

# *Unlocking Hungary's Libraries:* **a Case for a Digital Library at Berzsenyi College**

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*As Hungary moves to join the European Union, librarians are noting the need to share the nation's library collections with non-Hungarian speakers. Currently, Hungary's digital libraries largely reflect the nation's heritage as one of the most homogenous European nations and are not easily useable without knowledge of the language. Hungarian is a small language, spoken by about 15 million people worldwide, and the need for disseminating Hungarian knowledge into global knowledge is an important step for integration into the EU. This paper is a case study of Berzsenyi Daniel College's creation of a digital library for its LIS Department. It discusses the technical and socio-cultural challenges presented by the need for English and German language finding aids and the difficulties encountered with building search queries against multi-cultural language platforms. In close cooperation with the European Studies Department, the digital library will also open resources produced by Hungary's neighbors in Central and Eastern Europe to Hungarians.*

## **1. Introduction**

The presentation at the BOBCATSSS conference in Riga, Latvia in January 2004 analyzed the major types of Hungarian library web resources. This presentation gives you a case study of the

Department of Library and Information Science at Berzsenyi College, Szombathely.

The LIS faculty, students and librarians' cooperation to creating web

resources is emphasized in the Hungarian and international contexts. Problems to be solved are raised, including one of the most pressing: "How to bridge the digital gap between the Eastern and Western part of Europe," and some initiatives and ideas towards its solution are raised. Project examples by the LIS Department staff and students are briefly presented and detailed as contributions.

This multi-lingual digital library project is a product of a team-work, and its aim is to clarify a very important „European” issue: multilingual aspects of digital contents and services provision in Hungary, with special emphasis on Berzsényi College. We had the chance to include Dallas Long, Fulbright scholar spending one year in Szombathely into this research and development project, to integrate global, and American experiences, and to be able to contrast the Hungarian and American state of the art of creating digital libraries. The major methods applied at the project include the following

1. Study of the theoretical and methodological sources on digital library development.
2. Analysis of the recent changes in Hungarian digital contents developments, which is a very complex phenomenon
3. Surveying the actual developments and challenges Hungarian LIS schools are facing
4. Analysis of the LIS schools websites and e-content services, including ours, according to a set of criteria developed for that purpose, including the multi-lingual aspects of e-contents and services
5. Identifying problems and strategies, including identifying the actual and/or potential partners of LIS schools

6. Drawing the conclusions of the work done already and discussing further perspectives

We have identified the recent changes in Hungarian digital contents development through staff and student research, and the following can be formulated:

## **2. Analysis of the recent changes in Hungarian digital contents developments, which is a very complex phenomenon**

One year ago at the BOBCATSSS Symposium at Torun we gave account of the major techniques and methods of knowledge representation on the Hungarian segment of the Internet. What has happened in Hungary for the last year, influencing the issue of our presentation, creating digital contents and digital libraries?

The role of Hungarian libraries is growing in digital contents development /at all levels, including the national, regional, and local/

- ➔ *The electronic/digital/virtual libraries: the Hungarian Electronic Library, the Neumann-House etc. are refining and diversifying their services/*
- ➔ *There is an obvious development of OPACs and databases through new versions and retrieval tools*
- ➔ *Hungarian search services and subject directories are equipped with more linguistic tools than before*
- ➔ *the number and quality of portals and subject gateways is growing*
- ➔ *and the same relates to web guides, Startlap.hu etc.*

The major characteristics are as follows: the number of digital documents is growing, there are more quality digital contents generated, digital representation of cultural heritage is going in – although not as fast as one wanted to – there are more and more diverse tools to search in digital documents, and finally there are more and more trained Internet users because of information user education courses .

