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**2002-2003 SECTION ON EDUCATION AND TRAINING (SET) - STANDING COMMITTEE
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Letter from the Chair

Halfway through the second year of my two years as Chair, and my third letter. It has been a hard year for the world, a hard year for my country, but a good year at least for SET.

The Glasgow conference was all that we could hope:

- The Open Session was a success with more than 200 people present, probably one of the largest attendances that a SET Open Session has ever had at an IFLA conference.
- The workshop on Thursday was less well attended, a victim of the Edinburgh visit planned for the same day, but the program was rich and stimulating, the lunch rich and delicious, and so those who put off going to Edinburgh until after the workshop were well rewarded for their decision.
- Sjoerd Koopman, at our planned meeting between the first and second SET meeting, surprised and delighted me by assuring me that all the money we had requested in order to finish the *World Guide* (plus a little more) would be forthcoming. In addition to the \$5,000 for the second year of the project pledged by IFLA, UNESCO had agreed to fund us for \$10,000, 50% of which will be made available to us at the end of 2002 and the other 50 % at the end of 2003. In addition, Mr. Saur, our publisher, had also agreed to contribute funding to facilitate data processing. Sjoerd's plan was to arrange a meeting in New York between Mr. Saur and Evelyn Daniel, the Editor-in-Chief of the *World Guide* project, also toward the end of 2002, to discuss and set up the exact terms of the Saur contribution to getting this vital publication to press by the end of next year (2003).

While hopefully we have solved the problem of funding the *World Guide* project (although, as with most projects, the funding is materializing at a somewhat slower rate than estimated in our original proposal), Evelyn informed me in a recent email that she has not had the response to her call for regional editors she had hoped for. Perhaps you, the individual SET members, can each come up with one regional editor from your own part of the world and, once you get him/her to commit, send the name and details to Evelyn (daniel@ils.unc.edu).

Another project which we had feared at the Glasgow meeting was moribund, turned out happily to still be very much alive. My correspondence with Ole Harbo after the conference resulted in an

email from him detailing his plan to write the SET history since 1977, when the then new structure was implemented (and which was also, he wrote, his first year at IFLA). His idea is to present it at the 2004 conference, which he expects to be his last. The material on which he is basing the SET History is: IFLA directories, papers presented within the section/division, newsletters, archival material from 1977-81, when he was secretary of the Section on Theory and Research (among other things, photographs), and conference programs. Ole wrote that he still needs some of the older ones, so if anyone has conference programs from the 1970s and 1980s, please get in touch with Ole (OH@db.dk) to see if they are programs he is missing.

Some things are still open that I thought closed, others have closed down for good. In September I received a copy of the letter Sjoerd sent of Al Kagan officially informing him that the meeting of "his" Social Responsibilities Discussion Group during the recent IFLA General Conference in Glasgow should be considered as its final session. The end of our sponsorship and the end of a rather special group the goals of which have become so inculcated in all of IFLA's goals and activities that by now the need for a special group to represent these values has disappeared. Looked at that way, it can be viewed as a happy ending.

As for the coming conference, we have a highly complex set of plans for Berlin, including both a cooperative Open Session and a cooperative workshop, and in addition, a cooperative pre-conference. By coordinating three different programs with three other sections, in 2003 SET will reach out to the broadest possible spectrum of IFLA participants and address what is probably the broadest array of issues it has ever addressed in recent times.

Terry Weech, Chair of the Berlin planning committee, is coordinating the Open Session in Berlin with the representatives of the Audiovisual and Multimedia Section. They have issued a joint call for papers focusing on the "diversity of study programmes and contents, learning labs, examination contents, and infrastructure to gain competencies in audiovisual and multimedia applications for libraries," and are attempting to schedule the sessions sequentially. Terry and Claude Morizio are also coordinating the Berlin Workshop with liaison from the School Library Section, James Henri, Deputy Director of the Centre for Information Technology in School and Teacher Education, at the University of Hong Kong. The morning section of the workshop will focus on LIS education in Germany, and the afternoon section on Trends in education and training of school librarians. SET's Hans-Jurgen Schubert is coordinating the morning session of the workshop and is working on local arrangements in Germany. Finally, SET'S Françoise Lerouge is planning the joint PreConference institute in Geneva for 2003 on "E-Learning for Training in Marketing and Management of Libraries" in co-sponsorship with Rejean Savard of the Section on Marketing and Management. The Institute will include presentations and discussion on experiences and products of e-learning in marketing and management of libraries. Françoise has sent Terry and I the budget and calendar we requested in Glasgow and is in the process of issuing a Call For Papers.

Finally, the IFLA year 2002-2003 as SET's Year of Cooperation, can be seen in one other joint project, the updating of the **Teaching of Management and Marketing Guidelines**, organized by the Management and Marketing Section. SET'S Judy Field, with a strong background in management as well as LIS education, attended the meeting of the Management and Marketing Section held in Glasgow and continues to represent SET on the project, although a recent email from Judy indicated that she has not been contacted since the conference for her input.

Since this letter is meant to supplement and update the minutes, filling SET members in on what has happened since my last letter, written just before Glasgow, I won't dwell at length on what Terry covered so well in the minutes: plans for Buenos Aires 2004, being chaired by Ismail Abdullahi, and the start of planning for Oslo, Norway 2005, with the appointment of Niels Ole Pors as Chair of the SET planning Committee for that conference.

Instead, I will close with a thank you to all of the elected members of SET, as well as some of our Corresponding Members and Emeritus members such as John Harvey and Evelyn Daniel, for your devotion, creativity and willingness to donate your hard work to the success of the section, its conference programs and its projects. I continue to enjoy being the chair of this distinguished section, and I remain hopeful, and even optimistic, that both SET and the rest of the world will move ahead into a successful, fruitful and peaceful 2003.

Susan Lazinger, Chair
IFLA Section on Education and Training
November 22, 2002, Jerusalem

International Federation of Library Associations (IFLA)

Section on Education and Training

Minutes of the Standing Committee on Education and Training Meetings, August 17th and August 23d, 2002.

Minutes of the Standing Committee meetings during the IFLA Conference in Glasgow, Scotland, UK, on Saturday, August 17, 2002

Participating:

Standing Committee Members Present: Judith Elkin, Assumpcio Estivill, Judy Field, Lars Høglund, Claude Horizio, Susan Lazinger, Françoise Lerouge, Jennefer Nicholson, Niels Ole Pors, Hans-Jürgen Schubert, Terry Weech.

Corresponding Member Present: Diann Rusch-Feja

Round Table Chairs Present: Ann Ritchie (CPERT), Jesus Lau (User Education)

Standing Committee Members Absent: Ismail Abdullahi, Monica Ertel, Maria Gajo, Rosemary Gitachu, Ken Haycock, Lars Høglund, Aira Lepik, Anna Shirinyan, Natalia Zhadko.

Observers: Linda Ashcroft, Russell Bowden, Emma Farrow, Bill Fisher, Michelle Lang, Pat Oyler, Sheila Webber

I. INTRODUCTION AND WELCOME

- **Introduction of New Members/Role of Members, Corresponding Members, Observers.**

Susan Lazinger, Chair, called the meeting to order, welcoming members and observers. Members and observers introduced themselves. Susan reviewed the rules and responsibilities of IFLA SET members (to be fluent in at least one official language, to attend at least three of the four annual conferences, to contribute actively, to observe deadlines, and to respond to IFLA Headquarters requests and to be available to respond to advice from other sections).

- **Approval of Agenda.** Susan asked for additions and corrections to the Agenda. It was noted that under Conference Program Planning, Linda Ashcroft had replaced Christensen as a member of the Glasgow 2002 Program Planning Committee. This revision was made to the agenda. The agenda was adopted

- **Approval of Minutes.** The minutes for the August 18 and 24th meetings of the Standing Committee held in Boston, Mass. were approved as submitted.

III. OFFICER REPORTS

Chair. Susan Lazinger, Chair, had distributed her report by email and indicated that it was published in the July SET Bulletin, which is available on the Web, linked from IFLANet. She noted that shortly after her term began, the *Strategic Plan for the Section on Education and Training: 2002 – 2003* was drafted and the World Guide Project was funded. Noting other accomplishments in her report, Susan Lazinger felt that we all could take pride in the accomplishments of the Section in the past year. Susan did report that SET had been asked to send representatives to the Division VIII - Regional Activities meeting. Three people present volunteered to attend the meetings on Asia, Oceania, and Latin America.

Secretary: Terry Weech, Secretary, reported on the plans for this year's Open Session and Workshop and reported that a large number of paper proposals had been received in response to the call for papers. Most of the papers had successfully been translated into the IFLA official languages and made available on IFLANet. He also noted that the minutes for past meetings, the agenda and supporting documentation and the list of members of the Standing Committee had now been posted on IFLANet.

Treasurer.. Terry Weech, Treasurer, reported a balance of \$581.32 in the Section's bank account. Of this, \$500 is to be encumbered to cover the cost of the July SET Bulletin, leaving a balance of \$81.32 at the end of the year. It is anticipated that based on our current membership of 243 members, the Section should receive 1020 Euros for next year. If we can increase our membership to over 251, we would receive an additional 205 Euros based on the Levels of Funding IFLA provides Sections. He encouraged the Section to consider ways of recruiting more personal members to SET.

