



***INTERNATIONAL FEDERATION
OF LIBRARY ASSOCIATIONS
AND INSTITUTIONS (IFLA)***

**DIVISION OF EDUCATION
AND RESEARCH**

*SECTION ON EDUCATION AND TRAINING
CONTINUING PROFESSIONAL EDUCATION
ROUND TABLE (CPERT)*

CPERT

Newsletter

April, 2002

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LETTER FROM THE CHAIR.....

We were very sad to hear of the recent passing away of Elizabeth (Betty) Stone, and would like to extend our sympathy to her family and friends. Elizabeth Stone was the originator of CPERT, and we acknowledge and pay tribute to her foresight and initiative in setting a comprehensive agenda for IFLA's international activities in continuing library education.

In 1978 at the 44th IFLA Congress, Elizabeth Stone, the then Executive Director, Continuing Library Education Network and Exchange (CLENE, Inc) presented a paper entitled *IFLA and the Continuing Education of Librarians: A World Perspective*. In this paper she referred to a 'coming of age' of the continuing education of librarians, and elaborated on nine types of activities and contributions which IFLA should consider making to the continuing education of librarians. These included:

1. Publishing initiatives, such as international directories of opportunities and human resources in continuing education, an international newsletter or journal, continuing education bibliographies, readers, a director's handbook, and position papers;
2. Creating national focal centers for continuing library education activities;
3. Establishing an IFLA working group of leaders in continuing education from many nations to coordinate and exchange ideas on continuing education;
4. A world seminar on continuing education for librarians;
5. Providing a stimulus for the adoption of a realistic research and development policy and facilitating universal accessibility to research findings;
6. Promoting exchange of experiences and dissemination of information about modes of learning in continuing education;
7. Financing continuing education activities;
8. Promoting criteria for quality of continuing education programs;
9. Encouraging lifelong reinforcement for continuing education.

Elizabeth Stone concluded:

"These nine suggested avenues for IFLA to investigate and then take appropriate actions upon in order to enrich and enlarge the scope of continuing education may seem too many and too complex. I submit, however, that these nine would lead to the expansion and regeneration of continuing library education on an international scale never before achieved."

A quarter of a century later, Elizabeth Stone's original ideas are still relevant. Although as an IFLA group we are only part of the way to achieving some of these activities, it may be said that there really has been a 'coming of age' for continuing education in librarianship. At the next IFLA meeting in Glasgow later this year, CPERT will reach a new milestone – we will be graduating to an IFLA Section and our name will become Continuing Professional Development & Workplace Learning.

I would also like to point you to our feature article by Maryhelen Jones, Director of Library Services for Distance Education, University of Houston System, and ACRL DLS Vice Chair/Chair Elect, 2002: ***Distance Without Diffidence: The Association of College and Research Libraries' Distance Learning Section (ACRL/DLS)***.

In this article Maryhelen has extended an invitation to explore liaison possibilities where our two sections have common interests, notably to 'collaborate on identifying literature, networking among peers, and sharing and shaping education and training opportunities for professional growth.' Our commonalities occur in the mode of delivery – i.e. distance learning services, whether continuing education for library personnel or user education services for library patrons. As with other library services, continuing professional development has embraced the distance mode of delivery, and it is timely that we explore ways of exchanging ideas and resources with the Distance Learning Section.

Distance Without Diffidence: The Association of College and Research Libraries' Distance Learning Section (ACRL/DLS)

If there is one organizational attribute the Association of College and Research Libraries' Distance Learning Section (ACRL/DLS) *lacks* it is "diffidence"-- hesitation in acting or speaking through lack of self-confidence. DLS is the ACRL voice and home of over 1,500 librarians involved in supporting distance learning activities worldwide. All of these members belong to the American Library Association; have selected ACRL as a division of choice; and then elected to participate as members in DLS

DLS is the fastest growing section in ACRL, increasing its 2001 membership by 24 % over the preceding year. This makes it ACRL's 6th largest section. Its vision is bold: "To establish itself as the leading association-based resource for information, expertise, guidance, and advocacy for distance learning library services within the Association of College and Research Libraries, the profession, and higher education."

DLS members recognize that distance learning library services are no longer separated from or subordinate to traditional library services. Library and information services along with the workplaces from which they originate are now best characterized as a seesaw between "place and cyberspace." The dichotomy has ended; traditional building-based library support issues and those related to distance or remoteness are in alignment. Some have merged completely. Both now have personnel asking the same questions:

- How do we deliver instruction and what should the instructional content cover?
- How do we integrate information literacy into onsite and offsite course delivery, not to mention online learning or virtual classrooms?
- What communications and distribution systems work best for what user services and under what conditions: phone, fax, mail, email, the internet?

- What print and electronic resources are most useful for academic support and how can users access/use them successfully?
- What standards and guidelines should we follow?
- How can we begin or continue to develop and refresh our library and information skills, knowledge, and abilities over the life span of our employment?
- What must we do to educate others about our roles in the academy; advocate and receive the funding necessary to do our jobs?
- What research has been done or is needed to guide and refine our practice? Challenge our assumptions? Help us create new models and paradigms?
- What other library and professional groups, organizations, and associations as well as commercial interests should we create liaison relationships with to learn more together?

These are some of the questions that have provided the framework for the present DLS Committee structure. DLS has 14 committees among them Instruction, Electronic Resources, Guidelines, Liaison, Research, and Web. Over 100 DLS members participate in person at the ALA Annual and Midwinter Conferences or as virtual members on these and eight other DLS committees. Overall section leadership is provided through an Executive Committee of 20 including representation by each committee chair.

One of DLS's most important contributions to the field of distance learning librarianship has been the development and dissemination of the *ACRL Guidelines for Distance Learning Library Services*. The latest "*Guidelines*" version was approved by the ACRL Board of Directors and the ALA Standards Committee in fall 2000. The audience for the "*Guidelines*" "includes administrators at all levels of post-secondary education, librarians planning for and managing distance learning library services, other librarians and staff working with distance learning program staff, faculty, and sponsors of academic programs, as well as accrediting and licensure agencies." The document itself covers such categories as management, finances,

personnel, resources, services, documentation, and library education." (See <http://www.ala.org/acrl/guides/distlrng.html>).

As to a favored listserv, most DLS members would unquestionably say "OFFCAMP."

This is an open electronic mailing list hosted by Wayne State University in Detroit, Michigan. Barton Lessin, a founding figure in the US off-campus library services movement, moderates it. For over a decade, OFFCAMP has been the networking lifeline for distance learning librarians around the world. It has provided a congenial, learning forum for discussing such topics as starting programs, service funding models, research surveys and results, intellectual property issues, online learning, and continuing education opportunities. It carries national and international conference and workshop announcements including those of Central Michigan's biennial "Off-Campus Library Services Conference" and its published proceedings

(see:

<http://www.ala.org/acrl/guides/distlrng.html>)

and the "Libraries Without Walls Conference" sponsored by CERLIM--The Centre for Research in Library and Information Management <see <http://www.mmu.ac.uk/h-ss/cerlim/main/conferevents.html>>.

(For OFFCAMP subscription information, see <http://www.ala.org/acrl/guides/distlrng.html>).

Through its Liaison Committee, DLS has recognized the omnipresence of distance learning as an interest within and beyond the library profession. Within ACRL, the DLS Liaison Committee has proactively sought information-sharing relationships with the College Libraries, Community and Junior College Libraries, Instruction, and University Libraries Sections. It is also seeking collaboration opportunities with other ALA Divisions including the Library and Information Technology Association (LITA), the Association for Library Collections & Technical Services (ALCTS), Reference and User Services Association (RUSA), and the Library Administration and Management Association (LAMA).

Logically speaking, DLS's next area to extend its liaison efforts is to the international library associations' community. This would not be without context or precedent. At the American

Library Association macro-level, ALA Council has the International Relations Standing Committee with an IFLA subcommittee. ACRL has an International Relations Committee to encourage international cooperation and understanding among academic librarians and educators worldwide. Additionally, ACRL has official representation on five IFLA Sections: Art Libraries, Rare Books and Manuscripts, Science and Technology Libraries, Social Sciences Libraries, and University Libraries and other General Research Libraries.

Given CPDWL's new IFLA section status and the Strategic Plan Priorities for 2002-2003 outlined its October 2001 Newsletter, the time may be right to explore liaison possibilities. Strategic Plan Priority #2, *"Improve the opportunities of librarians worldwide to contribute to the lifelong learning of individuals both within and outside the profession, including facilitating collaboration and development of networks for the exchange of ideas,"* could be a good starting place. Organizationally, both sections have the backgrounds, structure, concerns, and communication channels to use our respective members to collaborate on identifying literature, networking among peers, and sharing and shaping education and training opportunities for professional growth.

