

# The usefulness of an e-reader as a portable reader and connected device

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## Summary

This project explored the potential of etexts and ereaders as a viable technology for reducing printed materials and waste, and maintaining the linear text as a key modality in an educational setting. The project consisted of three strands of inquiry:

1. A comparative study of older and younger readers, examining the affective domains, and the associated experiences of reading in a new device.
2. The testing of models of delivery and acquisition of etexts to a device, examining the issue of digital rights management (DRM) in the acquisition process. Exploration of the potential integration of etexts into the formal catalogue and purchasing systems in the college.
3. An investigation of how the ereader and etext adoption would influence the publishers and distributors, inquiring into whether publishers and distributors would to adopt models that make purchasing and management practical for the school sector.

The research outcomes show that older readers were significantly more engaged with and accepting of the ereader device than younger readers. The research pointed to older readers being more established readers who viewed the etext and ereader combination as providing an extension of their reading. Although all younger readers were experienced readers, they related less well to the device overall, and were less inclined to continue to read with it. The research highlighted significant generational difference in the trial groups – both in relation to reading itself and how technology may impact or change it.

The trials revealed significant difficulty for the school in the purchase of any etext to be transferred to a device. Major issues were identified in the current deployment of DRM as it is embedded in many of the transactions related to purchase. In addition limited access to titles both locally and globally are affected by restrictive practices in copy right and digital rights management.

The investigation demonstrated that the publishers and distributors had not considered the library sector as a significant player in the etext expansion, and the school sector as even less so. The research also highlighted a lack of planning across the publishing sector to guarantee a technical delivery of etext that was seamless across sectors and industry instead opting for multiple formats and delivery in a competitive environment.

## Introduction

At the time of writing the Apple iPad was to be launched, promising a step closer to a seamless integration of etexts into a device. By the time this article is published many readers will have seen, or purchased the iPad and some of the information in this article will be outdated, and superseded. This serves to highlight how rapidly the publishing industry is changing as texts are changing into digital formats. Now it is possible to incorporate non-text materials into linear text, which challenges traditional notions of material descriptions in library catalogues.

While comparisons with the iPad and its promise of multiple formats, and applications in a single tablet device are tempting, it exceeds the scope of the research. Our trial was conducted on ereaders that use eink technology, and the various operating systems they are coupled to. iPads and related tablet technology, have a backlit screen and encompass many functions, including games, video and email. The eink technology, and readers we trialled are solely dedicated to the delivery and consumption of linear text.

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When the trial started in April 2008, little could the team envisage the speed at which the technology would evolve, and continues to develop. The focus on devices and texts during the trial needed to be expanded. We felt we needed to respond to emerging issues concerning the tensions in the publishing industry. The issues appeared to be concerned with the potential new delivery systems. Media content changes including multiple formats, text graphics and video herald a departure from the conventional texts currently on offer. With wired devices, any combination of content delivery would become possible, and is now a reality in the Apple iPad, and its smaller predecessors the iTouch and the iPhone.

## Rationale for the trial

### Continuity for reading and readers

Wesley College Library team had followed the emergence of etexts since 2006 and were anticipating the ereader device would give the etext a viable delivery. One of the drivers for the interest in the ereader was to investigate whether a device would refocus attention to the reading of narrative, non-fiction and recreational text. Reading competes with the online digital environment where materials are multimodal, and where gaming and related activities variously engage children and young adults (Nippold, Duthie & Larsen, 2007). As exposure to, and engagement with, text remains critical for learners, the team considered that the ereader may be a bridge for technology – an on-demand system where a wider range of newly published materials were immediately available to the reader.

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Discussions in educational and LIS literature highlight a number of contextual issues. Etexts have been available for several years; however, computer screens are not the appropriate vehicle for close reading for long periods. Equally, the nature of the multitasking computer environment appears to create issues for sustained reading on a screen, identified by Ophir, Nass Wagner (2009), as the distraction phenomenon.

The reading of linear texts requires full integration of the mind's capacities – prior learning, deep memory, conceptual, inferential and empathetic thinking is part of deep reading. (Hargraves & Senechal, 2000) While reading learners learn language in context; vocabulary is extended within a text; reading enables word association along with other deeper synthesis. Hence a driving curiosity for us was whether we had scope to sustain the reading connection with reading of etexts through the appropriate device – an ereader.

In testing the ereader/etext combination with older and younger readers, we were curious to explore whether there were different experiences and beliefs that underpinned the reading experience. We wanted to explore the affective elements of the ereader and whether the enjoyment of reading is transferred with the ereader into etext, and what the readers felt they lost or gained in the experience.

## Efficiency and service levels

### **Models of purchase, and digital rights management**

Wesley College Library team has an efficient purchasing and delivery system, avoiding duplication, using preferred suppliers, and minimising manual processes. Our goal was to explore the delivery of etexts to the school community in equally cost effective ways, and with a view to overall service improvement. The team researched ways in which etexts could be used in a range of situations – document/text delivery, and textbook delivery. This was done by actively exploring the electronic purchase models, and delivery systems.

## Environmental considerations

One of the factors motivating the research in March 2007, was a belief that etexts, particularly etexts replacing text books, could reduce environmental effects of printing and paper use. It was felt that etexts could reduce redundancy issues with text book editions and the yearly obsolescence of textbooks. By being involved in etext trials we hoped to enable input at the early stages of the technology development and to influence outcomes for the benefit of students and staff at the college. When the Wesley College team began the 2008 ereader trial, the Iliad ereader was the first eink device in Australia. It could import PDF, was wifi enabled, and compatible with Mobipocket format delivery.

## Professional learning for the library team

Wesley College Library team has used action research in project implementation as part of the teams' approach to professional learning, such as the locally developed 'Fanclubs' reading program, and the ARC-funded *Generating knowledge and avoiding plagiarism: Smart information use by secondary students 2006 – 2007* (Monash University, Research Services 2010). In this instance, an action learning approach was taken to explore new understandings of etext in the professional dialogue of the team. Specifically to:

- Explore feelings and responses to the ereader and etext, as 'content and container', and how this is viewed by the librarians who traditionally have worked with hardcopy book materials
- To share understandings of the technical workings of etext delivery,
- To sample and gauge incidental and unanticipated responses to the trial
- To sample and gauge 'readiness' for new technology – how is this done?

## Trial conditions

We intended to test the ereader as a working substitute for hard copy books, and to take full advantage of the potential for delivering multiple titles of books and articles to the single device. We required all participants to be committed readers, so as to test the device for acceptance by readers who had long-established preferences for reading of books for information and pleasure, and who had a loyalty to the hardcopy format. From there, the other requirement was to deliver the ereader with titles as requested by the reader, emulating a service already being delivered by the library.

The following research questions guided the trial:

## Research questions

### **Strand One; the research questions on reading and readers**

How does the reader experience the etext in the ereader?  
How significant to the reader is the portability of many texts on an ereader?  
What is gained and what is lost in the ereader experience?  
What are the motivations for owning books and texts?  
What are the motivations for reading?  
What feelings play a role in exploring a new personal device for an activity with a traditional format (book)?

### **Strand Two; research questions for library acquisition and management**

How are etexts purchased?  
How are etexts managed?  
How are etexts distributed once purchased?  
What are the restrictions of DRM?  
How are ereaders affected by the restrictions of DRM?

### **Strand Three; contextual factors**

How is the publishing industry preparing for the distribution of etexts?  
What changes to distribution are envisaged?  
How will content be affected by etexts?  
What scope is there for working with textbook publishers and the delivery of etext books?

## Methodology

1. Quantitative survey data (interpreting data in numerical form relating to actual use of the reader and measuring the satisfaction with both reading experience and ereader as a device)
2. Qualitative – determining attitudes, motivations and affective qualities of readers via interviews (recorded)

3. Testing for technical delivery (project management)
4. Research, meetings and interviews with suppliers and publishers.

### Quantitative survey data

- using surveys and entering data in 'SurveyMonkey', generating comparative data and converting into graphs and statistics

### Qualitative; Interviews and questionnaire

- To investigate our trial participants use of the ereader
- Explore beliefs and feelings about the ereader with trial participants
- To document actions taken with ereader by the trial participants
- To document responses to the ereader and etext

### Testing for technical delivery; project management

- Identifying all elements required for successful delivery
- Identifying all technical problems and issues
- Solving delivery issues to the ereader
- Identifying sources for etext and related content
- Identifying and evaluating the changes required to library systems (catalogue and acquisition, delivery systems).

