A step-by-step guide
for building localised versions
of the MIC site

This document is referred to as the “localisation kit”. Version 1.0 of the document was prepared for use by research assistants in the context of the IFLA/MIC collaboration project. This version (1.1) incorporates recommendations made by the research assistants for improving clarity, as described in section 3.4.1 of this document.

A further revision of the document will be prepared for use on the MIC site once the tests are complete, if AMIA/MIC decide to go ahead with this initiative.

this version prepared by the research coordinators:
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1. Introduction

1.1. Presentation of the MIC site

The goal of the Moving Image Collections (MIC) site is “to provide a window to the world's moving images for educators, researchers, exhibitors, and the general public that also allows archivists to collaborate in describing and maintaining these unique resources and thus avoid costly duplication of effort and further loss of cultural heritage” (MIC 2006). The site includes three portals, with information for 1. General users, 2. Archivists, and 3. Science educators. The MIC site, a collaboration between the Association of Moving Image Archivists (AMIA) and the Library of Congress (LC), was built in English, and in Phase One of its development, the structure and components were worked out.

1.2. The need for versions in other languages

The Association of Moving Image Archivists wishes to play a more important role in the international community. Many users of the MIC site do not have English as a first language, and many of these understand English only partially. Even users who understand English fairly well point out that the information on the MIC site would be considerably more helpful to them if they could have access to it in their native language.

In recent years, some effort has been made to improve the situation by including resources in other languages. The International Federation of Library Associations and Institutions (IFLA), aware of the usefulness of making resources such as MIC available worldwide, has funded testing this kit as a contribution to building versions of the site in other languages. The kit aims to help broaden the user base of the site by providing versions of it in various languages. Specifically, the kit gives instructions for how to do build such versions.

1.3. Translation of the MIC site

One way to make the site more accessible to users around the world is to make it available in a number of languages. Translating the site is a relatively simple problem which consists of taking each page of the site and translating the information it contains into the target language. The pages of the site in the target language can then be installed on the MIC server and a link toward them offered from the home page of the MIC site.

However, there is a growing awareness that mere translation of web sites is not enough to make them useful to users from other language, cultural, and ethnic groups. The sites also need to be localised (see Section 2).

1.4 Limitations of this version of the kit

This is a test version of the kit, designed in the context of a research project funded by the International Federation of Library Associations and Institutions (IFLA), Committee on Free Access to Information and Freedom of Expression (FAIFE). The research coordinators have chosen a limited number of pages from the MIC site for use in testing this kit (Appendix B). Apart from the general pages introducing the MIC site, all pages in the test are from the Archivists portal. The material contained in these pages was judged most useful for the purposes of the test. In addition, this material most closely reflects the goals of the funding agency and the objectives of the project.

If the results of the test are successful, a revised version of the kit will be developed in conjunction with the staff of the MIC project, ultimately to promote the production of versions of the MIC site localised to many languages and cultural communities, thus ensuring the broadest possible use and dissemination of the site.
2. Localisation

2.1. Definitions

A number of definitions of localisation (also called localization, l10n, internationalization, i18n, globalization, g11n) are available. One definition that is easy to understand is the following: “the process of adapting technical media products... into a form where they are linguistically, functionally and culturally acceptable in countries outside the original target market. These media products take on a variety of different forms, e.g., software, help, printed and on-line documentation, web sites, e-mails, webased applications, multimedia components (audio, video, graphics) and so on” (Maroto and de Bortoli 2001, 4).

The idea behind localisation is that translation of the site into other languages is not enough. The content itself must also be adapted to other languages, cultures, and ethnic groups so that users are comfortable with it. In addition, the way the information is presented to users is important. Cultural “markers” need to be identified and adjusted.

The term “transcreation” refers to the idea that texts should not be translated as such, word for word, but instead should be formulated in the target language in such a way that they read as if they had been written in that language in the first place, instead of translated from another language. Transcreation is a kind of interpretation of a text and reformulating of it in another language (Multiculture English and Spanish glossaries).

2.2. Some examples of localisation

Here are some examples to help understand the issues in localisation.