Maryhelen Jones

Director of Library Services for Distance Education

University of Houston System, Houston, Texas

ACRL DLS Vice Chair/Chair Elect, 2002;
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PRE- OR POST IFLA SATELLITE MEETING PROJECT 2003, GENEVA

Theme :

"E-learning for marketing and management in libraries".

"E-formation pour le marketing et le management en bibliothèque"

Problem:

Following the pre-conference in Québec in 2001 the need for focusing on education and training in the use of digital tools in marketing and management for libraries became obvious. These tools have turned out to be particularly

well-adapted to a profession very familiar with technologies, accustomed to working through networks and to facing a constantly changing environment. The exchange of experiences and reflections on e-learning in education and training in the information professions (initial and continuous) will be profitable to all. A presentation of available tools and methods will allow the participants to broaden their point of view. Finally, in this domain, it would be interesting to discuss, share, and exchange ideas and software, both free and commercial.

Objectives of the meeting:

- Bring together experts – researchers, educators and practitioners – in order to exchange information and ideas about e-learning in management of libraries
- Share international experiences
- Promote the development of e-courses in marketing and management within schools of library and information services worldwide.
- Promote the sharing of educational e-material.
- Identify and discuss best methods and technologies.
- Identify and discuss research strategies in these fields.

Sub-themes:

- E-education in marketing for libraries (course content, pedagogical methods, teaching different aspects of marketing applied to libraries and information services (marketing research, strategy, communications, etc.)
- E- education in management for libraries (course content, pedagogical methods, teaching different aspects of management as applied to libraries and information services)
- Presentation of e-tools

Partners:

- Université de Genève
- Ecole nationale supérieure des sciences de l'information et des bibliothèques (ENSSIB)
- IFLA Management and Marketing Section
- IFLA Education and Training Section

Participants targeted:

- Professors, researchers and directors from schools of library and information science worldwide
- Practitioners interested in the growing importance of marketing and management issues in the management of libraries and other information services.

Type of meeting:

- Scientific, with a call for papers and publication of the proceedings
- Technical with a show room
- Bilingual (French-English) with simultaneous translation

Proposal for the scientific committee (preliminary list)

- Daisy MacAdam, Université de Genève, Suisse (MMS)
- Françoise Lerouge, ENSSIB, France (SET)
- Jean-Michel Salaün, ENSSIB, France
- Réjean Savard, EBSI, Université de Montréal (Management and Marketing Section)
-(SET)

Number of participants: ± 50

Probable length: 2 days

**International Federation of Library Associations and Institutions (IFLA)
Continuing Professional Education Round Table (CPERT)**

Annual Report 2000/2001

Scope Statement

The Round Table on Continuing Professional Education (CPERT), established under the Section on Education and Training, works to encourage and develop continuing education programmes for information and library personnel and to provide a focal point for relevant activities. New trends in information sources, technology, users' needs and management of libraries and information services emphasize the requirement for continuing education and retraining. The Round Table brings together those interested in and/or responsible for providing delivery systems for continuing education, persons interested in improving the quality of continuing education, etc.

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Goals 1998-2001

1. Encourage and develop international continuing professional education programmes for library and information personnel.
2. Improve the opportunities of librarians worldwide to contribute to the lifelong learning of individuals both within and outside the profession including facilitating collaboration and development of networks for the exchange of ideas.
3. Increase membership worldwide in the Round Table and facilitate communication between members.
4. Stimulate research in continuing education for information and library professionals.

Newsletters

2 newsletters were produced and distributed - October 2000 and April 2001.

Projects

IFLA Preconference – 14-16 August 2002
(Approved by Professional Board)

“Libraries for life: diversity: building on the past, building to the future”

(5th World Conference on Continuing Professional Education for the Library and Information Professions)

Sessions will focus on development of leadership skills; skills underpinning information literacy; and on delivery and accreditation of continuing education.

Venue: Aberdeen, Scotland

Preconference

Entitled “Delivering Lifelong Continuing Professional Education Across Space and Time”, this 4th World Conference on Continuing Professional Education for the Library and Information Professions was held at Chester, Vermont from 15-17 August

2001. Thirty-one participants representing twenty countries attended this successful event, and positive comments were received about the high quality of the papers and the conference facilities.

Meetings

One Executive Committee business meeting was held in Boston - August 18, 2001. Attendance was 15 in total.

Program

Open Session (100+ attendees)

“Delivering lifelong learning across space and time: three models”

August 21, 2001 –15.30-18.00

Chair: Linda Ashcroft

**The ACRL/Harvard Leadership Institute:
academic and research libraries
enhancing their strategic leadership
capacity in higher education**

Maureen Sullivan

Organisational Development Consultant,
Annapolis, USA

**Continuing education for middle
managers: The institute on 21st century
librarianship**

Ann Marie Gold

Executive Director, Stanford-California State
Library Institute on 21st century
Librarianship, Palo Alto, USA

**Providing continuing education for new
technologies: the Gates Program**

Presented on behalf of Carol Erickson

The Gates Foundation, Seattle, USA

Author: Linda Ashcroft January 2002

**IFLA SECTION ON CONTINUING
PROFESSIONAL DEVELOPMENT AND
WORKPLACE LEARNING**

Strategic Plan, 2002-2003

Mission

The Section on Continuing Professional Development and Workplace Learning works to encourage and develop continuing professional development programmes for information and library personnel, reflecting

continuing developments for the profession, and also works to provide a focal point for relevant activities. The Section brings together those interested in and/or responsible for providing delivery systems for continuing professional development, and those interested in improving the quality of continuing professional development.

Goals

1. *Promote, encourage and develop international continuing professional development programmes for library and information personnel.*

(Professional priorities: (h) Developing library professionals)

Actions

- 1.1 Provide stimulating professional development programmes, for example, the Open Session at the annual IFLA conferences, a regular CPERT pre-conference event, workshops.
- 1.2. Improve the opportunities of librarians worldwide to contribute to the lifelong learning of individuals both within and outside the profession, including facilitating collaboration and development of networks for the exchange of ideas.

(Professional priorities: (h) Developing library professionals)

Actions

- 2.1 Promote the work of the Section to librarians worldwide encouraging collaboration and the exchange of ideas and resources.
 - 2.2 Publish a newsletter for the dissemination of information about the Section and other articles about continuing professional development.
- 3. Stimulate research in continuing professional development for library and information professionals.**

(Professional priorities: (h) Developing library professionals)

Actions

- 3.1 Continue the IFLA pre-conferences (World conferences) as a means of supporting and stimulating research, and disseminate information arising.

4. Initiate the change of the Round Table into a Section, increasing membership worldwide, and facilitating communication between members.

(Professional priorities: (h) Developing library professionals)

Actions

- 4.1 Initiate the change of the Round Table into a Section.
- 4.2 Develop a membership database.
- 4.3 Provide an online discussion list for members.

SPECIAL LIBRARIES ASSOCIATION'S (SLA) GLOBAL 2000 CONFERENCE LEADS TO CREATION OF A COMMUNITY OF PRACTICE FOR DEVELOPING COUNTRY LIBRARIANS; A CASE STUDY

By Sue O'Neill Johnson, Consultant, e-mail: suejohnson@msn.com and Judith J. Field, Wayne State University

Introduction

How can a professional association attract members from developing countries who want to take advantage of continuing education, and are willing to share this knowledge with other professionals? The cost of membership in a professional association, such as SLA, is too high for the majority of information professionals from developing countries. While association members want to help professionals in developing countries, the association is not a charity, and must be careful to stay within planned spending guidelines if it is to survive in the competitive business of association management. The association also must be fair to its paying members, many of whom are straining to maintain their memberships. How does an association meet these seemingly contradictory needs?

SLA has been trying to find a solution. This paper is a case study of their approach to meeting these needs.

Global 2000 Fellowship Program

The Global 2000 (G2K) Conference was conceived as a new international direction for SLA. However, no funding was provided to support attendance for librarians from developing countries who could otherwise not afford to come. The Washington D.C. Chapter became an unexpected catalyst toward this end, and by bringing awareness of librarians from developing countries, has changed the Association. The Chapter began a project to create a competition and raise funds to identify, mentor, and support a group of librarians to attend this Conference, held in Brighton England in October, 2000. Over 400 librarians applied, and enough money was raised (\$83,000) from Association members, Chapters and Divisions to name twenty-five Global 2000 (G2K) Fellowship winners from twenty-two countries. Twenty-two of the winners were able to attend the Conference, and all twenty-five became members of SLA for one year. Each was assigned a mentor who attended the Conference and many continue in these relationships today.