### 3. Major problems of digital contents development in libraries

Acknowledging the results, we have to point to some major problems identified:

It can be said that the process of the convergence of library, information and communication science has been accelerated ever faster, and libraries are now considered as one of the major digital contents providers in Hungary. The ongoing integration of Hungary into the European Union has been the major catalyst of new developments for at least ten years. Major EU and Hungarian projects helped libraries and LIS departments in updating their infrastructure, and developing digital contents and services. Euro-info points were opened at major public libraries. (A special issue published at Tudományos és Műszaki Tájékoztatás /Scientific and Technical Information/ gives a deep insight into these new developments.) However, an even more intensive development is required. Acknowledging that libraries are basic institutions of the information society, their strategic factors frame the program of the EU, but these functions and tasks can only be carried out by highly qualified professional librarians.

*The role of libraries has grown in the complex environment for information/knowledge management development*

A number of conferences has been organised, showing the international, national, and regional roles of libraries in information / knowledge society /British Hungarian, Berzsenyi College. The concept of information society is widely accepted, and serves as starting point for strategy and action as formulated in the latest version of the national information strategy issued in November 2003. The National Development Plan for 2004-2006, with the fifth general goal to create the preconditions of the knowledge based society and that of client-oriented public government /National Development Plan, 2002/ are a major leading guideline for library development, too. [www.euforium.hu](http://www.euforium.hu)

The Library of Berzsenyi College in regional information supply  
January 29th 2004. január 26.

Strategic development plans should reflect the growing international, national and regional roles of libraries in digital contents provision.

Key papers of the conference /interlibrary cooperation in digital information environment/. Or: the library of the future with new technologies: METALIB, DIGITool, SFX/.

The digital collections of the library of regional importance, electronic library and information services, European Documentation Centre  
Theses

Supported by the Ministry of culture, and The National Cultural Foundation.

### **What about last year's tendencies:**

The number of digital documents and services created by libraries and LIS schools in Hungarian language is growing.

The awareness of quality development is improving.

there is more emphasis on structuring and making available Internet resources, in supporting users to apply Internet tools and resources efficiently.

the quantity and quality of online, digital learning resources is not yet satisfying the growing need of lifelong and academic professional study

multi-language digital information resources are more and more available to Hungarian users of the Internet, but far from being satisfactory.

the quantity and quality of representing Hungary, Hungarian institutions on the Internet in foreign languages is not yet satisfactory.

although the scope of digital /virtual services is growing but it is still rather narrow

the libraries roles in national, regional, local information society strategies are not yet adequate, although a breakthrough is going on

finally, what is really depressing, the foreign language versions of websites are either lacking or being unsatisfactory for a country joining the EU on May the first

### **4. Analysis of the LIS schools websites and e-content services /including ours/ according to a set of criteria developed for that purpose, including the multi-lingual aspects of e-contents and services**

In addition to different kinds of libraries and other service and contents providers, we have the situation of the LIS schools.

Based on literature searches as well as meetings, the following can be generalized

➔ *most of them are sensitive enough to information policy, strategy, innovation and knowledge management*

➔ *many of them have an integrated approach of training/education, research and development as well as life long professional learning efforts*

➔ *some of them are seeking for alternative ways of training and education, by developing and offering diversified learning contents*

➔ *In fact, all the PEST (political, economic, social and technological) factors are in favour of developing digital contents and services in Hungary*

➔ *To go on with the general characteristics of Hungarian LIS Departments, there is an fact that astonished our Fulbright Scholar, namely the fact that in Hungary there are 12 LIS Departments – twelve!*

➔ *In the best LIS Departments there is an integrated approach to LIS training and education at the three major levels: BA, MA, PhD levels*

➔ *all Hungarian LIS departments are concerned by the challenges of the Bologna process, by need to join the European learning space*

➔ *their websites and e-contents are very different in terms of quality and quantity*

3.d.LIS departments established up to 1990

*Hungary is a relatively small country, while Hungarian is spoken by about 15 million people globally. Despite the relatively small size of the country, there are 12 LIS Departments at the moment serving the training and education of librarians and other information professionals. The number of LIS students total to about 4000 at the moment, among them about 2000 are full-time students. The LIS programme can be considered as one the largest BA and MA programmes in Hungary /its ranked in the fourth place in social sciences and humanistic studies, just after Hungarian language and literature, History, English and German.*