2.2.1 Date formats.

Not only are a number of calendars used around the planet, but even within countries that use the Gregorian calendar, a number of formats are used to express the date. For example, June 28, 2004 can be expressed in a number of ways:

United States 6/28/2004
Europe 28/6/2004
International system (SI) 2004/06/28

An additional problem is expressing the year with only two digits. With a number of different ways to express the date, this can be confusing and misleading. If the date were June 7, 2004, we would get:

United States 06/07/04
Europe 07/06/04
International System (SI) 04/06/07

A user accustomed to the American system would read the Europe date as July 6, 2004 and the International System date as April 6, 2007. Whatever system is used, the year should always be expressed with four figures, in order to help users interpret the dates correctly. Users want to see dates in the way they are used to reading them, so localising the date format means displaying dates in the format used locally by a particular user group. Note that the punctuation also varies. The slash (/) can be replaced by a space, a non-breaking space, a hyphen (-) or a period (.)

2.2.2 Colours

Colours hold weight as cultural symbols. For example, red is a colour of celebration for the Chinese, but represents blood or is considered too garish in other cultures. Similarly, white is a symbol of purity in the United States, but is used for the dead and for funerals in China. Some have noticed a preponderance of green on web sites in Arabic. It is important to consider the cultural, symbolic value of colours when localising web sites.
2.2.3 Animals

Animals represent different concepts in different cultural contexts, so it is important to take this into account, in order to avoid offending some users by the inclusion of images of animals that could have an unexpected meaning to users from a different context.

2.2.4 Examples

When presenting examples to help users understand various concepts, it is helpful to give local examples, since users are already familiar with them, and thus can concentrate better on what the example is trying to illustrate. In the United States, Citizen Kane is a good film to use as an example in explaining how to create Dublin Core metadata for a film, because everybody knows this film. However, when the information is directed to an Italian audience, La Strada would be a better example, because Italian users relate to it more readily.

2.2.5 Direction of writing

The Roman alphabet is usually written left to right, while the Arabic alphabet is written right to left. Modern Chinese is typically written left to right, but traditionally right to left or in a column, top to bottom. Formerly, some texts were even written in boustrophedon, meaning that lines alternate between left to right and right to left.

As software becomes localised, it takes the direction of writing into account. For example, some word processors can write English left to right and Hebrew right to left. The Unicode provides a character set which can handle virtually all alphabets and writing systems. Luckily, the MIC site is already coded in XHTML, a norm which adopts the Unicode as the default character set, and which also permits including a declaration of whether the writing should display left to right or right to left. This situation will help considerably in localising the MIC site for other languages.

2.2.6 Order of names

In North America names are often expressed as Firstname Lastname, although in directories and lists they usually appear as Lastname, Firstname. However, in much of the rest of the world, the usual order in all situations is Lastname Firstname. When users are unfamiliar with various given names and family names, there is much room for confusion about which is which. When people immigrate to a country that uses another system, sometimes they adopt the practice of expressing their name in that country’s format, but sometimes they do not. In the context of localising the MIC site, each language version should adopt a policy of how names are expressed, and validate each page of the site to make sure it conforms to the policy.

2.2.7 Representation of numbers, money

Around the world, a number of systems for representing numbers are in use. Groups of 3 digits representing thousands are variously punctuated by commas, periods, or nonbreaking spaces (3,242,672 or 3.242.672 or 3 242 672). In addition, there is confusion among languages about large numbers (million, milliard, billion, trillion). In addition, even within English, in the United States a billion means a thousand million (1 000 000 000), while in the United Kingdom it means a million million (1 000 000 000 000).

For representing money, usage also varies between countries. The dollar sign ($) is used to represent many currencies called dollars (e.g. U.S., Canada, Australia) and in many other countries to represent pesos or other currencies. Sometimes the sign goes before the number, sometimes after. Even within Canada, an amount is expressed differently, depending on whether the context uses English ($35,244.87) or French (35 244,87$). It is important to present numbers and amounts of money in the format in which the target users understand them.
2.3. The status of work in the area of localisation

Localisation is a new area of study and research, and little work has been done to date. Of this, by far the greater part of the work has been carried out by the business community, with a view to selling products around the world.