These librarians changed the course of the Conference, raising awareness of their issues through over a dozen presentations and papers, speaking out emphatically in discussions to remind attendees of their different circumstances. They were flexible, collaborating with each other in presentations, interacting graciously in English with new colleagues, and adapting to the technology available. They came together into regional groups, and were joined by a few others from developing countries who were able to attend, and SLA members who are interested in them. The regional groups outlined major needs in their regions on which to focus their attention, and on which communicate through e-mail upon returning home.

Reactivation of the International Information Exchange Caucus

Over the months after the Conference, members of the Washington D.C. Chapter, Marcelle Saint Arnaud, and Becky Milton,

Co-Chairs of the International Projects Committee, took the lead by building a web site, which contained results of the discussions by the regional groups. Responding to the need to centralize this information for the Association, and move it out of the Chapter web site, Ms Saint Arnaud then reactivated the SLA International Information Exchange Caucus (IIEC). Nearly defunct, the Caucus was revived into a central clearinghouse of information on all international activities in the Association. The web site for the Global 2000 Fellows was incorporated into the IIEC web site. The IIEC web site now provides a vehicle for those SLA members who are involved or interested in efforts to promote networking between SLA members internationally. Working in cooperation with the International Relations Committee, this Caucus provides the broadest possible opportunity for members to participate in and discuss international library information activities. The IIEC web site (**Ref No.1**) contains:

- Section on “Global Fellows” with
 - Achievements of Global Fellows since the Conference
 - Regional reports from the Global 2000 Fellows from the Africa and East Asia regions.
- The discussion list (**Ref No.2**) in which the Global 2000 Fellows, mentors, and any other interested members of SLA are subscribed, and exchange information on free training opportunities, travel grants, relevant discussion lists, free databases or full text information, and the like.
- Links to excellent resources on grants, training materials, library collections, relevant to developing country information professionals (**Ref No.3**)

Success of G2K Fellows

Many of the G2K Fellows who acted on information sent to them have been able to take advantage of continuing education opportunities. Their efforts at professional development have led to major successes and breakthroughs in their careers. Some examples are:

- Mr. Muhammad Chaudry, Pakistan, was selected to attend, all expenses paid, the Summer University in Budapest,

Hungary on "Digital Literacy." He was the only participant from outside Eastern Europe and the former Soviet block.

- Mr Aguinaldo Marcelino, Brazil, won a travel grant to attend the IFLA Conference in Boston, MA, August, 2001
- Mr Widharto Widharto, Indonesia, expects to receive a Senior Research Award in the American – Indonesian Exchange Forum for an Indonesian to implement some research in the US. With this grant he will spend 6 months at the National Agriculture Library, Washington, D.C. in 2002.
- Ms Xumei Wang, China, received a Teaching Assistantship at the University of Texas School of Library and Information Science in Austin, and has begun her doctoral studies.

Actions of SLA Board Which Changed Relationships

Since the G2K Conference the Association's Board has taken serious action indicating its interest in having members from developing countries. Dealing with the issues of the inability of many of these librarians to pay resulted in several creative experiments to continue to have these librarians active in SLA. Some examples are:

- The Africa regional group, with strong support from their mentors, were a catalyst for the creation of a Sub-Saharan Africa Chapter. The SLA Board approved the recommendation to form the SLA Sub-Saharan Africa provisional Chapter through 2003. **(Ref No. 4)**. There are currently 17 members of this Chapter, including two G2K Fellows, from Swaziland and Senegal, who joined after their one year membership expired.
- The SLA Board voted to initiate a program entitled the "Virtual subscription." **(Ref No.5)**. With this subscription the G2K Fellows, will be given a free two-year subscription upon their request (a savings of US\$65 per year). Through Internet access G2K Fellows can communicate with the 14,000 plus SLA members in 76 countries The majority of the

web based resources available to SLA members are included as follows:

- "Information Outlook," SLA's monthly magazine, on the web
 - Access to the "member-only" section of the association's web site
 - A listing in and access to the web version of the Association's "Who's Who in Special Libraries,"
 - Participation in a virtual subscriber discussion list
 - "SLA.COMmunicate," with current trends in the profession, and career-long learning
 - Access to SLA's Information Resources Center
 - Selected discounts to publications and e-learning opportunities
- The SLA Board voted to establish a special purpose fund, The David Bender Endowment Fund for International Development, to honor the Executive Director at his retirement.**(Ref No.6)**. The endowment will grow over the years and eventually be available to support SLA's expanding international agenda, including fellowships, conferences, and membership benefits such as foreign language pages on the web site. The balance of the fund at the end of 2001 was approximately \$200,000.
 - The Board's International Relations Committee was called upon to take a new, important role in the association by writing a long-range plan and a policy paper for the Association. **(Ref No.7)**. The plan will include:
 - Provide guidance and direction to the Board for its role in international library/information associations;

- Promote international cooperation, exchange visits, and forums;
- Facilitate an international understanding and knowledge of information issues;
- Foster participation in appropriate international conferences such as IFLA;
- Facilitate the communication of SLA's international directives and initiatives;
- Work integrally with SLA units on Association-wide initiatives;
- Draft position statements reflecting SLA's viewpoints on vital international information issues.

Publications Lead to Results for Global 2000 Fellows

Through SLA staff, Chapters, Divisions, and individual members many G2K Fellows have taken advantage of opportunities to publish. This publishing activity has helped many of them develop their resumes and their reputations, and has impacted their careers. Examples of results are:

- PK Jain, has acted upon opportunities to publish through SLA, and the American Society for Information Science and Technology (ASIST). He has kept his management at the Indian Institute of Economics, Delhi, informed of his publishing activities, and has won increasing approval and support from his management. He now has the go-ahead for a new library automation system, an accomplishment not considered possible at the time of G2K.
- Ms Jadranka Stojanovski, Croatia, and Mr Widharto Widharto, Indonesia, won two year memberships to ASIST for being selected in the top six papers in the ASIST International Digital Library and Information Science and Technology Competition, 2001. Both papers will be published in the "Bulletin" of ASIST in 2002.
- Ms Ozy Orji, Nigeria, won an InfoShare Grant of a one year membership to ASIST for excellent papers submitted to two ASIST competitions, with expected

publication in the Academic Press, "International Information and Library Review," June 2002.

- The SLA Library Management Division published articles by Muhammad Chaudry, Pakistan and Widharto Widharto, Indonesia in "Library Management Quarterly," **(Ref No.8)**.
- The DC Chapter's "Chapter Notes" Newsletter published articles by Ozi Orji, Nigeria and Aguinaldo Marcelino, Brazil **(Ref No.9)**
- Collection of slides, presentations, handouts, and related material, presented by the G2K Fellows at or about the Global 2000 Conference. G2K Fellows represented in this collection are: Damodar Adhikari, Nepal, Muhammad Chaudhary, Pakistan, Paiki Muswazi, Swaziland, Ozi Orji, Nigeria, Jadranka Stojanovski, Croatia, Ziumei Wang, China, and Widharto Widharto, Indonesia.
- Global 2000 Fellows' presentations by Collections of **(Ref. No. 10)**.
- Articles by Widharto Widharto, Indonesia, Jocelyn Jaca, Philippines, the late Patricia O. Idahosa ,Nigeria, Muhammad Chaudhary, Pakistan and P.K.Jain, India **(Ref No.11)**.

Support Actions taken by Individuals, Divisions and Chapters

Other initiatives are taking place at the grass roots level to press for involvement of developing country librarians to be part of SLA.

- Dr Judith Field, Professor of Library and Information Science, Wayne State University, at the request of G2K Fellow Damodar Adhikari from Nepal, gave a three day formal seminar to the network of librarians from international organizations. Dr Field traveled at her own expense in March, 2001. Dr Field showed that librarians from more advanced academic programs can provide valuable assistance to others in difficult circumstances. She would encourage others to conduct formal courses to similar groups.
- The Washington D.C. Chapter initiated a "Twinning Program," approved by the

Executive Director Roberta Shaffer at the beginning of 2002. **(Ref No.12)**. This program is directed toward all 58 Chapters and 25 Divisions, as well as individual members, (who can also have the benefit of a tax deduction) to select someone from a developing country, and support their membership for two years, with ten percent payment coming from the recipient. All G2K Fellows who could not afford to rejoin SLA after their one year membership, and who have been involved with SLA and taken advantage of opportunities are suggested for sponsorship.

