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CONTENTS.....

Page 7	<i>LIS Recruiting – Does it Make The Grade? By John N. Berry III</i>
Page 12	<i>Distance Education, Copyrights Rights, And The New Teach Act, by John A. Shuler</i>
Page 15	<i>News</i>
Page 24	<i>Book Review Section</i>
Page 25	<i>Library Literature Listings</i>

Letter from the Chair

This will be my last report. At the first SET meeting in Berlin I am stepping down as Chair and calling for elections of the Chair and Secretary/Treasurer. For a number of reasons, among them a new book contract and the need as Head of the Academic Program to concentrate on some problems within my home institution, I have decided not to run for a second term of Chair of SET. I have enjoyed both heading up the Section on Education and Training and writing these letters for the *Set Bulletin*. I will continue, of course, to work for SET as an elected member at least through the end of my term in 2005, and I hope and plan to remain in personal and professional contact with all the friends I have made through SET for many years more.

The program for Berlin is in place, thanks to our extremely capable Program Chair, Terry Weech, who is of course also our Secretary/Treasurer, and the other competent and devoted planning committee members, Claude Morizio and Hans-Jurgen Schubert. The coordinated Open Session with the Section on Audiovisual and Multimedia will be held on Monday, with the two sessions scheduled consecutively, as requested. The theme, "**Audiovisual and Multimedia as part of the Curricula in Library Schools and Continuing Education - Visions and Realities,**" will be explored in the SET session in the following four papers:

- **Beyond ECDL: basic and advanced IT skills for the new library professional.** Alan Poulter, Graduate School of Informatics, University of Strathclyde, Glasgow, Scotland, U.K.

- **Technology and training: Using videoPresentation technique and communication skills.** Jasmina Ninkov, Director, Municipal Public library "Milutin Bojic, Belgrade, Serbia.

- **CALIS (Computer-assisted learning for information searching).** Véronique Hadengue, School of business administration (HEG), Department of information studies, Campus de Battelle, Geneva, Switzerland.

- **Report on a the Results of a Global Web-based Survey of Continuing Education and Training Needs of Library Staff.** Phyllis B. Spies, Vice President, Worldwide Library Services, OCLC, Dublin, Ohio USA.

The full-day off-site workshop on Thursday will be sponsored by SET alone for the morning session and jointly by SET and the School Libraries and Resource Centers Section for the afternoon session. The morning session will focus on the theme "**Library & Info. Science Education in Germany,**" and will include, in addition a "**Progress Report on the World Guide to Library, Archive and Information Science Education.**"

Evelyn Daniel, Chair of the complex, 3-year (or more) project to update *The World Guide to Library, Archive and Information Science Education* (2nd ed., Saur, 1995), has informed me that she will not be able to make it to the Berlin meeting, but that she will send a student of hers who is involved in the project to give the report at the workshop, and that she will also send me an

update for presentation at the SET meeting. In a recent email to me Evelyn wrote that after the money from SET was used up the project lay fallow "for a long time" until the next injection of funding arrived, followed by another spate of activity. She continues saying that recently she reached an agreement with Saur for additional funding, and on the basis of the promise from Saur she hired a student to get the scripting done so that input can take place via the Internet. She reports further that they will start doing their own input to test the system and then correspond with members of IFLA-SET asking them to input information from their schools to see what problems they may have. Since she has decided to wait for the funding before proceeding, she has pushed the publication date to August 2005, although she is still hoping it will be finished a year earlier. By Berlin, Evelyn concludes, the student reporting should have "something to show."

The other papers/presentations in the morning session include:

- 1) Library and information science education in Germany - An overview"
- 2) "The Austrian model of library and information science education"
- 3) "Recent developments of educating and training librarians in Switzerland"

The first presentation will be made by Bernd Lorenz, The Hochschule der Medien Stuttgart, while the speakers for the second and third presentations will be announced in Berlin.

The afternoon workshop session, jointly sponsored with the School Libraries and Resource Centers Section, will report on "**New trends for the education of school librarians.**" The workshop will focus on the new competencies required from school librarians, and on how their education is delivered. A discussion will be proposed about the opportunity of recruiting school librarians or teacher librarians. Presentations include:

- **Education for school librarianship: Issues and trends.** Claude Morizio, Documentaliste formateur, IUFM de Poitou-Charentes , Poitiers, France, and James Henri, Deputy Director CITE, University of Hong Kong, will be the speakers for SET.

- **A model for designing library media preparation programs based on national guidelines: Information power and the University of Maryland.** Delia Neuman, Associate Professor and Coordinator, School library media program, College of Information studies, University of Maryland, College Park, MD, USA.

- **L'enseignement en information par l'enseignant-documentaliste du système éducatif français = Teaching information : a challenge for teacher librarians in France.** Vincent Liquète, Maître de conférences SIC, IUFM d'Aquitaine, Bordeaux, FRANCE.

- **Les compétences du bibliothécaire scolaire dans un contexte de changement de méthodologie éducative = The competencies of school librarians in the changing context of new educational methods.** Monica Baro Llambias and Teresa Maña, Facultat de Biblioteconomia i Documentacio, Universitat de Barcelona, Barcelona, SPAIN.

- **Formation et responsabilité éducative du documentaliste scolaire pour l'école de la société de la connaissance = Training and educational responsibility for school librarians in the knowledge society.** Donatella Lombello, Dipartimento di Scienze dell'educazione, Università di Padova, Padova, Italy.

- **Competencies in school librarianship: An African overview.** Charles Batambuze, General Secretary, Uganda Library Association, : Uganda, and Sandy Zinn, Lecturer, University of the Western Cape, South Africa.

- **Education for school librarians: Trends and issues from selected developing countries.** Gerald Brown, Consultant, NA, Winnipeg, Canada; Constanza Mekis, National Coordinator of Libraries MECE-Media Program, Ministry of Education, Chile; and Sandra Lee, Lecturer, University of Hong Kong.

Presenters in the afternoon session will form a panel to discuss the issues in their papers.

The organizers of the proposed Geneva-based Satellite Meeting, “ **E-learning for marketing and management in libraries** ”= “ **E-formation pour le marketing et le management en bibliothèque,**” a joint project of SET and the Management and Marketing Section (Rejean Savard, EBSI, Université de Montréal, Chair and Françoise LeRouge, enssib, Villeurbanne Cedex, France, the SET representative) have issued a May 30 deadline for submission of papers for the meeting, so presumably it is being planned and we will know for sure if it will be held soon after this imminent deadline.

Finally, John Harvey, our hard-working (and long-suffering) Information Officer has sent me his Annual Report for 2002-3 because he will not be able to attend the Berlin Conference for health reasons, although he expressly stated his interest in continuing as Information Officer and Editor of the *Set Bulletin* and the *Set Newsletter*. In spite of continuing complaints that he still receives almost no reader feedback except from Terry Weech, John and his Secretary, Janet Assadourian managed to publish two issues each of the *Newsletter* and the *Bulletin* last year. John has asked that we discuss in Berlin the direction that the *Bulletin* and the *Newsletter* should be moving in the future in light of the lack of original articles sent to him, and that we consider the possibility of merging the two publications. In addition he notes that SET does not seem to give much thought to “training,” only to “education,” and that indeed he has seen very little literature on training, although in his opinion “training and library education are very different fields.” At any rate, John has suggested that perhaps a brain-storming session can be held in Berlin to give further thought to the development of these two publications. It seems to me that what needs to be done, first of all, is to set up a committee within SET to deal with these and other issues he sets forth in his report (which will be read in full in Berlin), and I or the new Chair will need to deal with the future of the SET publications at one of the two SET meetings.