IV. CONFERENCE PROGRAM PLANNING

Glasgow 2002 (Elkin, Ashcroft, Ertel). Judith Elkin, Chair of the Glasgow Program Planning Committee reviewed the plans for the Open Session and the Workshop. A signup list was circulated for the Workshop since attendance at the lunch is limited to 50 people. The theme for the Open Session is: Think local, Act global: enhancing competencies for a diverse world. The Workshop is on the topic "Driving Change in the Profession" and will take place off-site in the Court Senate Suite, Collins Building, University of Strathclyde, Thursday, August 22, 2002.

Berlin 2003 (Weech, Morizio, Schubert). Terry Weech, Chair of the Berlin planning committee, distributed a proposal for an Open Session originally planned as a joint session with the AV and Multimedia Section and a proposal for a joint Workshop with the School Library Section. Terry reported that at the Division VII meeting on Friday, August 16th he learned that Berlin Conference Open Sessions will be limited to 2 hours, even if joint sessions were planned. In light of this development, Terry proposed SET's plan to coordinate its Open Session with the AV and Multimedia Section and they request to have their two hour Open Sessions scheduled sequentially.

The theme of the coordinated Open Session with IFLA's Section on Audiovisual and Multimedia is "Audiovisual and Multimedia as part of the Curricula in Library Schools and Continuing Education - Visions and Realities." The call for papers for the Open Session will focus on the diversity of study programs and contents, learning labs, exam contents and infrastructure to gain competencies in audiovisual and multimedia in libraries. Included in the scope of interest is the use of audiovisual and multimedia as teaching tools (products designed in the prospect of self training for instance) and/or audiovisual and multimedia as objects to be dealt with, or from the perspective of bibliographic purposes (description, access modalities etc.) The call for papers would also ask for proposals covering how AV and Multimedia is included in the content of curricula in library education and training programs to educate current and future librarians in the methods and techniques of developing and utilizing AV and Multimedia in their professional activities in libraries. SET would develop a joint call for papers and share in the selection of papers for presentation so that both sections' interests would be represented in the final papers.

The topic of this proposed joint forum is consistent with the theme of the Berlin Conference. "Access Point Library: Media - Information - Culture"

The Workshop would be a full day workshop with the morning focusing on LIS Education in Germany and the afternoon a joint session with SET and the School Library Section on "The Education and Training of School Library Media Specialists - Resource Management, Instruction, and Cultural Connections." After some discussion both the Open Session and the Workshop proposals were approved. It was suggested that Workshop papers be invited papers to obtain a balance in coverage on the topic of Education and Training of School Library Media Specialists rather than issuing a call for papers.

After discussion of the proposal, both the plans for the Open Session and the Workshop were approved by the Standing Committee. Hans-Jurgen Schubert agreed to be the on-site SET representative for the Berlin Conference Planning. .

PROJECTS AND PUBLICATIONS

New Project Proposals

Library Matchmaker Proposal (Michelle Lang):

A proposal to establish an online database to facilitate contact among librarians in developing and developed countries was presented by Michelle Lang, Graduate Service Librarian, Pace University, White Plains, NY. The proposal presents a plan to facilitate the quick and seamless connection of librarians with librarians all over the world. Her idea is a web page whereby globally curious and helpful librarians could be connected with aspiring librarians or librarians seeking to further their experiences and competencies abroad. The goal is to gain the support of IFLA and specifically of SET because it seems to fit nicely into the theme of the Section on Education and Training: "Think Local, Act Global: Enhancing Competencies for a Diverse World."

Should IFLA/SET decide to support this page, Michelle would then approach possible sponsors like OCLC, Innovative Interfaces etc., who have an interest in furthering their visibility in a global library community. Specifically she is exploring the possibility of a CB Short Term Grant for funding of approximately \$1000 for one year to get the project going and would like to have SET's support for CB funding. She is also approaching CPERT for support of the proposal.

After extensive discussion, it was decided that Michelle should revise her proposal to emphasize the information exchange aspects of the proposal instead of the mentoring aspects since the Standing Committee felt that as presented it was not really a mentoring project. Concerns were expressed about quality control of the information exchanged. Michelle was invited to revise her proposal and re-present it at the August 23d meeting of the Standing Committee.

Continuing Project Proposals

- **World Guide to Library and Information Studies Education (Daniel and Harvey):** Susan Lazinger reported on the progress on the World Guide project and indicated that Evelyn Daniel will be sending the members of the Standing Committee a progress report. Dr. Daniel hopes that further funding will be available from UNESCO or other sources and that by the Berlin conference of IFLA, she can give an update on the progress. Susan Lazinger called for regional editors to volunteer. Russell Bowden suggested using the Regional Officers of Division VIII: Regional Activities. Susan asked if he would explore that with Division VIII. Russell Bowden indicated he would contact regional officers in Division VIII to recruit volunteers to become regional editors for the World Guide project.
- **Revision of Guidelines for Teaching Management and Marketing (Abdullahi)** Susan Lazinger announced that there would be a meeting on Sunday, August 18th on this cooperative

project with the Section on Management and Marketing and asked if someone present at today's meeting could attend as a SET representative. Judy Field volunteered to attend.

- **Survey of Education for Management in LIS Programs [cosponsor with Section on Management and Marketing] (Zhadko).** This project was completed by the Section on Management and Marketing last year without SET's involvement.
- **History of the Section [Bowden/Harbo].** Russell Bowden indicated that he was not aware of any progress on this project. He suggested that the Chair contact Ole Harbo to see if any progress had been made. It was suggested that the Chair ask Ole Harbo to present a timetable for completion of the project by September 30th. If a timetable was not forthcoming, it was recommended that the project be deleted from the SET Projects List.
- **Proposal for Regional Seminars (Bowden).** Russell Bowden indicated that he thought it was still a good idea, but since no progress had been made that the item be deleted from the Projects List.
- **Membership Development/Brochure (Nicholson).** Jennefer Nicholson handed out the SET brochure. It was suggested that we attempt to translate the brochure into other official languages of IFLA.

The August 17, 2002 meeting of the Standing Committee was adjourned at 11:40 am.

Minutes of the Standing Committee meetings during the IFLA Conference in Glasgow, Scotland, UK, on Friday, August 23, 2002

Participating:

Standing Committee Members Present: Ismail Abdullahi, Assumpcio Estivill, , Rosemary Gitachu, Claude Horizio, Susan Lazinger, Aira Lepik, Francoise Lerouge, Jennefer Nicholson, Niels Ole Pors, Hans-Jurgen Schubert, Terry Weech.

Corresponding Member Present: Diann Rusch-Feja

Round Table Chair Present: Ann Ritchie (CPERT)

Discussion Group Chair Present: Al Kagan (Social Responsibility).

Standing Committee Members Absent: Judith Elkin, Monica Ertel, Judy Field, Maria Gajo, Ken Haycock, Lars Hoglund, Anna Shirinyan, Natalia Zhadko.

Observers: Mouna Benslimane, Russell Bowden, Bill Fisher, Bernadette Guedon, Nazha Hachad, Nerses Hayrapetyan, Ian Johnson, Stan Kalkus, Ute Krauss-Leichert, Michelle Lang, Pat Oyler, Valentyna Pashkova, Kerry Smith, Peter Vodosek, Sheila Webber.

I. INTRODUCTION AND WELCOME TO THE AUGUST 23, 2002 MEETING

1. Susan Lazinger, Chair, welcomed those present and asked for all members and observers to introduce themselves.
2. The Agenda for August 23d was approved.

II. CONFERENCE PROGRAM PLANNING

- **Glasgow 2002 (Elkin, Ashcroft, Ertel).** Susan Lazinger reported on the Glasgow Open Session and Workshop since none of the members of the program committee could attend this

meeting of the Standing Committee. The Open Session was a success with more than 200 people present. It may have been one of the largest attendances that a SET Open Session has had at an IFLA conference. The workshop on Thursday was less well attended. About 60 people had signed the roster to attend, but only about 37 people attended and fewer than 30 stayed for lunch. The scheduling of the library visits in Edinburgh was thought to be the cause for the lost attendance. But those who did attend were treated to an excellent program and lunch. The program planning committee was complimented for their excellent programs.