## Strand one

A total of 21 students aged between 11 and 17 years were involved in the trial; consisting of nine students at year five, five students at year eight and seven students at year ten level. Volunteers were sought at each year level, and to qualify for the trial, students needed to be experienced and committed readers. Significantly, girls were more reluctant than boys, with only five girls and 16 boys participating.

A total of ten adults also participated in the trial, seven of whom were in executive or leadership roles, one teacher, and two librarians. Four participants were women and six were men. Men showed more interest in trial participation than women, but women were not as reluctant to participate as the girls.

Importantly, all participants were invited to make requests for titles they were interested in reading, be they newly published or old favourites. It was important that readers found a match in the ereader content with what they read in hard copy, so as to keep consistency with a hard copy comparison, and so that the potential enthusiasm of reading one's preferred author or title was not compromised.

All participants were given a basic tutorial on the ereader device, either the Iliad or the Cybook ereader. Additional leaflets were provided on use and care of the reader. All participants were asked to provide a list of titles they wished to read, including newly-published materials.

Participants took the devices with them to use at home or work for at least two weeks, to read materials and to explore the reading experience. Upon returning the device, participants were surveyed and interviewed. Interviews were recorded for later checking against the survey data.

## Findings

All respondents were positive in their responses to the ereader and the ability to access hardcopy materials in etext format. However the greatest finding of the trial was that the adult readers were far more satisfied than younger readers with the ereader/etext combination.

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This was apparent in the overall responses, where the general acceptance of the reader varies considerably. This data correlates strongly with the behavioural data which shows that older readers spent on average 30-40% longer reading on the readers, and where younger and older readers showed a significant difference on preparedness to continue reading with the ereader.

The students showed a 30-40% less satisfaction overall, with their responses indicating acceptance of but not enthusiasm for the new format. Adults, on the other hand, uniformly embraced the reader and the access to the etexts.

The graph rates satisfaction from 1 to 6: 6 rated as excellent, 5 rated as very good, 4 as good, 3 as acceptable, 2 as poor and 1 as very poor.

The survey asked respondents to rate the ereader device for look and feel, navigation, the experience, functionality (practical use) and portability. (Fig 1, 2)

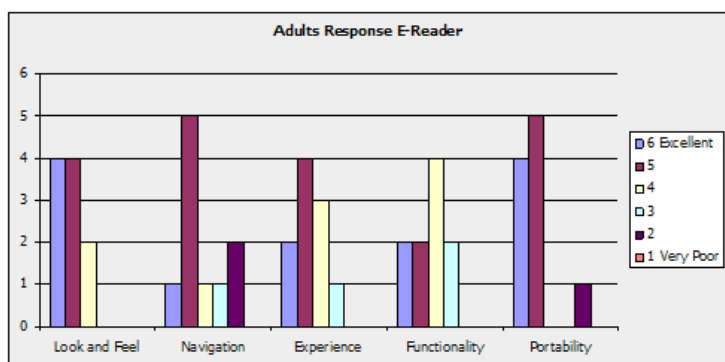


Fig1

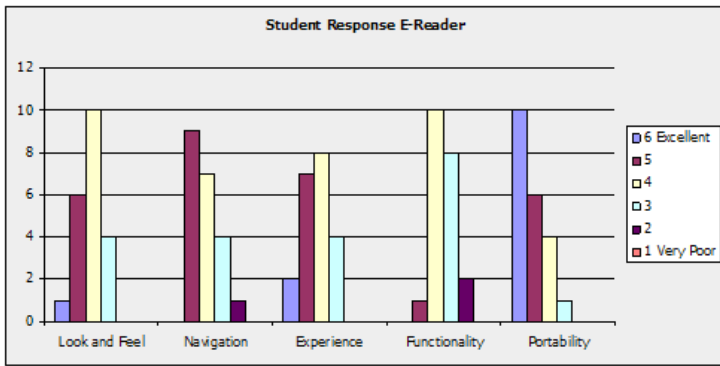


Fig 2

There was a marked difference between the responses of adults and students, with students demonstrating considerably less satisfaction with functionality and experience, and look and feel, to those of adults. Both groups responded in positive ways to the portability factor. When results are combined, a more distinct pattern emerges. Both groups respond with high levels of acceptance of the device, rating it from good to excellent. Students' results are, however, show less acceptance than those of the older participants, with an average of 30% of respondents reporting a satisfaction level of acceptable to very poor (Fig 3, 4).

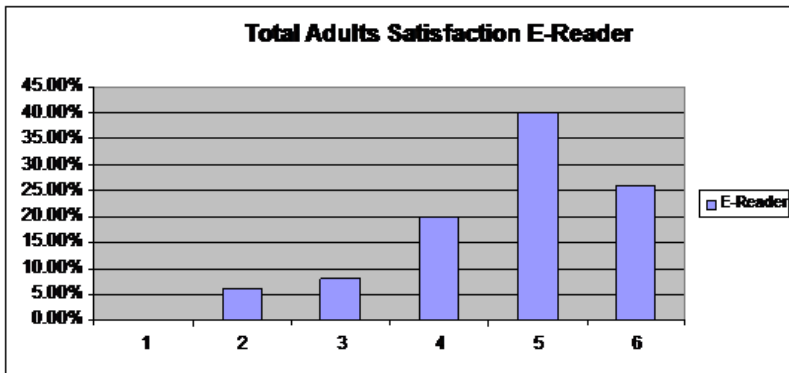


Fig 3

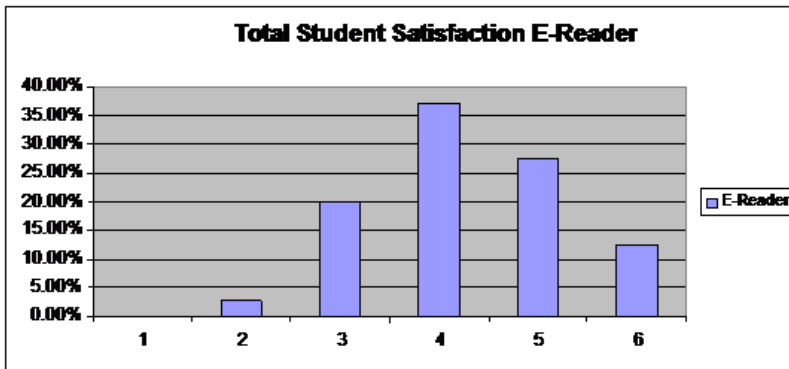


Fig 4

The question on etext experience was important as it encouraged respondents to see the etext as something which was not part and parcel of the device, and that the device could be pre-loaded, or acquire further content. The question was designed to tease out how respondents experienced reading of the etext, so they could rate it without being influence by minor issues relating to the device. The questions inquired into the respondents' overall response, navigation of the etext format, the experience of reading the etext, how it compared with hard copy and how much they valued the convenience of access to many texts.

