



*International Federation of  
Library Associations  
& Institutions (IFLA)*

Section on Education & Training

*I F L A*

***SET BULLETIN***

*July, 2002*

**2001-2002 SECTION ON EDUCATION AND TRAINING (SET) - STANDING COMMITTEE MEMBERS  
& OFFICERS, LIST OF TASKS & CORRESPONDING MEMBERS, OFFICIAL OBSERVERS**

<b>NAME</b>	<b>ADDRESS</b>	<b>TERM</b>	<b>TASK(S)</b>
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Gajo, Maria Gaia	Biblioteca Nazionale Centrale – Roma, Viale Castro Pretorio 105, 00185 Rome, Italy T: 39-06-4989249 / F: 39-06-4457635 e-mail: <a href="mailto:bncr@caspur.it">bncr@caspur.it</a>	1999-2003	
Gitachu, Rosemary	Social Sciences Librarian, Kenyatta University, PO Box 43844, Nairobi, Kenya T: +254 51 84621 / F: +254 51 30251 e-mail: <a href="mailto:mailto:rgitachu@avu.org">mailto:rgitachu@avu.org</a>	2001-2005	
Haycock, Ken	School of Library, Archival & Info Studies, University of British Columbia, 831-1956 Main Hall, Vancouver, BC, Canada V6T 1Z1 T: 1-604-8224991 / F: 1-604-8226006 e-mail: <a href="mailto:ken.haycock@ubc.ca">ken.haycock@ubc.ca</a>	1997-2001 2001-2005	
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Lazinger, Susan	Chair, IFLA SET Section School of Library, Archive & Info. Studies The Hebrew University of Jerusalem POB 1255, Jerusalem 91904, Israel T: (972-2) 6585656 / F: (972-2) 6585707 e-mail: <a href="mailto:susan@wms.huji.ac.il">susan@wms.huji.ac.il</a>	1997-2001 2001-2005	1. Chair of Standing Committee on Education and Training (elected) 2. World Guide to LIS Education
Lepik, Aira	Department of Information Studies, Tallinn Pedagogical University, 25 Narva Road 10 120 Tallinn, Estonia e-mail: <a href="mailto:aira@tpu.ee">aira@tpu.ee</a>	2001-2005	
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Weech, Terry	Secretary/Treasurer of SET University of Illinois Graduate School of Library & Info. Science, LIS Bldg., 501 E. Daniel Street, Champaign, IL 61820, USA T: 1-217-3330646 / F: 1-217-2443302 e-mail: <a href="mailto:T-Weech@UIUC.edu">T-Weech@UIUC.edu</a>	1999-2003	1. Secretary/Treasurer of Standing Committee on Education and Training 2. Conference 2003 Proposal (Berlin)
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The SET Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to John F. Harvey, PO Box 21363, 1507 Nicosia, Cyprus, Tel: (357-22) 664286, Fax: (357-2) 676061, e-mail: [john.f.harvey@usa.net](mailto:john.f.harvey@usa.net) or Suite 1105, PMB-079, 82 Wall Street, New York, NY 10005-3682, USA, Fax: 212-968-7962. Secretariat: Janet Assadourian.

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### Report from the Chair Section on Education and Training

July 2002

To my amazement, an entire year has passed since I accepted the honour of being Chair of the Section. A year that not only in my country, but worldwide, has not been an easy one. A year in which it has sometimes taken all of our strength of will to keep working. But keep working we all have, and with results in which we can all take pride.

Shortly after my term began, the *Strategic Plan for the Section on Education and Training: 2002 – 2003* was drafted in a remarkably short time by a highly able subcommittee composed of Niels Ole Pors (Subcommittee Chair), Judith Field, Ismail Abdullahi and Martha McPhail, submitted to IFLA Headquarters and accepted in its final version with minor revisions both by the Elected Members to the SET Standing Committee and IFLA.

Next, our proposal for a major two-year project -- the updating of the *World Guide to Library, Archive and Information Science Education* (2<sup>nd</sup> ed., Saur, 1995) was approved and funded for the first year, with a promise to fund for the second year as well (the year coming up) if a sufficiently impressive progress report was submitted to IFLA for the first year. Evelyn Daniel, the Editor-in-Chief, has launched the project in Chapel Hill, directed the drafting of an impressive "Terms of Reference" document for IFLA describing her vision of the processes involved in carrying out this extremely ambitious and complex project, and has been assured by

IFLA Headquarters that we will be re-funded for the rest of the project. Evelyn will be working with John Harvey, who will be serving as Co-ordinating Editor, and hopefully with 15 to 50 regional editors drawn from active IFLA educators and representing major sections of the world to complete the collection and dissemination of information about established library and information science (LIS), archival, and information management (IM) educational programs worldwide via formal publication and electronically through an Internet interactive database. Evelyn's report on the progress of the project and her call for Regional Editors appears in full in the *July SET Bulletin*.

I view the funding and implementation of the *World Guide* project as one of SET's most significant achievements in recent years, as well as the realization of one of SET's key goals of our Action Plan. We owe its realization primarily to two people, both of whom I would like to thank: Sjoerd Koopman, IFLA Coordinator of Professional Activities, who has supported us in resuscitating this crucial project (which had been stuck for several years) by facilitating sufficient funding to get it off the ground and then promising to seek additional sources to complete it, and Evelyn Daniel, the Editor-in-Chief, who for no reason I can determine other than her absolute commitment to IFLA SET excellence and global cooperation, took on the daunting task of running the project.

Next, our hard-working and devoted Conference Program Planning Committees have been busy designing excellent programs for the current, Glasgow, conference as well as those

for the two conferences following Glasgow, in Berlin in 2003 and Buenos Aires in 2004. This year at the SET meetings we will appoint, as well, a Conference Planning Committee for the Oslo conference in 2005.

The Glasgow Program Planning Committee, headed by Judith Elkin, with the participation of Linda Ashcroft and Monica Ertel, refereed a large number of submissions for the Open Session on the theme *Think local, Act global: enhancing competencies for a diverse world*, and selected 5 excellent papers. Judith also organized the SET Workshop on *Driving Change in the Profession*, recruiting both local UK educators to discuss change in the UK and foreign educators for a panel to discuss the potential of an important UK project for implementation in other countries.

The Berlin Program Planning Committee has been hard at work all year and has drafted proposals for two joint programs: a joint Open Forum with the IFLA Section on Audiovisual and Multimedia and a joint (half-day) workshop with the School Library Section, thereby supporting in the most concrete way SET's strategic goal #1: Foster international cooperation on basic and continuing education of library and information science (LIS) educators and practitioners.

***Another goal of SET's Action plan -- "Issue a newsletter twice a year in print and electronic format (Goal 1 and 6)" has been ably met by our tireless Information Coordinator, John Harvey. John is one of the few people I know who gets angry if he is not given enough work to satisfy his determination to contribute. Not only has he continued to collect material (with difficulty) for publication in the Bulletin, and publish the Bulletin rich in content and always on schedule, John has also undertaken to translate into several IFLA languages the selected Open Forum papers before each conference this year, as in previous years (and as he has promised to next year), graciously, promptly, accurately and without any cost to SET--a valued and valuable gift to the section. In addition, he has disseminated SET's achievements by publishing recently-completed project documents (e.g., Membership Leaflet, Guidelines for***

## **Professional Library/Information Educational Programs - 2000) on the SET website.**

As we assemble once more at our annual, beloved IFLA conference, I hope you will join me in wishing the world a better year and SET a coming year that will prove as fruitful and full as the last. In addition to our ongoing projects and conference program planning, we have a number of exciting new cooperative proposals to review and make decisions on this August. If SET's elected members are willing to give of themselves as generously next year as they did this past year, then we will indeed continue enhancing competencies for a diverse world and driving change in the profession.

Finally, I cannot close this report without a few words of thanks to the most competent, most available, most organized and, not less important, most pleasant-to-work-with Secretary/Treasurer any Chair could possibly wish. Terry Weech has been my right hand and my left hand, my consultant and my adviser, my general and my staff. To him, I want to dedicate a special, deeply-felt thank you for his incomparable support, ideas and plain hard work, and to all of SET's elected members, I want to wish a fine conference and a productive, satisfying year to come.

*Susan Lazinger, Chair, IFLA Section on Education and Training – SET*

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### **IFLA 2002 GLASGOW** **SECTION ON EDUCATION AND TRAINING** **Half day workshop – Thursday, 22 August** **2002 Time: 9:00 – 14:00**

**Location:** Court Senate Suite, Collins Building, University of Strathclyde, Richmond Street, Glasgow. (About 4 blocks from Queen Street Station, 5 blocks from the Underground and 11-12 blocks from Central Station)

**PLEASE NOTE: FOR PLANNING PURPOSES, WE MUST ASK THAT YOU REGISTER IN ADVANCE FOR THE WORKSHOP. SIGN-UP SHEETS WILL BE AVAILABLE AT THE SECTION'S STANDING COMMITTEE MEETING ON SATURDAY, 17 AUGUST AND AT THE BULLETIN BOARD IN THE CONFERENCE REGISTRATION AREA AT SECC. PLEASE SIGN-UP FOR THE WORKSHOP NO LATER THAN NOON ON WEDNESDAY, 21 AUGUST.**

**REGISTRATION WILL BE LIMITED TO THE FIRST 50 WHO SIGN**

Driving Change in the Profession

09:00 **Welcome** and introduction by the Chair of the Section, Professor Susan Lazinger, The Hebrew University of Jerusalem and Professor Forbes Gibb, University of Strathclyde

09:15 **Change in the UK:**  
Short presentations chaired by Professor Judith Elkin

09:20 **The Quality Assurance Framework**  
The Quality Assurance Agency (QAA) and subject review:- ***(will be supported by explanatory summaries)***

1. The viewpoint of the assessor:  
Dr Judy Broady-Preston, University of Wales
2. The viewpoint of the assessed:  
Janet Harrison, Loughborough University

09:50 Discussion

10:00 **Benchmarking:*****(will be supported by explanatory summaries)***  
Marion Huckle, CILIP (Chartered Institute of Library and Information Professionals)

10:30 Coffee (Committee Room 1)

11:00 **The Research Assessment Exercise 2001** ***(will be supported by explanatory summaries)***

Professor Judith Elkin, University of Central England and chair of RAE Assessment Panel for Library and Information Management - Chaired by Linda Ashcroft, Reader of Information Management, Liverpool John Moores University

11:15 **Panel:** Is UK RAE a valuable model for LIS in other countries?

- Professor Niels Ole Pors: Denmark
- Dr Ken Haycock: Canada
- Professor Joyce Kirk: Australia
- Ms Rosemary Gitachu: Kenya
- Dr Filiberto Felipe Martinez-Arellano: Mexico

12:00 **Professional Associations:** Professor Peter Enser, University of Brighton

**The future of LIS education in the UK** and issues emerging from the merger of the Library Association (LA) and Institute of Information Scientists (IIS) to form CILIP (Chartered Institute of Library and Information Professionals)

12:30 Open discussion

13:00 **Lunch and informal opportunity to meet educators from around the world** (Collins Gallery, Richmond Street)

14:00 **Departure on your own to SECC to catch the buses to Edinburgh for the Edinburgh Festival activities.** The fastest way to the SECC may be by train from the Central Station.

## PROPOSALS FOR BERLIN CONFERENCE PROGRAMS

Below are two proposals for the Standing Committee members of SET to consider for Berlin, 2003 at the SET August 17, 2002 meeting in Glasgow. The first is for the OPEN FORUM in Berlin. The second proposal is for the WORKSHOP in Berlin.

