy-protection encoding, though read by the VCR, is not recognised in its digitised form by the PC. This means that a back-up DVD can be made from material which would otherwise deteriorate in time, and possibly become irreplaceable. The Grabster AV 150 is available from EuroTech: telephone 0870 458 4891 email sales@euro-tech.co.uk and the website is at http://uk.terratec.net/