Responses to the etext showed even greater differences between student and adults. Similarly to the responses to the ereader, students were markedly less enthusiastic regarding the qualities of the etext in the reader. Adults rated the appearance and experience of the etext – with its 'paper-like' quality, and the ability to increase text size significantly – more than the students, and were more satisfied with the etext as an alternative to hard copy and with the convenience of potential access to many titles. (Fig 5, 6)

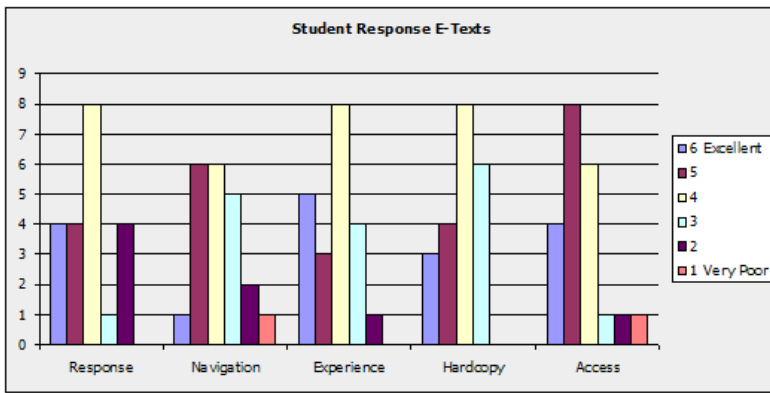


Fig 5

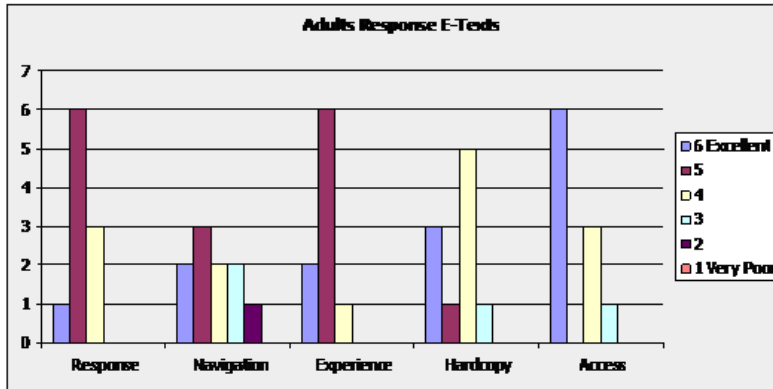


Fig 6

When the satisfaction is totalled for students and for adults the pattern becomes more obvious as adults rate the etext more highly than the students do. (Fig 7, 8)

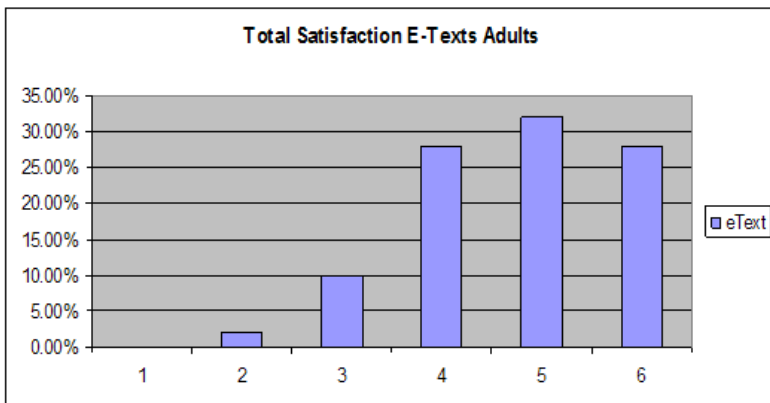


Fig 7

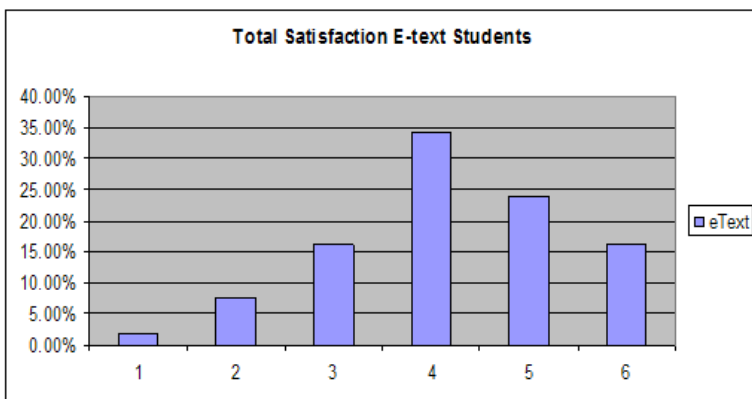


Fig 8

A more interesting pattern emerges when the satisfaction rating is compared with the time that students and adults spent reading on the device. Over 38% of students read for more than eight hours, but the majority, 61%, read for less than eight hours and one third of all students read for less than four hours. This contrasts significantly with the adults, of whom one third (33%) reported reading for over ten hours, the majority reading over 8 hours (70%), while no adults reported reading for less than six hours. (Fig 9, 10)

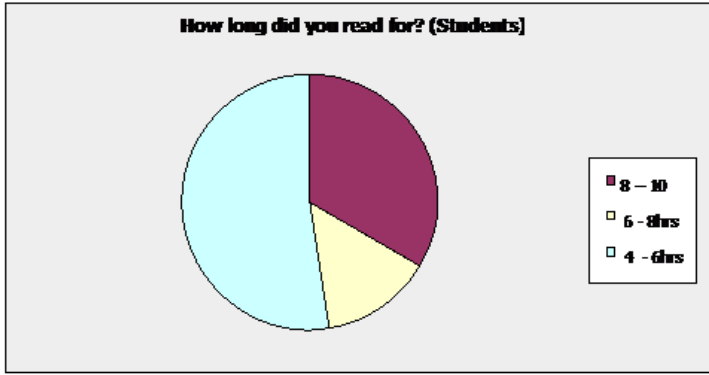


Fig 9

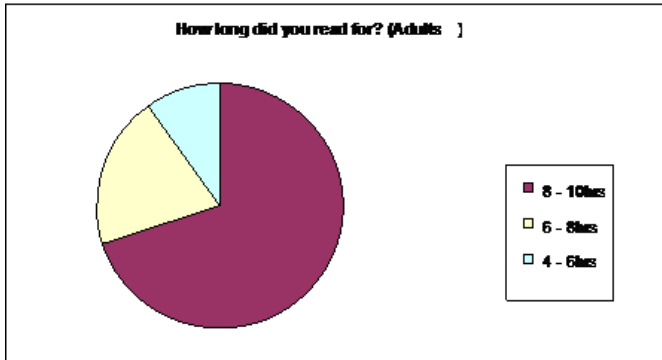


Fig 10

Results relating to whether the respondents would continue to use the ereader revealed the most significant difference in the entire survey, with 90% of adults responding positively to the idea of continuing with the ereader. This contrasted with just over half the students being prepared to continue (52.7%), and a significant number (47.3%) being unsure or unwilling to continue (Fig 11, 12).

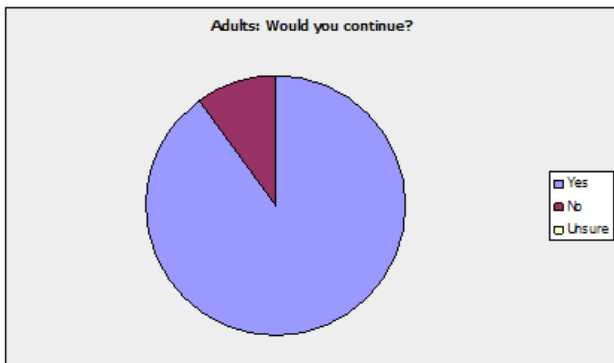


Fig11

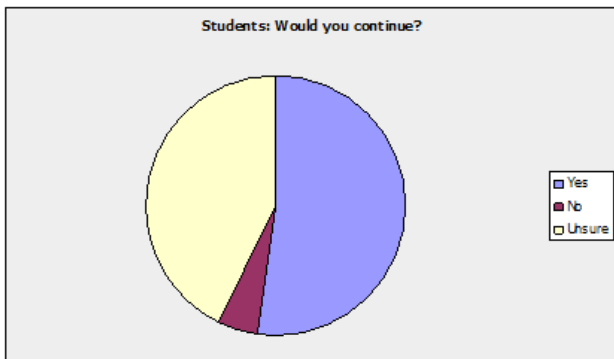


Fig 12

The interviews conducted with all participants generated more data on these initial patterns. The adult respondents generally spent longer in the interview, and were keen to share their experiences and thoughts on the ereader. The students were less explicit, but none the less quite certain of their opinions on the experience.