1) The SET Berlin 2003 Program Planning Committee proposes a joint Open Forum with the IFLA Section on Audiovisual and Multimedia on: "Audiovisual and Multimedia as part of the Curricula in Library Schools and Continuing Education - Visions and Realities."

The call for papers for the Open Forum 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 on 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.

If approved, we 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"

## 2) WORKSHOP PLANNING PROPOSAL FOR BERLIN, 2003

For discussion at Glasgow, August 17, 2002 SET meeting. Submitted by the SET Berlin 2003 program planning committee

MORNING (9-12) -- SET Half-Day WORKSHOP on LIS Education in Germany:

Representatives from German LIS institutions discussing the History, Issues, and Trends in LIS Education in Germany

LUNCH (12-13:00 - Provided by the host institution in Berlin)

AFTERNOON (13:00-16:00) JOINT School Library Section and SET Half-Day WORKSHOP on Trends in Education and Training of School Librarians:

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."

Possible Areas of exploration for the workshop might be:

- Identification of competencies necessary currently and in the future.
- Exploration of strengths of "separate" programs of education for School Librarians/Media Specialists
- Exploration of strengths of "integrated" programs for educating School Librarians/Media Specialists.

Possible future directions and new trends in training school librarians, including open and distance education for school librarians.

Submitted by Terry Weech, SET IFLA-Berlin Program Planning Committee Chair

**International Federation of Library  
Associations (IFLA)  
Section on Education and Training**

**Proposed Agenda for Standing Committee  
on Education and Training Meeting ,  
Saturday, August 17, 2002 8:30-11-20 am  
Glasgow, Scotland**

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**I. INTRODUCTION AND WELCOME**

- Introduction of Officers, Members/Role of Members, Corresponding Members, Observers. *Susan Lazinger, Chair.*
- Approval of Agenda for August 17th.
- Approval of Minutes from Boston, 2001.

**II. OFFICER REPORTS**

Chair- *Susan Lazinger*  
Secretary - *Terry Weech*  
Treasurer- *Terry Weech.*  
Information Officer - *John Harvey*

**III. CONFERENCE PROGRAM PLANNING**

- Glasgow 2002 (Elkin, Christensen, Ertel)
- Berlin 2003 (Weech, Morizio, Schubert)
- PreConference - Prior to Berlin 2003 on Marketing of Libraries (Francoise Lerouge)

**IV. PROJECTS AND PUBLICATIONS**

- A. New Project Proposals
- Library Matchmaker Proposal (Michelle Lang )
  - Other New Proposals
- B. Continuing Projects
- World Guide to Library and Information Studies Education (Daniel/Harvey)
  - Survey of Education for Management in LIS Programs [cosponsor with Section on Management and Marketing] (Zhadko)
  - History of the Section [Bowden/Harbo].
  - Proposal for Regional Seminars (Bowden).

**Proposed Agenda for Standing Committee  
on Education and Training Meeting , Friday,  
August 23<sup>rd</sup>, 2002, 10:15-12:15. Glasgow,  
Scotland**

**I. INTRODUCTION AND WELCOME**

- Introduction of Officers to Standing Committee Members and Observers not present at August 17<sup>th</sup> meeting. *Susan Lazinger, Chair.*
- Approval of Agenda for August 23<sup>rd</sup>.

**II. CONFERENCE PROGRAM PLANNING**

- Glasgow 2002 (Elkin, Christensen, Ertel)
- Berlin 2003 (Weech, Morizio, Schubert)
- PreConference - Prior to Berlin 2003 on Marketing of Libraries (Francoise Lerouge)
- Buenos Aires 2004 (Abdullahi, Estivill, Pors,)
- Oslo, Norway, 2005 (Committee to be appointed)

**III. AFFILIATED GROUPS: RELATIONSHIPS  
AND REPORTS**

**IV. CORRESPONDING MEMBERS FOR  
2002-2003**

**V. PROJECTS AND PUBLICATIONS**

- (Comments and Follow-up from August 17<sup>th</sup> meeting)

**VI. BUDGET FOR FY2003**

- Administrative Costs including Newsletter
- Translating Costs for Conference Papers
- World Guide
- Other projects

**VI. OTHER BUSINESS**

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**Project to Revise and Update the  
WORLD GUIDE TO LIBRARY, ARCHIVE &  
INFORMATION SCIENCE EDUCATION  
(2<sup>nd</sup> ed., Saur, 1995)**

IFLA's Section on Education and Training (SET) has named Evelyn Daniel as editor-in-chief of a new project to update the *World Guide* last published in 1995. John Harvey, Information Officer for SET, will be assisting as co-editor. The project's overall goal is to collect current data about established library and information science (LIS), archival, and information management (IM) educational programs in countries and regions throughout the world and to disseminate that information via formal publication and electronically through an



Internet interactive database. Objectives of the project are:

- To provide access to up-to-date directory information for the LIS/IM educational community around the world
- To facilitate cross-border information flows on or about LIS/IM educational programs
- To act as a central source of up-to-date information for users interested in comparing LIS/IM programs from around the world for quality improvement and recognition purposes.

Approximately 15 to 50 regional editors drawn from active IFLA educators and representing major sections of the world are invited to be the first point of contact in contacting LIS programs listed in the 2<sup>nd</sup> edition of the *World Guide* and in identifying other LIS/IM programs in that sector. Regional editors will be recognized on the web site and in the IFLA publication of the 3<sup>rd</sup> edition of the *World Guide*. Editors are invited to volunteer their effort and will not receive any monetary payment.

The regional editors will be asked to collect and submit information on LIS, archival, and IM programs in their area and/or to encourage an officer of an educational program to submit needed information. A web-based form is being prepared and will be available in the fall of 2002. Your next IFLA/SET newsletter will provide the URL and further information about the project.

Information about each educational program will include data about the school or department and data about each of the professional degree or certificate programs it offers. Information to be collected will include:

- Name of educational unit
- Name of parent institution (if any)

- Contact information
  - Mailing address
  - Location address of main campus
  - URL (if available)
  - Email
  - Telephone number
  - Fax number
- Name and title of current head of program
- Year of founding and any prior names of the educational unit
- Mission statement (if any)
- Degrees, Diplomas, Certificates offered
- Distance education programs offered
- Composition of teaching staff (i.e. number of full and part-time faculty)
- Composition of student body (i.e., of students by degree program and year)
- Number of graduates by degree program and by year
- Sources of financial support
- Tuition for total professional program in local currency for a specified year
- Library and computer resources
- Date of information
- Source of information
- Information for contact person
  - Name
  - Email
  - Telephone number

Comment about information elements will be welcome.

If you are interested in serving as a Regional Editor, you must have an email account and be affiliated with a member of IFLA. It will be helpful if you are familiar with and perhaps in contact with faculty members of candidate schools. If you would like to be considered as a Regional Editor, please contact Evelyn Daniel, Editor-in-chief, *World Guide* Project, at [daniel@ils.unc.edu](mailto:daniel@ils.unc.edu).

# Extending the Reach of Library/Information Science Education: The Impact of Distance Education in Library and Information Science on Multicultural Enrolment in LIS Education and Training Programs

A paper prepared for presentation at the Section on Education and Training Workshop IFLA 2001 Conference, Boston, MA, USA, by Terry L.

Weech

E-Version of this Paper can be found at:

<http://leep.lis.uiuc.edu/seworkspace/weech/weechBos01.htm>

**SYNOPSIS** The results of a study of the impact of distance education in schools of library and information science on enrolment of multicultural groups in the United States are presented with specific recommendations for ways to further extend the reach of library/information science education to underrepresented groups. Possible international applications are also noted.

## INTRODUCTION

The term "multicultural" has different meanings in different contexts. In the United States, it sometimes refers to individuals from different cultures, usually found in an institution, or a neighborhood. Other times it refers specifically to the various categories of race or ethnic origin, such as African American, Hispanic, Asian, or European. In this investigation of the multicultural aspects of library and information science education in the United States, the decision has been made to use the United States Government categories of Ethnic Origin, with the additional categories used by the ALISE (Association for Library and Information Science Education) in that organization's Annual Statistical Report.

The following provides the ALISE categories which are based on the U.S. Department of Labor categories:

### **Ethnic Origin Definitions**

- AI** American Indian or Alaskan Native -- a person having origin in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- AP** Asian or Pacific Islander -- a person having origin in any of the original peoples of the Far East, Southeast Asia,

the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, and Taiwan. The Indian subcontinent includes the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.

- B** Black, not of Hispanic Origin -- a person having origin in any of the black racial groups of Africa.
- H** Hispanic -- a person of Cuban, Central or South American, Mexican, Puerto Rican, or other Spanish culture or origin, regardless of race. Only those persons from Central and South American countries who are of Spanish origin, descent, or culture should be included in this category. Persons from Brazil, Guyana, Surinam, or Trinidad, for example, would be classified according to their race and would not necessarily be included in the Hispanic category. In addition, the category does not include persons from Portugal, who would be classified according to race.
- W** White, not of Hispanic origin -- a person having origin in any of the original peoples of Europe, North America, or the Middle East.
- In addition:**
- I** International students -- all students who are not U. S. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.
- NA** Information not available. Please use this category sparingly. Where at all possible, report ethnicity.

It is recognized that there are certain "politically correct" and preferred terms in the current culture for some of these categories. "Native American" is often used for American Indian and "African American" for Blacks. While being sensitive to those who prefer one term over another, this study will use the terms designated above for the sake of consistency in referring to the categorization adopted by the United States Government and organizations such as ALISE.

## STATEMENT OF PROBLEM TO BE INVESTIGATED

Many of the professional degree programs accredited by the American Library Association (ALA) in the United States and Canada have been concerned about increasing the diversity of their student body to include more multicultural and minority participants. Over the years there have been special programs to encourage more diversity in student enrolments and provide support for underrepresented groups. Most recently the Spectrum Scholars program, coordinated by the American Library Association, provided scholarships (often matched with financial support from the individual schools of library and information science) to members of specified classes of minority students. According to the ALA Website, "The Spectrum Initiative's major drive is to recruit applicants and award scholarships to African American, Latino/Hispanic, Asian/Pacific Islander and Native American/Alaskan Native students for graduate programs in library and information studies. The American Library Association has committed resources for 50 annual scholarships of \$5,000 a year for the Initiative's first four years." The mission of the scholarship program includes the effort to address the under-representation of critically needed ethnic librarians within the profession. The urgency for such a program is indicated by ALA in the following statement:

*"It is a troubling reality that our current ranks do not represent the communities served by libraries. Data collected by the Office for Research and Statistics in 1998 indicates that 87% of both academic and public librarians are white and the most recent data collected on school librarians by the National Center for Education Statistics (1993-1994) shows that 90% are white. The ALA Office for Human Resources Development and Recruitment's (HRDR) analysis of ALISE statistics indicates that graduates from ALA-accredited masters programs in library and information studies for the years 1991-1997 range in percentages from 88% to 92% white with the 1997-1998 (the latest available data) class being 89% white."* (ALA Website, <http://www.ala.org/spectrum/index.html>, accessed July 12, 2001.)

Actually the concern with the lack of diversity in the profession has existed for many years. At the University of Illinois Graduate School of Library and Information Science, an effort was made to recruit members of minority and "disadvantaged" groups into the profession over thirty years ago.

