Collection, Organization, and Utilization of International Population Resources

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“It must be emphasized that the successful development of demography … will depend on the building up of libraries, and making access of these libraries possible for those engaged in either research or learning in demography.”

Coale (1981, p. 97)
Welcome to our new library home page.

**New laptops** are now available for loan for use in the library. Software available includes STATA, MS Office 2000 with PowerPoint, Excel, Word and Access; Djvu; Adobe Acrobat; Internet Explorer and Netscape. The laptops can be borrowed at the Circulation Desk for 5 hours and can be renewed. They cannot be taken out of the library at anytime.

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**World Development Indicators** (WDI) and **Global Development Finance** (GDF), both World Bank statistical products are now available for searching via the WEB. WDI provides economic, social, health, and environmental data from 1960 to the present. GDF tracks the annual movement of international capital flows to developing countries since 1970. To access these products go to [Databases and Reference Tools](#) and access by title.

If you have any questions or comments, please ask a [Stokes staff member](#).
Introduction of Princeton Population Collection

• Primarily serving Woodrow Wilson School of Public and International Affairs
  – About 160 junior and senior undergrads; about 155 grads in masters and doctoral programs
  – About 65 faculty members

• Particularly Office of Population Research (1936- )
  – About 35 grads, 25 faculty/research members; over 20 post-doc fellows/visiting scholars
  – Centers for Research on Child Wellbeing/Migration and Development/Health and Wellbeing
Introduction of Princeton Population Collection (con.)

- Over 40,000 volumes, 15,000 reprints, reports, manuscripts, papers, etc.
- Over 300 print journals
- About 60 percent: international statistical material
- Over 4,000 reels of microfilm of international censuses
RLG & IFLA Collection Depth Indicator

- 0: Out of scope
- 1: Minimal information level
- 2: Basic information level
- 3: Study or instructional support level
- 4: Research Level
- 5: Comprehensive level (RLG, 1998; IFLA, 2001, 7-9)
Comprehensive level

A collection in a specifically defined field of knowledge that strives to be exhaustive, as far as is reasonably possible (i.e., a “special collection”), in all applicable languages includes:

– Exhaustive collections of published materials.
– Very extensive manuscript collections.
– Very extensive collections in all other pertinent formats.
– A comprehensive level collection serve as a national or international resources. (IFLA, 2001, 9)
Princeton Collection Policy

• General purpose: research and teaching
• Exclusion: no relevant subjects are excluded
• Overlap with other collections: ok
• Languages:
  – Primarily English
  – Major European languages
  – Any languages for statistics
• No chronological limits
Princeton Collection Policy (con.)

- Statistics (population censuses; vital statistics) 4+
- Demography (fertility; mortality; marriages and divorces; migration; historical demography; spatial demography; methodology) 4
- Family size (birth control; abortion; contraception) 3-4
- Population policy (econ development; urban planning) 3
Princeton Collection Experience

• Clear collection policy/guidelines
• Utilizing and building institutional advantages
  – Relatively good financial conditions
  – Established reputation of population research
  – Collecting gifts for Population Index
• Collection capacities building
  – Working hard and studying hard
  – Professional exposures
Princeton Collection Experience (con.)

- Sound communication lines with faculty and students (Astroff, 2001)
  - Constructive interaction of librarians with faculty and students
  - Library Oversight Committee

- Efforts to keep abreast of international publications, e.g., Latin American resources
Princeton Organization and Utilization Experience

- Commitment, expertise of professionals and staff
- Integrated accessibility
- Faculty/researchers-oriented, user-centered
- Continuous orientation, training, and instruction sessions for new and old users
- Full-scale (financial, professional, and technical) expansion under new leadership
Collection Issues

• Organizational and institutional changes:
  – Organizational growth and library integration
  – Diminishing Gifts (traditionally 65-70%)

• Changing world
  – Growth of the research subjects and methods
  – Rapid changes of nation states and IGOs/NGOs
    • Transitional countries/Developing countries/Entities beyond UN
    • Growth of IGOs/NGOs
  – Radical changes of technologies
Collection Issues (con.)

• International complexities:
  – Grey literature (Wolf, 2000; Alemna, 2001)
  – Diversity and foreign languages (Ziolkowski, 1995)
  – Continuity and integrity of materials
  – Information deterioration or loss (Wolf, 2000)

• Enough (Clouston, 1995) vs. black hole
Organization and Utilization

Issues

• Classification and Catalog for wider access
• Preservation and digitalization
• National and international resource center
• Financial limits
• Service conflicts
• Traditional materials vs. digital collections
• Electronic services
Future of Population Libraries

- Digital library collections and hybrid library developments (Roberts, 2001)
- Information exchange and interlibrary loan
- Institutional development and universal access
- Define/Redefine Population librarian
Future of Population Libraries (con.)

- Can we exchange more information about grey/alternative international population resources?
- Can we work out a collection formula for international population resources?
- Can we build up cooperatively complementary collections? (Wolf, 1999)
- Can we have better mechanism to utilize international population resources?
Practical Work to Do

• Financially
  – More initiatives to request more budget
  – Endowment for population research collection

• Professionally
  – Learning from colleagues
  – Conferences, trainings, and communications

• Technologically
  – Digital collections
  – Website building and improvement
Known Conclusions Spoken Anew

• We’ve a lot to do, to push forward
• We’ve a lot to learn, to explore
• We’ve a lot to find, to evaluate, to instruct
• We’ve a lot to manage, to create
• We’ve to be proactive
  – Book-keeper, information handler, information finder, bibliographer/bibliographic instructor, users’ advisor/counselor, knowledge manager, knowledge creator
• We can adjust to changes, manage changes, and initiate changes
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References