Some patterns that were discerned were:

- Larger range of satisfaction or dissatisfaction – there was a greater range of experiences by students, all of whom were committed readers.
- Curiosity 'wow' factor did not last long. Students were more easily bored with the notion of the ereader, and this can be verified by the large number of students who would not be interested in continuing with one. Students at the grade five trial also were not interested in loading a second title after reading the first and declined the offer. The reasons they gave was that it took too long and was not worth the effort.
- Students were more inclined to experiment with the device, and some succeeded in loading text books onto it.
- Older students saw benefits in text books on readers. The year 10 students volunteered that text books on an ereader device would be desirable and useful, reducing the weight of the school bag. Two year 10 students requested that a copy of their Shakespeare play be loaded on their reader.
- Girls were less accepting than boys of the ereader and the etext. More boys volunteered to be involved in the trial than girls. Girls also responded by spending less time on the ereader than boys.
- The students were less tolerant of flaws in the technology – they saw the loading process as inconvenient and time-consuming. A number of students complained of the slowness of the etext in page turning and expected the e-ink technology to behave like LCD screens. Students reported timing the page turn ahead of completing the page so that there was minimum waiting time between pages.
- Students reported that the device generally lacked appeal. Most students saw it as clunky and office-like, lacking design quality and they did not find the navigation and menu functions intuitive.

Although there are not equal numbers of staff to students, the staff survey responses showed surprising consistency, even though the interview results revealed very individual stories and perceptions:

- Adults were more inclined to share concerns, experiences and motivations for reading. Several respondents told of the responses of their family to the ereader, and wanted the interviewer to know how their children responded.
- Adults spoke of themselves as experienced readers, and some related the many years of reading as evidence of this. One of the adult respondents believed that that he was reading differently at this stage of his life, and was pursuing interests and passions through his reading. His use of books was systematic, carefully bookmarking them by colour and was keen to use this facility in an ereader. He brought his books into the interview to demonstrate.
- The owning of books was experienced variously, with some adults seeing the ereader as a way of saving space at home by converting to etexts to still keep up with new materials. Others felt that book collections were cultural reflections upon the owners' education, culture and interests. They did not believe an ereader would replace the presence of books in this way, nor could books be shared if they were on an ereader in the current modality. The element of sharing and having cultural associations with books was felt to be important by several adult respondents.
- Three participants spoke of reluctance to trial the device, and the reasons given related to their pleasure in the physical properties of the book – the surfaces and pages, the smell of the paper and bindings, and the holding of the book:
  - One participant felt that the ereader represented a form of 'betrayal' of the hard copy book, which she needed to overcome. Having been a reader for many years, the change was difficult to adopt in her view. This participant took the ereader on public transport where she habitually read on her way to and from work. She reported becoming immersed in the ereader to such an extent that she literally tried to 'turn the page'.
  - Another participant could not bring himself to read in the ereader and disqualified himself from the trial. He passed the ereader on to his wife who reported enjoying the reading, although the titles on it were not her personal choice.
- One reader spoke of books being souvenirs, keepsakes of good reading experiences, and said an ereader would not prevent him from buying hardcopy books. He was likely to use an ereader in addition to his hard copy.
- In contrast to the younger readers, adult respondents were more tolerant of flaws in the technology, and endured the restrictions as long as their personal aims could be met. It would appear that adults saw a 'pay-off' in terms of some personal priorities. This can be illustrated in the following examples:
  - One participant required a professional reading list to be loaded in the ereader. He took five book titles with him on his reader on an educational tour in Europe, and was prepared to even substitute some titles that were unavailable with others, as reading without lugging the weight of books was a high priority.
  - This respondent was keen to support the trial itself as he believed strongly that more efforts needed to be made for sustainability. He was concerned to avoid text book redundancy to improving health and safety for students who carry text books as well as laptop computers in their school bags. In this case the respondent became an advocate for the trial, as well as a participant in the research.
  - Another participant who generally regarded himself as a reluctant user of technology, volunteered for the trial as he wanted to access a title that was out of print, and not in the library collection; *The Complete Works of Maupassant*. Although he was shown how to use the ereader by the staff member liaising with him, he sought more assistance at home from one of his children to fully master the use of the ereader and to read the work.

## Discussion of results

### Trial limitations

The results of the trial need to be carefully considered, and limitations of the numbers of participants and the purpose of the trial need to be weighed carefully so as not to overstate the findings.

The primary goal of the trial was to test the viability of the ereader. The question was whether readers of both non-fiction and narrative texts would accept the ereader and whether the reader would transfer their 'love' and experience of reading into a device. To this end, the trial respondents needed to be capable and committed readers. We were not testing whether reluctant readers could be 'won' over with a new technology.

The goal for the library team was to test how practical and workable the ereader would be, and to meet the information and reading needs of the participants as the library would presently do with books. The trial project was intended to last eight months but became a twenty month trial, as it proved much more difficult to provide etext content to the reader than originally anticipated.

### Sample size

While student participants (21) outnumbered the adult participants (10) two to one, the results are still significant in terms of the patterns for each group. Both groups were committed readers, but the age and generational differences may account for the variations in the responses.

The adult group was consistent in age (45-58 years) and were tertiary educated. The results for the adults were quite even across the survey questions, regardless of gender.

The students ranged in age from 11 to 17 years of age. Girls are underrepresented in number which is an interesting finding in itself as the trial was voluntary. Girls in the trial were less inclined to use the ereader than boys. Students in grade five were least inclined to use the reader than their older counterparts. At year eight there was increasing acceptance, and at year ten students indicated a willingness to use the ereader, and a higher acceptance of the etext is evident.

## Generational issues

Younger students were regular users of iTunes and iPods, and other digital players. They already had experience of mobile devices as slick and contemporary, and physically the ereader did not appeal. Adults saw the ereader as an extension of their reading, and not necessarily comparable with an iPod in functionality. The one exception to this was a participant who was an information technology specialist and who felt that the ereader was infinitely more capable in a technical sense than what use it was put to. He reported frustration at not actually being able to make it 'do more' because 'it actually was a computer'.

## On being a reader

From the interviews it became apparent that the adults believed that they had become more conscious and committed readers over time, and this was articulated by some specifically. In addition, all adults were keenly motivated to relate their individual stories of how and why they read, and what reading meant to them. The conversations were frequently animated and the tone they spoke in was emphatic.

The younger students seemed, by contrast, to at best feel indifferent to the ereader, and at worst to be critical of it. They appeared to see some benefits to it, but their ambivalence in continuing with it was clear. Older students were more inclined to feel positively but, once again, did not speak with the same intensity on reading itself as the adults. The survey results are consistent with the interviews in this regard. It would seem that while there is acceptance of the device, students perceive that there is no overwhelming need to use it. The ereader was not a personal choice for them, unlike the adults who saw clear benefits in it for themselves.

Students perceived that reading was already well catered for in hardcopy in the fiction titles they preferred. While many of these were not readily available in etext; most students were able read their preferred titles for the trial. There were no real gains in access, or specificity of titles for these students. An exception to this were the two students who wanted to use the ereader for their Shakespeare text, available free from the Gutenberg electronic library, who were motivated by not needing to purchase it.

Besides popular fiction, adults requested specific reading including international titles, for professional reading, and out of print materials. They had a greater variety of requests and were aware that these requests would not be readily available in the hard copy.

## Reading as a pursuit

The literature refers to many studies relating how reading as a recreational pastime is on the decline (Nippold, Duthie & Larsen, 2005). More recently, articles in the popular press cite research on the increasing of amount time spent on the internet, television and games, and reading hours losing out.

It appears that the generational differences may play the greatest role in the different responses to the ereader and its linear form of etext. The generation of adults in the trial group were brought up with reading and with linear text, and it is a modality that they know well, enjoy and use every day. The students have experienced different influences in their childhood and education. The students who are younger than twelve have most likely not known a world without computers and the internet. It may be that these students may not become the same readers that the older generation has become.

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## Strand two

While libraries have been able to purchase etexts and subscribe to etext libraries for some years, major obstacles were encountered in trying to purchase etexts with the view to transferring these to other devices. The team struck significant difficulties in all aspects of the process – from selection, to purchase, to receiving the etext files and, ultimately, transferring these to an ereader.

The majority of issues were identified as being associated with the current deployment of digital rights management, as DRM is embedded in many of the transactions related to purchase. In addition, limited access to titles both locally and globally is affected by restrictive practices in copyright – global distribution of etexts and digital rights management associated with individual texts and their management.

## Trial actions

The team of librarians conducting the trial all tested the ereader themselves in order to put content on the device and become familiar with the device functions. It soon became apparent that certain restrictions were in place in relation to content acquisition.