In 1968, the University of Illinois Library School developed a proposal to establish a program to recruit and mentor minority students. In 1970, the School received a grant of \$65,000 from the Carnegie Corporation to establish a two-year program for disadvantaged students (mostly black and Hispanic) to become librarians. Eleven "Carnegie Scholars" were admitted in the summer of 1970. A second group of 19 students were admitted to the special program the following year when additional government funding was obtained. While there were many challenges in this program, overall the program can be considered a success in that all those who entered the program graduated and many of the graduates went on to contribute significantly to the profession in major positions in urban and rural public, special and academic libraries in the nation. In many ways it was a high point of minority recruitment and enrolment at Illinois in the library school. The proportion of minority students admitted peaked at 16% at the time, a figure not exceeded even today at Illinois despite continuing efforts to increase minority enrolments in the library school. Once the special funds were no longer available, the number of minority students decreased. However, the commitment to recruit minorities was established as a result of this program and the former admission requirements of two years of a foreign language and less than flexible minimum grade point averages were re-evaluated as a result of the success of this program and modified to be more flexible. In that sense, the legacy of the program continues to this day in the continued revision of admission requirements, most recently eliminating the requirement of the Graduate Record Exam for admission to the Master's degree program in part because of concerns that minority applicants may be placed at a disadvantage in such standardized testing.

One of the more recent trends in Library and Information Science (LIS) education in the

United States is the delivery of ALA accredited master's degree programs through distance education. Traditionally, distance education programs have been based on delivering the programs to distant locations, such as a branch of the school or a remote location where faculty would drive or the classes would be delivered by telephone or television. In the late 1990s, the new medium of the World Wide Web provided the opportunity to deliver such programs by the Internet. Many of the earlier distance education programs had as part of their mission to reach the underrepresented in the profession by bringing the professional degree program to the students rather than requiring the students to relocate to the school. The reason for low representation of minorities in LIS programs was sometimes given as the difficulty of minorities in re-locating from urban areas to library schools located in non-urban university communities. Some distance program specifically targeted underrepresented populations in their proposals for distance delivery of the degrees. This was also the case for some of the web-based programs developed in the late 1990s. Given the inherent mission of reaching underrepresented groups in many distance education efforts, the question arises as to whether distance education has been successful in increasing the number and percent of minority students enrolled in ALA Accredited Master's degree programs in the United States. It is this question that this paper attempts to answer. The extent that international students also participate in these distance programs will also be investigated to determine the impact of distance education on the broader definition of multiculturalism, which includes international students as well as members of racial and ethnic minorities who are residents of the United States.

### DEFINING THE POPULATION TO BE STUDIED

The first step is to define the population of library schools. There are 48 accredited programs in the U.S. plus one in Puerto Rico and seven in Canada. *The American Library Directory* lists 109 unaccredited institutions in the U.S. that offer some course work in library science. Some of these are courses toward a two year degree and some toward a bachelors

with certification as a school library media specialist. In Canada there are 21 unaccredited schools listed as offering some course work in library science. For purposes of this study, only ALA Accredited Programs will be considered as part of the population.

The next step in defining the population is to decide on what form of distance education will be considered for the focus of the study. There are numerous definitions in the field, but the following have been adopted as operational definitions for the purposes of this study.

Distance education is operationally defined as a course offered away from the primary campus of the school. There are many different delivery systems for distance education. The most common form is to establish an off campus site at a branch of the University or in another education institution or in other space available in the vicinity of a critical mass of potential students. The "extramural" or extension course, sometimes offered by mail correspondence, but more often offered in the past by faculty traveling to the site where students gather, is the most frequent example of this mode of delivery. As new technology developed, alternative methods of delivery evolved, such as telephone conference call connections. At one point, electronic "blackboards" were used in connection with the telephone conferencing technology. As two way television transmission became available, video conferencing replaced the telephone conferencing delivery method, but in all these cases there was a specific site (or sometimes several sites) specified where students gathered to receive the transmission. This form of distance education delivery, for purposes of this study, is labeled "Site Dependent" delivery of distance education. In the Site Dependent mode, the student must go to the specified site to receive the instruction.

The development of the Internet and improved web-based programs for instruction led to the development of an optional delivery system that was not dependent on a specific site. Any student who had access to the Internet through a computer could receive the instruction. This is often labelled "Web-based Instruction." For purposes of this study it is called "Site Independent" instruction. In categorizing distance education programs in Library and

Information Science as either Site Dependent or Site Independent, the operational definition was developed that required that a complete ALA Accredited Master's degree had to be offered by distance delivery, not just a few courses, and that no more than two weeks of on-campus orientation and course work and no more than one weekend (two days) on-campus per course enrolment was required of students. If more than two weeks or one weekend of on-campus residency was required, it was not considered a "Site Independent" program under the guidelines of this study.

In fact, a number of the Site Independent programs identified require less than the two weeks on-campus and one weekend per semester. At least one program requires only that the student come to campus at the end of completing all the course work to take a comprehensive exam. So there exists a variety of residence modes within the Site Independent group.

It is often assumed by university administrators and others that site independent distance education has the edge in terms of costs for the school since the student is responsible for the cost of equipment and location for receiving the instruction.

In addition to site characteristics, the method of delivery may be either "Synchronous" or "Asynchronous." Examples of each can be represented as follows:

1. Synchronous
  - a. Video, audio, or in-person remote delivery
  - b. Web-based synchronous access
  - c. Combination of methods
2. Asynchronous
  - a. Paper, audio, or video delivered time delayed
  - b. Web-based asynchronous with students accessing content at different times
  - c. Combination of methods

#### METHOD OF GATHERING DATA

The standard source for student data in schools of library and information science is the annual *ALISE Statistical Report*. Each participating school completes a survey questionnaire each fall semester on the number

of students enrolled in that semester. The data thus provided become a "snapshot" of the characteristics of the student body in each school. If, for some reason, a student did not enrol in the fall semester (students enrolled in a "summers only" enrolment option, for example), they would not be included in this snapshot. In contrast, the data available for this study on ethnic origins of students in the LEEP distance education enrolment option is available from an admissions database. So there may be discrepancies in total number of students enrolled between the ALISE data and the UIUC admission data, but the percent by ethnic origin should be similar.

Some schools may have several optional delivery systems and students may take advantage of one or more of these delivery options. For example, at the University of Illinois, there are three enrolment options:

- 1) The LEEP (Library Education Experimental Program) which is a web-based enrolment option requiring two weeks of orientation and class work on-campus, and no more than one weekend of on-campus contact during the semester;
- 2) The "Fridays Only" enrolment option, which offers through scheduling of required and popular elective courses on Fridays, the opportunity for students to commute to campus one day a week and finish the master's degree in approximately two years; and
- 3) The "traditional" resident enrolment option, which is a one year enrolment option of course work in which most students take 4 courses a semester and two in the summer session to complete the required ten units of course work. A number of students do take fewer courses per semester in the traditional enrolment option and thus take a year and a half or two years to finish the master's degree. But if a normal "full enrolment" of courses is taken, the degree may be finished in one calendar year.

An examination of the ALA Accredited Master's degree programs has resulted in the following categorization of schools in the United

States by whether they deliver site dependent or site independent instruction. Canadian and Puerto Rico schools are not included in this stage of the study.

**TABLE I (Revised July 6, 2001)  
Status of Distance Education in ALA-  
Accredited Programs in the U.S.A.**

Based on "operational definitions" of Site Independent and Site Dependent programs, the following ALA Accredited Programs in the U.S. have been identified as delivering distance education programs in the Site Independent or in the Site Dependent mode. "Program" refers to offering a complete graduate degree. Nearly all institutions offer some courses in a site independent or site dependent mode, but those listed below offer complete programs in the mode listed.

Site Independent Distance Program

Drexel University\*  
Florida State University  
Illinois, University of  
Pittsburgh, University of  
Southern Connecticut State University  
Southern Mississippi, University of (*begins 2002*)  
Syracuse University  
Tennessee, University of  
Wisconsin-Milwaukee, University of

Site Dependent Distance Programs

Alabama, University of  
Albany, State University of New York  
Arizona, University of  
Buffalo, State University of New York  
Catholic University of America  
Clarion University of Pennsylvania  
Clark Atlanta University  
Dominican University  
Emporia State University  
Hawaii, University of  
Indiana University  
Iowa, University of  
Kent State University  
Kentucky, University of  
Long Island University  
Louisiana State University  
Missouri-Columbia, University of  
North Carolina at Greensboro, Univ. of  
North Carolina Central University  
North Texas, University of

Oklahoma, University of  
Queens College, City University of NY  
Rhode Island, University of  
Rutgers University  
San Jose State University  
South Carolina, University of  
South Florida, University of  
Texas at Austin, University of  
Texas Woman's University  
Wayne State University

***Schools Who Did Not Have A Distance  
Education Program For Ala Accredited  
Master's Degree In Lis As Of Fall, 2001***

California, Los Angeles, University of  
Maryland, University of  
Michigan, University of  
North Carolina at Chapel Hill, U. of  
Pratt Institute  
Simmons College  
St. John's University  
Washington, University of  
Wisconsin-Madison, University of

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*\*Drexel Online Master's is available only in the  
Management of Digital Information concentration.*

Because of the potential flexibility of the Site Independent programs in LIS to reach a more diverse population of students, this group of schools was selected for the population to be studied. Of the nine schools listed with Site Independent distance programs, one, Drexel, has only one concentration in its ALA Accredited master's degree program available via site independent delivery. Drexel and Southern Mississippi were not included in the study population because Drexel did not have the full program available and Southern Mississippi is not yet in service. Appendix A provides the results of the analysis of ALISE Statistical Data for the period 1996-1999 for the seven remaining schools having site independent distance education as defined by this study, as well as the overall data for all ALA Accredited Library Schools. Data were available only through 1999 at the time of writing this report and only for total program enrolments. Data for distance education enrolment by ethnic status were not available from the ALISE statistics.

It is evident from Appendix A that while the percentage of students that represent minorities varies considerably from school to

school among those listed, the overall trend seems to be fairly constant over the four year period. Only one school, Florida State, seems to have an overall trend of increasing the percentage of enrolment of minorities during the four year period. In fact, when a cross-tabulation of the data is done and a chi square test for statistical significance is calculated, Florida State is the only one of the seven schools examined that results in a statistically significant difference ( $P < .05$ ) for the four year period.

Of the seven schools with site independent delivery, one of the earliest developers of Site Independent Distance Delivery was the University of Illinois, which began its LEEP (Library Education Experimental Program) in 1995, with the first cohort admitted in 1996. Illinois is thus taken as the case to be studied in this paper. It is hoped that as data become available from other programs, the

analysis used for Illinois can be applied to all the schools with site independent programs. It should be noted that recruiting minority students was a challenge at the University of Illinois at Urbana-Champaign because of its rural location several hours from major urban areas.

As noted above, the data gathered in the ALISE Statistics are a snapshot of all those enrolled in the fall semester of each year. Since in many schools, including Illinois, the length of time to finish the master's degree program may vary from one year to over two years, the ALISE Statistics may double count some students. For purposes of this study, the data on admission to the program are taken as the basis of the analysis. This avoids possible double counting, but it does mean that the data are not directly comparable with the ALISE data.

Table 2 presents the results of this analysis, providing the number and percentage of students by Ethnic Origin categories.