- **Berlin 2003 (Weech, Morizio, Schubert).** Terry Weech, Chair of the Berlin planning committee, reported that he had met with the representatives of the Audiovisual and Multimedia Section and will proceed in coordinating the Open Session in Berlin with a joint call for papers and will attempt to sequentially schedule the sessions. Terry and Claude Morizio also met with the Berlin Workshop liaison from the School Library Section, James Henri, Deputy Director of the Centre for Information Technology in School and Teacher Education, at the University of Hong Kong. Hans-Jurgen Schubert will work on local arrangements and is exploring the possibility of holding the Workshop at Postdam, which is accessible via S-Bahn from Berlin.
- **2003 Satellite Meeting:** Francoise Lerouge distributed a budget and specific plans for joint PreConference institute in Geneva for 2003 on "E-Learning for Training in Marketing and Management of Libraries." The Institute would be co-sponsored by SET and the Section on Marketing and Management. Presentations and discussion on experiences and products of e-learning in marketing and management of libraries would be covered. It was noted that the satellite meeting must recover costs through the registration fee since neither SET nor IFLA funds would be available to support it and that IFLA required a 100 Euro fee for use of the IFLA name.
- **Buenos Aires 2004 (Abdullahi, Estivill, Pors).** Ismail Abdullahi reported on plans for Buenos Aires. He suggested the theme of "The North South Dialogue in the Education of Library and Information Professionals." After considerable discussion about the stated theme, it was suggested that a subtitle or other steps be taken to clarify that the program is not just about North and South America or about the northern and southern hemisphere. The Buenos Aires program committee will further refine the title. Concerns were also raised about the ability to fund the lunch for the workshop. Although it was noted that in the past the host institution had provided the lunch, if participants were notified in advance that they were to purchase their own lunch at the workshop and a food service was available near by, no one should object to paying for their own lunch.
- **Oslo, Norway 2005:** Niels Ole Pors was appointed chair of the planning Committee for the 2005 IFLA Conference in Oslo. He was asked to select his own committee members and inform the Standing Committee next year in Berlin the names of the committee members.

III. AFFILIATED GROUPS: RELATIONSHIPS AND REPORTS

Continuing Professional Development and Workplace Learning Section - Chair (formerly: Continuing Professional Education Round Table - CPERT), Ann Ritchie, reported that they would be actively recruiting members since they are now a section.

Social Responsibilities Discussion Group. - Al Kagan reported on the decision to discontinue the Social Responsibilities Discussion Group. He distributed a Professional Resolution entitled "A Resolution on Follow-up of the Work of the Social Responsibilities Discussion Group" and requested that the Standing Committee of SET endorse it so it could be sent forward to IFLA. The Standing Committee did vote to endorse the resolution.

IV. CORRESPONDING MEMBERS FOR 2002-2003

The Secretary reported that he has received communications regarding the desire of Mohammed Benjelloun from the School of Information Science in Rabat, Morocco, who wished to be reinstated as a corresponding member. After discussion of the requirements for appointment as corresponding member, it was decided to postpone further consideration until the 2003 conference when the next election would take place for Standing Committee members. The Secretary indicated that he had been asked by IFLA Headquarters to limit the number of corresponding members to the section and that one of the criteria for maintaining corresponding membership is to maintain regular contact with the Officers and other Committee members, contributing their opinions and active support through involvement in projects, preparation of translations, etc. (IFLA Rules of Procedure, Section 12.31-12.32) Corresponding members who do not respond or communicate with the Standing Committee may be replaced prior to the expiration of their two year term.

V. PROJECTS AND PUBLICATIONS

Library Matchmaker Proposal (Michelle Lang): Michelle Lang presented a revised proposal for her Matchmaker project. After extensive discussion, the Standing Committee felt that more prior research should be undertaken before SET approved the project. Some of the specific suggestions made included a study of prior mentoring and professional assistance projects to identify the strengths and weaknesses to determine how to make future projects successful. Concern was also expressed that the Matchmaker Proposal was not supported by a major institution or organization that would sustain the project after the initial test period. The Standing Committee indicated that they supported the concept, but would like to see more institutional support and prior research supporting the feasibility of the project before supporting the proposal for IFLA funding.

VI. BUDGET FOR BY 2003:

Administrative Costs including Newsletter: The Treasurer noted that under IFLA Guidelines, the Section would receive approximately 1000 Euros for 2003 Administrative Costs. Administrative costs are to go to the operation of the Section, such as expenses for copying, communicating, and the production and distribution of the Bulletin. After discussion, the Standing Committee approved a budget of 1000 Euros to be expended on the costs of producing and distributing the Newsletter.

Translation Costs for Conference Papers: This year, some of the IFLA translators that were recommended by IFLA Headquarters indicated that they would charge for translations. The Standing Committee decided not to budget funds for these translations, but rather depend on volunteers to translate SET conference papers in the future. This year, translators were used that were provided by IFLA and by John Harvey, the SET Information Officer. An effort will be made next year to send the papers to volunteers as early as possible to expedite the translations.

World Guide: The chair, Susan Lazinger, reported that she had learned that \$10,000 would become available from UNESCO to support the World Guide project, with 50% of this amount available at the end of 2002 and 50% at the end of 2003. Saur Publishing has also expressed interest in supplying a significant sum to help support this project next year. The amount from Saur has not yet been determined, but it hopefully will be sufficient to meet the total costs of the project. This is in addition to the funding from IFLA.

Teaching of Management and Marketing Guidelines(Judy Field): Judy Field attended the meeting on this project organized by the Management and Marketing Section on August 18th, 2002. It was the sense of the Standing Committee that Judy Field should continue to be our representative on this project.

VII. OTHER BUSINESS

Newsletter: The Standing Committee discussed the Section's Newsletter editor, and John Harvey's request for more involvement of SET officers and membership in the production of content for the Newsletter. It was suggested that the Chair and the Secretary work with editor of the Newsletter to get more contributions from members of the Standing Committee by issuing a call to all Standing Committee members two or three months before the publication deadline to contribute articles of interest to SET members. The specific suggestions included calling for summary news articles on events and activities of interest to the SET membership as well as translations of interesting papers and articles appearing in one of the official IFLA languages on topics of interest to SET membership. For example, articles in French, German, Spanish, or Russian, might be translated into English or articles in English translated into one or more of the other official languages to the benefit of the profession and library educators and trainers. Permission for these translations would have to be obtained, of course, from the publishers and authors of the original articles. In response to the editor's expression of concern that the officers of SET were not very involved with the planning and production of content of the Newsletter, the Standing Committee members suggested that the Chair and Secretary form an unofficial advisory board to the editor to assist in the acquisition of appropriate material for the Newsletter.

The meeting was adjourned at 12:15 p.m. Minutes of August 23, 2002 submitted by Terry Weech, Secretary.

IFLA SECTION ON EDUCATION AND TRAINING

Strategic plan, 2002 – 2003

Mission

The section on education and training has as an ultimate mission to improve Library and Information Science education and to strengthen the link between the basic education and continuing education or continuing professional development for librarians and paraprofessionals.

It is important to work towards profiling the profession in relation to both the educational systems in different countries and the professional bodies and stakeholders. It is especially important to focus on the educational situation in developing countries.

As education and training are relevant for all of IFLA's divisions and sections SET will actively cooperate with any of them. The section will act as an advising body in relation to other sections in IFLA in all matters concerned with educational questions and in relation to the development process.

Goals

1. Foster international cooperation on basic and continuing education of library and information science (LIS) educators and practitioners.

(Professional Priorities: (h) Developing Library Professionals)

Actions

1.1 Take action to foster closer co-operation with The Continuing Professional Development and Workplace Learning Section.

1.2 Initiate a process to evaluate the need for revision of the SET leaflet

1.3 Continue work on the History of the Section

- 1.4 Take action to establish a high degree of participation and work delegation among all elected members of the Section (Goal 1)

See also under 2, 6 & 9

2. Uphold and strengthen the academic and professional status of LIS staff through international recognised qualifications for LIS positions.

(Professional Priorities: (h) Developing Library Professionals)

Actions

- 2.1 Evaluate the need for a revision of the standards for LIS Educational Programmes to keep them up to date on a continuous basis

3. Maintain a current directory of world-wide LIS educational programmes, including continuing education.

(Professional Priorities: (h) Developing Library Professionals)

Actions

- 3.1 World Guide: Complete the project that ends both with a database and with a print publication at the end of 2003, with funds pledged from IFLA, UNESCO and Saur.

4. Foster the multicultural principles of IFLA

5. Offer professional development opportunities for LIS professionals and education in developing countries

(Professional Priorities: (h) Developing Library Professionals)

Actions

See under 7

6. Disseminate information on innovative curriculum development and creative teaching methodologies and materials

(Professional Priorities: (h) Developing Library Professionals)

Actions

1&6.1 Bulletin: Issue a Bulletin at least twice a year in print and electronic format. To this end, set up an Advisory Committee in Berlin in 2003 to replace the ad hoc temporary Advisory Committee consisting of the SET Chair and Secretary/Treasurer

See also under 9

7. Foster new professional development opportunities in order to encourage new knowledge, skills and competencies

(Professional Priorities: (h) Developing Library Professionals)

Actions

5&7.1 Take action to establish educational co-operation with South American colleagues on a workshop for the Buenos Aires conference

8. Encourage high quality conference papers through a rigorous refereeing process

(Professional Priorities: (i) Promoting Standards, Guidelines and Best Practices)

Actions

See under 9

9. Foster a process that encompasses both standard educational requirements and continuing education as focus for the work of the section *(Professional Priorities: (h) Developing Library Professionals)*

Actions

1,6,8&9.1 Issue a Joint Call for Papers for the Open Session of the Berlin conference 2003 with the Audiovisual and Multimedia Section, proceed on coordinating the Open Session with them, and attempt to sequentially schedule the sessions. Finalize coordination of the Berlin Workshop with the School Library Section. Finalize and implement plans for joint PreConference institute in Geneva for 2003 on "E-Learning for Training in Marketing and Management of Libraries."

1,6,8&9.2 Continue with plans for the Buenos Aires conference in 2004, including coming up with an acceptable title for the themes of the Open Session and Workshop and attending to details of funding for the lunch at the Workshop.