Studying localisation of cultural web sites has barely begun, so that the question of just exactly what aspects of a cultural web site such as MIC need to be localised is not yet clear. However, some issues have been identified and many of these are included as examples in section 2.2 of this kit. One web site that gathers information about the study of localisation is the MultiCulture site, <https://www.webdepot.umontreal.ca/Usagers/turner/MonDepotPublic/MultiCulture/>.

The globalisation and internationalisation of the planet will require much more work on localisation of web sites, so we can expect to see many advances in the area. However, at the moment little has been done, especially concerning cultural web sites.
3. Building a test version of the MIC site in another language

3.1. Introduction

In this section, we give step-by-step instructions on what to do to build a test version of part of the MIC site in another language. By following these steps, you can produce all the files necessary. The MIC staff can then install them on the MIC site, and make a link to the new version, which will then be available to users of that language or cultural group.

3.2. Summary of the steps

In summary, the steps to be carried out are the following:

1. Download the source code for each page of the MIC site to be localised
2. Change the information on each page to the target language
3. Identify whether any localisation issues need to be addressed
4. If so, make a decision about how to change them on the web page
5. Save all the XHTML files as text files (.htm)
6. Check the quality of the content
7. Transmit the files to the research coordinator: James Turner for French (james.turner@umontreal.ca), Marwa El Sahn for Arabic (marwa.elsahn@bibalex.org), Samira Sambaïno for Spanish (ssambain@internet.com.uy).

3.3. Detail of the steps

3.3.1 Download the source code of each page

Appendix A reproduces the site map of the MIC site. This will help you get an overview of the structure. In Appendix B, the URL for each page we will use in the localisation test is given. Appendix C is provided to give contextual information about the pages in relation to other pages of the MIC site.

1. Visit each page and capture the source code. To do this, display the page, and with the cursor in the web browser window, right-click (Windows) or CTRL-click (Macintosh) to display the contextual menu. Choose Source Code from the menu, and a new window will open displaying the html code.
2. Save this as a new file, in text format (extension .htm). Keep the same file name, but add a language code just before the extension to help the MIC administrators. For this purpose, we adopt the ISO 639-2 codes. Example: For the Cataloging and Metadata Portal, the URL is <http://mic.loc.gov/catalogers_portal/cat_index.htm>, so for the French-language version, save the file as <http://mic.loc.gov/catalogers_portal/cat_indexFR.htm>, for the Arabic-language version save it as <http://mic.loc.gov/catalogers_portal/cat_indexAR.htm>, and for the Spanish-language version save it as <http://mic.loc.gov/catalogers_portal/cat_indexES.htm>.
3.3.2 Change the information on each page to the target language

For this part of the project, transcreation of the text on each page may be done differently for the various language contexts we are testing. Depending on the competencies of each person, the research coordinator may do the transcreation, the student researcher may do it, or a translator may be hired to do it. As part of the process, the research coordinator for each language will assure the quality control of the new version. Whatever method is adopted, at some point the student research assistant will have in hand the text in French, Arabic, or Spanish. In this section we describe the method for inserting the text into the XHTML (.htm) file.

1. Using an html editor or any text editor, open the source code file you saved from the MIC site.
2. Find the text in English corresponding to the text you are ready to insert in the target language (most software has a Find command to help you find a text string).
3. Select the text in English, and replace it with the text in the target language. To do this, you can select and copy the corresponding text in the transcreated document supplied by the translator, then paste it into the XHTML document. Be careful not to change any of the XHTML code. Change only the text between the tags.