**TABLE 2: UIUC-GSLIS 1996-2001 Admissions Data by Ethnic Origin**

Enrolment Option	Am Indian	Asian Pacific	Black	Hispanic	White	International	No Answer	Total	Minority		
	AI	AP	B	H	W	I	NA				
<b>1996</b>											
<b>LEEP</b>	0 0.0%	0 0.0%	2 6.5%	1 3.2%	28 90.3%	0 0.0%	0 0.0%	31 100.0%	3 9.7%		
<b>FRIDAYS ONLY</b>	0 0.0%	0 0.0%	1 5.0%	0 0.0%	18 90.0%	1 5.0%	0 0.0%	20 100.0%	1 5.0%		
<b>TRADITIONAL</b>	0 0.0%	2 2.7%	3 2.6%	2 1.7%	92 80.0%	14 12.2%	2 1.7%	115 100.0%	7 6.1%		
<b>ALL OPTIONS</b>	0 0.0%	2 1.2%	6 3.6%	3 1.8%	138 83.1%	15 9.0%	2 1.2%	166 100.0%	11 6.6%		
<b>1997</b>											
<b>LEEP</b>	1 2.9%	0 0.0%	1 2.9%	1 2.9%	30 85.7%	0 0.0%	1 0.0%	34 100.0%	3 5.7%		
<b>FRIDAYS ONLY</b>	0 0.0%	0 0.1%	1 8.0%	0 0.1%	11 91.0%	0 0.7%	0 0.0%	12 100.0%	1 7.7%		
<b>TRADITIONAL</b>	2 1.7%	5 4.2%	4 3.3%	6 5.0%	90 75.0%	13 10.8%	0 0.0%	120 100.0%	17 14.2%		
<b>ALL OPTIONS</b>	3	5	6		7	131		13	1	166	21

	1.8%	3.0%	3.6%	4.2%	78.9%	7.8%	0.6%	100.0%	12.7%
<b>1998</b>									
<b>LEEP</b>	0 0.0%	3 5.4%	2 3.6%	0 0.0%	50 89.3%	0 0.0%	1 0.0%	56 100.0%	5 8.9%
<b>FRIDAYS ONLY</b>	0 0.0%	0 0.0%	0 0.0%	1 6.3%	15 93.8%	0 0.0%	0 0.0%	16 100.0%	1 6.3%
<b>TRADITIONAL</b>	0 0%	2 1.7%	2 1.7%	3 2.6%	98 84.5%	10 8.6%	1 0.9%	116 100%	7 6.0%
<b>ALL OPTIONS</b>	0 0.0%	5 2.7%	4 2.1%	4 2.1%	163 86.7%	10 5.3%	2 1.1%	188 100.0%	13 6.9%

Enrolment Option	No Answer								
	Am Indian AI	Asian Pacific AP	Black B	Hispanic H	White W	Inter-national I	NA	Total	Minority
<b>1999</b>									
<b>LEEP</b>	0 0.0%	2 3.2%	0 0.0%	3 4.8%	56 88.9%	2 3.2%	0 0.0%	63 100%	5 7.9%
<b>FRIDAYS ONLY</b>	0 0.0%	1 3.3%	5 16.7%	1 3.3%	23 76.7%	0 0.0%	0 0.0%	30 100.0%	7 23.3%
<b>TRADITIONAL</b>	0 0.0%	3 2.3%	5 3.9%	2 1.6%	101 78.9%	16 12.5%	1 0.8%	128 100%	10 7.8%
<b>ALL OPTIONS</b>	0 0.0%	6 2.7%	10 4.5%	6 2.7%	180 81.4%	18 8.1%	1 0.5%	221 100.0%	22 10.0%

<b>2000</b>									
<b>LEEP</b>	2 2.8%	1 1.4%	3 4.2%	0 0.0%	61 85.9%	2 2.8%	2 2.8%	71 100.0%	6 8.5%
<b>FRIDAYS ONLY</b>	0 0.0%	0 0.0%	1 2.9%	0 0.0%	33 97.1%	0 0.0%	0 0.0%	34 100%	1 2.9%
<b>TRADITIONAL</b>	1 0.8%	3 2.3%	5 3.9%	2 1.6%	93 72.1%	24 18.6%	1 0.8%	129 100.0%	11 8.5%
<b>ALL OPTIONS</b>	3 1.3%	4 1.7%	9 3.8%	2 0.9%	187 79.9%	26 11.1%	3 1.3%	234 100.0%	18 7.7%



	<b>2001</b>									
<b>LEEP</b>	2 2.2%	4 4.4%	4 4.4%	1 1.1%	71 78.9%	2 2.2%	6 6.7%	90 100.0%	11 12.2%	
<b>FRIDAYS ONLY</b>	0 0.0%	0 0.0%	3 9.7%	0 0.0%	27 87.1%	0 0.0%	1 3.2%	3 100.0%	1 9.7%	
<b>TRADITIONAL</b>	0 0.0%	2 1.4%	3 2.1%	5 3.6%	106 75.7%	17 12.1%	7 5.0%	140 100.0%	10 7.1%	
<b>ALL OPTIONS</b>	2 0.8%	6 2.3%	10 3.8%	6 2.3%	204 78.2%	19 7.3%	14 5.4%	261 100.0%	24 9.2%	

Table 2 indicates that in four of the six years between 1996 and 2001, the LEEP web-based distance education enrolment option resulted in the highest percentage of total minorities, as represented by American Indian or Alaskan Native, Asian or Pacific Islander, Black, or Hispanic origins. In terms of numbers, the totals for each year are small, ranging from 2 to 11 students in these categories. However, in terms of percentage of minority students enrolled in the LEEP distance enrolment option, the percentage ranges from 5.7% to 12.2%. Only in 1997, when the Traditional residential on-campus enrolment option had 14.2% minority and in 1999, when the Fridays Only enrolment option had 23.3% minority enrolment, did other options attract a higher percentage of minority students. This suggests that the Site Independent web-based distance education program does attract a higher percentage of minority students than either of the two Site Dependent programs (Fridays Only and Traditional). More study over a longer period of time would be required to determine if this pattern of enrolment will hold. While the differences in minority enrolment among the three enrolment options offered at the University of Illinois is not as large as would be expected by chance alone (Chi Square of 16.64, with 10 degrees of freedom and a p-value equal to .086), if trends continue in increased minority enrolment in the Site Independent enrolment option, future analysis may result in statistically significant differences.

Of interest to international readers of this

study, is that the largest overall classification by origin after "White," was "International" indicating that international students represented the second largest group at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign during the years of 1996-2001. But for the Site Independent Distance program (LEEP), only in the most recent three years (1999, 2000, and 2001) are international students represented. However, since this is a small group of individuals the validity of the reported data can more easily be established than some of the other categories. After consultation with LEEP administrative staff and review of the students admitted during this three year period, it was revealed that five of the six students listing themselves as international were in fact United States citizens who happened to be living in another country. So only one person during this period was in fact an International Student by the definition given in this study and used by ALISE. But just as the United States Census now accepts whatever ethnic origin or individual classification a person chooses to assign themselves, so the statistical data collected accepts at face validity the classifications assigned by the respondents. This discrepancy between the face validity and the verified validity does point out the challenge of using commonly collected data as the basis of analyzing and evaluating variables such as student status and ethnic origins.

Economics may be one reason there may be fewer international students in the Site Independent distance program. Non-resident

tuition and fees at the University of Illinois for graduate students in library and information science is now over \$7,000 a semester. Since there is very little financial aid available for distance education students, most International students would find the tuition and fees more than they can afford. If International students enroll in the Traditional enrolment option on-campus, they may qualify for assistantships and other forms of financial aid that are not available in the distance education enrolment option.

## CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY:

The analysis of the data in this study suggests that in the case of the one school which has been providing Site Independent Distance Education for six years, there is no statistically significant evidence that such a distance education enrolment option results in a higher percentage of minority students enrolling than could be expected by chance. However, it is evident that six years is a small period of time to demonstrate the effectiveness of alternative enrolment options on recruiting minority students. Other factors, such as improved recruitment in other enrolment options, such as the Fridays Only and Traditional enrolment options may also account for the lack of statistically significant difference in the percent of minority enrolment.

In terms of considering multiculturalism to include international students, distance education is even less effective in providing a more diverse student group. The suspected reason for this difference is financial. The high cost of distance education tuition and fees for international students is often prohibitive. One might also argue that part of the purpose of seeking an education in another country may be lost with the comparatively brief residency on the campus of the teaching academic institution.

One question that remains unanswered is the impact of distance education on the profession of librarianship, specifically in terms of recruiting a more diverse population to the library profession. As noted in this study, overall trends suggest that most schools of library and information science retain a student body that is about 89% to 90% white, with fewer than 10-11% representing minority groups. In the case of the University of Illinois, after more than thirty years of attempting to recruit a more diverse student body, the overall 10% barrier is seldom broken. In fact, the peak of minority enrolment as a percent of total enrolment occurred nearly thirty years ago under the Carnegie Scholars Program, as noted above. This program resulted in 16% of the students admitted being representative of minority groups. However,

most of the Site Independent programs identified in this study have been in existence for less than two years. When more longitudinal data become available, different results may be found.

Will distance education eventually make a difference in the percent of minority enrolment and the diversity of the profession? Further research, perhaps with focused interviews on present and potential students and members of the profession will be necessary to determine what factors will encourage a more multicultural and diverse student body. And perhaps even more important, a greater financial and social recognition of the work of librarians and information scientists will be necessary to recruit and retain the best students, whether representing minority groups or not.

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APPENDIX A

Ethnic Origin for ALA Accredited Master's Degrees in Selected Schools (from ALISE Library and Information Science Education Statistical Reports)

<i>School</i>	<i>AI</i>	<i>AP</i>	<i>B</i>	<i>H</i>	<i>W</i>	<i>I</i>	<i>NA</i>	<i>TOTAL</i>	<i>Minority</i>
<b>1999 Florida State</b>	2 0.6%	3 0.8%	28 7.9%	23 6.5%	290 81.9%	8 2.3%	0 0.0%	354 100.0%	56 15.8%
<b>1998 Florida State</b>	3 0.7%	3 0.7%	38 8.4%	19 4.2%	380 83.5%	12 2.6%	0 0.0%	455 100.0%	63 13.8%
<b>1997 Florida State</b>	1 0.4%	2 0.7%	23 8.3%	11 4.0%	230 83.0%	10 3.6%	0 0.0%	277 100.0%	37 13.4%
<b>1996 Florida State</b>	1 0.4%	3 1.3%	8 3.4%	4 1.7%	213 89.9%	8 3.4%	0 0.0%	237 100.0%	16 6.8%
<b>CUMM TOTAL</b>	7 0.5%	11 0.8%	97 7.3%	57 4.3%	1113 84.1%	38 2.9%	0 0.0%	1323 100.0%	172 13.0%

<b>1999 Illinois</b>	1 0.3%	12 3.6%	9 2.7%	9 2.7%	280 84.8%	18 5.5%	1 0.3%	330 100.0%	31 9.4%
<b>1998 Illinois</b>	2 0.7%	9 3.0%	5 1.7%	9 3.0%	256 86.5%	15 5.1%	0 0.0%	296 100.0%	25 8.4%
<b>1997 Illinois</b>	3 1.2%	10 4.0%	8 3.2%	7 2.8%	208 83.2%	14 5.6%	0 0.0%	250 100.0%	28 11.2%
<b>1996 Illinois</b>	0 0.0%	11 4.6%	11 4.6%	5 2.1%	196 82.7%	14 5.9%	0 0.0%	237 100.0%	27 11.4%
<b>CUMM TOTAL</b>	6 0.5%	42 3.8%	33 3.0%	30 2.7%	940 84.5%	61 5.5%	1 0.1%	1113 100.0%	111 10.0%