- The Physics, Astronomy and Mathematics (PAM) Division applied for and received \$3,000 from the Board to award a two-year membership, and a travel grant to the Los Angeles Annual Conference in June 2002. The recipient must be from a developing country. **(Ref No. 13)**.
- The Science-Technology Division held a competition to award conference registration and airfare to an SLA member who works and resides outside the US or Canada, preferably in the science and technology area. **(Ref No.14)**.

Conclusion

Finding continuing education opportunities for librarians in developing countries, where money is scarce, is heavily dependent on successful networking and marketing by the individual librarian. SLA and its members have provided opportunities for librarians to build upon the intensive networking that took place at the Global 2000 Conference. Those individual librarians who are taking advantage of grant opportunities, publishing opportunities, entering professional paper competition, taking free or low cost online training, participating in discussion lists, signing up for the virtual subscription are moving ahead of their peers. Competition is fierce and opportunities are limited. Perseverance is paying off for those mentioned in this paper who have taken on the challenge. SLA and its members are providing opportunities for the G2K Fellows to be members of their professional community. Continuing education opportunities become available for those

who interact within that community, and become known as professionals who are interested in learning and doing their best to develop their professional skills. As of December, 2001 seven of the G2K Fellows have been able to find the money to continue membership in the Association, no small accomplishment in organizations with severe budget limits. Others will be encouraged to take the Virtual subscription option. "Twinning" opportunities will move forward for the most active G2K Fellows as that program develops.

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BOOK REVIEW SECTION.....

Robert L. Gitler, edited by Michael Buckland. *Robert Gitler and the Japan Library School: An Autobiographical Narrative.* Lanham, Maryland: The Scarecrow Press, 1999, 173 pp.

In his own words, this volume traces the very interesting life of a noted library educator. Robert L. Gitler was born in New York City but grew up in California where he was taken by his mother to become a child star. His bachelor's degree was from Berkeley and he completed his Certificate in Librarianship there before accepting a position in the library at what was then the San Jose State Teachers College. After completing his Masters program at Columbia, Robert returned to San Jose and then went into the Navy. When he left the Navy he took a position as Associate Professor and Director of the Library School at the University of Washington for six years. The American Library Association was studying the needs for educating librarians in Japan and asked Mr. Gitler to accept the challenge to develop a library education program for Japan. The steps taken to meet the challenge are outlined as well as his activities when he returned to the US.

This series of memories includes important names from history of library education as well as the American Library Association and academic library administrators. It chronicles the efforts of a leader in our field whose vision, enthusiasm, strong work ethic and willingness to accept many challenges resulted in the creation of new library school. Because it is a translation of a series of interviews, reading this gives one the impression that they are present at the actual telling of the experiences. The center of the volume has several black and white photos to illustrate the life of this outstanding educator. *By Blanche Woolls*

Sibler at al. Committee On The College Student Group For The Advancement Of Psychiatry (Gap) 2000, *Helping Students Adapt To Graduate School: Making The Grade.* New York: the Haworth Press, Inc. 110 pp. ISBN 0 7890 0978 1.

Do graduate students need psychiatrists? This thought crossed my mind when I read the title and authors of this book. The answer may be yes and no. The 'yes' case, given by the authors, is that graduate students are as prone to serious mental illness as other adults of similar age. The authors, a group for the advancement of psychiatry, urge that we should use psychiatric services in our university health and counselling centres to assist those with psychiatric disorders. The 'no' case is that, although a small percentage of students will have pre-existing conditions or develop stress-precipitated psychiatric conditions, the majority will complete their studies having experienced only the normal range of problems associated with life and study. There is little point in pathologising the normal experiences of graduates as they proceed through their course of study.

So how helpful is the book in orienting the reader to the graduate's inner life? *Helping students adapt to graduate school* is designed for United States faculty and administrators who teach and supervise in graduate programs. Co-published simultaneously as the *Journal of College Student Psychotherapy* (vol 14, no2, 1999), the book reads like a collection of disjointed papers and is often marred by spelling mistakes and outdated references. The central message, however, is appealing in the context of cost-efficiencies in graduate education. Universities can enhance the performance of graduate students by supporting their sense of belonging and self-worth. The implicit message is that we can recognise underlying psychological issues in our students and assist their resolution by providing access to mental health care.

Throughout the book, developmental issues involved in the graduate experience are viewed through a psycho-dynamic lens, the premise being that latent and unresolved traumas from early childhood unconsciously shape the graduate experience. For

example, the authors assert that mature students who may be fully independent upon entering graduate school are forced during the graduate experience to resolve authority issues once again. This is because graduate programs have strict hierarchical systems that reactivate earlier family issues. While this process may be painful, at the same time, it can be growth promoting for a student to struggle with such conflicts again, and to find more adaptive ways of dealing with them than may have been possible at an earlier time of life. Such problems may be particularly acute for international students who are separated from friends and family and therefore, need to also resolve earlier issues of separation and attachment, while negotiating a completely different culture.

The aim of *Helping students adapt to graduate school* is to enhance academic performance of graduate students. The book achieves this aim by providing a detailed description of our students' inner psychological life and their need for assistance. It outlines possible sources of help for graduate students: pre-admission mailings, orientation programs, information about housing, financial help, counselling, career planning, and scholarships. The authors espouse the provision of student affairs offices, space and structured activities and supportive relationships with counsellors, supervisors and job placement officers.

In the current climate of reduced funding in higher education, this advice alone makes it an important read for those concerned with the performance dated references and the nagging suspicion that is may be a psychiatric marketing exercise, the book provides a readable resource for those who need a guide to the whole person who comes into our graduate programs. It is particularly reassuring for those who feel we should still offer 'pastoral care' to our graduate students, rather than 'graduate service provision'. – by **Dr. Carole Kayrooz, Academic and Psychologist, University of Canberra**

Diverse Library Resources Instruction Programmes for Diverse Users: The Case of the Library of the Chinese University of Hong Kong

By Leung Yau-ching and Meliza Ng

INTRODUCTION

Libraries are places where information resources are acquired, kept and managed for the use of those who need to find information. Libraries in universities have the unique role of acquiring, keeping, and managing resources to support the academic and research activities of the students and faculties of their parent institutions. Each year large amount of money is invested on library resources. It would be a big wastage if the target users of the library, because of the lack of the knowledge and skills, do not use the resources. It is our essential job to pass our know-how to the users so as to facilitate them using the resources we are managing. Nevertheless, the diversity of users, the diversity of resources, and the diversity of information storage and retrieval technology, bring forth all kinds of challenges to us in providing library resources instruction.

The Society, The Chinese University Of Hong Kong, The University Library System

Hong Kong is so vibrant and dynamic to changes that in the past six decades Hong Kong went through a sequence of evolution from a trading port to a financial/information city. Reaching the millennium, Hong Kong is on the momentum of change again to join the Information and Technology Era and to remain globally competitive. With strong, persistent desire to survive, the Hong Kong people have no hesitation to equip themselves with the skills and knowledge the society requires. An undergraduate degree nowadays is not enough, even a doctoral degree could not be an end. Lifelong learning has to be pursued. This is the environment under which the Chinese University of Hong Kong is operating.

Being the second oldest university among the eight tertiary institutions funded by the Hong Kong Special Administrative Region Government, the Chinese University of Hong Kong (CUHK) has four constituent

Colleges, seven Faculties, namely Arts, Business Administration, Education, Engineering, Medicine, Science and Social Science, with altogether 61 Departments offer 52 Major programmes and 35 Minor programmes for full-time undergraduate students and 4 part time undergraduate programmes. The Graduate School through its 53 Graduate Divisions offers 59 doctoral programmes, 113 Master's programmes and 10 diploma programmes. The University lays great emphasis on academic research. As of 31 March, 2001, the total enrolment is 14,251, ratio of undergraduate to postgraduate students is 2:1. To have a strong and sound research foundation, the staff recruitment of the University is international and global. Nearly all teaching and research staff had overseas exposure and received their professional qualification overseas. Many are of overseas nationality and ethnicity.

The University Library System supports the various academic and research activities of its parent institution, the CUHK, by providing all the required academic literature and other related information through the University Library, the de facto Main Library, three College Libraries, and two Departmental Libraries, namely the Medical Library and the Architecture Library. It has a team of 27 professional librarians. All obtained professional qualification overseas, mainly in United States, United Kingdom, Australia and Canada. There is a good mix of subject background of these 27 professional librarians, from Art & Humanities, Social Sciences, to Science, Technology & Medicine.