1,6,8&9.3 Select the planning committee members for the Oslo conference in 2005 by the newly-appointed chair and begin planning for this conference.

Future IFLA Conferences:

World Library & Information Congress: 70th IFLA General Conference & Council, Buenos Aires, Argentina, 20-27 August, 2004

Theme: "Libraries: Tools for Education and Development"

Conference Venue: The Hilton Convention Centre

Contact: Fundacion El Libro, Hipolito Yrigoyen 1628, 5^o Piso C1089 AAF, Buenos Aires, Argentina, Tel: 54-11-43743288, Fax: 54-11-43750268, www.el-libro.com.ar, e-mail:

bibliotecarios@el-libro.com.ar

World Library & Information Congress: 71st IFLA General Conference & Council, Oslo, Norway, August 14-19, 2005

Contact:

Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway, e-mail:

tore.andersen@norskbibliotekforening.no, tel: 47-22688550, Fax: 47-22672368

World Library & Information Congress: 73rd IFLA General Conference & Council, Durban, South Africa, 2007

NEWS.....NEWS.....NEWS...

Distance Master's – A new Master's in Information and Library Management, offered through distance learning, has been launched at Northumbria University, UK. "It is aimed at people who are working full-time and would find it almost impossible to attend university," said course leader Biddy Casselden. "It allows them to have a job in the industry while working towards a professional qualification to enhance their career."

CILIP's New Training Directory 2003 is out! Choose from 66 courses (21 of them brand new) planned after market research this summer. To counter the "confusion" about knowledge management come three new KM workshops: Basic Concepts for Workplace Libraries; Classification in a KM Context; People Skills. A whole new series of marketing workshops includes: Selling the Benefits of LIS in a Cost-conscious World; Demonstrating the impact of your School Library; Creating Strategic Market Plans for Public Libraries (a response to the controversial 2002 Audit Commission report *Building Better Library Services*).

To address the new demand for staff to teach ICT skills to users and colleagues, courses include Advanced Teaching Skills; Managing Staff Development & Training; Learning about Learning; Teaching Effective Use of the Web. Other new courses include Research Skills, Moving on in Marc and Essential Law for LIS.

For a copy contact CILIP's Training & Development Team on UK: 020 7255 0563; training@cilip.org.uk or go to www.cilip.org.uk/training (regularly updated)

Bush Signs Distance-Ed Copyright Bill – President Bush signed the Technology, Education and Copyright Harmonization (TEACH) Act into law November 2, 2002. The legislation was passed by Congress as an amendment to the Justice Department reauthorization bill (H.R.2215). According to ALA's Washington Office, the TEACH Act expands existing "face-to-face" teaching exemptions in the copyright law to allow teachers at accredited, nonprofit educational institutions throughout the US to use copyright-protected material in distance education – including on Web sites and by other digital means – without prior permission from the copyright owner and without payment of royalties. The ALA Washington Office has posted a Web page providing a detailed summary of the new standards and requirements established by the TEACH Act at www.ala.org/washoff/teach.html In addition, ALA's Office for Information Technology Policy will offer an e-mail tutorial on distance education and copyright in the near future. – American Libraries, Dec. 2002.

Travel Grant to SLA in New York – The Museums, Arts, and Humanities Division of the Special Libraries Association is offering a \$1000 travel grant, plus registration, to attend the SLA Annual Conference in New York next June. Application details are available online at www.sla.org/division/dmah/awards.htm

Distance Education – Colloquia Learning Management and Groupware,
<http://toomol.bangor.ac.uk/ll/index.htm>

Colloquia is a software system that promotes group interaction and learning. Formerly known as Learning Landscapes, this software.....enables groups of people to communicate between and among one another. For instance, teachers can post lecture notes and support material, students can make comments and have discussions with one another, and feedback and information on students' progress can be stored. Unlike other groupware systems, almost all work can be performed offline, making it ideally suited for those.....who have difficulty maintaining a permanent Internet connection. All that is required is an email account for each user, plus the free downloadable software.....this product is specifically for non-profit

educational establishments.” Reviewer: Marcia Green – *The Scout Report* 8 no. 13, April 12, 2002; <http://scout.cs.wisc.edu/>

Distance Ed a Poor Substitute – As a library administrator and community-college adjunct instructor in history/political science, I read the article on long-distance library education (*American Libraries*, Oct, p. 50-52) with no small amount of dismay. Having taught for over 15 years while watching community colleges move closer and closer to full-degree programs via the Internet, I feel that I am qualified to pass judgment on this latest educational fad coming down the road.

The only advantage to long-distance degree programs is that the student does not have to physically attend classes. The student may attain a degree from the comfort of a home while sitting for hours and days on end in front of a computer screen. Are there other advantages to these programs? The answer to that question is an unequivocal “No!” The student has no access to the physical plant of the university – its libraries, cultural and athletic facilities, the day-to-day interaction with faculty and other students. Anyone who feels that e-mail or so-called “real-time” electronic communication is an adequate substitute for sitting with faculty and students needs to learn about that which constitutes human communication!

The real reason community colleges and four-year institutions are jumping onto the long-distance bandwagon is obvious to anyone with two ounces of common sense. That reason is called full tuition in return for little or no cost to the parent institution! How much overhead is there in having a professor sit in front of a computer screen to teach a course? The student has access to only the smallest proportion of the institution’s facilities in return for paying full tuition. In my last position in a community college, the college president was converting as many of the courses and degree programs as possible to the Internet because he was making money hand over fist!

While space does not permit a full discussion of the implications of taking a degree online, let it suffice to stay that, in my opinion, this is a poor substitute for a traditional degree with all that is entailed in achieving that degree the old-fashioned way. Just one example should suffice to make this point. All of the full-text databases in the world are no substitute for access to a research university library wherein the library-school student can cross its portal and experience and discover the world of librarianship and communicate with librarians as they put theory into practice. As far as I am concerned the educational establishment can keep these long-distance programs “far and away!” – Harold N. Boyer, Aston, Pennsylvania. *American Libraries*, Nov 2002

Anglo-American Cataloguing Rules, 2nd Edition, 2002 Revision

Contact: www.alastore.ala.org or call 866-SHOP-ALA for more details

Bruce Massis' new book, The Practical Library Manager, is now available for sale from The Haworth Press, Inc. Please visit the following web site to order:

<http://www.haworthpressinc.com/store/product.asp?sku=4697>

EUCLID-ALISE Conference

On <http://www.jbi.hio.no/bibin/euclid/> you will find call for papers for the **joint EUCLID-ALISE conference** to be held in Potsdan July 30 - August 1, 2003.

25TH ANNUAL CONFERENCE IN BEIRUT - FIRST CIRCULAR AND CALL FOR PAPERS

Melcom International's 25th annual Conference will take place in Beirut from Monday, May 26th to Wednesday, May 28th 2003. Melcom's hosts and local organizers this year are:

Orient-Institut der Deutschen Morgenländischen Gesellschaft

Wolf-Dieter Lemke, head of library

Dina Banna, Librarian

Bibliothèque Orientale / Université Saint Joseph, *May Semaan-Seigneurie, directrice*

All correspondence regarding the conference should be sent to Mrs Dina Banna :

Melcom-beirut@oidmq.org

Orient-Institut der Deutschen Morgenländischen Gesellschaft

P.O. Box 11.2988

Riad EL-Solh 1107 - 2120 Beirut, Lebanon

Tel: +961-1-372 940 or 116 Fax: +961-1-376599

Call for Papers

There will be no special theme for the conference, though one section should deal with the library situation in Lebanon. There is a call for papers in the following usual categories

- **Acquisition policies and practices**
- **Manuscript studies and rare material collections**
- **Cataloguing policies and practices**
- **Libraries and new technologies**

We shall also devote attention to the continued discussion after last year's round table : "Towards an exchange network of Arabic authority records" (please see the Melcom International website for more)

Please send proposed titles of papers both to myself and to the local convener.

Programme

A first programme and more details will be circulated as soon as possible, but **ONLY TO THOSE WHO WILL HAVE STATED THEIR INTEREST, PLEASE KEEP THIS IN MIND**. In order to register, send an e-mail both to the MELCOM secretary, (nrodrig@idf.ext.jussieu.fr) and to Dina Banna, OIDMG (Melcom-beirut@oidmq.org) before the end of January 2003. Those of you who have not received this circular in their own name, but as a member or staff of an institution, might send me their own name and e-mail address, whether they intend to attend the conference or only wish to be added to the MELCOM mailing list. I will be grateful for any help in keeping this list tidy and up to date.

Travel and Accommodation

As usual, all participants travel and find accommodation by their own arrangements. Do not hesitate to get in touch with Dina Banna if you need a personal invitation letter to attend the conference. Information about accommodation and practical details will be given in the next circular, and will also be available on several websites:

Melcom website : <http://www.uni-bamberg.de/unibib/melcom/home.html>

OIDMG website (English version) : www.oidmq.org (Check with: activities)

USJ website (French version) : www.usj.edu.lb/bibl/ (Check with: actualités)

Nathalie Rodriguez, Secretary, MELCOM International

Bibliothèque Interuniversitaire des Langues Orientales – 4, rue de Lille – 75007 Paris – France

Tél. : 33 1 44 77 95 05 – Fax : 33 1 44 77 87 30 – Mél : nrodrig@idf.ext.jussieu.fr

"BIBLIOTHEK & INFORMATION INTERNATIONAL" TRAVEL GRANT.