<i>School</i>	<i>AI</i>	<i>AP</i>	<i>B</i>	<i>H</i>	<i>W</i>	<i>I</i>	<i>NA</i>	<i>TOTAL</i>	<i>Minority</i>
<b>1999 Pittsburgh</b>	0 0.0%	4 2.3%	13 7.6%	3 1.7%	145 84.3%	7 4.1%	0 0.0%	172 100.0%	20 11.6%
<b>1998 Pittsburgh</b>	0 0.0%	4 2.4%	5 3.0%	1 0.6%	149 89.2%	8 4.8%	0 0.0%	167 100.0%	10 6.0%
<b>1997 Pittsburgh</b>	0 0.0%	2 1.0%	9 4.3%	0 0.0%	184 88.9%	11 5.3%	1 0.5%	207 100.0%	11 5.3%
<b>1996 Pittsburgh</b>	0 0.0%	0 0.0%	8 4.4%	0 0.0%	161 89.4%	11 6.1%	0 0.0%	180 100.0%	8 4.4%
<b>CUMM TOTAL</b>	0 0.0%	10 1.4%	35 4.8%	4 0.6%	639 88.0%	37 5.1%	1 0.1%	726 100.0%	49 6.7%

<b>1999 Southern CT.</b>	0 0.0%	2 0.9%	2 0.9%	1 0.4%	177 78.7%	0 0.0%	43 19.1%	225 100.0%	5 2.2%
<b>1998 Southern CT.</b>	0 0.0%	3 1.5%	5 2.6%	0 0.0%	171 88.1%	0 0.0%	15 7.7%	194 100.0%	8 4.1%
<b>1997 Southern CT.</b>	0 0.0%	1 0.6%	4 2.3%	1 0.6%	153 86.4%	1 0.6%	17 9.6%	177 100.0%	6 3.4%
<b>1996 Southern CT.</b>	0 0.0%	2 1.2%	1 0.6%	1 0.6%	152 89.4%	0 0.0%	14 8.2%	170 100.0%	4 2.4%
<b>CUMM TOTAL</b>	0 0.0%	8 1.0%	12 1.6%	3 0.4%	653 85.2%	1 0.1%	89 11.6%	766 100.0%	23 3.0%

<i>School</i>	<i>AI</i>	<i>AP</i>	<i>B</i>	<i>H</i>	<i>W</i>	<i>I</i>	<i>NA</i>	<i>TOTAL</i>	<i>Minority</i>
<b>1999 Syracuse</b>	1 0.6%	1 0.6%	1 0.6%	1 0.6%	144 90.0%	11 6.9%	1 0.6%	160 100.0%	4 2.5%
<b>1998 Syracuse</b>	0 0.0%	1 0.6%	0 0.0%	0 0.0%	160 93.6%	10 5.8%	0 0.0%	171 100.0%	1 0.6%
<b>1997 Syracuse</b>	1 0.7%	1 0.7%	0 0.0%	1 0.7%	139 90.8%	11 7.2%	0 0.0%	153 100.0%	3 2.0%
<b>1996 Syracuse</b>	0 0.0%	1 0.6%	1 0.6%	0 0.0%	145 89.5%	15 9.3%	0 0.0%	162 100.0%	2 1.2%
<b>CUMM TOTAL</b>	2 0.3%	4 0.6%	2 0.3%	2 0.3%	588 91.0%	47 7.3%	1 0.2%	646 100.0%	10 1.5%

<b>1999 Tennessee</b>	0 0.0%	1 0.6%	5 2.9%	1 0.6%	158 92.9%	5 2.9%	0 0.0%	170 100.0%	7 4.1%
<b>1998 Tennessee</b>	0 0.0%	1 0.6%	4 2.5%	1 0.6%	148 91.4%	8 4.9%	0 0.0%	162 100.0%	6 3.7%
<b>1997 Tennessee</b>	0 0.0%	0 0.0%	4 2.3%	0 0.0%	165 93.8%	7 4.0%	0 0.0%	176 100.0%	4 2.3%
<b>1996 Tennessee</b>	0 0.0%	1 0.5%	2 0.9%	0 0.0%	199 93.4%	11 5.2%	0 0.0%	213 100.0%	3 1.4%
<b>CUMM TOTAL</b>	0 0.0%	3 0.4%	15 2.1%	2 0.3%	670 92.9%	31 4.3%	0 0.0%	721 100.0%	20 2.8%

<i>School</i>	<i>AI</i>	<i>AP</i>	<i>B</i>	<i>H</i>	<i>W</i>	<i>I</i>	<i>NA</i>	<i>TOTAL</i>	<i>Minority</i>
<b>1999</b>									
<b>Wisconsin Milwaukee</b>	2 0.7%	3 1.0%	11 3.8%	3 1.0%	253 88.2%	7 2.4%	8 2.8%	287 100.0%	19 6.6%
<b>1998</b>									
<b>Wisconsin Milwaukee</b>	2 0.8%	3 1.3%	9 3.8%	4 1.7%	211 89.0%	2 0.8%	6 2.5%	237 100.0%	18 7.6%
<b>1997</b>									
<b>Wisconsin Milwaukee</b>	1 0.4%	4 1.7%	14 5.9%	4 1.7%	204 86.1%	10 4.2%	0 0.0%	237 100.0%	23 9.7%
<b>1996</b>									
<b>Wisconsin Milwaukee</b>	2 0.8%	2 0.8%	7 2.9%	1 0.4%	216 88.2%	10 4.1%	7 2.9%	245 100.0%	12 4.9%
<b>CUMM TOTAL</b>	7 0.7%	12 1.2%	41 4.1%	12 1.2%	885 87.9%	29 2.9%	21 2.1%	1007 100.0%	72 7.2%
<b>1999</b>									
<b>ALL ALA SCHOOLS</b>	54 0.4%	236 2.0%	576 4.8%	404 3.3%	9386 77.8%	340 2.8%	1071 8.9%	12067 100.0%	1270 10.5%
<b>1998</b>									
<b>ALL ALA SCHOOLS</b>	44 0.3%	274 2.1%	589 4.6%	382 3.0%	9682 75.6%	321 2.5%	1509 11.8%	12801 100.0%	1289 10.1%
<b>1997</b>									
<b>ALL ALA SCHOOLS</b>	110 0.9%	311 2.5%	558 4.5%	358 2.9%	9759 78.2%	318 2.5%	1066 8.5%	12480 100.0%	1337 10.7%
<b>1996</b>									
<b>ALL ALA SCHOOLS</b>	112 0.9%	339 2.7%	519 4.1%	336 2.7%	9888 78.2%	382 3.0%	1073 8.5%	12649 100.0%	1306 10.3%
<b>CUMM TOTAL</b>	320 0.6%	1160 2.3%	2242 4.5%	1480 3.0%	38715 77.4%	1361 2.7%	4719 9.4%	49997 100.0%	5202 10.4%

(All ALA SCHOOLS refers to all accredited master's degree programs in the U.S., Puerto Rico and Canada)

**NEWS.....**

**Drexel University – Continuing Professional Education 2002 Workshops:** Drexel University College of Information Science and Technology are running several continuing education workshops throughout the summer of 2002. Visit [www.cis.drexel.edu/grad/cpe](http://www.cis.drexel.edu/grad/cpe) for more information.

**Plan to come to Glasgow in August 2002 for the 68th IFLA Conference 'Libraries for Life: Democracy, Diversity, Delivery'**  
<http://www.ifla.org/IV/ifla68/index.htm>

**University of North London's MSc Information and Knowledge Management**

- September start – gain MSc in 1 year full-time or 18 months part-time
- Develop practical skills – organisational focus
- Small group teaching, collaborate with students/lecturers/practitioners
- Residential sessions – distance supported learning
- Brochure <http://www.unl.ac.uk/slгим/ikm.pdf>
- For information/register [ikm@unl.ac.uk](mailto:ikm@unl.ac.uk)

**Sixth International Conference and Exhibition LIBCOM-2002 Information**

## **Technologies, Computer Systems and Publications for Libraries November 11-15, 2002**

Announcement and Call For Papers  
Conference venue: Zvenigorod, Moscow  
Region, Russia

Organizers:

- Russian National Public Library for Science and Technology
- Ministry of Industry, Science and Technology of the Russian Federation
- Ministry of Culture of the Russian Federation
- International Library, Information and Analytical Center
- International Association of Electronic Libraries and New Information Technologies Users and Developers

Traditionally, the Conference focuses on the state-of-the-art and prospects of new information, computer and Internet technologies in libraries daily routines; development of cooperation between libraries and research, cultural, educational and publishing institutions as well as with book sellers and book distributors.

Special attention at LIBCOM 2002 Conference will be given to the problems of information and library resources system and network integration and the role of the Internet in library and information services transformation. Electronic libraries, corporate systems and copyright are permanently within the scope of the Conferences topics.

The Conference Program is based on the analysis of participants' requests and special invitations for presentations issued by the Program Committee to selected experts in the Conference topics.

### **Exhibition**

The Exhibition scope includes: application of new computer technologies to information and library business, Internet technologies, digital information,

CD-ROM products, new services offered by publishing houses, printed editions production and distribution, periodicals distribution, library equipment and materials.

Conference participants will be offered a social and cultural activities program including:  
- tours to Savvino-Storozhevsky and New Jerusalem Monasteries  
- a tour to the Armoured Troops museum  
- a concert  
- a banquet on the occasion of the conference closing

A pool, gym, and sauna are at your disposal at the conference.

### **Registration and accommodation**

The Conference registration fee is \$100.00. Accommodation fee for the whole stay (four days including three meals a day) is as follows (prices per person):  
One-room apartment (double) - \$150.00  
One-room apartment (single) - \$220.00  
Two-room apartment (double) - \$180.00  
Two-room apartment (single) - \$300.00

The Exhibition stand rental fee is \$150.00.

Payment should be made in US dollars in advance to:  
ILIAC (International Library Information and Analytical Center)  
1776 Massachusetts Ave., Suite 700, NW,  
Washington DC, 20036, USA  
Bank - Bank of America, 3 Dupont Circle, NW,  
Washington DC, 20036, USA  
ABA/Routing # 054001204, Acct. #  
001920698423

Online registration is available at:

<http://www.gpntb.ru/>

Contacts:

Ms. Nadezhda Garmashova, Tel: 7-095-923-1249, Fax: 7-095-921-9862, Email: [siqla@gpntb.ru](mailto:siqla@gpntb.ru)

Ms. Ksenia Volkova, Tel: 7-095-928-1340, Fax: 7-095-921-9862, E-mail: [kv@gpntb.ru](mailto:kv@gpntb.ru)

Mailing address: "LIBCOM-2002" Organizing Committee, 12 Kuznetsky Most, GSP-6, K-31, Moscow, 107996, Russia

***This article from The Chronicle of Higher Education (<http://chronicle.com>) was forwarded to you from: [straley.1@osu.edu](mailto:straley.1@osu.edu) Tuesday, May 14, 2002***

## **Mauritania's One University Uses Distance Program to Offer Instruction From Elsewhere** By DANIEL DEL CASTILLO

Floating on a sea of fine-grain Saharan sand on the westernmost fringe of the Arab world, the University of Nouakchott struggles to let its students take advantage of distance learning. The university, which is Mauritania's sole institution of higher education, is trying to deliver high-quality education from North America via teleconferencing and the Internet through a branch of the African Virtual University.

Unlike many distance-learning programs, the university's isn't designed to serve rural students or even those in the work force. Instead, its purpose is to enhance instruction for traditional university students in a country where qualified human resources are scarce, especially in higher education.