The annual budget of the University Library System for library materials is over US\$6 million, or over £4.2 million. As of 30 June, 2001, the University Library System has over 1.5 million volumes of books and periodicals, is subscribing to more than 10,000 journal titles, and providing over 14,000 titles of full-text electronic journals and databases. To supplement the literature gap that is unable to be filled by commercially available resources and to meet the need of users, the University Library System develops databases accessible at the Library Home Page at <http://www.lib.cuhk.edu.hk/>. Examples are the "Hong Kong Lit" on Hong Kong

literature, and the "HKInChiP" on Chinese and Chinese/English bilingual journals published in Hong Kong.

Being strategically located in the centre of the Asia-Pacific region, the University Library System is frequently visited by academics and librarians from Mainland China, Taiwan, Vietnam, Japan, Korea, Thailand, United States, etc. to exchange and share experiences. Last academic year, we received over 50 groups of visitors from this region. We have further established programmes with libraries in Mainland China for some years so that their librarians can come and work with us for a few weeks or months.

DIVERSITY OF USERS

The University Library System has to serve many types of users, with various subject disciplines, with a wide range of ages, with different nationality and ethnicity, and with different levels of computer literacy.

Types of Users

The primary users of the University Library System are the currently enrolled students, faculties and research staff. Graduates of the Chinese University of Hong Kong may apply for Alumni Borrower's/Reader's Cards to continue their access to the library resources. Through co-operation with the other seven government-funded tertiary institutions in Hong Kong, the currently enrolled postgraduate students and faculties of these institutions may have access to our library resources and vice versa. There are also staff member of profit and non-profit institutions that are granted access to the library resources.

Various Subject Disciplines

The subject disciplines we are facing are definitely more than the seven Faculties and 61 Departments offered by our parent institution, the Chinese University of Hong Kong. With a good transport system, postgraduate students and faculties from the other seven government-funded tertiary institutions can come to our Library easily and conveniently. They are frequent users of our library resources, and we need to handle their research needs which may be different from our core members.

Wide Range of Ages

The full time undergraduate or graduate studies are usually young people, many below 20 years of age. The need of lifelong learning drives working people into the part-time degree programmes. They are of different ages. Some are still in their twenties, other may already be in the early fifties. In other words, young people below 20 years of age to the middle aged in their early 50s are our primary users. It can be expected that the learning behaviour of users in different age groups are different.

Kinds of Background

We have undergraduate users who have just completed their secondary education. We also have undergraduate users who have worked for some time and are now enrolled as a mature student of age 23 or over. We have postgraduate students who, without any break in their study, go on pursuing their higher degree soon after they have obtained their bachelor degree. We also have users who have worked for years and have reached the rank of senior administrators in commercial, industrial, financial sectors, or non-profit and government-related organizations. There are also freelance writers, or individual researchers working on their own research topics. Their way of living, their experience, and their path to education shape how they learn, how they act, and how they expect the library to satisfy their needs.

Different Nationality and Ethnicity

Because of the source of funding, most of our students are Hong Kong citizens, and we have about 200 exchange students from Mainland China and overseas. The composition of faculties and research staff is different. They belong to different nationality and ethnic groups, from places of different culture. There are also short term exchange programmes arranged by some departments. These programmes bring in overseas students who need to complete their project within a short period and they will look for precise bibliographic instruction on the library resources.

Levels of Computer Literacy

To fully utilize the library resources, users must possess computer skills. For children and youth who are brought up in this Era, computer is never foreign or frightening, nor threatening. For others of different upbringing, it may take some time, or even some courage, to master the necessary skills. Many of them are not comfortable with computers. They may be shocked and scared when, because of the screen saver setup, the monitor blacks out after a short time with no keyboard input. Librarians have to decide in the reference interview the user's level of computer literacy.

DIVERSITY OF RESOURCES

Technology brings forth new formats and new devices for information storage and retrieval. Library resources are now much more diverse.

Diversity in Format

Print and microform are the most traditional formats. A great number of our books and journals remain in print copy. A considerable amount of back issues of newspapers, some back issues of journal titles, listed company annual reports, and technical reports are in microform. Altogether we have 24,045 reels of microfilms and 301,731 sheets of microfiche. We still have some indexes and abstracts publication in print copy, but the trend in CUHK has been subscribing the electronic version for easier, more convenient and flexible searching and retrieval. Similarly, journal publishers make their products available in electronic version. We have books in electronic format too, for example, NetLibrary, as well as electronic books in CD-ROMs that run on standalone computer workstation or are mounted on server. The term "electronic format" can be in various format or accessing platform, users are often confused and librarians need to explain to them patiently.

Diversity in Platform and Interface

The vendors or publishers may market a single title in electronic format, such as the PsycINFO, the indexing and abstracting tool on psychology literature, they may also market a meta database that

covers several thousand journal titles across various disciplines, such as the EBSCOhost. Some vendors do not own any scholarly and academic data, but have the acumen to develop retrieval software that acts as the platform or gateway for a number of databases with different owners and across various disciplines, such as the SilverPlatter. Major platforms or gateways providing access to multiple electronic resources within the campus network our University Library System subscribes to are EBSCOhost, ERL (Electronic Reference Library) from SilverPlatter, OCLC FirstSearch & ECO, IEEE Xplore, LEXIS-NEXIS Academic Universe, Ovid Web Gateway, ProQuest, and the Web of Science. We also have the CDLAN for holding CD-ROM titles for campus wide access. Many vendors prefer providing their products on their own websites, so we have a number of electronic resources on different URLs.

Boolean Operators and similar basic searching principles may be commonly applied to these platforms or gateways. Other than that, they have more differences than similarities. Even the wildcard character could be different, not to mention the interface, the layout, the output methods, the record structure, the field labels, etc. Users who are not well experienced in using electronic resources easily get stuck in one point or another.

Diversity in Content Nature

The advancement of publication technology makes the content nature of library resources look blurred. Taking indexes and abstracts as an example, in the past, an index and abstract publication gave the citation, the abstract, subject headings, and other related information, such as the accession number, the nature of article, etc., but never the full text of the article. Nowadays, the full text databases or meta databases allow keyword searching on the citation, abstract, and subject of the article, exactly like that of the index and abstract publication, and in addition, the users are linked to the full text or full image of the article. Can we term these full text databases or meta databases index and abstract publication? Certainly not, as they provide more than what the index and

abstract can provide. Can we call them journals as they give full text or full image of the articles? No, for they supply the full text or full image of more than one journal, and yet the coverage may not be from cover to cover. The new product cannot enjoy the old term, for there was no similar content nature in the old time.

Even worse, or even better, the publication technology nowadays is feasible to link up various electronic resources stored at different sites and deliver data from all of them at one site. Users may be totally unaware that the retrieved information is from different sources. Things become transparent, but sometimes too transparent to be good. The library users easily generalize that everything can be found and retrieved at one site, at their fingertips, at the same computer workstation, at the same gateway, and at the same interface. If it is not, it is the fault of someone, usually the librarians.

Diversity in Target Audience

Academic studies and researches tend to be deep and narrow, but increasingly inter-disciplinary. A nursing student may need to look for information in CINAHL, British Nursing Index, and MEDLINE, as well as PsycINFO, Social Science Plus, and Sociological Abstracts. Similarly, a biochemistry researcher needs to look for information from MEDLINE and Chemical Abstracts, in addition to BIOSIS. On the other hand, some resources, for example Exceptional Child Education Resources, are only suitable to users who focus on a particular area of the discipline. The academic level of the resource matters too. A student looking for literature on the topic, for example, the "significance of the mobile phone in the modern society" for his/her General Education course, should never look into the IEEE X'plorer which covers highly academic, scholarly, technical and research level engineering literature.

The focus of the subject matter as well as the academic or research level must match with the literature need of the user. The user could only be benefited from the resource if s/he is one of the target audiences of the resource. With new knowledge discovered almost daily, with new research area springing up from time to

time, while the groups of target audiences of library resources become smaller and more narrow, they are more diverse. Our users, particularly undergraduate students, are more likely to be confused in the vast pool of library resources.

Vast Number of Library Resources

It is well known that the production rate of academic literature in the past several decades skyrocketed and continues to be skyrocketing. To keep control of the literature and to make searching easy and convenient, there are no other ways but to compile more indexes and abstracts or searchable databases. It ends up more and more library resources are available in the market. Unavoidably users will face much more library resources than in the days of their parents.

CHALLENGES IN PROVIDING LIBRARY RESOURCES INSTRUCTION

The rapid changes in the Hong Kong society, and accordingly in the University have direct impact on us, and on our University Library System. Providing library resources instruction programmes becomes more difficult and “more challenging”.