The German IFLA 2003 National Organising Committee is pleased to invite applications for the "Bibliothek & Information International" Travel Grant. A limited number of scholarships for international participants from less developed countries are available through "Bibliothek & Information International", to assist those wishing to attend the IFLA 2003 conference but unable to obtain funding from other sources. Applicants are requested to download and to complete the Scholarship Application Form at: <http://www.ifla.org/IV/ifla69/grants-e.htm> The "Bibliothek & Information International" Grant will support the participation of a number of delegates from developing countries. The grant will cover the registration fee, travel (from the nearest international airport), accommodation and per diem allowance. Applicants should have a minimum of five years of professional experiences. Priority will be given to younger professionals and applicants who are not regular IFLA conference attendees. In awarding grants, the Grants Committee will look for balance between all sectors of library and information work as well as for a wide geographic distribution.

The application deadline is 15 February 2003. Application must be received by 15 February to be considered. Please return completed application to: IFLA 2003 Berlin Sekretariat, c/o Staatsbibliothek zu Berlin, Potsdamer Str. 33, D- 10785 Berlin, Germany, e-mail: irini.courzakis@sbb.spk-berlin.de, or by Fax: +(49)(30)265588-75

A number of other scholarships will be available from other organisations, for more details please visit: <http://www.ifla.org/IV/ifla69/grants-e.htm>
IFLA 2003 Generalsekretärin, > IFLA 2003 Berlin Sekretariat c/o Staatsbibliothek zu Berlin
Potsdamer Str. 33, D-10785 Berlin, Tel: +49-30-265588-52, Fax: +49-30-265588-53
<http://www.ifla.org>, <http://www.ifla-deutschland.de>

ACRL TO OFFER MANAGEMENT PRECONFERENCE IN CHARLOTTE!

Sharon Hogan Management Symposium, Thursday, April 10, 2003
8:30 a.m. - 3:30 p.m. , Charlotte, North Carolina

The Sharon Hogan Management Symposium is designed to introduce management concepts to librarians who are on the front line and considering a middle management position or managing people for the first time. During this full-day session prior to the ACRL 11th National Conference, focus on the issues that challenge first-time managers:

- hiring, training, and evaluating staff;
- setting priorities; and
- planning and budgeting.

Participate in case study exercises and gain useful insight from experienced library managers. Sharon Hogan (1945-2002) was both president of ACRL and recipient of the ACRL Academic/ Research Librarian of the Year award. As a library director, she was committed to developing managers within the profession. ACRL has named this symposium to honor her and her vision.

Learning outcomes:

*Gain an introduction to broad management issues and an understanding of new relationships in management.

*Develop an awareness of your management potential.

Learn on an ongoing basis by interacting with ACRL leaders through a mentorship program.

This preconference is designed for librarians who are on the front-line and considering a middle management position and/or managing people for the first time. Presenters include Anne Beaubien, University of Michigan; additional presenters to be announced.

The Sharon Hogan Management Symposium will be held at the Charlotte Convention Center in Charlotte, North Carolina, Thursday, April 10, 2003 from 8:30 a.m. - 3:30 p.m. Registration fees include lunch as well as morning and afternoon refreshment breaks. Registration materials for this preconference and the ACRL 11th National Conference are online at <http://www.ala.org/acrl/charlotte/registration/registration.html>.

Complete details about this preconference, additional preconferences, and the ACRL National Conference are online at <http://www.ala.org/acrl/charlotte/>.

8TH IFLA INTERLENDING & DOCUMENT SUPPLY INTERNATIONAL CONFERENCE

"Breaking barriers: reaching users in a digital world" has been chosen as the theme of the 8th IFLA Interlending and Document Supply International Conference announced Dr Toby Burrows, Chair of the Program Committee. "In one simple statement we wanted to encompass new ways to deliver services to users as well as ways to make our operations more efficient", he said. The conference will be held at the National Library of Australia, Canberra, Australia, 28 - 31 October 2003.

"This conference brings people together from around the world to contribute their thoughts and ideas on issues that face all of us", Dr Burrows said. "I know there is a keen interest in coming to Australia for this conference and we plan to have an exciting program to nourish people's minds. We are most interested in the impact of technology and the digital world, whether that is about equity of access, new services, the conundrum of buying or borrowing, and how to get appropriate skills and knowledge. "I look forward to seeing you all in just under one year's time in Australia to contribute and share innovative ways of viewing the world, practical advice, the results of research, and lessons learned," he said. **Call for papers: deadline 21 February 2003**

Authors need to get thinking now if they are to meet the 21 February 2003 deadline to submit a proposal for a paper at the 8th IFLA Interlending and Document Supply Conference. The Program Committee is seeking papers which canvas innovative ideas, report on the results of research, include practical advice or provide details of case studies.

The Program Committee is most interested in the following topics:

- Equity of access
- Empowering the user
- International sharing
- Automating services: lessons learned
- Legal implications of sharing resources: copyright and licencing
- When to borrow, when to buy
- Effects of changes in publishing on sharing resources
- Consortia: new collaborative access mechanisms
- Education for practitioners
- Best practice processes

Generally presentations will last for 20 minutes with 10 minutes for questions.

Information on how to submit a proposal is on the conference web site at

<http://www.nla.gov.au/ilds/papers.htm> or contact: 8th IFLA Interlending and Document Supply International Conference Secretariat, C/- Document Supply Service, National Library of Australia CANBERRA ACT 2600, AUSTRALIA, e-mail: ildsconference@nla.gov.au
<<mailto:ildsconference@nla.gov.au>>

Conference Web Site

In conjunction with the announcement of the theme and the call for papers, the Organising Committee is pleased to launch the conference web site. Anyone interested in interlending and document supply should bookmark this site now and visit it regularly in the lead up. It contains information about the conference and information about the venue, Canberra - the host city, and Australia. <http://www.nla.gov.au/ilds/>

TENTH INTERNATIONAL CONFERENCE "CRIMEA 2003"

Libraries and Associations in the Transient World: New Technologies and New Forms of Cooperation, Sudak, Autonomous Republic of Crimea, Ukraine, June 7-15, 2003

The "Crimea 2003" Conference is held under the auspices of IFLA
The year 2003 Topic: Library and Information Availability in the Modern
World : Digital Resources of Science, Culture and Education

The Tenth Anniversary International Conference Crimea 2003 will traditionally be held in Sudak as well as other Crimean towns: Alushta, Bakhchisarai, Feodosia, Kerch, Koktebel, Simferopol, Stary Krym and Yalta. Sudak is one of the most beautiful and tranquil locales on the Crimean Black Sea coast. The history of Sudak dates to antiquity. It is a small Crimean town of unending charm, surrounded by fantastic mountains crowned with picturesque ruins of the medieval Genoese castle. The Conference venue for the seventh time, "Sudak" Tourist and Health Center, is a complex of thirty comfortable buildings in a garden setting. Other Crimean towns that will welcome the participants in the "Crimea 2003" Conference have their own history and unique looks. Conference events held there will help you discover new picturesque places of the wonderful Crimean peninsula.

Call for Papers

The Organizing Committee seeks original research and application-oriented papers, not previously presented elsewhere, which make new contribution to the Conference topics. You are invited to submit an abstract of your proposed paper for consideration by the Conference Program Committee in the electronic form.

Conference languages: English, Russian, and Ukrainian. Simultaneous interpretation will be provided at the Conference. For complete and detailed information, go to one of the Conference Web sites. The Conference Web sites: <http://www.iliac.org/> (Follow the link to the X International Conference Crimea 2003) <http://www.gpntb.ru/win/inter-events/crimea2003/eng/> (for online registration also)

INTERNATIONAL GRADUATE SUMMER SCHOOL IN INFORMATION SCIENCE 2003

Details - including the module descriptions and the programme have been put up on our new Web Site at: <http://www.dil.aber.ac.uk/IGSS/>.

iGSS 2003 provides opportunities to attend one, two or all of three courses as well as the Umbrella Conference in Manchester and a short study tour in Oxford and London. The courses cover collection management in the digital library; The Electronic Library: Information Literacy and Management; and Placing your Library on the Web. More details are on the web site.

If you would like a summer in Wales - iGSS 2003 is the ideal way:

iGSS provides an opportunity for information professionals from around the world to meet and discuss current issues at the same time that they take part in a work programme which aids their continuing professional development. iGSS 2003: Accessing the Virtual is the 30th year of the Summer School based at the Department of Information Studies, University of Wales Aberystwyth and is the result of cooperation between four major library and information studies schools: Aberystwyth, the School of Information Sciences at the University of Pittsburgh, the Graduate School of Library and Information Studies at McGill University in Montreal and the School of Librarianship, University of Cape Town.

For more details or to book, please contact our Administrator, Joyce Wallace:
Joyce.Wallace@aber.ac.uk or (+44) 1970 622157

2003 DEADLINES.....2003 DEADLINES

31st January – Last day for responses to “Bridging the Digital Divide: report on the President-elect’s brainstorming Session at Glasgow, August 2002.