## How are etexts purchased?

The etexts available at the time of the trial were from a major book-seller, Dymmocks, and from Mobipocket, which is an international online etext provider (mobipocket.com). Another online book provider the team used was eBooks.com. At this time of the research, Amazon had not released its Kindle and etexts were not available from this source.

The booksellers generally made the etexts available in several formats: Microsoft Reader, Adobe Digital Editions, and Mobipocket. The selection and purchase of texts was restricted by the formats in use by the ereader. In this instance only the Mobipocket format was compatible with the ereaders the team had purchased. The EPUB format emerged in the second half of 2009 as a useable format for the ereaders. Even early on in the trial it



became apparent that although a work may be available in etext format, it may not be in the compatible format for the device, and choice therefore for the user is restricted.

The process of purchasing follows a well-established e-business model of supplying directly to the consumer. The purchaser requires an established login and customer ID. In the case of the bookseller, a purchase could only be made when a personal membership to the store was affirmed. The membership number needed to be quoted online during the purchase process. This purchase model did not allow for institutional purchasing, unless the institution was willing to supply a credit card. The model is difficult to work with at an institutional level, as it assumes a direct link to the ebook consumer. With the elaborate online selling site, the etext publisher/seller assumes the role as intermediary with the reader/purchaser.

## How are etexts distributed once purchased?

Once the etext is purchased it is downloaded as a file to an account space online or what is designed to look like a virtual bookshelf. This is where the etext is stored in readiness to be downloaded to a computer, or directly to a device. In this transaction the computer is in fact also considered a device and has a PID, a personal identification number. The ereader also has a PID specific to it, and users are only permitted a certain number of PID attached to their computer. In the case of Dymocks it was three PIDs, while eBooks.com allowed five devices.

The etexts were able to be downloaded repeatedly from the 'bookshelf' – but only to the same PIDs. All devices have the PIDs built in, to prevent loading an etext to several devices, or to 'issue' them to a user who has their own mobile device. 'Lending' etexts to many is not a possibility in this model.

In the case of the Dymocks, confirmation of the etext purchase was followed with an email, along with a receipt of purchase. A link to the file sent in another email, which was the prompt to download the file to the virtual bookshelf. The user ID number needed to be quoted and the computer used for the transaction needed to be the same computer used for downloading the file. It would appear that the computer ID and IP address was checked off as part of the process of verifying the ownership of the file prior to transfer. When transacting this process the team found that at times the book file failed to register, and repeated attempts would need to be made to download the file. After the file was loaded the user could open the book on the computer, or send it via synchronisation with the ereader software to the mobile device.

## What are the restrictions of global copyright regulation?

The impact of digital rights management is evident in a number of the processes to select, acquire, and to distribute the etext file. Another issue the team faced concern global copyright which restricted etext titles in Australia.

The goal of the trial was to establish as close a match with current selections in hard copy so that the users' preferences and tastes could be accommodated. However, due to global copyright restrictions, the availability of newly-published titles in Australia is very limited. It has been well documented that the Australian publishing industry is highly protectionist with respect to the importation of overseas titles. This is also evident in its approach to etext availability, where rights for etexts for the Australian public have not been negotiated for this county, and when many other countries have proceeded.

Hence a title like *The Girl with the Dragon Tattoo*, a best seller, can be seen on the eBooks.com site, with pricing and other details available. (Fig 13)

The screenshot shows the eBooks.com website interface. At the top, there is a navigation bar with 'Home | My Account | My Wishlist | Help | Contact'. Below this is a search bar with 'Search by Title | Author | ISBN | Keyword' and a 'Go' button. The main content area is divided into three columns. The left column contains a 'Popular Ebooks' section and a 'Most Popular Subjects' list. The middle column is titled 'Book Details' and features the book cover for 'The Girl with the Dragon Tattoo' by Stieg Larsson. The book details include the author, publisher, and pricing for various formats: ePub for Digital Editions Price: \$11.95, PDF for Digital Editions Price: \$11.95, Mobipocket Reader Price: \$11.95, and Microsoft Reader Price: \$11.95. A 'Buy Now' button is present, along with a note: 'For copyright reasons, this ebook is only available to customers in this list of countries.' Below the pricing is a 'Preview' button and a description of the book. The right column is titled 'Fiction Best Sellers' and lists 15 titles, with 'The Girl with the Dragon Tattoo' at the top. There is also a 'Special Offers' section at the bottom right.

Fig 13

However there is no option to purchase this etext in Australia

ePub for Digital Editions	PDF for Digital Editions	MobiPocket Reader	Microsoft Reader
Price	\$11.95		
ISBN	9780307272119		
Published Date	9/16/2008		
File Size	627K		
Security	Settings listed below		
Printing	Off		
Copying	Off		
Expiration	Off		
Lending	Off		
Read Aloud	Off		
Minimum Software Version	Adobe Digital Editions 1.7		
Suitable Devices	Windows, Mac, Sony Reader, Cool-er Reader		

This book is only available to customers in the following countries: Afghanistan, Algeria, American Samoa, Angola, Anguilla, Antarctica, Argentina, Armenia, Aruba, Ascension Island, Azerbaijan, Bahrain, Benin, Bhutan, Bolivia, Bouvet Island, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Chile, China, Colombia, Comoros, Congo, Congo, The Democratic Republic of the, Cook Islands, Costa Rica, Côte d'Ivoire, Cuba, Djibouti, Dominican Republic, East Timor, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Faroe Islands, French Guiana, French Polynesia, French Southern Territories, Gabon, Greenland, Guadeloupe, Guam, Guatemala, Guinea, Guinea-Bissau, Haiti, Heard and McDonald Islands, Honduras, Hong Kong, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakhstan, Korea, Republic of, Kuwait, Kyrgystan, Lao People's Democratic Republic, Lebanon, Liberia, Libyan Arab Jamahiriya, Macau, Madagascar, Mali, Marshall Islands, Martinique, Mauritania, Mayotte, Mexico, Micronesia, Mongolia, Morocco, Neutral Zone, New Caledonia, Nicaragua, Niger, Niue, Norfolk Island, Northern Mariana Islands, Oman, Palau, Panama, Paraguay, Peru, Philippines, Puerto Rico, Qatar, Reunion, Rwanda, Samoa, Sao Tome and Principe, Saudi Arabia, Senegal, Singapore, St. Pierre and Miquelon, Sudan, Surinam, Syrian Arab Republic, Taiwan, Tajikistan, Thailand, Togo, Tokelau, Tunisia, Turkey, Turkmenistan, United Arab Emirates, United Kingdom, United States, United States Minor Outlying Islands, Uruguay, Uzbekistan, Venezuela, Vietnam, Virgin Islands U.S, Wallis and Futuna Islands, Western Sahara, Yugoslavia.

Fig 14

## How are ereaders affected by the restrictions of digital rights management?

### ereader mobile devices

The other restrictions related to the inconsistency of the format availability. Some titles were available in Adobe PDF, others in Mobipocket, or in Microsoft Reader, and more recently in E-Pub. Currently, some titles offer a range of formats, but it remains hit and miss as to whether the title one requires is available in the relevant format. The proprietary book reader software by Kindle is the AZW format. Owners of Kindles will find that it can handle ebooks of unencrypted MOBI files, TXT files, or AZW formats. Some issues remain in reading PDF for a number of Kindle models.

Further investigations of the range of etext availability for the ereader were hampered by a shortage of suitable titles by Australian authors. In the 12 months since the trial, there has been a significant improvement in the availability of Australian fiction writers; a recent search located some recent titles by Shaun Tan, Kerry Greenwood, Chris Tsiolkas, and Garth Nix. However, these were all in Adobe PDF format which cannot be read in the ereader and adjusted for size or pagination. (Fig 15)

The screenshot shows a product page for the book 'Eric' by Shaun Tan. At the top, there is a search bar with the text 'Search' and a placeholder '[enter a keyword, title, author, subject or ISBN]'. The book cover for 'Eric' is displayed on the left, featuring a stylized black cat face on a teal background. To the right of the cover, the title 'Eric' and author 'Shaun Tan' are listed. Below this, the category is 'Education - Teachers' Reference', the ISBN is '9781742372921', the format is 'HardCover', the publisher is 'Allen & Unwin', and the page count is '48'. A red banner indicates 'AVAILABLE AS DIGITAL DOWNLOAD' with the Adobe Reader logo. To the right, the online price is '\$9.99' and there is an 'ADD TO CART' button. Below the price, it says 'Online price only. Availability & p'. There is also a 'BOOKLOVERS' REVIEWS' button. At the bottom, a section titled 'CUSTOMERS ALSO PURCHASED' shows two other book covers: 'History Of Scotland' and 'Heston'.