I have not heard from Ole Harbo, who swears he is writing the history of SET, so I choose to assume the project is moving along. I will write to him soon and ask if he has indeed progressed and plans to give or send a report on his project for the meeting.

I think that's it, both for this quarter and for my Chairmanship. IFLA has been, from the first day I set foot in my first conference, the professional organization I loved on sight, and SET, with which I also became acquainted at my first conference, has and will remain my focus in IFLA. SET continues to deal with the vital issues of the profession in which I have invested my life and energies library and information education from a global view that is essential if we are to establish standards and continuously improve our content and methodologies for preparing future generations of information professionals. The members of SET, my friends and colleagues from all over the globe, are the cream of the LIS education community, and it has been a great honor and pleasure for me to chair this important committee for the past two years. I thank you all for your hard work and cooperation, with a special thanks and a large dose of affection as well to Terry Weech, who has given endless time and endless good advice to SET and to me. I look forward to continuing my work on SET with a new and excellent set of officers.

-- **Susan Lazinger, May 29, 2003, Jerusalem**

LIS Recruiting - Does it Make The Grade?

By John N. Berry III

Libraries are the sources of most recruits to the profession and to the graduate programs that offer the necessary master's degree, the credential that transforms a library worker into a librarian. Most students study part time and work full time in libraries. The majority of these new recruits were convinced by that work and their contact with librarians to join the profession. If most new librarians come out of libraries, and are recruited by librarians, then one wonders what role the library schools play in the recruiting process and how it impacts the future of librarianship. While some programs, like those at Rutgers, Simmons, University of Washington, and Dominican, are more aggressive than others, most tend to be passive. Students generally find their own way, usually choosing the program or school nearest where they live and work.

A Sampling of student reaction to the recruiting process, plus conversations with deans and directors at some of the LIS programs, delivered few surprises yet showed that it is librarians who most influence the recruiting process. They do it, for the most part, by convincing support staffers to study for the master's degree. This produces a diverse body of new recruits, but most are older, and most are inspired by the library as it exists today. Yet librarians in all types of libraries are repositioning, even re-creating, their libraries in response to their visions of the future.

Still, the new librarians they recruit bring current library practice to the programs. This may be good, since they enrich classes with the realities of the work. On the other hand, it may be bad if they resist the theoretical and visionary creativity that would allow the programs to help shape that library of the future. These issues undergird questions of basic importance to the future of the profession: who recruits new librarians and what those new librarians bring to the field.

Who Wants To Be a Librarian?

The physical therapist with arthritic thumbs and the frustrated financial advisor fed up with the "bottom-line" world want to be librarians. The field attracts retired cops, former lawyers, bored disc-jockeys, failed actors, and old soldiers and sailors both male and female. We heard from a squad of ex-journalists, a platoon of one-time financial workers, battalions of dot-com refugees, and brigades of former teachers. Several hundred currently enrolled graduate students pursuing the MLIS responded to our enquiry asking how they decided on library careers and chose a school.

Future librarians have had careers in commercial real-estate and in public sector human resources jobs. Once library trustee, a retired business executive, says library school will help him become a better trustee.

Several new librarians abandoned their unpublished novels, and a few escaped from academic administration. There are people with the Ph.D. in a dozen disciplines. There are disillusioned web developers, disheartened retail managers, and burnt-out advertising sales people. As one ex-professor put it, "I was delighted that my nomadic polymathy could be turned into a professional strength."

Library Workers

More than 70 percent of those responding work in a library now or have done so. That experience, very positive for most, is crucial to their career choice. Some complain about the elitism of the "degreed" librarians and the pecking order in libraries. Many feel that the line between professional and support staff is overblown.

Deans and directors of the graduate programs estimate that more than half and in some programs as many as 70 to 80 percent, of their students are recruited from full-time jobs in libraries. These support staff careers often span decades before students enter library school. Several have more than 20 years, and a few have worked in libraries for 30.

Many of these support staffers already have substantial responsibility, including duties in reference work, technical services, and the children's department that were once deemed strictly "professional."

Nearly all respondents claim they "love" library work, and a great many say they are surprised by the diversity of duties they find when they first work in libraries. They often seek the degree to help them rise in the ranks. As one put it "I want more responsibility, more say in what goes on at work, and at a higher level. I want more decision-making power. More money would be nice, too."

A great many cite the degreed librarians with whom they work as a major influence in their choice. Occasionally, that is motivated by experiences that are not particularly flattering to librarians: "My branch head convinced me that anyone with any sort of drive, ambition and ability could run roughshod over the docile librarian employment pool and thus stand to do very well."

Refugees From Commerce

"I found it disheartening that the performance of my unit was dependent upon investing in companies that were profitable because of factors like massive layoffs or dubious accounting practices," said a former VP and portfolio analyst in the financial industry. His disenchantment with the commercial works is widely shared by other future librarians. The libraries of America, at both the professional and support staff levels, are largely run by refugees from the private sector.

"I had worked for a series of Internet start-ups and could see the writing on the wall shortly before my third layoff," a student at University of Washington's I School confesses. "I wanted to stay in the information field but didn't want to continue with e-commerce. I had witnessed firsthand what well-meaning MBA's were doing with the medium and wanted no part of it. I started looking around for a degree that would teach me how to present electronic information effectively and found a likely candidate in library and information science."

Batteries of tests, like Myers-Briggs, along with hundred of guidance and career counsellors, suggest library careers, displaying a deeper knowledge of our field among those who counsel job seekers than we expect.

Books, Values and Flexibility

It is no surprise that students recruited from the working ranks of libraries choose the career because they love their jobs. They find the work varied and rewarding and the working conditions flexible. Their love of the work is, overwhelmingly, the reason most of these new librarians want professional degrees.

The second most common reason they want to join the field is that old bromide, "I love books and reading." Books are obviously still a major attraction to our field, although far less so than love of the work. Almost as popular is the desire to help people find information they need, whether in print or online. This decisive motivation for many of these students ranks just behind the books.

"I'm a book buy," asserts a student from the University of North Carolina-Chapel Hill (UNC-Chapel Hill). "This is a good field for those of us who are more attracted to the materials themselves, in the sense of 'texts' (broadly construed), than to the current scholarly apparatus –

the theory, the cant, that has developed in the hardcore academy. What we do essentially remains grounded in fact," he explains.

Common but slightly less popular reasons students give for choosing a library career are values they share with librarianship and the desire to have a career that serves the needs of both individuals and society. The current student body in our field is highly idealistic about libraries. Most join us with a clear view of the profession's values of other careers, particularly private sector careers in business and the dot.com world.

A small number translate that affinity for the values of librarianship into a political or ideological statement. Some state it as a desire to be working in the public sector, others use the phrase "service to others," and a few even mention politics.

"I'm very proud of the politics of my profession. I believe very, very strongly in free expression and free access to information and in individual dignity and privacy. These are important issues to librarians, issues we advocate personally and collectively," a student from UNC-Chapel Hill writes.

Finding a School

Most of the current students apparently found library school on their own. Some schools recruit new students much more aggressively than others, as illustrated by the open houses and other efforts of schools like Rutgers University mentioned in "Tackling Recruitment" (LJ 2/1/03, p. 40-43). However, on balance, the schools, for the most part, passively await new students, relying on brochures and especially on their web sites. The truth is that students seek and find the schools, apply for admission, are put through the usual admissions screening, and the enrolment in the programs grows apace. Our unscientific survey buttressed the convention wisdom about how students select graduate programs in library and information studies. More than 90 percent say the location of the school is the primary consideration. Cost and financial aid come up next, followed by the reputation of the program.