Following is an example of part of a transcreated page, in English and French:

```
<div class="greysideright">
<div class="edgebordersyellow">
<h1 class="indexheadingprintpage">Moving Image Collections</h1>
<h1 class="portalprintpage">Archivists Portal</h1>
<h1 class="yellow">Welcome to the MIC Archivists Portal!</h1>
<p>The Archivists Portal provides information for archival professionals about acquiring, managing, preserving, cataloging, and exhibiting moving image collections. Archive directory searches in this portal include in-depth information about the preservation and cataloging practices of participating organizations.</p>
</div>
</div>

<div class="greysideright">
<div class="edgebordersyellow">
<h1 class="indexheadingprintpage">Les collections d’images animées</h1>
<h1 class="portalprintpage">Portail des archivistes</h1>
<h1 class="yellow">Bienvenue au portail des archivistes !</h1>
<p>Le portail des archivistes offre de l’information aux professionnels de l’archivistique concernant l’acquisition, la gestion, la préservation, le catalogage, et la diffusion de collections d’images en mouvement. Les recherches dans le répertoire de cette section peuvent inclure de l’information détaillée concernant les pratiques de préservation et de catalogage des organisations participantes.</p>
</div>
</div>
```

By leaving all the XHTML coding information intact, changing only the text between the tags, and by saving the file as a text file (with extension .htm), you will create a file ready to be installed on the MIC site in the section for the language you are localising. One easy way to read the text content without the tag information is to drag the icon for the text file into the window of your web browser.

3.3.3 Identify whether any localisation issues need to be addressed

To complete the localisation of the page, review the examples in section 2.2 to see if any apply. If so, discuss these with the research coordinator for the language you are localising to decide how best to address the issue. If you think of any other issue not covered in the examples, advise the research coordinator, who will make a decision about what to do. This may involve changing the image, constructing an example, or some other localising activity.
3.3.4. If so, make a decision about how to change them on the web page

Note that, for any of a number of reasons, the localised page may differ from the page in English. You may have new files (e.g. for an image or an example) that the XHTML page will need to point to. Do not change the XHTML coding to reflect this, but rather leave this work to the MIC staff. They will fit the new files into their existing file structure, and make sure they are loaded on the server in such a way that the XHTML page will display them properly.

Name new files very clearly to help the MIC staff, and place them in a folder for delivery to MIC. For example, if at the page <http://mic.loc.gov/index.php> you decide to replace the photo of Dorothy Arzner with a photo of Luis Buñuel for the Spanish-language version, you might name the image file <bunuel.jpg>.

Create a file folder for each localised page. Name the folder to reflect the page name, e.g. for the home page in Arabic, “FilesIndexAR.php”. Into this file folder put all the files this home page needs to display. In addition, for each XHTML page you localise, create a Word file to indicate the necessary changes to the MIC staff. Write this page in English and include it in the file folder. For example, you might have one or more new images to include, the Word file indicating changes, and the XHTML file for the localised page. The Word file should have a name that connects it to the correct page, e.g. “ChangesIndexARphp.doc” for the MIC home page, or “ChangesArc_indexARhtm.doc” for the home page of the archivists’ portal.

3.3.5. Save all the XHTML files as text files

Whatever text editor you use to localise the XHTML files, save them as text files to avoid introducing unnecessary codes into the file. A number of extensions are available for text-only files, but since the pages on the present version of the MIC site have the extension .htm, respect this convention and name all your XHTML files with this extension, for example the page <cat_org.htm> localised to Spanish becomes <cat_orgES.htm>.

3.3.6. Check the quality of the content

Once you have constructed the new page, let it “get cold” for a few days. Then you will be able to see it afresh, and you will have a more clear idea of whether it needs further work. You might also ask a friend or colleague to look at it, and see whether the information is clear and easily understandable. Once you are satisfied with the quality, the research coordinator for the language you are localising will validate the quality of the localisation.

3.3.7. Transmit the files to the research coordinator

Once all the pages have been created, any new additional files have been included, and you have organised your work into folders, one for each localised page and its related image or other files, advise the research coordinator for the language you are localising that the files are ready. He or she will then ask you to transmit them to him or her, by attaching them to an e-mail, by writing them to a CD-ROM, via a USB key, or by whatever other method is convenient.

The research coordinator will check all the material, then transmit it to the project coordinator, who will then arrange with the MIC team to deliver the files to them. If all goes well, you will see your work on the web some time later.