Ahmedou Ould Haouba has overseen the development of the university's Faculty of Science and Technology since its inception in 1995. His main priority now is to build an infrastructure that will allow the university to rely less on the African Virtual University. Mr. Haouba also teaches chemistry at the university.

Q. When did the university begin its distance-learning component and how comprehensive is it?

A. We've been cooperating with the African Virtual University for the last four years. They established a center here that provides programming in computer science, English-language teaching, management, and training for journalists. There are six centers of the African Virtual University in West Africa, but the one here in Nouakchott is the most dynamic. We have signed agreements that will allow us to begin non-degree training and we're trying to see if we can use AVU's technology and infrastructure for our own programs.

Q. Who are the students who use the distance-learning network?

A. We have some professionals from the business sector who come to improve their spoken English, but the majority are our own students from the University of Nouakchott who

attend modules of the African Virtual University to complete and augment their own studies. We have a minimal infrastructure here in Mauritania, so our students must come to the university to use our facilities. At the moment we can only provide services to our students, all of whom live here in the capital.

Q. How do you provide distance learning, given the limited facilities of a developing country?

A. Our challenge is having good access to the Internet and the infrastructure for videoconferencing. We have been getting programming from the African Virtual University studios in Montreal and Washington. The trainers there give their classes via satellite, and our lecturers here interact with the students. It's a one-way system, though, so we can't broadcast from here -- we can only receive.

Q. Do you plan to offer online classes or online degrees?

A. Distance learning is not an end in itself. We just want to use technology to strengthen the quality of higher education. For many subjects we don't have specialists anywhere in the county, so distance-learning technologies complement our weaknesses. Our role is to train and support, and that's what we're doing.

Q. Do you have links with any American institutions?

A. No. Part of the reason we don't is language. All of our courses, except for the ones that teach English, are currently in French, although we would like to be able to offer courses in Arabic and English as well. We do have a Cisco Academy, though, which trains specialists in networks and routing.

Q. What do you plan for the future?

A. Higher education needs to have its own instruments of distance learning and information technology to provide better-quality services. One of our objectives is to be able to improve research and the overall quality of the university's education standards. I have no doubt that new technologies can help in that objective.



## epixtech Offering Remote Training for Librarians

iLearn program provides online interactive instruction over the web via PC and conference call.

*The prospect of the installation of a new or upgraded automation system with the latest high-tech bells and whistles designed to make librarians' lives easier is always exciting and welcomed. The downside to a shiny new system is that you must learn how to use it, which requires that either the librarian travels to the vendor's training facility or the company's training rep comes to the library. Not any more: during the American Library Association (ALA) Midwinter Meeting in New Orleans epixtech introduced a new remote training service called iLearn, which offers complete interactive user instructions via the web.*

*Crystal Ashton, epixtech's marketing manager, told LJ that customers have two options: customized training, in which a consortia or a large library can request a specific date for mass training, or scheduled training, allowing librarians to choose a convenient date and time from a preset schedule for each of the various modules. "Librarians from all over the United States can dial into the same number at the same time," Ashton said. Typically, there are from one to eight librarians in sessions at each library. Although customers still prefer to come to epixtech's Provo, UT, headquarters for training, said Ashton, iLearn has met with enthusiasm. One of the largest benefits to training over the web has been the savings on travel, which allows a larger number of library staff to participate.*

*Ashton said that via iLearn instructors interact with students in real time owing to a third-party software product called webEX. Instructors in Provo have the students' logins. They post lessons for each trainee and "can see what [they] are doing so if they make a mistake – not using the right linking tags, etc. – the instructor can comment on it," Ashton said. Instructors also talk to students via a toll-free telephone conference call. "We've also performed a few Dynix to Horizon installations using both the phone and computer method, so we've used it a number of different ways in the last month," said Ashton.*

*Instead of an intensive full-day course, iLearn sessions break down typically to five 90-minute classes. Ashton reports that classes have been full within as little as 20 minutes of their postings. Cost of a 90-minute class is \$100.*

*(Source: Library Journal/March 1, 2002 /p27)*

## Education in information work: the syllabus and present curriculum of the Institute of Information Scientists Ltd.\*

\* Presented before the Division of Chemical Literature, ACS National Meeting, Chicago, 111., September, 1961. Reprinted with permission from *Journal of Chemical Documentation* (now *Journal of Chemical Information and Computer Sciences*) 1962, 2 74-76. Copyright 1962 American Chemical Society.

G. Malcolm Dyson and Jason E. L. Farradane

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The Institute of Information Scientists Ltd., as a professional organization, necessarily makes education for information work, and the standards to be attained, one of its main interests. This is all the more important since this is a relatively new field of activity, since its growth and development has been unorganized and consequently very irregular, and because its scope and the nature of the work are not generally appreciated. For example, although there are many points of contact and common interest with librarianship, information work has now developed along many different lines, and even in the areas of mutual interest it shows a very different approach. The information scientist is primarily a scientist who is approaching the literature and other sources of information from the research standpoint, whereas the librarian, even though he may have studied science, is trained to approach the literature from the standpoint of a custodian, although he may in fact be competent to undertake much more. We have, as it were, a complete spectrum of activities from the public library to the researcher reading in the library, the two ends being very distinct, with the information scientists not far from the research end. As chemical engineering arose at the

junction of chemistry and engineering, so information work has arisen at the junction of librarianship and scientific research. Subjects such as abstracting have been incorporated entirely from the scientific side; classification, in rather different forms, has been a matter of interest to both librarian and scientist, but the new needs for detailed information retrieval require radically new solutions which are the business of the information scientist.

Several other factors were involved in the decision that the time was ripe for the better definition and coordination of information work by means of educational courses and qualifications. With the rapidly increasing demand for workers in this field, both employers and employees will benefit by the existence of standards by which attainments can be assessed. It will be to the advantage of industry and in the interest of progress in general if the possible scope of information work is more widely appreciated. The techniques and principles of information work will develop faster when the subject is recognized as a field of study in its own right.

The syllabus now set up by the institution of Information Scientists is the result of many years of discussions, many of which took place in Aslib committees, though the earlier aims were then of a more mixed character. The syllabus now in use is intended as a basis for an essentially practical course of training, although wider aspects of the communication of knowledge and general theory are also included. Since adequate subject knowledge is considered essential for information work, the syllabus is intended largely for post-graduate training. A course based on the syllabus has been started at the Northampton College of Advanced Technology, in London, England, and is an evening course of two hours on each of two evenings a week in term time, extending over two years. There was evidence that persons already just starting in information work would be sent by their firms, and such employees would of course be able to attend only in the evenings. When the courses are well established, or perhaps even earlier, it may be possible to present the subject as a full-time course over one or two terms, available as a recognized

choice among post-graduate studies. The Institute will hold external examinations based on the syllabus, and the Certificate of the Institute will be awarded to successful candidates. It is proposed that the examinations, at present, shall be in two parts, one at the end of each year of the course, and that each part shall consist of two papers.

The syllabus is divided into three main groups: (1) Language, Writing and Editing, (2) The Flow of Information, and (3) Information Techniques. Information work is in essence a process of communication, and clear and explicit grammar and style are emphasized as being important in all branches of work, such as in writing reports, abstracts, articles or reviews. To this are linked the problems of dealing with foreign languages, dictionaries and translations. An allied subject is that of editing and the attendant techniques of typography, graphic illustration, proof correction, etc. The technique of abstracting and the production of abstracts, journals, and their indexes, forms a major section of the course, with practical work.

Flow of Information includes some study of the history and theory of communication, of scientific societies and the development of books, journals, etc., and the use of films, radio and television. The syllabus also calls for study of the flow of information in industry, commerce, research and government, problems in the efficient use of the results of research, and questions of standardization and organizations issuing standards.

The organization and administration of an information department must of course be geared to the general picture, and the staffing, training of staff, administration and relations with other research, works or administrative staff in an organization, is covered by the syllabus. Beyond this are the relations of the information department with other branches of the firm, research association or government department, etc., within which it operates, and with outside bodies. The equipment, planning and lay-out of a department, its publicizing services, if any, and the costing and budgeting are also noted. Some attention to business methods for publishing and distribution is called for. A somewhat separate,

but important, subject linked with these is that of law, and elementary knowledge of copyright law, and patent, design and trade mark law is required.

Information Techniques forms the third and largest part of the syllabus. First there are the sources of information, which may be printed – books, data tables, periodicals, abstracts, journals, reports of all kinds, government publications, patents trade catalogues, etc., or oral – discussions, lectures, conferences, or visual – pictures, diagrams, models, films, exhibitions, etc. The location of sources is fully covered: libraries and their indexing methods, scientific societies, trade organizations, research or development associations, and all types of national and international bodies. The facilities and comparative value of such sources are also to be considered.

The techniques and theory of information work fall into four groups: (1) Storage, (2) Collection, Collation and Retrieval, (3) Reproduction, and (4) Dissemination. Storage comprises principles of classification, especially logical principles and advanced methods for information records, and all types of indexing from simple cards to punched cards and all types of mechanized methods. The use of indexing systems comes in the next section. Patent classifications and their principles are also to be studied.

The section on collection, collation and retrieval covers the main work of obtaining information by the use of the sources which already have been surveyed, and principles of efficiency in such work. This includes some knowledge of patent searching. Information retrieval, which implies the use of indexes and other systems up to large-scale devices such as computers rounds off this type of work. The section also includes, however, the preparation and presentation of information in the form of bibliographies, summaries, digests, reports, reviews, etc.

Methods of reproduction include a survey of all types of copying documents, including printing, and their relative economics, recording machines, films, etc., and also tele-transmission. The syllabus provides for some study of mechanical translation.

The final section of Dissemination starts with the analysis of enquiries and the handling of enquirers – the latter a most important point. Methods of disseminating information within an organization, to outside organizations, and nationally and internationally are to be dealt with here. The growing activities of liaison and advisory services, and field work for dissemination of information conclude the syllabus.

The first course now being given on the basis of this syllabus does not, for obvious reasons, proceed in the exact order of the syllabus subjects as described. The various parts are fitted into the hours of study so as to form an evolutionary system of education, whereby the student is given the more elementary parts and progresses to the more complex, while at the same time he proceeds from sources of information to their use and the dissemination of information. The lectures have been arranged so that in the first year one evening of each week has been devoted almost entirely to a detailed examination of the sources of information. The other evening of each week has been more varied. The basic principles of communication, and especially clarity and accuracy in communication, were emphasized as fundamental to the whole of information work. Techniques of reproduction and typography, illustration and the various aspects of editing have been dealt with. Six lectures were given on patent law (British and foreign), trade marks and designs, and patent publications. The second evening of each week in the third term will be devoted to abstracting, its principles and techniques, with practical work for writing good abstracts, and the production of abstract bulletins or journals, and their indexes, especially the subject index.

In the second year one evening a week for most of two terms will be devoted to classification and indexing systems, and the other evening to the use of sources of information and the collation of the information obtained, and its dissemination. Time will also be found for such special items as standardization, more national and international activities will be considered, and the organization and administration subjects will then be shown in their relation to the various

activities. The exact layout of the second year's lectures is still to be discussed further by the course organizers, so we cannot give a more precise account.

The emphasis of the syllabus throughout is that the information scientist is primarily a scientist and will obtain, organize and disseminate information from the standpoint of one as well versed as may be possible in knowledge of the subjects dealt with. There is also the emphasis that the information scientist is not the primary provider or custodian of sources of information, but is to be an expert *user* of all sources of information. His task is to be, in a specialist capacity, the *alter ego* of the persons and organization which need information, and as such he occupies an important central position in a research team and its external relations.