Two sources provide prospective students with the "reputation" of LIS programs, and the dominant one is again, the librarians with whom they work. A significant number of students do what they call "research" to find out about programs. This usually leads them to the second most popular source of information about schools – the rankings in *US News and World Report*. These rankings are mentioned often, although 90 percent of these students say they did no "research whatever to choose an LIS program."

Key Tool: The Web Site

"They find us," says Jane Robbins, dean of the Florida State University (FSU) School of Information Studies (SIS), quickly adding, "The better the web site, the more likely it is to attract them." SIS has a full-time web designer watched over by a web professional who teaches the subject. The site changes every six months. Enrolment in the program, without other active recruiting, increases by 120 to 140 students a year.

The school's sprawling distance education program has attracted many of these students, some of whom will never appear on campus. SIS does exhibit at library conferences in the region and participates in some library career shows. Robbins says that as enrolment has increased, so has the percentage of minority students in the program. When SIS had 250 students, only 11 percent were minorities; at 475, the minority make up 19 percent.

Washington's I School's dean, Mike Eisenberg, whose expansive ambition for his program leaves nothing to chance, is an aggressive recruiter. Eisenberg actively recruits in the states in the Northwest, plus Alaska. The I School goes to state conferences, advertises on several public radio stations, and, of course, recruits over the web. The program attracts enough students to create a growing enrolment, now at about 400. "Our best recruiters are librarians."

Eisenberg admits, echoing his students. To his credit, however, Eisenberg is the only dean cited as a reason students enrolled in his school.

The Power of Place

Ads in Boston papers draw students to the Graduate School of Library and Information Science (GSLIS) at Simmons College, Boston, according to Michele Cloonan, the new dean, who graces our cover with some of the school's students. Information sessions on the Simmons program attract 60 to 100 prospective students to the campus three times a year. The program's director of admissions, Judy Beals, is proud that the recruitment program has built an enrolment of 590. "Career changes are our bread and butter," she proudly claims. Simmons alumni are ubiquitous in New England libraries, and they recommend the program to their employees.

The GSLIS program at Mt. Holyoke College in the western part of Massachusetts has attracted more students from Connecticut, Vermont, and western New England, proving again that location is crucial.

With a total enrolment of 650, the GSLIS at Dominican University, River Forest, IL, keeps growing. About 250 of those students are part of a distance program at the College of St. Catherine in St. Paul. Dominican's dean, Prudence Dalrymple, is proud that her enrolment is up by 20 percent over last year. It is tough for a tuition-based, private program to compete. The marketing plan, as the recruiting effort is called, allocates money to recruit at both national and regional conferences, with a presence at the conferences of the Black Caucus of the American Library Association and REFORMA to seek African American and Latino students. The school exhibits at the growing number of conferences for library technicians and support staff, to advertise its scholarships and financial packages. Open houses and radio ads plus partnerships with library systems round out the effort. The GSLIS alumni also do recruiting.

Targeting Beyond the Web

All of the schools respond to inquiries, and many have developed attractive brochures and apparently effective printed presentations. These printed recruiting tools are no longer the essential ingredient of a recruiting program that they once were. "Every college has abandoned literature racks," said Jane Pearlmuter, acting director of the School of Library and Information Studies (SLIS) at the University of Wisconsin (UW) – Madison. The web site is the tool of choice for recruiting and for making any who are interested aware of the admission requirements, curriculum, faculty and general information about the program and its parent institution.

Most schools target any recruiting they do beyond the web site. UW-Madison's SLIS recruits throughout that state and Minnesota. Admitting 75 to 80 students each fall, the program exhibits at state library conferences and at career fairs. "More and more recruits come through the web site," says Barbara Arnold, who heads both admissions and placement for the SLIS at Wisconsin.

Chris Tomer, chair of the Department of Library Science at the SLIS at the University of Pittsburgh, says financial aid and an excellent program of partnering with employers to set up meaningful jobs have helped enlistment. Pitt now enrolls 50 percent of those who apply, and about a third of the students get scholarships or financial aid.

Defying Distance and Race

Distance education has expanded the reach of the SLIS at Louisiana State University (LSU). According to Dean Beth Paskoff, some 40 percent of the students mix their curriculum between courses on campus and distance offerings. About a quarter do the whole program in the distance education mode. Only about a third of the students are full time on the LSU campus; LSU students can register electronically. Double master's programs with history, the sciences, and Spanish have been attractive.

At New York's Pratt Institute, according to SLIS dean Marie Radford, monthly open houses, *New York Times* advertising, and partnerships with New York's three library systems work well. Applications doubled in 2003. Pratt's minority enrolment, the largest per capita in the United States, results from the hiring practices of the librarians where the students work. Radford runs a monthly open house, and dual degree programs with other Pratt specializations hook some enrollees. New facilities in Manhattan have worked, too.

Brooke Sheldon, director of the University of Arizona School of Information Resources and Library Science (SIRLS), has a well-honed recruiting program targeted at students from Alaska to neighbouring New Mexico. The SIRLS program exhibits at library conferences across the West and partners as well with local libraries. An added strength for SIRLS in the recruiting of minorities is its new Knowledge River, directed by Pat Tarin. Knowledge River, maintains a rich database of tribal libraries, colleges, and councils, plus a very full array of Hispanic organisations. The very selective recruiting program for Native American and Hispanic students provides for tuition, a comprehensive set of support services and collegial networking, mentoring and specialised course work. These attract students and insure that they have the systems and resources to help them as they complete the program. It puts Arizona's SIRLS on par with Washington's I School in aggressive strategies.

Are the Jobs There?

The many who choose the field because they have been told that there are plenty of jobs in libraries are getting restless. Deans, students, and employers tell *LJ* that the shortage of librarians is slowly turning into a shortage of jobs. Placement listings at the schools and *LJ*'s Placements and Salaries Survey ("Salaries Rebound, Women Break Out," *LJ* 10/15/02, p. 30-36) indicate that positions were about even last year but at later conferences they were in decline. Reports of budget cuts, layoffs and hiring freezes come in daily, in increasing severity. If this continues, one of the draws we've come to take for granted will be gone. On the other hand, jobs are short across fields, and this may make librarianship more appealing than many.

The current student population is worried about prospects. Most students feel that jobs are out there but that it takes more time to find one. A number of students who have already sought jobs report that it is tough. Others speculate that it will get worse.

Closer Ties?

Relations among the education establishment, graduate schools, and practicing professionals have always been tense. Issues range from the apparent overemphasis on technology in library curricula to the continued de-emphasis of the term *library* in the names of schools, departments, and programs. Students are aware of this tension, and while most don't take sides, they are not convinced about the repositioning of the schools as "information" programs.

The tension between practitioner and educator comes up in many ways in responses to our survey. At one end of a broad spectrum is the student who says, "I loathe library school. Fortunately, however, all of the librarians I work with tell me that's normal and that I just have to suck it up and get the degree....I think an apprenticeship program might be more effective than 36 credit hours of PowerPoint presentations."

Another student remarks, "In general, library schools should focus more on practical skills than theory. The classes that have been most useful to me have been courses taught by practitioners, not faculty. Faculty tend to lose touch, if they were ever in touch, with the outside world."

It is the libraries that recruit best for the profession. In many cases it is the libraries that pay the tuition, and, for the more enlightened programs, it is the libraries that provide the laboratory for study of how the field works.

The students long for more practice in the curriculum, yet the programs veer into more theory. The students ask for teachers from the practice, yet the programs increasingly hire faculty with no ties to practice and often with little practical experience.