Not Part of the Formal Curriculum

Like most university libraries in many places of the world, our user education and bibliographic instruction programmes do not carry any credit. They are not part of the formal curriculum. Students attend these programmes voluntarily. While the Library seems in an unfavourable position, looking positively, providing library resources instruction programmes without any framework or restriction imposed by the University can be more innovative and flexible.

Characteristics of Students in the Information and Technology Era

Bruce Harley, Mergan Dreger and Patricia Knobloch³ gave a good description of the students in this Era. Three terms could be used to outline the picture – consumerism, superficiality, and knowledge fragmentation.

When using library resources, students behave like consumers who “often choose to consume information that is the

least costly (in time and effort) and most convenient.” The implication is they want to use “information on the Web, with little regard for diligence, analysis, and evaluation”. To them, retrieving information at the web is like getting cash at the ATM. With the consumer attitude, students have no interest in things in the deeper level. They are not interested in “knowing how a library is organized, or which resource to use. They simply want the information required for their course assignments”. They do not care the context of the information, and the chain of events behind that leads to the information. Possessing these two characteristics, they “fragment” knowledge. They may not be aware, but their favourite means of getting all their required information, the Web, has already fragmented knowledge. One web page carries certain knowledge, the other carries some others. If they only pick out information from one web page because it looks good to their assignment and use it uncritically, they themselves fragment knowledge. The result is students’ objective, critical thinking that could facilitate knowledge integration is impeded.

Quite a number of our undergraduate students share these three characteristics. They do not care the Library and the vast resources inside until their assignments require them to find information in the Library. They then come to us for the information they want, ask for the easiest way and in the shortest time to get it, and are satisfied too early once something apparently good for their assignment has been found.

Can our job be judged well done when we satisfy the practical need of the students to fulfil their assignment requirement? Or can we only be judged doing well when we can facilitate the critical thinking of the students? Probably there is no simple answer.

Tight and Densely Packed Curriculum

Why do the students act in this way? There may be many reasons, but one reason must be the tight and densely packed curriculum.

Our undergraduate students, in general, complete their studies in a period of three years. To equip students with all the

knowledge and skills the Information and Technology Era requires, the University uses every effort to maintain offering competitive university education. The coverage of the curriculum must be broad, but specific and in-depth to live up with the requirement of the society. The curriculum, as a result, is tight and densely packed. Students spend much of their effort fulfilling the requirement of the curriculum. They have little spare time attending library instruction programmes. In a user survey we did in 2001, 34% of library users who have not attended any library instruction courses indicated that they did not have time to attend. They may have the need, but they do not have the time. The instruction programme must be carefully designed and the content of it should be prudently selected to make it practical as well as accommodating to the students.

Diverse User Behaviour

People learn differently. People have their preference in the style of learning and the style of teaching. And, people manage information in their own way of preference. In the paper reporting the 2-year study done by Nick Joint and Bob Kemp, a user who participated in the study on the skills of information retrieval gave his feedback that he preferred his own way of “taking a few key references used by my [his] research group and reading the references used at the end of each paper as my [his] bibliography”⁴. It is because searching on bibliographic databases simply gives too many hits that take more time to browse through and identify the relevant ones. The article by Dyckman in 1995 reveals too that some library users prefer comprehensive retrieval result, which is not the type of high precision result librarians usually teach in bibliographic instruction. This kind of users has their own way of getting the precise result. They browse through the comprehensive result and select the relevant ones. They want to have control on the selection and refuse to let the computer or the retrieval software do the selection for them.

Should we librarians impose on our users our own school of thought on how information should be best retrieved, best managed, and best used disregarding their

user behaviour? Probably not. Indeed we have come across users who did require a comprehensive search result and selected the relevant ones by browsing through the whole long lists of nearly a thousand citations. Like what Nick Joint and Bob Kemp suggest, it is better to accept their behaviour and consider re-designing the instruction content to accommodate their behaviour.

Library Literacy in Hong Kong

People in Hong Kong have limited experience in using libraries. What they commonly expect from libraries are the places where they can check out and check in books, and where there is room for them to study. It is not until they pursue their studies in the university that they have better exposure to and knowledge of libraries. The librarians of university libraries in Hong Kong work much harder than their counterparts in other areas of the world in providing library instruction. The same user survey we did in 2001 again reveals the reason of the 34% of our users who have not attended any of our instruction programmes is they were not aware of these programmes. The percentage is the same as those who did not have time. The fault might be partly on us, as we have not done enough publicity and promotion. But it also indicates users are not aware that libraries can provide them more than checking out and checking in books, and a place to study and meet each other.

APPROACHES OF PROVIDING LIBRARY RESOURCES INSTRUCTION

We use various approaches to deliver our library resources instruction in response to the diversities and challenges we are facing.

General and Basic

The content of the instruction programme is down to general, basic but fundamental. Depending on their exposure and past experience, some users may find it useful, others may need proper and structured courses.

The library orientation programme at the beginning of each academic year is one of the general, basic library resources instructions. Each of the orientation session

lasts 50 minutes. Four sessions are run daily in the first two weeks of the academic year, i.e. a total of 40 sessions each year. All users, students and faculty members alike, may sign up voluntarily at the entrance of the University Library to attend sessions conducted in English, Cantonese and Putonghua, an example of the typical 2 languages–3 dialects adoption in the Chinese University of Hong Kong. The content covers the basic skills of OPAC searching, online renewal, online book request, and a brief introduction of the various library resources in print, microform and electronic format. The programme is carried out in our User Education Room, the capacity of which can be up to 60 persons. Computer and audio-visual equipment are available in the User Education Room to facilitate clear, accurate, seamless, efficient, and attention catching presentation.

The three College Libraries and the two Department Libraries conduct similar general and basic orientation programmes at the beginning of each academic year in co-operation with the Colleges and Departments. Students may need to complete and hand in a short exercise after the orientation programme.

Discipline-based

Discipline-based approach is one of the approaches we design our instruction programmes.

Users from the same faculty or from the same department share information needs on common discipline. Users taking business classes need business information for their studies. The same applies to users taking social science classes or history classes. It is practical and effective to group users of common information needs under the same instruction class, since many of the resources are using similar discipline approach, targeting to the group of people who are in a broad subject discipline.

We design 50-minute classes. Major library resources of the particular subject discipline, for example, social sciences, engineering, education, business, life sciences, etc. are selected for the instruction. The duration of 50 minutes matches with the duration of a formal class session, and the time of the classes are set in such a way that it fits well for the students

to attend the library instruction after their classes, or vice versa. There is more than one session for each of the discipline to allow for different schedules of the users, and, to accommodate more users. More sessions would be offered if the size of target users is large. Users can sign up voluntarily at the Reference Counter, or on the web, or by electronic mail.

Hierarchical Discipline-based

Though the discipline-based approach instruction is not as basic and general as the orientation, they may still be considered basic and general in the discipline concerned. It may be enough for undergraduate students, or for the general research of postgraduate students, but far from enough for vigorous researches. Bonnie Cheuk holds similar opinion¹. In her paper, she extends the Maslow triangle concept to library instruction that even with the same discipline in common, the information need of users can be grouped into 4 levels. The first and bottom level need is to pass the assignments and examinations, the second level need is to look beyond required readings, the third level need is to have an in-depth subject research, and the four and top level need is to acquire the skills of independent learning. It may be unrealistic to provide and classify the instruction programmes strictly according to this triangle. But one thing is clear, library instruction programmes should gear to different depth of information need of the same discipline.

Have we provided any instruction programme more than basic and general, more in-depth in regard to the discipline concerned? Here are two examples. We have the Financial Research classes that go into details on how, where and what financial data can be found and retrieved. We have offered an intensive 6-hour Workshop on Chemical Structure Search on STN CAS Registry File for our researchers and postgraduate students in disciplines of chemistry, biochemistry, pharmacy and pharmacology who need to find information through searching the structure of chemicals. Since both practical and theoretical training are covered, the Workshop is arranged for a small group of just 3 persons. Now we have made

subscription to the SciFinder Scholar which has full coverage of the CAS Registry File. The instruction moves from the STN gateway to the SciFinder Scholar web accordingly.

Platform-based

Discussed earlier, a number of our library electronic resources are put under some major platforms or gateways. The resources may be from different publishers and of different data structure, but once they are under the same platform or gateway, they can be searched and retrieved by the same interface, the same retrieval software, and the same set of techniques and syntax. The convenience and practicality are that users only need to learn one set of rules to master the information searching and retrieving from a number of electronic resources. Most likely a user may find more than one relevant resource under a platform or gateway. Besides, some platform or gateway, like the ERL from SilverPlatter, ProQuest and Ovid, allow multiple databases searching. This feature saves users' time and effort.