*It is very important that the student population has adequate access to information and learning resources on the Web. In addition we have to serve the lifelong professional learning needs of the practising librarians – who according to a legal order issued in 2000 – should be involved in 6-year continuing professional education cycles. / Pálvölgyi, Murányi, Frank, 2001/. Their number totals to about 8000. The two sets are a bit overlapped, as about half of the librarians are involved in BA or MA programmes in the country.*

Let's have a quick look at the list of Hungarian LIS departments broken down into two tables, those established before 1990, and after

Out of the 12 departments we are focusing on evaluating the web sites, e-contents, and services by the LIS departments at

Eötvös Loránd University DLIS /in the middle of the country/

Debrecen University /in the east/

Szeged University /in the south/

Eger Eszterházy Károly College /in the

north/, and last but not least at Szombathely Berzsenyi College /in Western Pannonia/

The map shows the geographical positions of the 5 LIS schools analysed

First of all we have to refer to criteria, and subcriteria we used in evaluating the websites of the above mentioned LIS schools:

1. Users categories with 3 subcategories/
2. Subject and contents of websites with various subcategories
3. Information on institutional aspects, staff and students with 6 subcategories
4. Searching and communication tools with 7 subcategories
5. Multilingual versions of contents, which is becoming more and more crucial nowadays
6. The links and relations /institutional, local, regional, national, international etc. With 6 categories/
7. and finally we also considered other criteria /4 categories, like design, special features ... etc./

Let's go now, and have at least some first impression of all the websites of the 5 selected LIS departments: The number one is the LIS Department of Eötvös Loránd University in Budapest.

It was established as the first LIS school in 1949

- ➔ *it is a primary institution of LIS training and education*
- ➔ *it runs a doctoral school in library science leading to*
- ➔ *PhD degree*
- ➔ *and it has renewed its internet presence recently like this*

In black background you can see the words

Philosophical science, library science and information technology

On the left, you can select the start kit,

latest and actual news and developments, a forum and the site map

You can get information on the:

History of the department

On the present situation of the department

Staff research interests and publications

Information on the educational programme

Projects run by the department

Students homepages

Admission requirements

As well as an English – German glossary

If you click on any of them, the information is broken down, e.g. by clicking on the admission requirements, you are given specific information for admission to full-time basic studies, or MA extension studies for those already having a BA degree. Please learn that the new English version of the website is being developed.

### **The Department of Computer Graphics and Library and Information Science in Debrecen, in the Eastern part of the country was established in 1991**

→ *is the primary institution of LIS training and*

→ *education as well as research in the east of Hungary*

In addition to its website in Hungarian language, it has an English version too, including

Contents

Some General information

The major Research

And Subject fields

Information on Department staff

As well links and data to Professional relations

The Department of Library Science at

Szeged University /formerly József Attila University/ established its College level programme in 1989, which was followed by introducing University level education in 1996. The Department in close cooperation with professional librarians in Szeged and region is the primary LIS institute in Southern Hungary, with a lot of focus and expertise in e-contents development and digitisation

The contents of the website are in Hungarian, with sections in History of the department, staff pages, various training forms, curriculum information, department publications, students theses, as well as databases created by department staff. There is brief French version of the site, which includes information on the history and general description of the department. This department has an excellent human touch and atmosphere as you can see from the picture. It should be mentioned that most staff are part-time, heavily involved in digital and virtual library services, they are running könyvtárkapu, which means library gate, and includes useful information for librarians. It should be mentioned that the University Library website has an excellent English language version too.