Looking Out For The Future

The programs do only a modicum of recruiting, and that only supplements the steady supply of new librarians from libraries. While the body of people recruited from libraries is generally diverse and guarantees new librarians with great faith in the profession, it tends to make for an older constituency of students, deeply rooted in libraries as they exist. The library of the future may have difficulty being born in that culture.

If the field needs new blood, if it needs younger librarians who have more of their careers ahead of them, if it needs thinking that is brand new, out of the box, to create the library of the future, it needs a younger generation of recruits to go with the strong librarians brought in from libraries today. To find that new generation, LIS schools will have to seek candidates from somewhere beyond libraries. The best place will be among the general undergraduate population.

Instead of letting library education programs be sustained by the current people who "come to us," the schools owe it to the field they serve to recruit more aggressively students who will ensure a vibrant future. That is competitive work, and it costs money. Librarians must join them and support them in that effort. That way we'll get the new general to go with the strong contingent who already know how great it is to work in a library. – *Library Journal*, May 2003, pp 38-41

DISTANCE EDUCATION, COPYRIGHTS RIGHTS, AND THE NEW TEACH ACT, by John A. Shuler

A constant theme in earlier columns is the notion that public information policies are largely frameworks that bind information creators, users, and libraries into a web of complicated relationships. With some policies, these webs of mutual obligations are quite explicit (the U.S. Federal Depository Library program); while others develop through a series of legal interpretations and/or regulatory practices spun from some very ambiguous statutory language (the electronic reading rooms mandated by the Electronic Freedom of Information Act of 1996.) The Internet's rapid growth, expansion of electronic government initiatives, along with the constant pressure to convert our civic literacy from a paper to digital environment create other forces that undercut the foundational relationships of academic libraries and their home institutions. Now, like the biblical dogs of war, Congress and the President have enacted legislation that unleashes another set of energies to weave a new pattern: copyright and long-distance education.

At a most elemental level, academic libraries are a technology crafted by users, publishers, and librarians to manage a specific set of intellectual property rights within a specific organizational environment. Before the historic changes enacted through the 1976 Copyright Law (Public Law 94-553; 90 Stat. 2541), this relationship was largely benign and passive. Individuals who sought to use books, articles, dramatic works, pictures, plays, reports, newspapers, films, and so forth, within a library were (generally speaking) left alone to read, share, copy (within reason), and transmit to others their "take" on what they were reading and researching. If they checked out a book (or other format) from the library, they could "lend" the copy to someone else, read it out

loud to their children (or to strangers in the park), or carefully copy passages out in long-hand for future reference. "Fair use" was a kind of "gentleman's agreement" of what was acceptable and unacceptable (and not unlike the earlier notion of pornography: "you know it when you see it.") People took notice of fair use only when someone blatantly disregarded another's intellectual property through outright plagiarism, or "pirated" copies through illicit copying (often of substantially less quality) and sold them as if they were from the original creators or publishers. In this simpler time, it was easy to tell the "copy right" from the "copy wrong," and libraries were on the side of the angels in the struggle. Library lending was considered a necessary "free good" to promote the larger commercial enterprise of published free speech. Compare this arrangement with the legal concepts of Public Lending Right (PLR) found in the United Kingdom that "gave British authors a legal right to receive payment for the free lending of their books by public libraries. Under the Act funding is provided by Central Government and payments are made to eligible authors in accordance with how often their books are lent out from a selected sample of UK public libraries."^[1] Interestingly, the PLR has begun to influence the policy outcomes of European Union copyright governance, and one supposes it is only a matter time, given the issues discussed below, that some form of PLR will wash up on American soil.

Professors, great supporters and contributors to academic libraries, were another group largely forgiven of many copyright obligations. There was a general understanding that using copyrighted works in their classes and research (again within reasonable manner) counted as "a good thing" and a direct benefit from liberal interpretations of "fair use." Indeed, many publishers and authors (in the generic sense) considered the academic practice as a form of promotion and advertising, encouraging a larger audience for the material. And this fit in with the original idea of a "copyright," which granted the intellectual property owner a certain degree of economic self-interest (by using the government's legal and social machinery to go after those who break the copyright). But, in return for the public protection of a private good, this economic monopoly had limits, and most published works entered the public's domain after two renewals of the 28-year copyright protection. This allowed for a greater sharing of ideas and thoughts among the population and increased the general well being of the nation through the proactive diffusion of knowledge through the nation. In turn, this free distribution of what was once privately owned would stimulate more cultural works that could be protected under copyright for the necessary time for their creators to economically benefit. Similar notions of fair use and public domain can be found in the historic understandings of patents. The founders of American political enterprise considered this private-public exchange of ideas to be so fundamental to their democratic experiment that they included its basic provisions in the constitution.^[2]

However, by the early decades of the 20th century, a succession of electronic revolutions began to undermine some of the constitutional understandings: radio, television, electronic recordings, photography, photo-duplication, digitization, computer networks, and the Internet. The old notions of "copyright" (largely based on expensive paper printing technologies not easily deployed outside of specific concentrations of economic and social investments) began to come undone as individuals and organizations found the new technologies easier to obtain and use to copy, distribute, rearrange, and store material. Original owners of the copyright found their government protected economic monopoly challenged by new forms of piracy, and they agitated for revisions to the copyright law to protect their property. The initial changes, made during the 1950s and 1960s, extended the length of copyright protection for a longer period of time, in the vain hope that extending the length of copyright beyond 56 years would give the owners a better time of investment. During the 1970s, the law was further altered with the first legislative recognition (and limitation) on the impact of digital copying, along with a considerably more detailed description of what constitutes "fair use." For the first time, the burden of educating the public and assuring compliance was given to institutions where the fair use abuse might frequently occur: libraries and academic institutions. Through the 1980s and 1990s, Congress again extended the length of time copyright owners could exclusively control their

intellectual property. Now, many copyrighted works created in the 1930s and 1940s, which under the old legal understandings would have gone into the public domain, by the late 1990s, remain protected for another 20 or 30 years, or well into the 21st century.

The Digital Millennium Copyright Act of 1998 (Public Law 105-304; 112 Stat.2860) created a new set of arrangements in an attempt to prevent further abuse of illegally made electronic copies and their wide distribution in using new recording technologies, or by taking advantage of the growing, and largely free, computer networks. It largely favoured copyright owners over users and the expansive interpretations of "fair use." Its provisions sharpened the threshold between fair and unfair use to such an extent, that many public interest groups lamented the end of any kind of fair use in a new digital environment, undermining the constitutional foundations that originally supported the notion that the public domain of ideas would be replenished every generation. The Millennium Act essentially made the ambiguities and limitations surrounding fair use in academic institutions intolerable. And this became a critical concern for many in the academy (along with their like-minded colleagues in other research institutions) when the spreading use of distance education technologies constantly evoked the more troublesome aspects of the new law. Congress was aware of this, and through a particular section of the Act, it directed the Library of Congress to study the matter, and report back on specific changes to the legislation that would balance the conflict needs of fair use and copyright protection within the burgeoning area of distance education.