Our platform-based instruction classes include ERL Databases, ProQuest Databases, and Web of Science. The duration of the workshops again is 50 minutes.

Variety Delivery Mode for Variety Learning Behaviour

With different background and different personality, users have different learning behaviour and have their preferred mode of learning, and preferred style of teaching. Some learn through reading, some learn through lecturing, and some like interactive learning in Web-based teaching. Even the way of expressing their need for instruction is not the same. Some may only ask in a one-to-one situation, some may speak up publicly, while others prefer sending us electronic mails. It is impractical to force all the users to learn and be instructed in the same mode for the convenience of the librarians. We are to facilitate the use of library resources of our users. After all, library resources instruction programmes are not compulsory to users. They would not come to us if we make them feel unhappy. Our instruction programmes

should be customer-orientated in the sense that users are willing to let us deliver them the knowledge of using the library resources and can learn effectively from us. We employ various channels to deliver the instruction.

a. **Walk-in & Phone-in One-to-One Instruction**

Our Reference Counter opens 9 a.m. –10 p.m. from Monday to Friday, 9 a.m. – 7 p.m. on Saturday, and 1 p.m. to 7 p.m. on Sunday. During these hours, a professional librarian is always there to assist. All users are free to seek help at the Counter, no appointment is required. This channel allows instant, just in time, one-to-one instruction gearing to the specific need of the user. Personal attention and care are feasible. It is through such personal contact that the librarian may help to effectively shape the user's approach to find answers to their problems.

b. **Electronic Mail**

Our Electronic Reference Enquiry has been set up for more than 3 years. Email enquiries received are answered in 2 working days, and in most cases, they are answered on the same day they are received. Since the inception of the service, we have recorded an annual increase of 50% in the number of enquiries answered. Users who prefer working at a computer like this service.

It is wrong to say that instruction could not be achieved through electronic mail. Feedback from users proves it can be an effective channel to deliver library resources instruction. One example is a user wanted to find how important a journal was in the discipline concerned but did not know how to find. He sent in his question through the Electronic Reference Enquiry. His enquiry was answered on the same day. The user sent back a thank you message, saying the reply was just great, he had succeeded in finding what he wanted!!

c. **Lecture-based Classes Aiming at Different Disciplines and Levels**

Mentioned earlier, we offer workshops on different disciplines and on different levels to a group of up to 60 persons. Users of information need on

similar subjects and preferring learning through lectures may attend.

d. Workshops with Hands-on Experience

In addition to lectures, this kind of workshops allows users to have hands-on experience on the library resources, usually electronic library resources, immediately after the librarian has taught them, or going hand in hand with the librarian while s/he is teaching. The feedback of the users tells while some users like this kind of workshops which let them try and test immediately of what they learn, some prefer the librarian talking more so that they can learn more. Again, we have users of different learning behaviour.

e. Instruction Guides and Subject Guides in Print Copies and Web Copies

Even when users prefer learning through reading, some may like reading a print copy, while others may like reading on the web. That is why we provide both versions. All instruction guides in print copy are free for users to pick up in the Library.

f. Multimedia, Interactive, Touch-Screen CAI (computer assisted instruction) Program

Some years ago, with the help of the Information and Technology Services Centre, we developed several multimedia, interactive, touch-screen CAI programs. Did they help? Certainly. On the other hand, we share the opinion of Kaplowitz and Contini that "... CAI as a very viable option for bibliographic instruction. However, from the library's perspective, this mode of instruction clearly is not a cost-effective approach", because CAI program is "very expensive and labour-intensive to develop", not to mention the expensive updated processes from time to time⁵.

So, are we going not to use CAI program for library resources instruction again in the future? No. Rather, we would judge its effectiveness against its cost, and use it whenever appropriate.

g. Interactive, Web-based OPAC Learning Module

Building an interactive module on the web is easier than building a CAI program. We did

develop a module on teaching users how to use the OPAC some years ago. It helped. But then we migrated to a new integrated library system and the whole module became useless.

Basically our experience are in line with the findings of Germain, Jackson, and Kaczor that web-based instructional module is as effective as instruction classes by librarians, and "saves librarians time in that there will be fewer basic classes to teach", but "it will require extensive updating as changes occur"². Nevertheless, the Web nowadays is so prevailing that the option of delivering library resources instruction through it should not be neglected.

Strategic Co-operation with Different Parties

Rockman points out that librarians "must work closely and consistently with key campus constituencies to forge strategic alliances which can effectively and seamlessly advance the mission and goals of the library" in helping users find and use the information wisely to satisfy their information need⁶. If we provide instruction programmes on our own, what we can do is limited and restricted to our own resources and manoeuvre. If we form partnership with others, we may do more.

With whom do we form partnership? The individual faculties, the CLEAR (Centre for Learning Enhancement And Research) Unit of the Graduate School, the Office of the University General Education, the ITSC (Information Technology Services Centre), and the commercial vendors.

The partnership with individual faculties usually results in instruction programmes that are tailored made for their students with a tangible information need on a topic in the near future. If the faculty have not revealed the need of their students, we might not know. The time, the duration, the content of the instruction, and other requirements are fully discussed with the faculty so that they are convenient to the students, to the faculty and to us.

The instruction programmes as a result of the co-operation with CLEAR and the Office of the University General Education are even more structured. Taking the co-operation with CLEAR as an example, the 3-hour long instruction programme is subject-based. If the Library offers instruction

programmes on its own, they can hardly go for 3 hours, not because we do not want them so long, but the tight class schedule of users does not allow us to. By co-operating with others, our partners can make the special arrangement to make room for the instruction programmes. Besides, better promotion and publicity of our instruction programmes can be achieved.

The ITSC gives us valuable advice on the use of information technology and is able to bring to our awareness the latest information technology for our library resources instruction. Through the partnership, our delivery mode of instruction is enriched. The experience of developing the multimedia CAI program and the web-based OPAC instruction module mentioned earlier are examples of such co-operation.

To the vendors, their main concern, of course, is to promote their products. But as long as they have the expertise of using their products and would like to share with our users, it is not a bad idea to co-operate with them. The co-operation can be innovative. Apart from having vendors conducting workshops on their product, we invited them to sponsor and participate in our instruction activity "Learning Electronic Resources Day". There were workshops by vendors, booths, exhibition, and games. Users had fun, along with learning how to use the resources.

Summer Certificate Course: More Structured, More Comprehensive

During the term time, the design of the instruction programme is greatly restricted by the course work and class schedule of the users. The duration of the instruction programme cannot be long, the content can never be comprehensive. Summer time is much better. Classes are over, examinations are over, and users are relatively at leisure. It is a good time to offer something more structured and comprehensive.

We have run the Summer Certificate Course for several years. The outline is available at our webpage <http://www.lib.cuhk.edu.hk/information/bi/bi.htm>. The response is good. The Course consists of six sessions, each lasts 90 minutes. The use of library resources, the theory and skills of information searching

are presented systematically starting from the introduction of information resources, the structure of information, to finding information on the web. The last session is exercise through interactive games so that participants can have fun, and more importantly, apply and test what they learn in the previous five sessions. Those who complete the Course will be awarded a certificate. Users love and care for the certificates. From the time they register for the Course, they show strong interest in getting the certificate. We discover that, a bit to our surprise, the award of a certificate can be an incentive to the users for attending instruction programmes.

Self-initiated and User-requested Instruction Programmes

Are all the above approaches enough to give us full knowledge of the information needs of our users? No. Do we miss something? Certainly. Are we going to give up those needs we do not know? Surely not. How then? Let the users tell us.

Whenever users come to us and request for an instruction programme specifically on the area they want to know, whenever users come to us and express that our instruction programmes do not fit their schedule, whenever users complain that our instruction programmes miss out something, we respond and try our best to arrange a tailored-made session for them. They may discuss with us the time, the duration, the content, and other requirements such as the inclusion of hands-on experience, exercises, etc. We welcome any requests from our users on instruction programmes, and will certainly answer their requests to the best of our knowledge.

RESPONDING TO THE NEED OF THE GENERAL PUBLIC

When Hong Kong moves towards an information and technology society with full pace, the need of the general public on information resources training is surfacing and increasing. Libraries in universities are the places with the most abundant information resources, and with the most abundant and most qualified human resources to give library resources instruction.