Fig 15



Fig 16

A more recent development on restrictions and the coupling of devices to specific content owners can be seen in the Kindle/Amazon delivery model. Currently, Kindles are sold at a retail price that is 30% less than 15 months ago, with wifi download direct from Amazon via its seamless 'whispernet'. The computer is no longer needed to mediate or synchronise the content, and the link is immediate to the supplier anywhere in the world (provided your title is in fact available in Australia). Newspaper content is easily disseminated via a subscription on the Kindle.



Fig 17

We may have reason to believe that, ultimately, a handful of market leaders will dominate the e-content market with a proprietary ereader or similar device to channel and deliver a range of content to consumers. Linear texts such as fiction and non-fiction will be a portion of this. The iPad already assumes that much of what will be delivered will be video-enabled, something that has been foreshadowed by internet news providers such as the BBC and the ABC, where texts are provided in multiple formats.



(Fig 18)

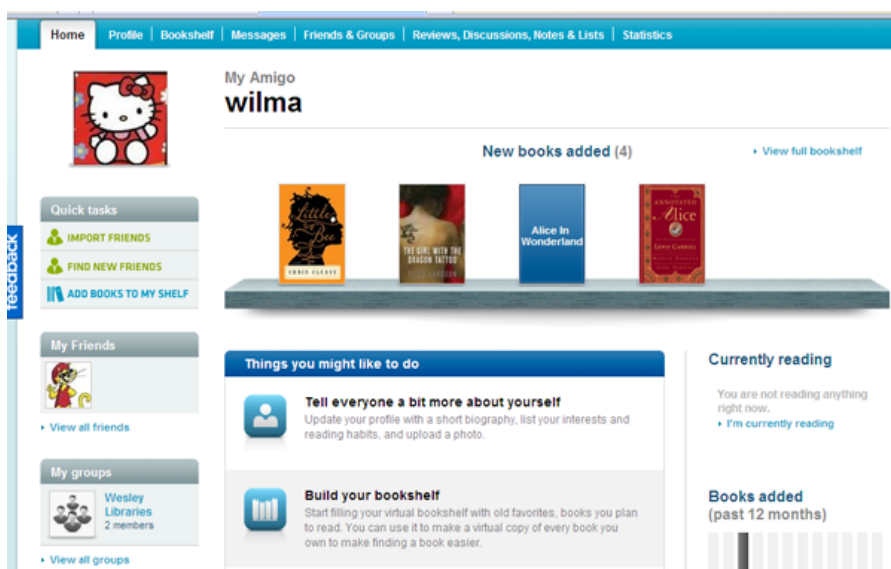
Hence for libraries, the digital rights management becomes problematic at every level of the etext management and acquisition process. It presents technical hurdles at every step, as the very goal of digital rights management is to restrict the dissemination of the file. As such, DRM is locked down in the numerous competing formats, the availability of compatible formats to readers and the proprietary nature of the devices. Moreover, some devices are linked to particular publishers, and the restrictions on purchase options in this model can be unworkable for organisations who would like to deliver etexts to their patrons via an acquisition and distribution model.

Lending libraries are excluded from these e-business models, as are other intermediaries such as bookshops or on-sellers. Like the record shops of the 1970s that became the CD shops of the mid-1980s and 1990s, one can only contemplate a decline of these organisations and businesses, or rethink the purpose of a lending library. In fact, from a publisher's perspective, a lending library may be a liability in terms of DRM, if the management cannot be assured. The lending library may be seen as competing with sales if material is lent for free to users. Hence the logical step for libraries in the etext environment is to devise a model that pays for loans, subscribes to texts, can promote material to users, even generate digital sales, or combinations of all of the above.

### ereaders –applications or software on computer screen

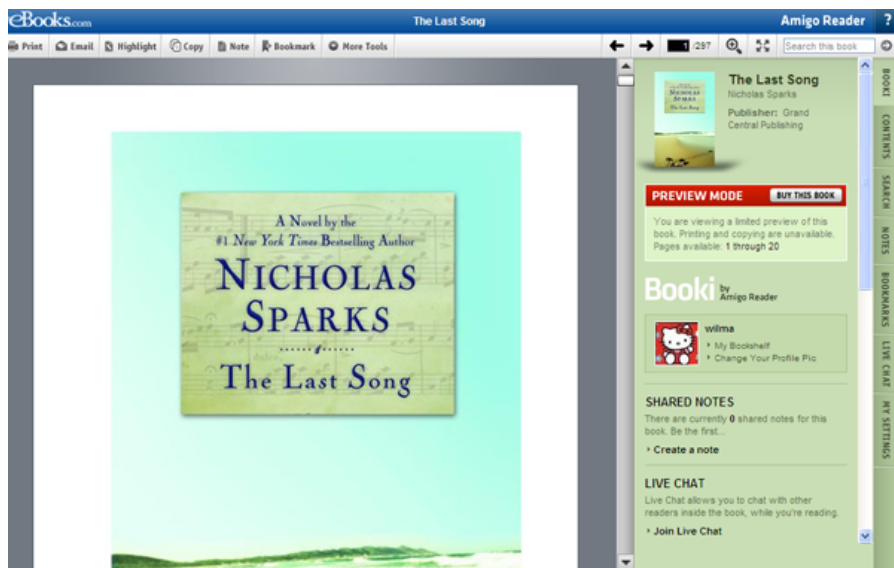
Most ereader software can be read on a computer screen or mobile device. Mobipocket format could be read on any number of PDAs back in 2008, and also produced an appealing screen format for the computer. Adobe, Microsoft reader, E-Pub are readily accessed on a computer screen. The significant feature of most of ereader applications is that they enable the print to flow though the text and repaginate when text is enlarged or reduced. In addition, for some ereader software, it is also possible to bookmark, to take notes, to search the text and to open the text where it was last opened.

These applications mimic the reading experience of a linear text without any significant additions or enhancements. The appearance of the Amigo Reader a month or so ago challenges the current ereaders limited functionality by reconceptualising the relationship with the vendor/publisher, and other readers, creating a social networking environment for readers ([www.amigoreader.com](http://www.amigoreader.com)).



(Fig 19)

The Amigo Reader enables previews of etext from the supplier's page, which opens up into the user's personal reading space. The page will show you which other people are reading your book. In this space, the reader can take notes, create bookmarks and share these with others if they choose. The reader can equally set up book reading groups or join reading groups, as well as share online chat with other readers.



(Fig 20)

Amigo reader is a web-enabled function that requires no software download, unlike Mobipocket or Adobe Digital Editions. This means that it could be accessed from any web-enabled device and the reader could stay connected to Amigo whether on computer or via a mobile phone, PDA or, conceivably, a web-enabled tablet device. Reading would always be accessible, and permanently online. It would not require a download, only web access. As there are no files to disseminate, and storage is with the publisher, there are no issues with the digital copyright or rights management. The digital copy, while it is technically owned by the user, remains online in the publisher's space.

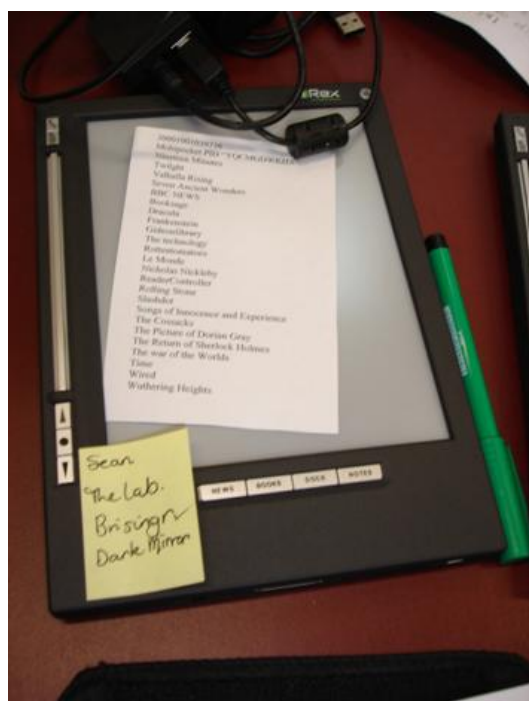
The eBooks.com supplier uses the web enabled Amigo Reader to sell titles to readers, while creating a web 2.0 social networking dimension around the reading experience. At no time does the reader need to download the file, and it is permanently located in the Amigo Reader. The digital repository of works can deliver easily within the DRM framework. Such 'online back-ends enable the management of access to users, and record use of the digital repository. The system equally delivers daily data back to the supplier on trends in users' selections.