As a result of that report (*Report on Copyright and Digital Distance Education*),^[3] new legislation was introduced in Congress by early 2000. What would become known as the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 was signed into law by President George Bush in early November 2002. Part of a larger appropriations bill, TEACH establishes a whole new level of formal expectations on academic institutions if they wish to use copyrighted material in their digital education programs with fair use protections. Again, following on earlier changes in copyright law, the relationships created do not affect individuals, as such, but rather put the burden enforcement on academic institutions and libraries to make sure any copyrighted material is properly protected in a digital environment. The law specifies particular circumstances of how the material will be transmitted electronically, as well how it may be used properly in a "class setting." The law does not encourage long term storage of material, in other words, it can't be saved after the class is over, and it must only be transmitted to students officially enrolled in the class. ^[4]

An interesting question, therefore, is if the law would consider the storage of electronic material in libraries to be an extension of the classroom situation, and therefore covered by the law's exceptions to fair use limitations. In some ways, libraries are already doing this with license agreements contracted with commercial vendors who sell large databases of articles and other bibliographic information. There is even a comparable arrangement in the Federal Depository Library program, where a selected number of Web sites or government databases are only available for free to the public if they are viewed through the computer resources of the hosting library. We restrict access to officially recognised students, researchers and staff in our institutions, or restrict the use to specific machines in our libraries. The law resolves some of the more difficult aspects of fair use in an academic digital environment, but it increases the burden of ambiguity on libraries in how they will now relate to this form of electronic teaching. It comes down to relationships. And again, academic libraries (and libraries in general) have got to begin to ask themselves if their copyright and fair use understandings, largely forged during the latter half of the nineteenth century, need to be reconsidered in radical new ways. Yes, the TEACH legislation was widely supported by library, academic, and private publisher lobby groups. Yes, the Web sites, testimony before Congress, and professional literature consider the balance struck in legislation to be worth the price of giving up a fair degree of ambiguity (and some would argue, freedom) of the older legislation. But, have we gained the strength of institutional arrangements at the cost of individual rights to read and partake of a larger national exchange of information. The idea of public domain and/or fair use assumes that the wellspring of public knowledge must be replenished every generation. That the ability to freely share what

we read, watch, listen to and teach within a variety of scheduled and unscheduled moments goes a long way to support the private enterprise system that is built on a solid backbone of public goods and services. Have we limited the Internet's expansiveness, as well as its potential to be a tool of mass education, to further enhance information economic self interests that already enjoy a considerable amount of protection from the government? In this sense, an early embrace of Public Lending Right in this country might have created a vastly more socially responsible choice.

A small part of me thinks we sold our public rights for a cheaper version of private good.

Notes and References

1. For more information about this, see the Web pages at: <http://www.plr.uk.com>
2. See Article 1, Section 8: "To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries," found at the National Archives Web site, http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution
3. See the Web site hosted by the Copyright Office at <http://www.loc.gov/copyright/disted> for further information about the process to develop the final report, as well as the report itself.
4. For an excellent detailed discussion of the new laws provisions, see the white paper published at <http://www.ala.org/washoff/teach.html>

The Journal of Academic Librarianship, Volume 29, Number 1, January 2003, pp49-51

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

How to Make the Most of Your First IFLA Conference

IFLA will hold a meeting to welcome Newcomers to the IFLA conference – the “Newcomers Session” on Sunday, 3 August, from 10.45 – 12.45 hrs. The session will feature a variety of contributions from IFLA Officers and a visual presentation. Simultaneous Interpretation in all IFLA working languages (English, French, German, Russian and Spanish) will be provided and there will be ample opportunity for questions and answers. While the session is designated for first-time participants and new IFLA Members, every participant who is curious to learn more about the organisation of IFLA’s International network of Information Professionals is welcome to participate in it. Be sure to pass by to pick up your Newcomers package and the special First Timer badge! A Newcomers’ Welcome Reception will follow this session. Generously sponsored by the British Council, Newcomers will enjoy coffee and pancakes (“Berliner”) in information settings.

International Trade Exhibition

In connection with the IFLA 2003 Berlin conference, an international trade exhibition will be arranged at the International Congress Centre Berlin. The National Organising Committee is pleased to report that, as we go to press, no less than 130 exhibitors will take part in IFLA 2003. The exhibition will be held from 3-6 August 2003 and runs at the same location as the conference, with exhibitors from Europe, Asia, Australia and North America. Within the exhibition areas there will also be two Internet Cafes with a total of 40 workstations and Messaging Centres, the Paper Print Centre and snack bars. For stand reservation and information contact KIT GmbH at e-mail: ifla2003@kit.de

Dear CPDWPL Committee

The following article might be of interest to those of you who need to catch up with (or be reminded of) what happened at last year's conference,

Title: Continuing Professional Development and Workplace Learning: The Fifth World Conference on Continuing Professional Education for the Library and Information Professions, Scotland, August 2002

Author(s): Laurel Anne Clyde

Journal: Library Management

Year: 2003 Volume: 24 Number: 1 Page: 88 -- 90

DOI: 10.1108/01435120310454566

Publisher: Emerald

Abstract: Discusses the papers presented at the Fifth World Conference on Continuing Professional Development for the Library and Information Professions organised by the Round Table on Continuing Professional Development of IFLA held August 2002. They included theoretical discussions, research reports, descriptions of best practice, case studies, project evaluations and state-of-the-art reviews presented by library and information professionals.

IFLA Conference – Evening Events

Sunday, 3 August – Exhibition Opening Party to be held in all exhibition areas with drinks and snacks from 17.00 to 19.00 hrs

Monday, 4th August – Opening Party at nearby “Palais am Funkturm” – a five minute walk from ICC at 18.00 hrs. Marching band at 18.15 hrs followed by drinks and a walk, weather permitting, through the Summer Garden. Buffet dinner will be served in the Palais and dancing until 23.00.

Tuesday, 5th August - Evening free for company receptions

Wednesday, 6th August – Evening free for Embassy receptions or receptions to cultural institutions

Thursday, 7th August – Cultural evening at the State Library Berlin, Prussian Cultural Heritage. Open 19.30 hrs, drinks and brezeln. Buffet dinner at 20.15 hrs and the Wedding Skiffle Orchestra will be playing in the cafeteria, a Sambo group in the main entrance hall, and a performance by deaf pantomime group. Guests will be able to stay until 22.30 hrs.

More Than 200 Grants for Berlin

The Federal Association of German Library Associations (BDB) will support through its Exchange Office for Librarians “Bibliothek & Information International” (BII) 25 participants from developing countries with a full grant. A panel that reviewed the 633 applications received has chosen the recipients. In addition, BII is covering the registration fees for further 400 participants from mainly Eastern and Central European countries.

The Goethe Institute inter Nationes is paying the registration fees for 150 participants from many different countries, and will also award additional travel grants for some of these delegates. In addition, the Goethe Institute will organise around the time of the conference (including conference participation) at least four study tours with participants from the southern part of Africa, from North Africa and the Middle East, from USA, and from China and Mongolia. Furthermore, the Goethe Institute will award a travel grant for a group of librarians from Israel. A self-funded study tour by a group of librarians from Singapore after the conference is co-organised by the Goethe Institute.

The Robert Bosch Foundation is offering several grants to delegates from Eastern and Central Europe who present their scientific projects in the poster session. The Deutsche Forschungsgemeinschaft (German Research Foundation) is offering grants to several participants from Central and Eastern countries.

In addition, the Fellows of the Americas Programme funded by IFLA 2001 awards 15 grants, and IFLA HQ and the French IFLA Committee manage several additional grants.

PROGRAM ON IFLA COMMITTEE MEMBERSHIP TO BE HELD IN TORONTO

Are you interested in serving on an IFLA standing committee? The election cycle to fill vacancies on the various standing committees for the 2005-2009 term will start this fall. Now is the time to begin thinking about it if you are interested.

ALA and CLA members are invited to join us for a panel discussion about IFLA standing committee membership on Monday, June 23, from 11:30 AM to 12:30 PM, in Salon B of the Fairmont Royal York Hotel. Current members of some of the committees will speak about their experiences as IFLA committee members. Information about the nomination process will be available, and there will be time for questions and answers.