As we stated already, the Institute is arranging to hold examinations based on the syllabus. It should be mentioned that these will be the institute's examinations and not those of the college at which the course is being given. The Institute will award a Certificate to those achieving an adequate standard in the examinations. This Certificate will form part of the requirements for membership of the Institute, the other main requirement being a suitable period of approved experience in information work. The present requirement of five years of such experience will then be altered to two years plus the Certificate. For some time to come, of course, it will be suitable to admit members on the present basis. When the examination standards are well established it will be time to consider making the examination obligatory for all applicants.

Clearly much remains for the future. There is the hope of providing a full-time day course, which will then take a much shorter period. The syllabus is a first essay in providing adequate education in the field of information work. It will of course be subject to refinement and improvement in the light of experience, and to extension as techniques advance. Insofar as information work becomes a subject of study and research, especially on information storage and retrieval methods, it may be desirable to introduce a more academic section into the

syllabus. There is no doubt that information work has become, and will remain, a recognized and important specialization within scientific affairs as a whole, and its development will no doubt involve many new activities and call for new techniques. It is therefore important to start now to establish organized education to high standards and to achieve coherence within the profession. In all these respects the Institute regards its work as a service to science and the future.

(Source: Journal of Information Science, 28 (1) 2002, pp. 79-81)

## Transfer of IFLANET site

We are delighted to announce that the transfer of our web site IFLANET from our host since 1993, the National Library of Canada, in Ottawa, to our new host, l'Institut de l'Information Scientifique et Technique (INIST), in Vandoeuvre-les-Nancy in France, has been completed successfully. We would like to take this opportunity to thank publicly all our colleagues in the National Library of Canada, who have developed and maintained IFLANET to the stage it has now reached; an essential and integral part of the professional activities, communications and management of the Federation. We would also like to thank them, together with our new colleagues in INIST, for their part in ensuring that the transfer was so smooth that you probably did not notice the changeover. The domain name [www.ifla.org](http://www.ifla.org) remains the same. Our Singapore Mirror Site, hosted by the National Library of Singapore now mirrors the main site based in France. We shall now be working to establish very soon a mirror site in North America. One consequence of the change is that, for nearly a year now, we have had a Web Site Manager here at IFLA HQ, Sophie Felfoldi. She has played a huge part in ensuring the smooth transfer. She will be glad to try to answer any enquiries you may have. You can contact her at [sophie.felfoldi@ifla.org](mailto:sophie.felfoldi@ifla.org) -- Ross Shimmon, Secretary General (IFLA HQ, Reference 2, 08 Mar 2002)

# The IFLA Internet Manifesto

Unhindered access to information is essential to freedom, equality, global understanding and peace. Therefore, the International Federation of Library Associations (IFLA) asserts that:

\* Intellectual freedom is the right of every individual both to hold and express opinions and to seek and receive information; it is the basis of democracy; and it is at the core of library service.

\* Freedom of access to information, regardless of medium and frontiers, is a central responsibility

of the library and information profession.

\* The provision of unhindered access to the Internet by libraries and information services supports communities and individuals to attain freedom, prosperity and development.

\* Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.

## Freedom of Access to Information, the Internet and Libraries and Information Services

Libraries and information services are vibrant institutions that connect people with global information resources and the ideas and creative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media. The global Internet enables individuals and communities throughout the world, whether in the smallest and most remote villages or the largest cities, to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy. All can present their interests, knowledge and culture for the world to visit. Libraries and information services provide essential gateways to the Internet. For some they offer convenience, guidance, and assistance, while for others they are the only available access points. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training.

## Principles of Freedom of Access to Information via the Internet

Access to the Internet and all of its resources should be consistent with the United Nations Universal Declaration of Human Rights and especially Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. The global interconnectedness of the Internet provides a medium through which this right may be enjoyed by all. Consequently, access should neither be subject to any form of ideological, political or religious censorship, nor to economic barriers.

Libraries and information services also have a responsibility to serve all of the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, or any other status.

Libraries and information services should support the right of users to seek information of their choice. Libraries and information services should respect the privacy of their users and recognize that the resources they use should remain confidential. Libraries and information services have a responsibility to facilitate and promote public access to quality information and communication. Users should be assisted with the necessary skills and a suitable environment in which to use their chosen information sources and services freely and confidently.

In addition to the many valuable resources available on the Internet, some are incorrect, misleading and may be offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. They should proactively promote and facilitate responsible access to quality networked information for all their users, including children and young people.

In common with other core services, access to the Internet in libraries and information services should be without charge.

## Implementing the Manifesto

IFLA encourages the international community to support the development of Internet accessibility worldwide, and especially in developing countries, to thus obtain the global benefits of information for all offered by the

Internet. IFLA encourages national governments to develop a national information infrastructure which will deliver Internet access to all the nation's population. IFLA encourages all governments to support the unhindered flow of Internet accessible information via libraries and information services and to oppose any attempts to censor or inhibit access.

IFLA urges the library community and decision makers at national and local levels to develop strategies, policies, and plans that implement the principles expressed in this Manifesto. This Manifesto was prepared by IFLA/FAIFE.

Approved by the Governing Board of IFLA 27, March 2002, The Hague, Netherlands. Proclaimed by IFLA 1 May 2002. (Sophie Felfoldi, Reference 2, Wed, 1 May 2002)

## **IFLA Voucher Scheme**

The IFLA Voucher Scheme makes it easy for you to pay for your international interlibrary requests,

by using a voucher instead of real money.

### **How does the Scheme work?**

The Scheme is based on a reusable plastic voucher which represents a standard payment for one transaction. Libraries purchase a supply of vouchers from the IFLA Office for UAP and International Lending for US\$8 each. One voucher is attached to the request form each time the library requests an item from another country.

The supplying library accepts the voucher as payment for the transaction, and retains it to be reused for another transaction at a later date. Libraries which supply more items than they request can redeem their excess vouchers with the Office for UAP and receive a refund of US\$8 per voucher. Vouchers have unlimited validity and can be reused any number of times.

Supplying libraries are encouraged to accept a standard payment of one voucher for supplying one loan or a photocopy of up to 15 pages, but are still able to charge less or more than this if they wish to do so.

### **What are the benefits of the Scheme?**

Apart from the initial purchase and final redemption of vouchers, the Scheme eliminates

all financial elements when paying for international transactions.

Benefits include:

- No bank charges for either requesting or supplying library.
- No money lost in international exchange rates.
- No need for invoices, therefore reduced administration costs.
- Libraries can retain vouchers for reuse at a later date.

Libraries are encouraged to offer an effective ILL service in order to "earn" vouchers.

### **How do you take part?**

The Scheme was launched in January 1995, and there are now a large number of participating libraries and institutions. A full list is available at

<http://www.ifla.org/VI/2/p1/partcpnt.htm>

Please contact the Office for UAP to let us know you are interested. We can then give you all the information you need to purchase your first supply of vouchers, and an up to date list of all participants.

### **How do you purchase the vouchers?**

Vouchers must be paid for by cheque in US Dollars, and prepayment is required. Vouchers cost US\$8 each. A half-voucher is also available (at US\$4 each) to be used as a "top-up" for larger items. There is no administration fee. Minimum value of your order should be \$100.

### **How do you redeem the vouchers?**

If you are a net-lending library, you will probably receive more vouchers than you can re-use. You can send in your excess vouchers for a refund equal to the total purchase price of the vouchers. Refunds are paid by cheque in US Dollars.

### **Further information**

Further information, including leaflets in French, German, Italian, Spanish and Russian, are available from the IFLA Office for UAP and International Lending. If you have any questions or comments about the Scheme, we would be delighted to hear from you. Please contact us by any of the following means:

By post: The IFLA Voucher Scheme, IFLA Office for UAP, c/o The British Library, Boston Spa, Wetherby, LS23 7BQ, United Kingdom

By fax: +(44)(1937)546478

By telephone: +(44)(1937)546254

By E-mail: [ifla@bl.uk](mailto:ifla@bl.uk)

Please note: The Voucher Scheme is promoted and organised entirely by the IFLA Office for UAP (Universal Availability of Publications), and has no links with the services of the British Library Document Supply Centre. (Reference 1, December 07, 2001)

### **5th World Conference on Continuing Professional Education for the Library and Information Professions**

Theme: Continuing Professional Education for the "Information Society"

Continuing Professional Education (RT)

Aberdeen, Scotland, UK

Dates: 14 - 16 August 2002

Contact: Ian Johnson, i.m.johnson@rgu.ac.uk

For further information: The Robert Gordon

University - <http://www.rgu.ac.uk>

### **FUTURE IFLA CONFERENCES**

**The 69th IFLA Council and General Conference, Berlin, Germany, 1-9 August 2003, Theme: "Access Point Library Media – Information - Culture"**

#### **Subthemes**

- Transforming media management
- Knowledge of media in all dimensions
- New culture of digital media: the result of the change and ever-changing results
- Developing, training, expanding media competencies
- Media migration and conservation
- Knowledge Management
- Strengthening information content
- Building strategic alliances with various user communities
- Serving special information needs
- Information world for future generations
- Free access to information at point of use
- Licensing issues and other legal aspects
- New structures for libraries in global information provision
- Guaranteeing human culture and values
- Expanding libraries as cultural institutions
- Networking "Cultural partnerships"
- Social responsibilities of libraries in bridging cultural gaps
- Library buildings as community cultural centers
- The role of libraries in changing cultural environments

(Extracted from Reference 1, October 5, 2001)

### **Invitation**

The German National Organising Committee and the German library community take great pleasure in inviting you to the 69th IFLA General Conference and Council which will take place in Berlin, the new capital of Germany, from 1-9 August 2003. The German National Organising Committee (NOC) and the German library community take great pleasure in inviting you to the 69th IFLA General Conference and Council which will take place in Berlin, the new capital of Germany, from 1-9 August 2003. We are very honoured that Germany's Federal President Johannes Rau has agreed to be Patron for the IFLA 2003 conference.

The 69th IFLA General Conference and Council will take place in Berlin which is a dynamic example of the process of merging different systems and societies. As capital of the now unified Germany and as a symbol of European integration, Berlin offers a unique opportunity to intensify contacts with colleagues from all over the world. We sincerely believe that Berlin will offer you a stimulating and interesting scientific and social meeting. Dr. Georg Ruppelt, President of IFLA 2003 National Organising Committee (Reference 1, April 18, 2002)

**2004: 70th IFLA Council and General Conference , Buenos Aires, Argentina**  
**2005: 71st IFLA Council and General Conference, Oslo, Norway**

During the 66th IFLA General Conference in Jerusalem, 13-18 August 2000, the IFLA Executive Board announced that the 71st IFLA General Conference and Council, in 2005, will be held in Oslo, Norway. The conference dates are: 14th of August until Friday 19th of August 2005

For information regarding the conference please contact:

Norwegian Library Association

Malerhaugveien 20, N-0661 Oslo, Norway

E-mail:

[tore.andersen@norskbiotekforening.no](mailto:tore.andersen@norskbiotekforening.no)

Telephone: + 47 22688550

Telefax: + 47 22672368

(Reference 1, February 25, 2002)

## **UNESCO – FORMAL RELATIONSHIP WITH IFLA**

The Executive Board of UNESCO, at its meeting on 1st October 2001, decided to renew 'formal associate relations' status for IFLA for the period 2002-2007. Formal associate relations is the highest level of relationship accorded to non-governmental organisations by UNESCO. (Reference 1, November 19, 2001)

## **Wedgeworth International Fellowship in Library Leadership**

Thanks to a generous gift from Robert and Chung- Kyun Wedgeworth, the Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign is pleased to announce a new, fellowship opportunity, the Wedgeworth International Fellowship in Library Leadership.