<http://www.ifla.org/IV/ifla68/papers/brainstorming02.htm>

3rd February – nominations for President-elect 2003-2005 <http://www.ifla.org/III/gb/gbelect.htm>

3rd February – nominations for Governing Board places <http://www.ifla.org/III/gb/gbelect.htm>

3rd February – Nominations for Section Standing Committees <http://www.ifla.org/III/misc/callscme.htm>

15th February – Applications for poster sessions at the World Library & Information Congress (WIC): 69th IFLA General Conference, Berlin <http://www.ifla.org/IV/ifla69/callps-e.htm>

15th February – Applications for most fellowships to attend WLIC: IFLA Berlin

<http://www.ifla.org/IV/ifla69/grants-e.htm>

1st March – Last day for responses to the “Green Light” consultation paper

http://www.ifla.org/V/cdoc/green_light.html

1st May – Early Bird registrations for WLIC: IFLA Berlin <http://www.ifla.org/IV/ifla69/grants-e.htm>

1st May – Last day for submission to IFLA HQ of form E for audio visual equipment at WLIC; Form 0 (Open Session enquiry form), For 2 (Workshop enquiry form)

1st May – Last day for submission to IFLA HQ of Form S (Satellite Meeting enquiry for WLIC: Buenos Aires, 2004)

1st June – approved papers for WLIC: IFLA Berlin must be submitted for inclusion in the conference CD Rom

SECTION ON EDUCATION AND TRAINING

Tentative Proposal for Workshop: whole day program.

Location: Universidad de Buenos Aires, Facultad de Filosofía y Letras,
Departamento de Bibliotecología y Ciencia de la Información.

Topic: "The Challenges of Library and Information Science Education in the
Developing World"

1. *Morning Session:* Presentation of six discussion papers dealing with the challenges of curriculum development, recruitment, and funding.
2. *Afternoon Session:* Group discussion with local educators on curriculum, recruitment, and funding.
3. What have we learned from each other? Group report

Proposal for Open Forum

Topic: "The International Dialogue on the Education of Library and Information Professionals."

The call for papers for the open forum will focus on library education dialogue that includes development of standards, curriculum, faculty, recruitment of students, use of technology, availability of financial and physical resources, and awarding of degrees. The call for papers will ask proposal writers to include sharing of their views on how to solve the issues of lack of cooperation between different regions of the world and look at pertinent education and training needs of different parts of the world..

Discussant: Two individuals will be invited to review the papers and respond to the presentations.

Ismail Abdullahi, SET IFLA-Buenos Aires Program Planning Committee Chair
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School of Library and Information Studies
223 James P. Brawley Drive
Atlanta, Georgia 30314, USA
Phone: 404-880-6009; Fax 404-880-8977, E-mail: abdull@cau.edu

Committee members: Assumpcio Estivill (Spain) and Niels Ole Pors (Denmark)

BOOK REVIEW SECTION.....

The End of the Standalone "Library School" By Michael E.D. Koenig and Charles Hildreth -- 6/15/2002

Features: The increasing trend of mergers leaves LIS schools as junior partners—because size matters—but their programs thrive

Beginning in 1982, when the Graduate School of Library and Information Science at Rutgers University was incorporated into the School of Communication, Information and Library Science, more and more "independent," standalone LIS programs have been incorporated into larger academic units. By the end of 2001, 17 of the 56 American Library Association (ALA)–accredited LIS programs—nearly a third—had experienced a similar fate. This trend is more sweeping than the library school closings of an earlier period, which received much more attention.

While starting slowly in the 1980s, the trend accelerated in the 1990s, especially in the second half of the decade. Indeed, since our study was completed last year, the College of Library and Information Science at the University of South Carolina is being incorporated into a larger unit, the College of Mass Communications and Information Studies. It consists of the School of Journalism and Mass Communications and the School of Library and Information Studies. The four finalists for dean were all from the communications side, which is not surprising since the LIS program is half the size of its partner.

A similar process is underway at the University of Tennessee. The die is nearly cast for the creation of a new academic unit to include the College of Communication and its four departments (Advertising, Speech Communication, Journalism and Public Relations, and Broadcast) with the School of Information Sciences and several other smaller components. The changes in South Carolina and Tennessee mean that the incorporation trend now involves more than a third of ALA-accredited LIS programs.

This phenomenon has less to do with the map of scholarship and the place of LIS education on campus than the basic question of size. Library schools almost inevitably end up as junior partners to larger programs. The alternative is for the schools to expand from their core, as exemplified by such aggressive LIS programs as the University of Washington Information School and the Syracuse University School of Information Studies, NY. This is less common but becoming more frequent.

There's not one main partnership pattern but two: schools in the communications/journalism/media cluster (six cases, plus the latest two mentioned above) and schools of education (also six cases). Also, two programs have been merged with a faculty of graduate studies and one with management. The increasingly technical nature of LIS education and LIS work has not been reflected in these partnerships; only two became part of computer science programs.

Junior partners, almost inevitably

When LIS schools are incorporated into larger units, there are five distinct configurations (in order by frequency):

- The LIS School is the junior partner in a merger with a preexisting, usually larger, dominant unit (six).
- The LIS School is a junior partner in a newly established unit (five, plus the latest two).
- Repositioning or relocation (only the reporting relationship changes), but no merger, within the academy (three).
- The LIS School is an equal partner in old or new unit (two, but see comment below).

- The LIS School is the senior partner in a newly established unit (one).

It is clear that LIS programs do not typically emerge as the top dog in the reorganization. In only one of the 17 reorganizations, at Long Island University (LIU, where we work), was that the case. And this is the exception that proves the rule; LIU has two large, nearly autonomous campuses: Brookville (the C.W. Post campus) and Brooklyn. The Palmer School (the LIS program) is located on the C.W. Post campus, while there are computer science programs at both. The reorganization occurred at Post between the Palmer School and the department of Computer Science and Management Engineering. At a more conventional institution with a single main campus, the computer science department likely would have been the larger and senior partner.

In two cases, at Rutgers and Western Ontario, the LIS unit could be described as an equal partner. Still, in both the dean had not been selected from the LIS side, and respondents indicated that their successors were not likely to come from the LIS side. In Buffalo, the new dean of the incorporated program, W. David Penniman, has a strong LIS background—former head of the Council on Library and Information Resources and the American Society for Information Science and Technology—but not a library degree.

A parallel phenomenon has emerged at standalone Information Schools, such as at the University of Pittsburgh, where the new dean, Ronald Larsen, has a strong background in digital library issues but not a library degree.

South Carolina and Tennessee both represent incorporation with a larger partner, where the dean will come from the field of communications. In South Carolina, the new dean is Charles Bierbauer, former chief Washington correspondent for CNN. Still, the LIS program had much involvement in the design and structuring of the new entity.

Size drives incorporation

Behind the phenomenon is size—or more accurately, the LIS schools' lack of it. In almost all cases, the incorporation was driven by administrators at academic VP level and above, aiming to simplify the organizational structure of the university. Thankfully, there seems no particular pattern of disdain for LIS education. Indeed, in several cases the LIS program was only one of several small programs ordered to merge.

The merger directive came in two equally common forms: either the LIS was told with whom to merge, or it was told to find a prospect and arrange its own merger. Interestingly, at least at the higher administrative levels, perception of intellectual or scholarly similarity between LIS programs and other programs such as communications/media or computer science seem to have played very little role. Even when the LIS program was directed to find a partner, the choice depended far more upon local political issues than subject "fit." Administrators want to reduce overhead. Deans are much more expensive than department heads, and reducing their number reduces overhead.

In South Carolina, the driving force again was size. The new structure is a consequence of a universitywide review of academic structure and governance that was undertaken specifically with an eye to administrative rationalization and the elimination of small units through incorporation into or with other units. The LIS program saw the handwriting on the wall. LIS leaders then proposed Communication and Mass Media as the partner because it was a good intellectual fit, the two schools already had some significant level of cooperation, and it gave LIS access to Communication and Mass Media's doctoral program.

Little predation

In no case was the incorporation driven by the territorial ambition of a predatory neighbor, and in only one case, at Rutgers, did the respondents feel (and not unanimously) that they had been somewhat outmaneuvered by their partner.

It is perhaps not coincidental that Rutgers was the first of these incorporations. In subsequent cases, perhaps because they were more on guard, the respondents did not report similar feelings. At LIU, the incorporation was suggested by the units involved, LIS and Computer Science, but in almost all the other cases it was driven by administrators. The IT Deans special interest group focuses on the growth of IT programs that are broader and more holistic than traditional computer science programs and that tend to emphasize IT applications rather than IT creation and construction (i.e., not so programming or hardware oriented). These programs tend to be at the undergraduate level.

More than 40 institutions were represented at the past two IT Deans meeting. These 14 are listed in Figure 3, alongside the list of the newly "incorporated" LIS programs. There is some overlap between the two lists—a few of the newly incorporated LIS schools went to the deans meetings. LIU is an anomaly on the "incorporated" list because it is the senior partner in the new entity. Albany attended the IT Deans meeting because it was in the process of considering an undergraduate program and because it feared another administration-directed reorganization. Buffalo came on board in 2002, after the incorporation, and was represented by a newly appointed dean. Dalhousie was represented by the head of the faculty of computer science, not the unit at Dalhousie into which the LIS unit was incorporated. Hawaii was represented by someone from the computer science department, not by someone from the larger unit. If we subtract these anomalies, then there is no appreciable overlap between the two lists.