Service on IFLA committees is rewarding both professionally and personally. Come find out how you can be part of the world-wide library community. The meeting is sponsored by the ALA International Relations Round Table and the international relations committees of the Association for Library Collections & Technical Services, the Association for Library Service to Children, the Association of College and Research Libraries, the Library Information and Technology Association, and the Public Library Association.

The Fourth Open Archives Forum will take place at UKOLN, University of Bath, UK, on the 4th and 5th of September. The title of the workshop is: 'In Practice, Good Practice'. This workshop is our first to be held in the UK.

The event will focus on good practice in the implementation of open archives. A particular theme of the workshop will be the use of the Open Archives Initiative Protocol for Metadata Harvesting [OAI-PMH] in the area of Cultural Heritage. The workshop will also be looking at the use of the OAI protocol as a way of publishing information about university theses, and how that might contribute to developing useful content for institutional (as opposed to subject-based) eprint archives.

The workshop will build on issues discussed during the whole project, and facilitate exchange of information about best practice. The workshop will consider European experience of open archives regarding technical issues, organisational issues and Intellectual Property Rights. A report on organisational issues written by an OAForum working group will be presented at the workshop. Breakout sessions will offer the opportunity to discuss issues of practice with others working at the sharp end of implementation.

There also will be an introduction to one of the project's key deliverables: an online tutorial which will give guidance to those wishing to implement a project using the OAI-PMH. This tutorial will be based on the experience of the successful pre-workshop tutorials held in Lisbon (2002) and Berlin (2003).

There will be a poster session to allow you to disseminate information about your project, and to allow time and space (and coffee) for all-important networking.

Our keynote speaker will be Mogens Sandfaer. We hope to have at least one representative of the Open Archives Initiative present at the workshop, as we have had at earlier workshops, and there will be other important figures in the open archives world present. A panel session closing the second day of the workshop will offer the opportunity to exchange views about the future direction of open archives, and about our experience of the open archives approach so far.

The Open Archives Forum is a EU funded project, whose purpose is to explore the possibilities of the open archives idea in the European context, and to facilitate access to relevant information. Further information and a draft programme will appear in the near future on the Open Archives Forum website : <http://www.oaforum.org/>
Workshop Contact: Sara Hassen, s.hassen@ukoln.ac.uk

JOURNAL OF INFORMATION TECHNOLOGY EDUCATION PAPERS

The authors, editors, and publisher are pleased to announce that the following papers have been accepted and published in Journal of Information Technology Education.

All papers will be available in the print version at the start of 2004 and are available for download, right now, free of charge, at <http://jite.org>.

1. In-Class Simulation Games: Assessing Student Learning by Kenneth J. Klassen & Keith A. Willoughby
2. Developing a Model of First Year Student Satisfaction in a Studio-based Teaching Environment by Angela Carbone and Judy Sheard
3. Assignment of Real-World Projects: An Economical Method of Building Applications for a University and an Effective Way to Enhance Education of the Students by Ma. Sheila A. Magboo and Vincent Peter C. Magboo
4. Interdisciplinary Digital Portfolio Assessment: Creating Tools for Teacher Education by Jody S. Britten & Laurie J. Mullen
5. Networking Education for the New Economy by Robert P. Minch & Sharon W. Tabor
6. A Model and Sample Case for Teaching the Business Value of Information Technology by John A. Mendonca
7. Empirical Evidence Justifying the Adoption of a Model-Based Approach in the Course Web Applications Development by Borislav Roussev
8. Teaching about Information Technology in Nations: Building and Using the "Landscape of IT" Repository by Erran Carmel & Joan Ellen Cheney Mann
9. Learners' Perceptions toward the Web-based Distance Learning Activities/Assignments Portion of an Undergraduate Hybrid Instructional Model by Alex Koohang & Angela Durante

Publication of this journal and the Informing Science journal (<http://inform.nu>) free of charge on the web is made possible through the generosity of the Founding Members of the Informing Science Institute. Thank You!

NORTH AMERICAN MIRROR OF IFLANET NOW LAUNCHED

The IFLANET North American mirror site, hosted by Queens Borough Public Library, Jamaica, New York, USA, is now up and running. This mirror site – an exact replica of IFLA's website – is a great significance to all our library partners world-wide and a very popular information resource for all those active in the field of information. Please visit <http://ifla.queenslibrary.org/> or simply click on "North America" on IFLANET homepage at <http://www.ifla.org/>

NEW ZEALAND – A course for information professionals in Asia-Oceania current IT applications in information services

The School of Information Management, Victoria University of Wellington, New Zealand, sponsored by the IFLA Advancement of Librarianship Programme.

This short course is tailored specifically to the needs of information professionals working in developing countries in Asia and Oceania. It provides basic knowledge and skills in the application of information technology to the operation of a modern information service, whether public or private sector, as well as hands-on experience in the development and use of key technologies for the production, storage and dissemination of information in proactive information environments. The course includes classroom instruction, extensive IT lab work, and visits to a wide range of excellent, state-of-the-art libraries and information services in Wellington.

There are limited places for a small number of fee-paying students. The cost of study is low in New Zealand compared with other developed countries. Approx. cost is US\$2500 which includes tuition, teaching materials, accommodation and some meals – airfare extra. For further information please contact Professor G. E. Gorman, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington 6015, New Zealand, e-mail: gary.gorman@vuw.ac.nz

METROPOLITAN CENTRAL LIBRARY OF ULAANBAATAR, MONGOLA, NEWS

Mongolian Foundation for Open Society (Soros foundation) and Mongolian State Library organized 8th BOOK DAY celebration in 20-27 May, 2003. During the celebration, there were many activities: opening the Children's Book House in the State Central Library, held a first training of Digitization in Libraries, forum on subject Library Automation Software and more. <http://www.mclibrary.edu.mn/digitizationtraining.html>

During the Book Day celebration, 3 trainers came to Mongolia to teach below: Mr. Adolf Knoll, deputy director for Research and Technological Development at the National Library of the Czech Republic, taught in "Digitization in Libraries" course. Ms. Audrone Glosiene and Ms. Vita Mozuraite are from Vilnius University, Lithuania, taught Public Library Management and Elementary School Library services. Our MCL is going to digitize one Mongolian Children's Book by practice. <http://www.mclibrary.edu.mn/monlit/> , <http://digit.nkp.cz> , <http://www.vu.lt>

MCL has a cooperation with USA Embassy in Mongolia. Michael Paul Huff, information resource officer in American Center for Educational Exchange at Embassy of the USA in Beijing, visited in Mongolia in 28th May, then he taught about MARC, METADATA and DUBLIN CORE to MCL librarians. <http://beijing.usembassy.gov>

We need to develop our 4 branches in districts of Ulaanbaatar city. There are no computers, no library software, no network and no internet access. But in the MCL has all. We need to share MCL resources to branches. What can you do if you have this situation?

MCL has 4 service rooms: Natural Science, Social science, American Book Center and Legal Information Center. The Legal Information Center (LIC) is built by Soros grant in 1999-2002.

Thank you for your attention and comments,

Metropolitan Central Library

Metropolitan Central Library of Ulaanbaatar named after D.Natsagdorj

Seoul street - 7, Ulaanbaatar 28

Ulaanbaatar, Mongolia

Tel/Fax : +976 11 329950

E-mail: mcl-ub@magicnet.mn, Web: <http://www.mclibrary.edu.mn>

CALL FOR PAPERS **Next issue due September 30, 2003.** Articles are considered as received and they should reach the relevant editor no later than the beginning of July 2003 for consideration for the September 2003 issue. LIBRES, an electronic, peer-reviewed, international scholarly journal devoted to Library and Information Science Research, is pleased to announce a call for papers for its next and forthcoming issues.