3.4 Other information

3.4.1 Make notes about the kit

As you work, please record any observations you make about the kit itself. This includes parts of it that are easy to use, any aspects you find difficult to understand, anything you think it would be helpful to add, anything you feel should be removed. Your notes and observations on this test version of the kit will help us improve it before it is installed on the MIC site for others to use, if the tests prove conclusive and the MIC team decide to include it.
3.4.2 How files will be included in the web site

This work will be done by the MIC team. The project coordinator will transmit the localised files to the MIC team once they have been checked by the research coordinators. To provide access to the new localised web site, links will be added from the home page of the MIC site once the files are received. The MIC team will be responsible for adding the buttons which permit the user to switch languages. Decisions about how to do this exactly will be made by the MIC team.

3.4.3 How users of the MIC site will be able to switch languages

A number of different methods for permitting a switch to another language are found on the web. The decision about how to do this on the MIC site will be made by the MIC team, but information is given here to provide some context. Note that this aspect will not affect the work of the student researchers in localising pages. The MIC team will install the buttons for switching languages on the XHTML pages once they decide how it will be done exactly. However, the research coordinators have discussed this issue and offer the following summary of their discussion and their recommendation.

Discussion: One common way to identify other language possibilities is to include on the page the flag of a country that is a clickable button for switching to the language of that country. However, this is troublesome, because for some languages, a number of countries speak the language (English is a good example, being used in the U.S., Great Britain, Canada, Australia, and many other countries). Thus it is not clear which flag should be used to represent the language. If a page is localised for British or American or Australian English, a flag might be helpful, but for the foreseeable future this is not likely to happen. In addition, some countries have more than one official language. Switzerland, for example, has four. If a flag is used to identify the language, which of the four languages is meant by the flag of Switzerland?

Another way to offer language switching is to return to the home page of the site, where all the language buttons are available. The user can then descend the tree structure to get to the desired page in another language. Technically, this method is easiest, since buttons are installed only once, and the different language versions have parallel structures. In addition, many users will work in a single language, whatever that language may be.

However, information managers, and especially cataloguers, need to switch constantly between languages, for example in Canada where at least two languages are used in many systems, or in a large institution like the Library of Congress where works are catalogued in many languages. These users often need to look at the equivalent page in another language (to see if an equivalent page exists, to see what the examples might be, to see if the images are different, etc.). For this reason, it is very helpful to such users if they can go to the equivalent page in another language with a single click, rather than having to get back to the home page and then coming back down in the hierarchical structure to the equivalent page.

Recommendation: As a result of their discussion of this topic, the research coordinators recommend that buttons for switching languages be installed on every page of the MIC site that has an equivalent in one or more other languages. Users will come to understand that if no button is available in the usual place, there is no equivalent page in the language they are looking for. The research coordinators also recommend that the buttons take the form of text representations of the languages rather than flags. The research coordinators further recommend that the text of the buttons be in each local language. For example, in the case of Spanish, instead of SP or SPA, the button should read ES or ESP in order to be more readily recognisable by speakers of the language.

3.4.4 How this kit will be made available

Once the research project is completed, recommendations for improving the kit will be incorporated into a new version of the kit. These recommendations will come from a number of sources, including those who are testing the kit, as requested in section 3.4.1.

If the managers of the MIC project feel it is useful to make the kit available to those who wish to produce versions of the site in other languages, and if resources are available to manage the necessary files for other language versions, the kit will be made available on the MIC site, and revised from time to time, as necessary.
References and Bibliography


Appendix A
Site map of the MIC site
Appendix B
URLs of the pages to localise

The following URLs are for the pages of the MIC site to be used in the localisation tests. Access each page, then get the source code for it and save it as a text file which you will then localise as explained in section 3.3 of this kit.