Eszterházy College is in Eger, Northern Hungary. Eger is famous for its wine, but also for its intensively developing programme in LIS. College level education started in 1999

→ *they have developed a lot of competence in distance education as well as multimedia development and application*

→ *The website is very rich in all categories, including many subcategories, but only Hungarian language*

Finally we have the LIS Department at Berzsenyi College, in the Western part of Hungary

- *the College level education started in 1973*
- *this Department is the primary LIS workshop in Western Hungary, with a lot of focus on international, national and regional projects in e-content development*

It has both Hungarian and English

language versions, the Hungarian much more detailed, than the English Info, courses, people /staff/, students, services and projects sections can be selected that are usually broken into 3-to 5 subcategories, e.g. the e-publications section within the services section includes a number of staff publication

### **Identifying problems and strategies on the example of Berzsenyi college LIS department**

The digital contents development has been intensified due this multilingual digital library projects focusing on the following:

- *Making students theses available on the Internet*
- *Making e-textbooks available on the Internet*
- *Contributing to multilingual skills development of*
- *Hungarian librarians /terminology, Special English course/*
- *Making guides to Hungarian web resources available for*
- *English and German etc. speakers /staff+students cooperation/*
- *and last but not least preparing guides to web resources of neighbouring countries /e.g. Slovenia etc./*

Based on the detailed analyses of the websites of LIS schools we have to analyse the major problems of digital contents development,

- *evaluate and update the criteria for digital*

*contents evaluation*

- *set the strategy to solve the problems*
- *with special focus on the issue of multilingual contents and services*

The major problems, that probably you, too could identify through this presentation are digital contents for e-learning are not yet adequate

- *representation of Hungarian digital contents in foreign languages is unsatisfactory,*
- *except to some examples, the networking, harmonization and cooperation issues are not adequate either*

It is very important now to have a systematic look at the development and

....

Analyse the need for digital contents in LIS training /full-time, part-time/ and CPE/

Adapt criteria for systematic development

Consider and represent new contents, structures and curricula

Consider and create alternatives of traditional university education, including e-learning, work out its didactics, methods and learning materials

Consider the international/multilingual issues, and work out foreign language versions to facilitate international cooperation

Transform the academic learning environments

- *It is very important to have a much more coherent development strategy for e-contents developments*
- *To closely cooperative with libraries and other e-content providers*
- *Build a coherent network of electronic /digital/ virtual services at national level*
- *and last but not least much more focus on EU- and global cooperation*

- ➔ *The conditions for strategic development are good,*
- We have
- ➔ *A National Information Society Strategy 2003*
- ➔ *A National Development Plan for 2004-2006*
- ➔ *and there are a number of European Union and government sponsored digital contents development projects offered*
- ➔ *It is important to return to the problem of multilingualism at the end of this presentation, it is important to emphasise that*
- ➔ *Hungarian digital contents should be accessible to not Hungarian speakers as well through at least English language version or summaries*
- ➔ *This is true vice versa, Hungarian LIS websites should contain much more knowledge accessible in foreign languages for*
- ➔ *the working knowledge of foreign languages of Hungarian librarians, LIS staff and students should be considerably improved*
- ➔ *in order to cope with the problem, we have to pay much more attention to cultural and terminology aspects of developing and using digital library services*

LIS schools have to rely much more on their traditional and new partner in e-contents development, including

- ➔ *Libraries, as OPAC and database etc. providers*
- ➔ *Electronic/digital/virtual libraries*
- ➔ *Search services and subject directories*
- ➔ *Portals and subject gateways*
- ➔ *Web guide and web directory providers*
- ➔ *Professional bodies/organisations to facilitate and coordinate digital contents development /they are at the same time potential workplaces of future graduates/*

Finally it is very important to have close contacts to government bodies, and

professional institutions, organisations, including the following:

*Library Department of the Ministry of Culture*

*Hungarian Library Institute :*

*<http://www.ki.oszk.hu/>*

*Association of Hungarian Librarians:*

*<http://www.mke.hu/>*

*Alliance of Libraries and Information Institutes :*

*<http://www.vein.hu/library/iksz/eng/>*

*Hungarian Association of Content Industry:*

*<http://www.matisz.hu/>*

*Library Department of the Ministry of Culture*

*Hungarian Library Institute :*

*<http://www.ki.oszk.hu/>*

*Association of Hungarian Librarians:*

*<http://www.mke.hu/>*

*Alliance of Libraries and Information Institutes :*

*<http://www.vein.hu/library/iksz/eng/>*

*Hungarian Association of Content Industry:*

*<http://www.matisz.hu/>*

### **LIS students' contributions to creating web resources**

LIS curricula include references to knowledge organisation and knowledge management, knowledge exploration, irrespective whether knowledge is carried in electronic or printed ways, or by experts. At the time of writing, the digital library is still in development. The students examined the digital libraries of the University of Illinois, the University of North Carolina, and the "American Memory" digital library of the Library of Congress. With the help of our American colleague, the students compared the searching capabilities, organisation of the collections, mission, and the usability of the digital libraries by their intended user groups. (It is important to note that the



American digital libraries include links to joblines for graduating students and career and job-finding advice. Perhaps Hungarian library programmes should offer similar links online as well.) For a broader understanding of the cultural and linguistic issues that could compound a multi-lingual digital library, the students examined also the digital collections of the National Library of New Zealand. The integration of English and Maori searching capabilities was of special interest because of the eventual integration of English and German into our digital library. The students were able to discern from these exercises an efficient structure and “look and feel” for the digital library that they will help to create.

One of the most essential requirements of the digital library is its accessibility for users who are not Hungarian speakers. Currently, the majority of information produced by Hungarian schools of library and information science is available only in the Hungarian language. Very few people outside of Hungary speak Hungarian, and the language is admittedly very difficult to master for people who are not native speakers. This is a detriment to Hungary’s future role as a fully functioning member of the European Union and to its potential cooperation and collaboration with European libraries and researchers.

Hungarian is a small language, with approximately 15 million speakers worldwide. The compulsory study of Russian under the years of Soviet administration has arguably caused a backlash against the serious study and use of foreign languages in Hungary, and some Hungarians perceive the use of other languages as an erosion of Hungarian culture and identity. Thus the majority of

Hungarians do not have a working knowledge of a second language.

It is imperative that for Hungary to accept its responsibilities as a member of the European Union, it must provide accessibility to its documents in languages that are easily understood by non-Hungarian users. The digital library of the LIS department shall reflect this new role as a European Union digital library. This shall be achieved by the searchability of the library in three languages: Hungarian, English, and German.

English is the accepted language of business and administration for the European Union, so of course it makes sense to publish the digital library in the English language. As a helpful benefit, Berzsenyi Daniel College has a native English speaker on staff at the LIS department as a visiting Fulbright librarian. German is also an important language, as it is the most widely spoken second language in the central Transdanubia region where Berzsenyi Daniel College is located. The college, and the LIS department in particular, has had significant ties with Austrian higher education institutions.

There is, however, a difficulty encountered when designing a digital library with multicultural and multilingual users in mind. Culture influences the terminology of a user, and the concepts embedded in the digital library may be conceived or described very differently based on the user’s language and social factors. The mother tongue of a user impacts his conceptual view of the world. The language shapes the way in which a user searches and retrieves information. Essentially, language defines how users live and think.

To account for this problem and create effective search systems for the digital library, standardized metadata with supportive thesauri should be applied. The use of a multilingual thesaurus is also required, so concepts and words can be accurately matched together in Hungarian, English, and German. It is yet undecided what kind of thesaurus will be used to describe the materials stored in the digital library collection to reflect effective searching in these three languages.

### **Conclusions and perspectives**

We have overviewed the digital resources of Hungarian LIS Departments, and their contribution to the overall digital contents development in Hungary. One could see that there is a lot of work. Lot of East-West cooperation put into the efforts. Underlining research in digital pedagogy has started in Hungary, focusing on didactic, and application issues of Internet, multimedia and related digital learning and information resources.