LIBRES is a peer-reviewed electronic journal with an editorial board of library and information science scholars. LIBRES communicates scholarly thought in library and information science. Its publication language is English. It is published in March and September. Since 1990, LIBRES has also published non-refereed articles, reports, as well as news and discussion of library and information science research, applications, and events. It commenced its peer-reviewed section in 1993. When warranted by the volume and flow of scholarship, special and/or supplementary issues on emergent themes will be distributed.

LIBRES has four sections:

1. Research and applications (refereed). Peer-reviewed scholarly articles from multiple sub-disciplines of library and information science on such topics as analysis, evaluation, applications (reports of progress) in libraries, plus other information science research.

Editor: Scott Seaman, (email: seaman@spot.colorado.edu)

2. Essays and opinions (non-refereed)

Editor: Ann Curry, (email: ann.curry@ubc.ca)

3. Reviews of print and electronic resources
and other discussions (non-refereed)

Editor: Suzanne Milton, (email: smilton@ewu.edu)

4. News and Meetings

Editor: Kerry Smith, (email: K.Smith@curtin.edu.au)

LIBRES is based on the principle of subscription to an electronic discussion list, the members of which, when informed of issue information, retrieve articles by email. An archive is also maintained. With the rise of the Web and its potential for 'rich' content, the editors particularly encourage the use of web-based technology in the presentation of articles. News on upcoming international conferences is now entirely web based due to the need to continually update the information. This information can be found at. <http://libres.curtin.edu.au/conferences.htm>
Please contact the Editor-in-Chief, Kerry Smith, email K.Smith@curtin.edu.au if you require further information.

THE 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. The Scheme has now been transferred to IFLA HQ from the former IFLA Office for Interlending (IFLA/OIL), which was based at the British Library at Boston Spa, UK. We have made a number of changes to the scheme. But the basic principle and the method of operating remain the same.

How does the Scheme work?

The scheme is based on a re-useable plastic voucher, which represents a standard payment for one transaction.

Libraries purchase a supply of vouchers from IFLA HQ for EUR 8 each (half -value vouchers are also available at EUR 4 each).

You attach one voucher to the request form each time you request an item from a library in another country.

The supplying library accepts the voucher as payment for the transaction, and retains it to be re-used for another transaction at a later date, when it wishes to borrow from another library.

Libraries that supply more items than they request can redeem their excess vouchers by sending them to IFLA HQ. They will receive a refund of EUR 8 per voucher (EUR 4 for half-vouchers). Vouchers that were previously sold by IFLA/OIL for US dollars will be redeemed in euros.

Vouchers have unlimited validity and can be re-used any number of times. This applies to the old-style vouchers previously issued by the former IFLA Office for International Lending, as well as to the new vouchers.

Supplying libraries are encouraged to accept a standard "payment" of one voucher for supplying a loan or a photocopy of up to 15 pages. But they are also, of course, free to charge more (or less) if they wish to do so.

What are the benefits of the scheme?

Apart from the initial purchase and final redemption of the vouchers, the Scheme eliminates all financial payments when paying for international borrowing and document supply.

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 (but see note below about VAT)

The vouchers can be retained for future use

Libraries are encouraged to offer an effective ILL service in order to "earn" vouchers which they can use or redeem

The scheme was originally launched in January 1995, and there are now many participating libraries and institutions around the world. A full list available Website: <http://www.ifla.org/VI/2/p1/partcpnt.htm>

Please note that, according to the Dutch tax authorities, there may be VAT implications for libraries using this scheme. You are therefore advised to seek authoritative advice within your own country.

How do we take part?

Please contact Susan Schaepman at IFLA HQ on susan.schaepman@ifla.org or voucher@ifla.org She will then send you all the information you need to purchase your first supply of vouchers.

How do we purchase the vouchers?

Vouchers must be paid for in euros. Payment should be made by bank transfer, rather than by cheque. Pre-payment is required. Vouchers cost EUR 8 each. A half-voucher costs EUR 4. This can be used as a 'top-up' for larger transactions. The minimum order accepted is EUR 100. Orders for smaller amounts cannot be accepted, but larger orders are welcome. There is a handling charge for each order of EUR 12, to contribute towards the running costs of the scheme. There is a non-IFLA member surcharge of 10% on each

order. Institutional Members of IFLA and Institutional Members of a National Association member of IFLA do not pay this surcharge. It would be helpful to include your IFLA membership code when ordering vouchers.

How do we redeem the vouchers?

If you are a library that lends more than it borrows, 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, less a handling fee of EUR 12. All refunds are paid by bank transfer in euros.

Ross Shimmon, Secretary General, May 2003

Further information is available from IFLA HQ at vouchers@ifla.org or IFLA Voucher Scheme, IFLA HQ, P O Box 95312, 2509 CH The Hague, Netherlands
Tel: +31 70 3140884 / Tel: +31 70 3834827
Web: <http://www.ifla.org/VI/2/uap.htm#1a>

Dear Mr. Harvey,

Namaskar and Greetings from NEPAL LIBRARY ASSOCIATION

Many many thanks for your support and cooperation by sending us IFLA SET BULLETIN (January 2003). The Bulletin gave us a lot of information regarding the IFLA activities and current issues on the development of Library and information sector. We look forward to have your support as usual.

Sincerely,

Juju B. Dangol, Nepal Library Association, Kathmandu, Nepal, e-mail: juju@ccslnp.com

FUTURE IFLA CONFERENCES

World Library and Information Congress: 70th IFLA General Conference and Council Buenos Aires, Argentina, August 20-27, 2004, <http://ifla.org/IV/ifla70/index.htm> "Libraries: Tools for Education and Development"

Contact: Buenos Aires 2004, Argentine Organising Committee, Phone/Fax: +(54)(11)4371-5269 or 4373-0571, e-mail: ifla2004@abgra.org.ar

World Library and Information Congress: 71st IFLA General Conference and Council, Oslo, Norway, August 14-19, 2005, <http://ifla.org/IV/ifla71/index.htm>

Contact: IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Fax: +47 22672368, e-mail: IFLA2005@norskbibliotekforening.no

World Library and Information Congress: 72nd IFLA General Conference and Council, Seoul, Republic of Korea, 2006, <http://ifla.org/IV/ifla72/index.htm>

World Library and Information Congress: 73rd IFLA General Conference and Council, Durban, South Africa, 2007, <http://ifla.org/IV/ifla73/index.htm>

UPCOMING CONFERENCES

July 7-11, 2003, Durban, South Africa - 32nd International Association of School Librarianship (IASL) Conference. Theme: School Libraries: Breaking Down Barriers. For more detailed information regarding types of presentations and sub-themes go to www.iasl-slo.org/conference2003-call.html Contact Sandy Zinn, e-mail: szinn@uwc.ac.za

August 18-21, 2003, Pyongyang, P. P. R. Korea – The 3rd Pyongyang International Science and Technology Book Fair (PISTBF). Contact: Organising Committee, Fax: 850-2-3814644

August 24-27, 2003, Adelaide, South Australia – 10th Asia Pacific Special Health and Law Librarians' Conference. Organised by the Australian Library & Information Association and Australia Law Librarians' Group. Contact: e-mail: librarians@fconventions.com.au. <http://www.alia.org.au/conferences/shllc/2003/index.htm>

September 8-9, 2003, Espoo, Finland – Toward a User-Centered Approach to Digital Libraries. Organised by Helsinki University Library, The National Library of Finland in cooperation with the Information Studies Dept at Abo Akademi University, University of Oulu and University of Tampere. <http://www.lib.helsinki.fi/finelib/digilib> Contact e-mail: sinikka.koskiala@hut.fi

September 8-12, 2003, Paris, France – Cultural Institutions and Digital Technology. Organisers: l'Ecole du Louvre. <http://www.ecoledulouvre.fr> and Archives & Museum Informatics <http://www.archimuse.com>. See www.archimuse.com/conferences/ichim.html for further details.