Corrected list:

<table>
<thead>
<tr>
<th>Page</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><a href="http://mic.loc.gov/about_1.htm">http://mic.loc.gov/about_1.htm</a></td>
</tr>
<tr>
<td>2</td>
<td><a href="http://mic.loc.gov/archivist_portal/arc_index.htm">http://mic.loc.gov/archivist_portal/arc_index.htm</a></td>
</tr>
<tr>
<td>3</td>
<td><a href="http://mic.loc.gov/archivist_portal/arc_recom.htm">http://mic.loc.gov/archivist_portal/arc_recom.htm</a></td>
</tr>
<tr>
<td>4</td>
<td><a href="http://mic.loc.gov/archivist_portal/archivist_archiveexplore.php">http://mic.loc.gov/archivist_portal/archivist_archiveexplore.php</a></td>
</tr>
<tr>
<td>5</td>
<td><a href="http://mic.loc.gov/archivist_portal/archivist_collectionexplore.php">http://mic.loc.gov/archivist_portal/archivist_collectionexplore.php</a></td>
</tr>
<tr>
<td>6</td>
<td><a href="http://mic.loc.gov/catalogers_portal/cat_authority.htm">http://mic.loc.gov/catalogers_portal/cat_authority.htm</a></td>
</tr>
<tr>
<td>7</td>
<td><a href="http://mic.loc.gov/catalogers_portal/cat_index.htm">http://mic.loc.gov/catalogers_portal/cat_index.htm</a></td>
</tr>
<tr>
<td>8</td>
<td><a href="http://mic.loc.gov/catalogers_portal/cat_principles.htm">http://mic.loc.gov/catalogers_portal/cat_principles.htm</a></td>
</tr>
<tr>
<td>9</td>
<td><a href="http://mic.loc.gov/catalogers_portal/cat_unicatlg.htm">http://mic.loc.gov/catalogers_portal/cat_unicatlg.htm</a></td>
</tr>
<tr>
<td>10</td>
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</tr>
<tr>
<td>11</td>
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</tr>
<tr>
<td>12</td>
<td><a href="http://mic.loc.gov/history_1.htm">http://mic.loc.gov/history_1.htm</a></td>
</tr>
<tr>
<td>13</td>
<td><a href="http://mic.loc.gov/index.php">http://mic.loc.gov/index.php</a></td>
</tr>
<tr>
<td>14</td>
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<tr>
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</tr>
<tr>
<td>21</td>
<td><a href="http://mic.loc.gov/unicatlg_1.htm">http://mic.loc.gov/unicatlg_1.htm</a></td>
</tr>
</tbody>
</table>
Appendix C
Context of the pages to be localised

The purpose of this appendix is to give you more contextual information about the pages to localise for this test. The numbers in the first column refer to the master page numbers. The column heading “Pr” identifies the pages in this list as 1st priority for localisation. The column heading “Pgs” gives the number of pages at that URL that need to be localised.

<table>
<thead>
<tr>
<th>Description (Source:MIC Site Map)</th>
<th>Pr</th>
<th>Pgs</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>About Us</td>
<td>1</td>
<td>4</td>
<td><a href="http://mic.loc.gov/about_1.htm">http://mic.loc.gov/about_1.htm</a></td>
</tr>
<tr>
<td>Components</td>
<td>1</td>
<td></td>
<td><a href="http://mic.loc.gov/about_1.htm#components">http://mic.loc.gov/about_1.htm#components</a></td>
</tr>
<tr>
<td>Goals</td>
<td>1</td>
<td></td>
<td><a href="http://mic.loc.gov/about_1.htm#goals">http://mic.loc.gov/about_1.htm#goals</a></td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>2</td>
<td><a href="http://mic.loc.gov/history_1.htm">http://mic.loc.gov/history_1.htm</a></td>
</tr>
<tr>
<td>Mission</td>
<td>1</td>
<td></td>
<td><a href="http://mic.loc.gov/about_1.htm#mission">http://mic.loc.gov/about_1.htm#mission</a></td>
</tr>
<tr>
<td>What is MIC?</td>
<td>1</td>
<td></td>
<td><a href="http://mic.loc.gov/about_1.htm">http://mic.loc.gov/about_1.htm</a></td>
</tr>
<tr>
<td>Who can use MIC?</td>
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