### Integrating the etext into the library catalogue

The etexts purchased for the trial were not catalogued as such. While we may have entered the texts for inventory purposes, it seemed pointless as none of the etexts could be accessed by users. The etext acquisition also by-passed our conventional acquisition processes, whereby catalogue records were created when the ISBN is entered on the library management system as one of the first steps in ordering.

As the library does not undertake original cataloguing, there was no process to switch into place with a new format. Moreover, as the trial wore on, it became clear to the team that the purchase of etexts online was unlikely to work for our organisation's goals of providing access to titles.

Once texts were loaded into the ereaders, it was difficult to track where the texts were, as they were loaded from a user's personal bookshelf online to the device. So, to track what was on our ereaders, we needed to print lists and keep them up to date.



(Fig 21)

The ereaders, when loaded with material, only display the titles when switched on, and the book title menu is displayed.



(Fig 22)

The team regrouped on this issue to explore other ways of generating access to etexts and create a single point of access. The traditional library catalogue is generally bypassed by younger users (Parry, 2010), not only due to its lack of flexibility as a search tool, but also because for most users, information searching is primarily carried out online with a search engine (Rowley & Urquhart, 2007).

Catalogues indicate where the text can be found, and provide some details regarding format and edition, but changes in users' expectations indicate that search and discovery systems need to take the place of the conventional catalogue. These systems lend themselves to the immediate display of book content, as well as the streaming of video, newspaper articles and more.

The Wesley College Library team had begun implementation of the *Aqua Browser*® search and discovery platform, and decided that linking our systems to etext collections may prove to be a more effective way of delivering e-content to our students and staff. This is discussed in the next section of the paper.

## Strand three – Contextual factors

### Methodology and actions

For the purposes of our trial we were mainly exploring availability of fiction titles that suited the devices for our users; however a key strand of our work also involved the exploration of non-fiction titles, and text books in an etext format.

During course of the trial, the team approached the College book supplier, made contact and met with educational publishers, etext publishers and publishers of traditional educational content, such as reference works and non-fiction materials who were beginning to create etext collections from their content.

In 2008, the early meetings indicated that the book sellers were uncomfortable and nervous about the etext arrival. Exploratory meetings with two publishers showed that the publishing industry in Australia was not planning for the changes in any coordinated way. One publisher brought a team to meet us whose role it was to develop an etext publishing arm for the company. The team appeared not to have the resourcing it needed to implement strategy and materials production at that point. During the meeting it appeared that the team was not yet resolved on formats or DRM management in a trial. They had little jurisdiction over text books in their role. However, they were keen to trial a library of video learning objects, but less interested in the trial of text books with the college. Upon further examination of titles from the publisher's website it was clear that no progress had been made to renegotiate the digital rights of existing fiction titles, now out of print, by authors in their stables. Long lists of out of print titles on the publisher's website bore this out. Cross-checking availability of etext titles of Australian authors with these showed that a lot of work needed to be done in this area.

Another major publisher was approached to release a couple of titles of e-content for the trial, but we were turned down. A chapter or so might have been a possibility, but not an entire work, was the message.

The relative unpreparedness by publishers for the new global environment of etexts is also evident in a recent study by the 2009 University of Melbourne Book Industry study. Competition from other media and territorial copyright rated highest among concerns of the industry, followed by concerns of concentration of ownership, environmental sustainability and the power of internet retailers. Sellers of school text books had no immediate plans for etext sales, with one publisher looking to create learning objects online alongside the traditional text.

eBook Library, EBL and Warners Books provided more innovative and flexible models for libraries. The EBL model involves over 130,000 mainly academic titles which can be incorporated into the library catalogue or discovery system. Books can be hired, or purchased outright. Patrons can select their own titles for 'loan' or librarians can choose to mediate the selection. The 'non-linear' lending model allows for multiple users in the payment model, which allows a library to meet demand and provide a high degree of specificity when users search online. This is matched with the immediate delivery of quality publishing to the screen – it is literally a case of immediate delivery if the library wishes to deliver it. The online reader that opens up with the EBL etext allows for full text searching, bookmarks, and more. If a book is 'hired' for three days, a week or three weeks, it will simply vanish from the user's screen after that period is over. If a user needs to use it later another hire is made. In the case where many users request the same title and the limits of simultaneous use are exceeded, the library can move into a purchase mode to buy the rights to the work and it will be allowed 364 uses per year from the date of purchase onward.

(Fig 23)

An extensive management package comes along with the EBL subscription, allowing the library to track all usage and moderate hire or purchase of texts. The benefits to such a subscription are manifest – unlike the hardcopy collections; collection management of EBL library is restricted to only managing the online back-end system – no ordering, and catalogue maintenance, no duplications across branch libraries, overdue processes, stock takes, and book redundancy. Pricing models vary according to what model is selected, but at the heart of it is a subscription model combined with title purchase. Of course, this model of information provision work best if the information needs of the library community are met by the collection of titles, and therein lies a small rub for school libraries, as the majority of titles were suited to teachers' professional reading and the students in years eleven and twelve. The EBL model works better in the online reading, rather than the downloaded title in the Adobe Digital Edition reader.

The Warners Book etext model is a purchase model where texts were bought outright, and again could be imported in the library catalogue from where they would be accessed by students and teachers. The content clearly matches the topic areas in schools from primary to upper secondary school curricula. Purchase enables unlimited and simultaneous use by any number of users. Once the title is purchased it belongs to the library. The material 'lives' online in the Warners site, and is accessed from there. Again, the library does not need to store any titles or disseminate them. This becomes an automated process. The online reader is Adobe PDF, and as is the case with EBL, printing within limits, is allowed. Both systems deliver only to a computer screen, or a device that can access the internet.

Currently, both Warners and EBL are being implemented at Wesley College. As a school with laptops from year five to year 12, the etext provision is practical from the point of view of delivering authoritative non-fiction resources where they are needed. In addition, the Warners and EBL library will be easily retrieved once linked with the Aquabrowser© Search and Discovery interface. Our goal is for etexts to sit alongside the other materials – books, videos and articles – where they meet a user's requirement for information and can satisfy that requirement in the best way possible.

By implementing the etext library in this way we also assume that the laptop may be adequate to read non-fiction in this instance, and rely on our observations of students reading internet texts and other instructions on their computer screens.

### What changes to distribution are envisaged?

In a global environment of rapid technological change it is difficult to predict how etexts will be distributed. The experience of our trial suggests that publishers and internet sellers will compete to deliver the etext in a range of formats and methods. The iPad brings a new dimension to this by virtue of its capacity to provide a range of applications besides the text. In fact, some suggest that we face the demise of text dominance and that multiple streams of content augmented by text is where we may be in a few years. Conventional text literacy will be supplanted by a variety of media literacies.

At present, librarians and consumers will need to come to terms with a variety of formats and devices, with publishers and on-sellers such as Amazon forging their paths independently from one another. A library wishing to implement etext provision would need to implement and manage multiple technical systems of acquisition, access, digital rights management licensing as well as numerous strands of delivery to users. Clearly this will not be a sustainable option if libraries are to survive this change of formats.

### How will content be affected by etexts?

During our trial of the Iliad and Cybook ereaders we did not notice any change to the content of the text compared with hard copy. However, when we look at the shift towards interactive readers such as the Amigo reader and wifi-enabled readers such as the iPad, we see that content will become more multimodal, and social engagement will be facilitated in the model.

A good example of this is the proposed interactivity of *Sports Illustrated* on the Apple iPad. The model suggests complete interactivity relating to the content, with graphic, textual and video built in. The user will be able navigate the magazine in a hypertextual non-linear way, as though the magazine is responding to him. Information can be shared to social networking sites, which are linked as they are on the conventional internet media.