### **Fellowship Objectives**

Aimed at current and future library managers outside the United States of America, the Fellowship's main goal is to develop leaders who are prepared to move their institutions forward in innovative ways that make information more accessible to users. The Fellowship consists of a six-week stay at the Mortenson Center and modest support to initiate a project at home that will make a significant difference in the Fellow's own library community. One library professional will be selected for this Fellowship. The first Wedgeworth Fellow, for Summer 2002, will be selected from one of the following countries: Botswana, Lesotho, Mozambique, Namibia, Swaziland, or Zimbabwe, with other parts of the world represented in future years. For more detail:

<http://www.library.uiuc.edu/mortenson>  
(Extracted from Sophie Felfoldi, Reference 2, Fri, 30 Nov 2001)

## **Invitation to take part in a Survey about Promoting Reading**

IFLA's Section on Reading is interested in finding out how public libraries promote reading as a leisure activity in their communities. The Section has put together a short survey, which has been mounted on the Web at <http://www.cie.uce.ac.uk/cirt/projects/readingsurvey.htm> As a representative of the Section, I have been involved in the design of the survey. I

encourage you all to go to the Website and do the survey. It's a mix of checking boxes and descriptive comments. Please feel free to send this e-mail message to colleagues. The more input we get from around the world, the more meaningful our results will be. If you have any questions about the survey, feel free to contact me at either [thomqui@vcn.bc.ca](mailto:thomqui@vcn.bc.ca) or [thomaqui@vpl.ca](mailto:thomaqui@vpl.ca) Thanks for your input!

*To the IFLA Officers:*

*At the request of the IFLA Publications Committee, I forward to you the recently approved "Noted for Contributors" for IFLA Journal. This is for your information. I hope that you will distribute this information within your Sections and Round Tables.*

*Of course this can also be viewed as an encouragement to keep looking out for articles that might be interesting for our Journal. Please submit any interesting contributions to the editor, Stephen Parker at <[zest@bart.nl](mailto:zest@bart.nl)> Also news items for the worldwide profession at large are welcome. -- Sjoerd Koopman*

## **IFLA Journal - Notes for Contributors**

### **Aims and Scope**

The IFLA Journal aims to promote and support the aims and core values of IFLA as the global voice of the library and information profession by providing authoritative coverage and analysis of (a) the activities of IFLA and its various constituent bodies and members, and those of other bodies with similar aims and interests and (b) completed, ongoing and proposed policies, plans and programmes related to the development of library and information services around the world.

### **Writing for the IFLA Journal**

Contributions to the journal may include: original articles and features; news and information about current and forthcoming activities and events in the field of library and information services; reviews or announcements of new publications, products or services; information about education and training opportunities, fellowships, honours and awards; personal news; obituaries; letters to the Editor.

### **Articles and features**

Articles and features are subject to review by the Editorial Committee. Articles and features are normally published only in English. Authors



whose first language is not English should not be inhibited from submitting contributions in English because of this; the correction of minor grammatical and linguistic errors in English is considered to be an integral part of the editorial process.

There is no rigid stipulation regarding the length of articles and features, but they should normally not be less than 2000 words in length.

Contributions of more than 15,000 words may be published in two or more parts in successive issues.

Article and features should be accompanied by an English-language abstract of not more than 100 words, a brief statement of the professional qualifications and experience of the author(s), including current official designation and full address and contact details, and a recent photograph (not a passport photo) of each of the authors suitable for publication.

Authors are expected to check their work carefully before submitting it, particularly with regard to factual accuracy, completeness and consistency. They should provide sufficient background information to enable readers unfamiliar with the activity or country being described to understand it easily. Acronyms and abbreviations should be used sparingly; they should be spelled out in full the first time they are used.

### **Other contributions**

The primary language of publication for contributions other than articles and features is English, but such contributions may be published in the other working languages of IFLA - French, German, Russian or Spanish - if appropriate.

### **Illustrative material**

Contributors are encouraged to submit photographs and other illustrations to accompany their contributions. Statistical data should, if possible, be presented in the form of charts or diagrams, rather than tables.

### **Bibliographical references**

References should follow the full form stipulated in ISO 690-1975, Documentation – bibliographical references – essential and

supplementary elements, using either the numeric or the Harvard method of citation in the text. Lists of references should appear at the end of a contribution, not as footnotes.

### **Copyright**

Authors are responsible for obtaining copyright clearance for the publication of any copyrighted material (including illustrative material) which may be included in their contribution.

### **Format**

All contributions should, whenever possible, be submitted in standard electronic formats, either as e-mail attachments or on 3.5 inch diskettes. The preferred format for textual matter is MS Word. Contributors who are unable to submit their work in electronic format should supply textual matter in clearly typewritten manuscript. Photographs may be in colour or black and white. They should be submitted either in TIF format or in hard copy as positive prints or transparencies. Other illustrations should be suitable for publication without further treatment.

### **Publication**

The decision of the Editorial Committee with regard to the publication of any article or feature is final. Other contributions are published at the discretion of the Editor, if necessary after consultation with the Editorial Committee. Authors of articles, features and reviews will receive one complimentary copy of the issue in which their work appears.

### **Submission**

All contributions (except advertisements), in whatever format, should be addressed to:

Stephen Parker, Editor, IFLA Journal, Prinses Irenelaan 2, 2252 GJ Voorschoten, Netherlands.  
Tel. +31 (71) 561-9880. Fax: +31 (71) 561-5081. E-mail: zest@bart.nl.

## BOOK REVIEW SECTION.....

### ***Libraries: Global Reach – Local Touch*** **McCook, Kathleen de la Peña, Ford, Barbara J. and Lippincott, Kate Eds.**

River Forest, ILL, Graduate School of Library and Information Science, Dominican University, 2001. 256pp. Unpriced. Paperback.

This is a reprint of an ALA Editions title published in 1998, and probably the paperback will make this available more widely at a lower rate – but that is just a guess. It is a collection of 29 essays selected from a call for papers through listserv and webpage postings. The theme emerged from Barbara Ford's theme for her year as President of the American Library Association in 1998 - 'Global Reach, Local Touch'.

Most of the contributors are from North America and include such noted academics and practitioners as George Bobinski, Ken Haycock, Suzanne Hildenbrand, Beverly Lynch, Donald Riggs and Robert Wedgeworth. Contributors from overseas include Philip Calvert from New Zealand, Maria Kocojowa from Poland, Kingo Mchombu from Namibia and Mary Nassimbeni from South Africa. So the coverage is international.

Some of the most interesting papers are those in which local authors describe the current state of librarianship in their own countries. Daniel Mattes reviews the development of Mexican libraries from before the Spanish conquest in 1521. He comments on the current state of academic, public, special libraries and of professional education, in a well documented paper. Diljit Singh provides a context to a paper on library and information services of Malaysia by describing briefly the geography, historic and political development before noting the setting up of the first public library in Penang in 1817. A useful table showing the numbers of the different types of library in Malaysia today is useful for readers. Library and information centres in India - a newly industrialised scenario provides a theme for T.N. Kamala who comments on the large number of libraries – some 60,000 of which 10,000 are of considerable size and managed by library professionals. However the membership of the Indian Library Association is only 1,800. This paper focuses on the role of communication

and information technologies, and the impressive programmes of distance learning.

Emerging from the former USSR, the library situation in Azerbaijan is reviewed by Muzhgan Nazarova who takes an optimistic view of the future, partly as a result of inward investment. Michael Neubert and Irina Klim discuss post-Soviet Russian librarianship in transition, and it is difficult to bear in mind that the Soviet Union fell only eleven years ago. The chaos brought about by the shift to a capitalist economy has had a tremendous effect upon libraries and librarians, bringing many problems, but Russian librarians are resilient and have optimism for the future.

Kingo Mchombu considers African librarianship – reality or illusion? Given the strong oral tradition, economic problems and a lack of strong leadership, the future does not seem to be as pre-determined as those of other countries moving through a period of rapid change. The challenges of building a new information society in South Africa are described by Peter Underwood and Mary Nassimbeni. Their profile of the country paints a picture of contrasts and sets the scene for a review of policy initiatives.

Other papers have been contributed by US librarians who are based abroad, or on secondment. Several, such as that by Robert Wedgeworth, take the global perspective and write of the work of IFLA.

With recent discussion on JESSE indicating that there is a re-awakening of interest in teaching International Librarianship in US LIS schools, this collection of essays brings together some stimulating and informative papers that could provide inspiration for seminars or student projects. For the practitioner it provides, in some ways, a benchmark to measure development at the local level. And from the countries undergoing rapid change, perhaps a sense of how easy it is for a 'developed' country to fall behind 'less developed' countries which may have a fresh canvas on which to paint their vision of the future.

Patricia Layzell Ward  
Editor, *Library Managementz*

**Intellectual Freedom Manual (Chicago:  
American Library Association, 2002) 6th  
edition ISBN 0-8389-3519-2**

This is the sixth edition of the Manual. Earlier editions were published in 1974, 1983, 1989, 1992, and 1996.

The Manual is without equal as a single reference source for policies relating to intellectual freedom. There are six sections.

The first section provides an overview which includes an essay describing the evolution of ALA's intellectual freedom program from approval the Library's Bill of Rights (1939), the establishment of a committee (1940), the establishment of the Office for Intellectual Freedom (1967) and the establishment of the Freedom to Read Foundation (1969). This section also includes a good essay on current issues and challenges which touches on the Internet, Youth, and Confidentiality among other things.

The second section contains the Library Bill of Rights and the seventeen Statements of Interpretation of the Library Bill of Rights which have been approved by the ALA Council. A history of the development of each of the Statements is also provided.

The third section is collection of miscellaneous statements including the Policy on Confidentiality, the Resolution and Statement on Filtering, the Policy on Government Intimidation. Each of the statements in this section also has a history describing its development and approval.

The fourth section contains five essays on intellectual freedom and the law: school libraries and the courts; libraries and the Internet; public libraries as limited public fora; etc. The final two sections of the Manual focus on preparations before a censorship controversy arises, on governmental relations, and on where to go for help.

There are many worthy volumes of essays and commentary on intellectual freedom and libraries. The IF Manual is without equal as a compendium of ALA intellectual freedom policies and their history. The Manual should be in every public, academic and school library collection, notwithstanding the availability of nearly all of its content on the Office for Intellectual Freedom's web site.

-- C. James Schmidt, Professor, School of Library and Information Science, San Jose State University, California, USA

**Library Outreach, Partnerships and Distance  
Education**  
**Reference Librarians at the Gateway**

**Edited by Wendi Arant**

Coordinator, Electronic Reference Sources,  
Texas A & M University, College Station, Texas,  
USA

**Pixie Anne Mosely**

Coordinator, Bibliographic Instruction, Texas A &  
M University, College Station, Texas, USA

**Library Outreach, Partnerships and Distance  
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(A monograph published simultaneously as The Reference Librarian, Vol 32, Nos 67/67)  
\$59.95 hard. ISBN: 0-7890-0842-4 (Outside US/Canada/Mexico: \$72.00)  
\$24.95 soft. ISBN 0-7890-0953-6 (Outside US/Canada/Mexico \$30)  
Available Summer 2000, approx. 304pp. With Index.

LIBRARY LITERATURE & INFORMATION  
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