To conclude our presentation, the following should be emphasized: there should be much more intensive involvement in the National Information Strategy and the National Development Plan; there should be much closer cooperation with other LIS-schools, libraries and other e-content providers; more efforts as regards joining the European learning space ; and last but not least – paying much more attention to multilingual e-contents and services on the verge of joining the European Union.

The modernization of Hungarian higher education is going on, fitting into the European Academic Space, there is a lot of change in contents and structures. It is very important now that Hungarian LIS education /BA, MA, PhD/ be preserved. There should be more joint projects with EU partner schools and organisations in the field of knowledge society development, especially life-long learning facilitation, e-Europe projects.

Source List:

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[http://www.neumann-haz.hu/ppt-k/ili\\_konf\\_ea\\_eng\\_final.doc](http://www.neumann-haz.hu/ppt-k/ili_konf_ea_eng_final.doc)

Annex

Library & Information Science program partners in Hungary

Budapest

ELTE Informatikai és Könyvtártudományi Intézet, Könyvtártudományi Tanszékének

[http://harleqin.elte.hu/\\_kvm/01map\\_oktatok.html](http://harleqin.elte.hu/_kvm/01map_oktatok.html)

Debrecen

Debreceni Egyetem: [www.klte.hu](http://www.klte.hu)

Ezen belül: Matematikai és Informatikai Tanszéken [www.math.klte.hu](http://www.math.klte.hu) belül:

Ezen belül: Komputergrafikai és Informatikai Tanszék honlapja: [www.inf.unideb.hu/grafika/main\\_h.html](http://www.inf.unideb.hu/grafika/main_h.html)

Szeged

József Attila Tudományegyetem /Szegedi tudományegyetem

[www.u-szeged.hu](http://www.u-szeged.hu)

Könyvtár tanszék: [www.bibl.u-szeged.hu/muvtort/kytt.html](http://www.bibl.u-szeged.hu/muvtort/kytt.html)

Baja

Eötvös József Főiskola honlapja: [www.ejf.hu](http://www.ejf.hu)

/„Könyvtár tanszék”/: [http://www.ejf.hu/pf/pf\\_szakok.htm#muvszerv\\_info](http://www.ejf.hu/pf/pf_szakok.htm#muvszerv_info)

Eger

Eszterházy Károly Főiskola Médiainformatica Intézet, Informatika Tanszék

<http://www.ektf.hu/mediainf/inf/index.html>

Eszterházy Károly Főiskola Központi Könyvtár

<http://www.ektf.hu/konyvt/index.html>

Jászberény

Szent István Egyetem, Jászberényi Főiskolai Kar, Közművelődési és Felnőttképzési Intézet - Informatikus könyvtáros képzés

[http://www.jtkf.hu/honlap/int\\_kozmuv/](http://www.jtkf.hu/honlap/int_kozmuv/)

Debrecen

**Kölcsey Ferenc Református Tanítóképző Főiskola**

<http://www.kfrtkf.hu/EGYSEG/IN/SZAKOK/kom-inf-kt.html>

<http://www.kfrtkf.hu/index3.html>

Nyíregyháza

Nyíregyházi Főiskola weblapja: [www.nyf.hu](http://www.nyf.hu)

Ezen belül a Matematika és Informatika Intézetben kell keresni a könyvtártudományi tanszék honlapját:

[www.nyf.hu/karok/tfkk/matematika/#konyvtar](http://www.nyf.hu/karok/tfkk/matematika/#konyvtar)

Szeged

Juhász Gyula Tanárképző Főiskola: [www.jgytf.u-szeged.hu](http://www.jgytf.u-szeged.hu)

Könyvtártudományi Tanszék: [www.jgytf.u-szeged.hu/tanszek/ktud/index.html](http://www.jgytf.u-szeged.hu/tanszek/ktud/index.html)

Szombathely

Berzsenyi Dániel Főiskola, Könyvtár- s Információtudományi Tanszék

<http://kit2.bdtf.hu>