The obvious conclusion is that those LIS schools that have pursued policies of growth, initiating broader non-LIS programs, have not been incorporated into larger units. Size and initiative count.

On the ground, minor effects

Faculty in these programs say that the effects of mergers have been comparatively minor. The LIS programs continue to operate as relatively discrete units. Indeed one of the most striking findings from the study is the overall lack of significant blending, mixing, or cross-disciplinary effects resulting from the incorporation. The only obvious negative consequence of the incorporation is that the LIS program's chief typically drops in status from dean to department chair. Despite this, the status of the LIS program on campus is perceived to be little changed, and faculty morale has been generally unaffected.

Somewhat surprisingly, the incorporations are reported to have had little effect upon curriculum innovation, and little change in student enrollment in the ALA-accredited MLIS is reported. On the positive side, resource availability is seen to have improved slightly, and the intellectual environment appears a bit more stimulating. Also, all respondents felt that the long-term survival prospects of the LIS program have been enhanced. Finally, in comparison between incorporation into schools of education and schools of communication, there was no evidence that either scenario was better or worse. The aggregate of these results is clearly not negative.

Size matters

As we have said, the key determinant in this phenomenon is size. We can't attribute this trend to a change of perception as to where LIS fits in the Information Age intellectual landscape.

In time, there likely will be only two major types of LIS programs: those that have developed new degree programs and have grown in size and scope from their LIS base and those that

have been integrated into larger units. The day of the standalone LIS school with only one product—the ALA-accredited master's degree—is over. The only likely exception will be in the cases of LIS programs housed in small parent institutions in which the academic span of control is already very small.

Whether the change is self-directed (as with the I Schools) or largely unwilling (as with mergers and incorporations), the ALA-accredited master's degree is becoming one of several degrees offered by a larger academic unit no longer devoted to one degree or one constituency.

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The Dean's List- Locus Classicus By Blaise Cronin -- 6/15/2002 Commentary > The Dean's List >

I was an undistinguished undergraduate in a distinguished setting. Trinity College Dublin is a cultural and architectural treasure, founded more than 400 years ago by Queen Elizabeth I. The walled campus, slap bang in the pulsing center of Dublin, is a place apart. The classical buildings and symmetry of the university's layout will lift even the most jaded of spirits. After spending a few minutes in a place like Trinity, it's hard not to question some of the "virtual university" rhetoric that has attracted so much attention in recent years.

The New World has a few academic jewels of its own. Iconic status belongs to Thomas Jefferson's "academical village" at the University of Virginia, but whether it is Trinity or Virginia, the defining feature of the academical village is that student and professor come together in place and time. I fondly recall the occasional mid-afternoon glass of sherry with my philosophy tutor in his rooms. That genteel, and, admittedly, rather privileged world has receded in the face of the economics of mass higher education and, more recently, with the spectacular rise in online, distance, and distributed education.

Handling online education

Vast amounts have been written about online education, and many more words will be spilled before we get a handle on the subject. I first researched the topic 16 years ago and recently had occasion to revisit it when I spent a year as director of Distance Education Planning for Indiana University. That assignment forced me to do my homework. I quickly learned that online education means different things to different people at different times.

First, let's get rid of the notion that it's a case of A or B: old-fashioned, face-to-face education vs. distributed, virtual learning. Online education is a multifaceted beast and should not be viewed as a monolithic construct. A and B are complementary, not oppositional modes of education.

Second, Real U is not going to be replaced any time soon by Virtual U for several reasons:

- Real U offers a powerful, established brand, and brand matters enormously in the marketplace;
- Real U (a.k.a. Lifestyle U: see Hal Cohen, *The Industry Standard*, 6/25/01, p. 70–72) looks after our kids during those highly combustible, late teen years, so there is an abiding demand for these manicured reservations where mischief can be contained and social skills marginally honed;

- On the whole, Real U does what it does very well (and the best of U.S. higher education is the best there is in the world) and, in any case, is increasingly alert to the challenges and opportunities of e-learning. That is to say, Real U will intelligently combine traditional and avant garde means of reaching and teaching its students, synchronously and asynchronously;
- Real U was around a couple of hundred years ago and probably will still be around a few generations from now, so that piece of framed parchment on your wall bears a meaningful and persistent name. Would you want to invest in a qualification from a startup virtual U that might be taken over five years down the road, so that you end up with an "orphan" degree from an institution that no longer exists?;
- Despite the flood of new entrants (from Phoenix to UNext) into the distance/ online ed. marketplace, some of the most significant experimentation and investment is coming from leading Ivies, which see brand and market extension opportunities on the horizon.

Is it just lifelong learning?

If we think of online education more in terms of lifelong learning, a slightly different picture emerges. Here we're talking about an additional market opportunity for which new educational technologies may provide otherwise unachievable solutions. Put Real U to one side and consider the likely future demand in the workplace for skills renewal and knowledge augmentation.

How will society satisfy this net increase in demand for perpetual learning? Is this really the bailiwick of Real U, or do we need a new breed of entrepreneurial provider to ensure that the nation's intellectual capital base is regularly refreshed? Think, too, of all those individuals who, whether for domestic or work-related reasons, are currently unable to partake of Real U's traditionally packaged offerings (degrees, certificates, courses), but who can be accommodated by Virtual U's flexible, self-paced, customized offerings delivered electronically via the web.

For many, the University of Phoenix is the poster child for distance ed. provision. It attracts tens of thousands of students, mostly in the areas of business administration and management, who take courses both in face-to-face and online mode. Phoenix meets a felt need, is an accredited institution, and has developed a successful business model. It's also a favorite of Wall Street analysts. Phoenix's parent, the Apollo Group, is listed on the stock market. However, Phoenix is not, and should not aspire to be, Real U.

For traditional educational providers, place, in the physical sense of the term (think Ionic columns, domed libraries, junior common rooms), is a big part of the package. Indeed, it is a continuing source of comparative advantage in a cluttered marketplace. So, don't write off bricks and mortar, or ivy, for that matter, just yet.

Local Studies Collection Management. Edited by Michael Dewe. Aldershot, Hants, England ; Burlington, VT : Ashgate, 2002, pp.xii, 196. ISBN 0 566 08365 5 (hardcover).

Local Studies Collection Management provides an updated introduction to the provision, organization, preservation, and marketing of local studies collections in all contexts. Various essays, written by a host of Specialists in the field of local studies throughout the UK provide contextual background and contemporary insights in the form of a concise and practical guide.

Michael Dewe, former public librarian and lecturer at the Department of Information and Library Studies at the University of Wales, Aberystwyth, served as editor of this collection as well as its predecessors, *A Manual of Local Studies Librarianship* (1987) and *Local Studies Collection: A Manual* (1991). Dewe wrote three of the nine chapters in the most current work, including the first chapter "Local Studies and Libraries." This introductory chapter provides background and general guidelines as well as detailed explanation of terms and sub-areas like genealogy and family history. Contextual information entails a synopsis of the history of the field, the collecting processes and environments, the major user groups, and the political and financial ramifications in local studies collections. Helpful resources for further information are mentioned, like relevant professional associations and publications (e.g. the Local Studies Group of the Library Association, their biannual *Local Studies Librarian*, and monograph *Local Studies Libraries: Library Association Guidelines for Local Studies Provision in Public Libraries*). Dewe, however, fails to mention societies outside the UK like the History Section of the Reference and User Services Association, American Library Association, which provides committees on Local History, Genealogy, and Historic Events. In "Resource Providers" (Chapter 2), Dewe elaborates on the various collecting environments such as libraries, archives, museums, historic houses, societies and institutions. Librarians new to local studies will find the majority of these chapters assistive.

Chapters on "Management" and "Marketing," by Elizabeth Melrose and Jill Barber consecutively, combine analyses of the field from the perspective of business plan development and within the context of strategic marketing. Melrose reviews current trends, makes predictions for the future, and describes staffing issues, users, budget concerns, mission statements, planning processes, policies and collection and service evaluation. Barber outlines marketing via objective setting, action plan development, and evaluation.

Essays on materials, collection management, and reference were written by specialists Barber, Diana Dixon and Nicola Smith. Barber details materials provision with an analysis of format differences (CD-ROM, microform, et. al.) and relevant objects (books, pamphlets, newspapers, periodicals, illustrations, maps, and video, et al). Dixon elucidates broad collecting concerns from collection development and evaluation to preservation and conservation, while Nicola Smith examines public service through the users, staff training, and research resources for local collection.

In one of the most relevant chapters, "Information Access and Retrieval," Eileen Hume and Alice Lock review cataloguing, classification, indexing, new technology developments, and problems encountered with new technology. Illuminating the disparate documentation practices, Hume and Lock make the case for more unified catalogues and standards. Much of the remainder of the chapter details digitization with a ground up approach—deciding why or what to digitize, project planning and particular collection types (images, maps, sound recordings). A section on Internet technology enumerates cutting edge online collections, while the final section, "Problems with New Technology," lists caveats associated with provision (rights management, copyright, standards and content quality). An expansion of this chapter or the addition of a chapter devoted to digitization would be highly recommended for a revised edition of *Local Studies Collection Management*.