Fig 24



Fig 25



(Fig 26)



Other formats that Penguin and Dorling Kindersley might engage on tablet like devices, suggests that we will interact with our texts in new ways. Here is an example of a proposed model for the Eyewitness Travel Guide. (Fig 26)



(Fig 27)

And that interactivity with text will be the norm.



(Fig 28)

The models are not yet developed and there is no clear indication when and if the publishers will move towards these models. The appearance and marketing associated with these interactive texts are clearly mainstream and commercial. There may be a new market of consumers for the product, but existing print consumers may not feel the need for engaging with it.

It remains unclear whether these modalities for text are going to be profitable, and how they will compete with traditional hard copy, despite the problems with environmental sustainability for publishers of hard copy print materials. One assumes that if tablet devices become the norm, sufficient market may exist to make the shift toward the etext. However this is not a given as yet. There is also a consideration to be given to the workability and acceptance of mobile readers, as there is a currently a nexus between the device and the content. If the content is not forthcoming for the devices, etexts may pass us by, only to reappear in a completely new way for the next generation. It may be that in a new iteration the linear text no longer will be at the centre of the information, but perhaps a garnish of sorts to link visual video-like experiences, for instance.

### Content changes for academic text

For academic publishing, text book and other linear text, DA Text Services in Melbourne provides options of text bundling – that is, rather than purchasing individual copies of texts, selections can be made from text books to compile a 'bundle'.

This kind of collection is well suited to university faculties who currently supply photocopied selections to students at a price. A 'bundle' to print via Book Café Machine (at the University of Melbourne Baillieu library) or access online is a convenient way to distribute material.

## What scope is there for working with textbook publishers and the delivery of etext books?

The message is clear that publishers of books, magazines and newspapers are looking to expand their direct marketing to consumers via e-commerce models. This model does not rely on an intermediary such as a library. Our own conversations and dealings with publishers of educational texts indicate that the traditional educational publishing industry is not fully poised to participate in the etext provision, although new organisations such as EBL understand the market for libraries better, and offer flexible models and DRM managed systems to 'couple' on to existing library delivery systems.

If publishers are not yet agreed on standardising formats, delivery models, acquisition models for the library sector, there is room for librarians themselves to begin to formulate what formats they require, the desired content, the frequency of use the content may have and the additional modalities that can enhance the experience of etexts.

This requires librarians to work across sectors – schools, academic and public. While the user base may differ, and the products required may be different, all require solutions to fair use of etext, and agreement on formats, standards, and models that improve the provision of quality information to our library users, be they in our library spaces or online.

## New partners for new paradigms

Librarians may also consider that there is an imperative to change the traditional client/provider relationship with publishers and book vendors. As book reading is reported to be on the decline globally (National Endowment for the Arts, 2007), there is a shared goal for both publishers and libraries to sustain and support reading of texts. In addition, while globalisation held out the promise of greater diversity, cost pressures in the publishing industry in the English-speaking world see publishers relying on the marketing of the best seller, where volume generates profits, and title diversity is on the decline. In addition, the Global Financial Crisis generated a downturn in sales, and reported consequences of this in trade journals (Flamm, 2009).

Libraries could partner with publishers, as is currently happening with the Wheeler Centre, to directly market new works, and promote them. This partnership could lead to a revival of the library as a hub, and bring publishers closer to communities.

If libraries and publishers began to serve the readers together, any number of things could be possible. For one, we might begin to address the reasons people read, and the reasons some gifted folk write, and make it possible to connect these people in more diverse ways.

## Conclusion

The ereader and etext trial undertaken by the Wesley College Library team demonstrated that the younger readers in the trial were less satisfied with the etext and ereader combination than the adult readers. Adult readers spent more time reading in the trial, and were more committed to continue with an ereader. Younger readers were more critical consumers of the technology, more inclined to experiment with them and also found less reason to read an ereader when a hardcopy was available. This tendency became less pronounced when it came to older students, who saw benefits in using an ereader/etext combination in preference to using hard copy text books.

The implementation of etexts combined with ereaders in a conventional library acquisition and cataloguing system is practically unworkable, mainly due to the amount of digital rights management embedded not only in the acquisition and title transfer process, but also in the restrictions placed by suppliers on the readers themselves and the number of devices that can be used to transfer titles to. It must be conceded that ereaders are most effective when they are personal devices which are personalised by their user. Article collections and ebook titles cannot be transferred from one ereader to another, and over time an ereader that belongs to a person becomes as idiosyncratic of the user's interests as does their bookshelf at home, or the bookshelf and file in the office.

More advantageous for school libraries and academic libraries are the options of subscribing to etext collections and etext libraries, such as can be done with Warners and EBL for instance. These options can be offered in existing technical systems in schools, or could become a reality for many schools via consortia purchase. Equally, involvement by state education departments in developing etext access for text book delivery may be advantageous from many perspectives, particularly from a sustainability viewpoint and to reduce the weight of school bags for students travelling to and from school.

The commercial online systems for purchasing etexts in general and ebooks specifically, do not envisage a mediator. The e-commerce model so effective for eBay and iTunes now is a reality for book consumers. Libraries are not considered partners in these environments.

Global copyright restrictions in Australia hamper the libraries' mission to provide a wide range of titles to their patrons, as relatively speaking only a small number of titles are made available to our region, when many are available elsewhere in the world. Finally, the publishing industry in Australia appeared to be unprepared by the etext and ereader phenomenon that has begun to emerge in Europe and the United States.

Upon reflection, the current slow progress by publishers in this area could be the window of opportunity for libraries in Australia. At a time when the publishing industry needs to determine its future with digital media and text, it could be open to considering ways in which libraries could play an enhanced mediation role by engaging in the *dissemination* of books for publishers, actively delivering to their book-reading communities with a new ways of lending to them, and developing a hire model with publishers.

It is interesting to speculate how a technical model such as the eBooks.com and Amigo online reader combination could be developed for libraries across the nation. It could conceivably provide the content within global copyright restrictions, and managed DRM, and also be able to negotiate with accurate data a book hire or book purchase with the suppliers. The prospect may be of interest to publishers and suppliers if a model could extend for libraries nationally, and library budgets were directed towards a significant etext collection holding that also delivered the access. For instance, libraries could avidly promote for free the first chapter of a book for publishers. As there continues to be a demand for the hard copy, it is free marketing and advertising for the publisher. Library users also purchase books, as the results of our trial shows in relation to adult readers who enjoy the souveniring and other aspects of book ownership. For those readers who wish an etext 'borrowed' from the library, the entire text could be delivered to patrons on request, on a time limit, at a negotiated price with the supplier. The benefits to libraries could be extensive, particularly with the delivery of a popular title to multiple readers. Equally, libraries could provide access to a greater numbers of specialised titles without having to bear the cost of housing items that are significant and valuable, but will not circulate sufficiently to justify their purchase and ongoing maintenance in the collection.

Once such online technical infrastructures are put in place, libraries could conceive inviting other producers of content to share content for free if they wish to put work in a public domain along the other paid for materials. Such material could be from indigenous authors, new young talent, and other material not deemed commercial by publishers, but would enable diversity of content and the publishing of voices, languages, culturally diverse narratives or studies. It would take the library profession from a collection focus to a dissemination model, and more.

## Final word – school libraries

As specialist libraries, school libraries may have to act sooner than later to influence the way that etexts are going to be delivered in the education sector, when the critical mass of publishers in Australia finds a way of delivering them. State and national collaboration on etext consortia purchase needs to be put high on the agenda by library associations. Although school libraries, by collection and staffing, are the smallest libraries of all in Australia, they surely are the most numerous. Their patrons are the youngest in the country and need a voice to speak for them. What is at stake is the need to provide equity – to provide for all students access to the very best of ebooks, etexts and ecollections. In order to do this, technical systems, DRM, delivery and access must be planned and regulated. To not do so will result in an opportunity lost to take advantage of a wonderful shift in formats that could, at its best, deliver quality to all students across Australia. It could also be an opportunity lost to future readers, who may, as our trial appears to indicate, be on the way to becoming different readers altogether.

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