September 8-12, 2003, Bangkok, Thailand - Workshop on School Library Services in Southeast Asia. Contact: e-mail: iflaroao@tu.ac.th

September 21-25, 2003, Cape Town, South Africa – IALL Conference Cape Town – <http://www.iall.org/iall2003/> e-mail: info@fairbridges.co.za

October 18-23, 2003, Brunei Darussalam – CONSAL XII-2003. Theme: Information Resources Empowerment: Enhancing Knowledge Heritage. E-mail: chieflib@brunet.bn, <http://www.ppknbd.org.bn>

October 20-23, 2003, Long Beach, USA – ASIST Annual Meeting. Theme: Humanising Information Technology – From Ideas to Bits and Back: the developing world perspective” <http://www.asis.org/SIG/SIGIII/>

October 23-26, 2003, Memphis, USA – The Ethics of Electronic Information in the 21st Century, www.memphis.edu/ethics21

October 28-31, 2003, Canberra, Australia - 8th Interlending and Document Supply International Conference, www.nla.gov.au/ilds/registration.htm

November 17-18, 2003, San Antonio, USA – The VRD 5th Annual Digital Reference Conference, www.vrd2003.org/

December 8-11, 2003, Kuala Lumpur, Malaysia - The 6th International Conference of Asian Digital Libraries. www.ftsm.ukm.my/ICADL2003

IFLA BERLIN 2003 PRECONFERENCE - DISASTER PLANNING AND MANAGEMENT

Plan to attend this pre-conference to the 69th IFLA General Conference and Council:
"Preparing for the Worst, Planning for the Best: Protecting our Cultural Heritage from Disaster"
July 30 to August 1, 2003
Akademie der Wissenschaften, Gendarmenmarkt, Berlin

Sponsored by IFLA Preservation and Conservation Section, IFLA Core Activity for Preservation and Conservation, Akademie der Wissenschaften and Staatsbibliothek zu Berlin with support from the Council on Library and Information Resources

This intensive 2-1/2 day program is designed to inform and enable library and archives administrators to effectively prepare for, react and respond to, and recover from disasters, both natural and man-made. It will cover traditional and contemporary materials - books, paper, photographs, and new media.

- Learn about national level policy planning and local initiatives
- Find out about the International Committee of the Blue Shield
- Share the experience of disaster plans in action - the theory and the practice
 - Understand the human factor in disaster response
 - Hear about critical lessons learned - flood, fire, hurricane, etc.
 - Explore priorities for salvage of collections
- Hear about disaster management developments and models for risk assessment
 - Discover new recovery techniques and technologies

Don't miss this opportunity to learn from the experience and expertise of countries worldwide - the trends, challenges, pitfalls and success stories. See <http://www.kb.nl/iflapreconf/index.html> for programme and registration information.

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BOOK REVIEWS

The Browsable Classroom: An Introduction to E-Learning for Librarians, by Linda W. Braun and Carolyn Noah. New York, NY: Neal-Schuman, 2002, 171 pp. \$45.00 ISBN 1-55570-425-5.

"The Browsable Classroom.....discusses and shows how technological advances have changed the way librarians, students and educators can learn and teach in this new environment. Distance learning today can be complete online degree programs or it can be a continuing education class. It can include face-to-face interaction or be done entirely at a distance. This guide is primarily directed at librarians wanting to learn more about how to set up distance education classrooms or wanting to better support the needs of distance learners. Reviewer: Beth Roberts.

Do College Students Participate More in Discussion in Traditional Delivery Courses or in Interactive Telecourses? By Jay R. Howard. *The Journal of Higher Education* 73 no. 6 (Nov/Dec 2002) pp 764-780

After a good review of the literature and a discussion of the methodology and results, Howard concludes that "in interactive telecourses receiving site students were very active in talking to their classmates at the receiving site but were almost completely silent when it came to interacting with the students and instructor at the origin site. One needs to use caution when generalizing from the case study of a nearly open enrolment commuter campus of less than two thousand students, many of whom are nontraditional. We also found preliminary evidence to suggest that in interactive telecourses, students at the receiving site perceive the technology to be a significant barrier to participation with students and instructors at the site of origin. We need to consider carefully in what situations and for what purposes distance education is warranted. We also need to recognise its potential limitation. Without such careful assessment, we may be making a huge financial commitment to a program that could undermine rather than enhance achievement of our own and our students' goals" (pp.777-778)

Serials For Distance Education Research Projects: What Are We Missing? By Markel D. Tumlin. *Serials Review* 28, no 3 (2002), 206-212.

Distance education students doing research encounter significant programs in accessing electronic journals. Here, Tumlin discusses equivalency (providing equivalent services to distance students), varying formats, locating articles from citations, variances among different libraries, instructional services, reference services, and access services.

Licensing And The Interlibrary Loan Workflow: The Best Solution is Prevention, by Janet Croft and Molly Murphy. *Journal of Access Services* 1, no 2, 2002 pp5-14

Given the current state of flux governing the issue of fair use in the electronic environment, the authors look at clauses governing interlibrary loan and document delivery from a number of publishers and aggregators and discuss techniques for compliance. They "conclude that the ideal solution is to prevent a proliferation of different ILL clauses by using model licenses to negotiate a standard clause with all vendors." (abstract).

Sharing Knowledge for Community Development and Transformation: A Handbook

Oxfam Canada and Oxfam Quebec announce the publication, written by Professor Kingo Mohombu, Head of Department of Information and Communication Studies at the University of Namibia. The work may be downloaded at <http://www.oxfam.ca/publications/SharingKnowledge.htm> in ADOBE Acrobat Reader.

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Distance Education

Blakeslee, S. and Johnson, K. Using HorizonLive to delivery library instruction to distance and online students (at California State University, Chico) *Ref Serv Rev* v30 no4 p324-9 2002
Buchanan, L. E. and others. Integrating Information Literacy into the Virtual University: A Course Model. *Bibl Libr Trnds* v51 no2 p144-66 Fall 2002

- Danner, R. A. Strategic Planning for Distance Learning in Legal Education: Initial Thoughts on a Role for Libraries. *Bibl f Leg Ref Serv Q* v21 no2/3 p69-85 2002
- Harrison, L. Access to online learning: the role of the courseware authorising tool developer. *Bibl f Libr Hi Tech* v20 no4 p433-40 2002
- Kazmer, M. M. Distance education students speak to the library: here's how you can help even more. *Bibl Electron Libr* v20 no4 p395-400 2002
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- Woolls, B. and others. Distance Education: changing formats (At San Jose State University) *Electron Libr* v20 no5 p420-4 2002

Evaluation

- Sweet, E. A. The National Library of Education and Government Information (Bibliographical essay) *bibl f Leg Ref Serv Q* v22 no1 p3-18 2003

In-Service Education

- Dankert, H. S. and Dempsey, P. R. Building Reference Strengths Through Per Training At DePaul University) *bibl Ref Serv Rev* v30 no4 p349-54 2002

Latin America

- Hallmark, J. and Gonzalez, M. Latin-American initiatives in library and information science education: three models. *Electron Libr* v20 no4 p390-4 2002

Library Schools

- Joudrey, D. N. A new look at US graduate courses in bibliographic control. *Bibl f graph tab Cat Classif Q* v34 no1/2 p59-202 2002