One of the greatest strengths of the work exists in its currency and accompanying wealth of new information. With the exception of a recent bibliography (Dixon, 2001), librarians find very little on local studies librarianship or collections prior to 1991 in the UK (Dewe) and 1995 in the US (Phillips). As such, these earlier works have become outdated, particularly with regard to technology. In this new volume, we find detailed examinations mainly of individual digitization efforts in the UK and collaborative efforts in the UK and other English-speaking nations. Additionally, various authors provide sub-sections on the impact of technology on many facets of local collections, including preservation, cataloguing, and email reference service. This tenet links these trends in local studies with those experienced by librarians in other contexts, emphasizing the extent to which technology impacts all areas of librarianship. Notable as well is the frequent mention of relevant policies in the UK and the updated listings of resources for practitioners. In relating these issues to local studies, the authors underscore the malleability of the profession and fill a unique and significant niche within the literature of local studies librarianship.

The book's main limitation extends from its geographic perspective. Though the reader will find brief sections and citations regarding local studies in other countries throughout the text (e.g. the US Newspaper Program, Canadian Archival Information Network, etc.), only within the final chapter, "The International Context and the Future in the UK," do we find systematic examination of collections outside the UK. Understandably, the variations in collecting practices and government policies from region to region present limitations in broad based assessment of local studies librarianship. But, this work's UK focus could lessen its relevance for librarians in other countries. Such practitioners or students might utilize this guide as a supplement to the literature geared toward their regions. For example, U.S. practitioners and researchers should examine *Local History Collections: A Manual for Librarians* (1978) by Enid Thompson and *Local History Collections in Libraries* (1995) by Faye Phillips. And, Australian practitioners might consider *Managing Local Studies Collections* (1990) by Patricia Ward and Judy Washington.

Overall, each author brings clarity and coherent insight to a challenging subject, elucidating subject matter in immediate, intelligent language with informative explanations. Although the guide frequently mentions collecting practices in public libraries, many authors detail various collecting environments while underscoring the connections among such contexts. Additionally the content of the essays provides a unique balance between the historical or contextual and the "how-to" information. Collectively, subjects chosen for each chapter represent the most imperative issues in local studies. Although the authors fail to provide a comprehensive analysis of the field, this work builds on Editor Dewe's previous and lengthier publications (1987, 1991) and the J.L. Hobb's classic *Local History and the Library* (1973).

This newest volume serves as a distilled and updated addendum to those previous works or a stand-alone introduction to the field. As such, instructors will find it suitable for introductory courses in local studies librarianship, an addition to reading lists for advanced local studies courses, or as an optional review text for courses in history, archives, special collections, genealogy, or museum studies. Specialists in the field will find most relevant the sections on digitization, the Internet, and international trends. Both experienced and novice practitioners involved in preservation, cataloging, reference, marketing or management will find pertinent sections. And, institutions with either established local studies collections or those considering building a collection will find this a mandatory companion to established professional guidelines (e.g. **Local Studies Libraries: Library Association Guidelines for Local Studies Provision in Public Libraries**). As budget shortfalls and staff cut backs incite librarians to foray into sub-disciplines unequipped, such guides offer necessary assistance to a growing number of novice practitioners.

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Reviewer: Kate Cunningham-Hendrix, Humanities Librarian, Colorado State University

Ross, Catherine Sheldrick; Nilsen, Kristi; Dewdney, Patricia. *Conducting the Reference Interview: A How-To-Do-It Manual for Librarians*. (How-To-Do-It Manuals for Librarians Number 117). New York: Neil Schuman Publishers, 2002.

This book grew out of 15 years of experience with a workshop by two of the authors (Dewdney and Ross) to teach the skills required for effective reference interviews. According to the authors the workshop was presented to thousands of information professionals in Canada and the United States. All three authors are associated with the School of Library and Information Science at Western Ontario University. To quote the authors in their Preface: "This book is *not* about reference sources or about where to look for information, although we think that knowing the sources is crucially important. It is about finding out enough about the user's information needs that the librarian understands quite specifically what to look for. The process of finding out what the user really wants is the bedrock of successful reference, upon which everything else depends." (viii-ix)

The book in good part is based on the concept of sense-making developed by Dr. Brenda Dervin of Ohio State University, which asks three questions: 1. What kind of situation did the need for information come out of? 2. What is missing in the user's understanding? and 3. What are the uses to which the user hopes to put the information? The book explores in some detail the process of finding answers to these questions. Information, as the authors point out, is not a commodity valuable in itself, but has value only when it helps a "particular individual deal with a particular situation in the context of his or her own life." (xi)

The book is divided into seven chapters, and their titles give the flavor of the book. Each chapter is an extensive exploration of the topic together with examples and analyses of specific reference transactions in illustration. There are extensive annotated and highly useful references.

The first chapter (Conducting an Effective Reference Interview) talks about the service orientation of libraries and points out that if libraries don't provide helpful information services, then other agencies and service providers will. If we believe libraries are indeed unique institutions (and this reviewer does believe that) then we must assure that they survive: helping people find information that makes sense in their context is a critical factor in this competition. One assumption upon which this book is based is that the original question that people initially ask at the reference desk is rarely the real question to which they want an answer. As the authors assert, "we will be arguing vigorously against the face value rule..." (i.e. the validity of the original question)(p.8). There are extensive (sometimes humorous) examples of original questions and what was really wanted.

Chapters Two, Three, and Four identify and discuss those communication skills most helpful in the reference interview. Their titles are illustrative of the level of minute detail that has gone into this book: Using the First 30 Seconds To Set the Stage for the Reference Interview; Finding Out What They Really Want To Know; Moving Beyond Negative Closure. There are several basic points here in these chapters. These may seem obvious when one reads them outside the actual library context: but as the authors point out most people, librarians included, are not really very adept at conducting an interview. From the very beginning, be approachable. Too many users feel they are encroaching on the time of librarians to ask a question: "I don't want to bother you, but..." Librarians are there to help users, and users must sense this. This may be a problem of physical layout or it may be an attitudinal problem on the part of the librarian. These are what are known as microskills; nonverbal attending skills, eye contact, smiling and nodding, pausing, posture. These may seem trivial, but they are crucial in establishing initial contact with a questioner and in a sense decide whether or not that user gets turned off before the interview even gets started. There are some very effective (and rather sad) examples of librarian ineptitude in establishing initial contact. Another skill here is *listening*, paying sympathetic attention to what the user is saying. There is what is called "negative closure" (p.79) - or, as the authors put it, "How to make users go away." Unobtrusive studies of reference service and interviews with users after being served at a reference desk makes one realize where the negative image of librarians comes from. One shudders.

There is a very useful section on open and closed questions (pp 83-90). A closed question requires a yes/no response, this/that response, and they tend to end or at least to hinder the interview process. An open question allows people to respond in their own terms; such questions usually begin with Who, What, Why, Where, When, or How. "What format do you want for the information?" or "How did you hear about this particular computer virus?" This gets the user involved in the process.

A reader of this book might well ask : "But doesn't this take too long - all this concern with eye contact, listening, asking open questions." It does seem like a formidable task, but in a way, that is what the book is all about: how to train librarians to be effective and efficient interviewers, conscious of time, effort, and available resources.

To be sure, a highly skilled and experienced librarian would be sensitive to the time problem. The authors do not really examine this concern, which is a very legitimate one. This reviewer, however, might point out (a) that the library's objective is to help a user find useful information, and (b) that the interview process encompasses two people, one of whom wants an answer, and therefore the process is not complete until the user is satisfied that he has a useful answer, even if it is negative. That is to say, time spent is not only that of the librarian, but also that of the user. When we consider the mutual interaction of questioner and reference librarian we go

beyond the traditional library systems approach. The skilled librarian helps the user define his or her information need better. Limiting time spent to that only of the librarian is only half the process. If this is truly a unique process and the user is part of that process then we must consider his or her time as an integral part of the procedure, and success is measured by user satisfaction. Good reference skills as discussed in this book are critical to the process

The final two chapters examine new contexts for the reference process: Exploring Special Contexts For The Reference Interview; and Performing The Reference Interview In An Electronic Environment. Both of these chapters are very useful as we move into more highly specialized information environments (e.g. medicine, law, cultural and language differences, etc.) and into what the authors call "electronic mediation" (e.g. remote users who communicate with the library via e-mail). This kind of mediation is of course just beginning, but the authors have done well to sensitize readers and students to the potential ramifications of these new contexts.

This review is written for an international audience (i.e. the International Federation of Library Associations). This reviewer must ask here how practical or useful this text is for an international audience. It is a Canadian/American text and its examples and references are distinctively Canadian and American. The process to be sure is universal, but the library environment may vary widely from country to country. The book, important as it is in the one context, cannot be directly translated or used in a country where library assumptions and traditions are quite different. The book, however, poses questions and provides a framework within which any specific culture can build an understanding of its particular library landscape and reference processes. This is a book that should be widely read and debated. --

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