Information resources training of the general public is not the formal duty of the librarians. However, being citizens of the society, by all means we wish our society prosperous. We are willing to serve the society with our expertise. To name a few, our University Librarian, Dr. Colin Storey, is the adviser of the "Master's Degree Programme in Library and Information Science", jointly organized by School of Continuing Studies, the Chinese University of Hong Kong, and School of Information Studies, University of Wisconsin-Milwaukee. Another example is one of the authors of this paper (Meliza Ng) acts as the Honorary Advisor of the "Certificate Programme for Library Assistants" organized by School of Continuing Studies, the Chinese University of Hong Kong, and some of our librarian colleagues are involved in the instruction of it. Both programmes receive good enrolment.

Much more, we offer introductory library tour and orientation requested by secondary schools. What we get in return is a general public with higher library literacy, a general public who understand and can make use of the library more. Besides, the future undergraduate intake of the University will know better the functions of a university library and what the services it offers. This is the kind of publicity that can increase the library skills and the use of library resources of our future students.

THE FUTURE

Is our library resources instruction good enough? To us, there is no such word as "enough". Our library resources instruction is always in the state of evolving, enhancing, and improving. It evolves with the evolution of our parent institution, our society, and the whole world. It is enhanced and improved with all the new teaching approaches, all the new delivery channels, and all the new information storage and retrieval technology. We are not afraid of changes, but we will make ourselves ready to accept challenges and changes all the time.

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CPERT – SOON TO BECOME A SECTION – JOIN NOW!

CPERT will soon become a Section, effective after September 1, 2002. New members can join using membership forms available at: <http://www.ifla.org/III/members/index.htm>

Membership of one Section is free and members can replace a current Section registration with the new Section at no extra charge, or pay EUR 45 if their current Section allocation is already filled (payment to be sent with the application), i.e. if you wish to be a member of more than one Section. The membership form is available in the 5 IFLA languages

Members are entitled to nominate individuals to the Section Standing Committee, Institutional and Association members have the right to vote in these elections. Current Executive Committees will function as Standing Committees ad interim until the next series of elections (Oct 2004-Feb 2005). During the Berlin conference in August 2003, the Interim Standing Committee will elect officers (a Chair and a Secretary). The interim Standing Committee will serve between September 2002 and the IFLA conference in Oslo in August 2005. Some additional members may be appointed during this interim period (nominations are subject to the agreement of the Coordinating Board).

IFLA CPERT WORLD CONFERENCE ON CONTINUING PROFESSIONAL EDUCATION.....

Twenty-five experts from more than 10 countries will be presenting their experiences and leading delegates in discussion at a conference on 'Continuing education for the Information Society' to be held in Scotland later this year. 5th World Conference on Continuing Professional Education for the library and information professions is to be held by the International Federation of Library Associations' (IFLA) Round Table on Continuing Professional Education at the Robert Gordon University, Aberdeen, Scotland from 14 to 16 August 2002. To

download a copy of the Conference brochure in pdf format

and for further information, point your web browser at: <http://www.ifla.org/IV/ifla68/satellite.htm>

or contact Ian Johnson, School of Information and Media, The Robert Gordon University, Garthdee Road, Aberdeen AB10 7QE, Great Britain. Fax: +44 (0) 1224 263553. E.mail: i.m.johnson@rgu.ac.uk

Wu Jianzhong, New Head of the Shanghai Library, China, expresses the library's wish to enhance international communication.

Dr. Wu Jianzhong, member of the Governing Board of IFLA 2001-03, has been appointed Director of the Shanghai Library. He succeeds Prof. Ma Yuanliang and takes up his post in February 2002. Dr. Wu has been Deputy Directory of the Library since 1985 and developed long experience in the library service. He is the founder and Secretary General of the Shanghai Information Resources Consortium which consists of 30 research libraries of the city. Dr. Wu wants to, while information international colleagues of his new position, express the wish of the Shanghai Library to enhance its communication and if possible, cooperation with the world library communication. The Library welcomes such practice in an attempt to upgrade its service, to broaden the staff's horizon, and also to benefit patrons in a global scale. Dr. Wu also invites you to attend the First International Library Forum at Shanghai Library on 15-18 July 2002. For further information contact:

International Cooperation Division, Shanghai Library, 1555 Huai Hai Zhong Road, Shanghai 200031, China, e-mail: hesun@libnet.sh.cn Tel: 86 21 6445 5004, Fax: 86 21 6445 5006

BILL AND MELINDA GATES FOUNDATION ACCESS TO LEARNING AWARD FOR 2002

Information and application guidelines are now available in Arabic, Chinese, English, French, Russian and Spanish at the following link: <http://www.clir.org/fellowships/gates/gates.html>

DREXEL UNIVERSITY, CONTINUING PROFESSIONAL EDUCATION WORKSHOPS

Visit <http://www.cis.drexel.edu/grad/cpe/> for further information on upcoming continuing professional education workshops in 2002.

SUBJECT: LEGISLATIVE ADVOCACY PRECONFERENCE

Legislative and public policy issues have a great impact on the environment in which academic libraries operate. To assist academic librarians in their efforts to affect legislation and public policies, the Government Relations Committee of ACRL wishes to invite you to the Atlanta Fulton Public Library Headquarters on June 14, 2002 from 12:00 to 4:30 p.m. for a workshop on legislative advocacy. This preconference, which will be held prior to ALA Annual Conference in Atlanta, GA, is designed to offer practical views on effectively managing library legislative issues. Outstanding, long-term library advocates will share their experiences and sage advice on the art of persuasion.

You will learn:

- about current legislative issues affecting your library;
- the skills needed to become a strong academic library advocate; and
- how to craft and deliver an effective message that can benefit your library and profession.

Speakers for this workshop include:

--Charles Beard, Director of University Libraries, State University of West Georgia, "Why Advocate?"

--Christie Vernon, member of ALA Committee on Legislation "The Inside Game"

--Jill Fitzer, Professor of Curriculum and Instruction and Dean Emeritus of Library Services, University of New Orleans "Yes, Virginia, you can advocate for libraries without losing your job"

-- James Neal, Vice President for Information Services and University Librarian, Columbia University "Success, Partial Success, and Failures on the Advocacy Trail"

--Mary Margaret Oliver, former Georgia state legislator "My Experience as a State Legislator"

--Lynne Bradley, Director of the ALA Office of Government Relations "An Update on the Key Issues"

The **registration fee**, which includes lunch and refreshments, is \$50. Register online at: <https://cs.ala.org/annual/2002>. Please note that the code for this preconference is ACRL-AC4. Questions? Contact Shannon Cary at 800-545-2433, ext. 2510: e-mail: scary@ala.org.

AN ACADEMIC'S PERSPECTIVE OF THE ICLISE 2001 CONFERENCE

The *International Conference for Library Information Science Educators in the Asia Pacific Region* was held on 11-12 June 2001, in Petaling Jaya, Malaysia – jointly organized by the Department of Library and Information Science, International Islamic University Malaysia, the Librarians Association of Malaysia (PMM) and IFLA

The ICLISE 2001 conference filled a void in the LIS field in the Asia-Pacific region. Library educators have felt an urgent need for such a conference for many years. Networking and cooperation among LIS schools and educators within the region have been weak and sporadic, with little knowledge of LIS programmes even in neighbouring countries. There is a much greater awareness of developments in LIS education in Western countries than in the region. With the rapid development of the Asia-Pacific region and major economic, political and cultural changes taking place, there is an urgent need for LIS educators to share ideas and solutions to common problems, pool resources and expertise, and develop collaborative research and education projects.

ICLISE 2001 has played an important role in bringing together LIS educators from all over the Asia Pacific Region. Twenty-two papers

were presented from 12 countries: Malaysia, Singapore, New Zealand, Australia, Taiwan R.O.C., Pakistan, Iran, Indonesia, the Philippines, Thailand, Kuwait, India and Nepal. There were nearly 50 participants, many of whom met for the first time at the conference.

On the whole, the conference papers were of a high quality. A majority of the papers focused on the issues of competencies and core curriculum from a wide range of perspectives – competencies required in various types of information services today, IT-related competencies, and competencies for multi-disciplinary programmes integrating traditional library science with knowledge management, information management and information systems. Competencies were derived using a range of techniques ranging from questionnaire surveys to content analysis of newspaper advertisements. A small number of papers looked at LIS specializations, distance learning, Web-based instruction, and the grading of student assignments.

There is a consensus on the need to revise and develop LIS curriculum to keep abreast of national and global developments, and to keep the programmes relevant in the knowledge economy. The conference papers paint a clear picture of major curriculum changes taking place across the region and innovative multidisciplinary programmes being developed. Several papers contain descriptions of LIS programmes in the authors' institutions. The conference proceedings are therefore a useful resource, providing an overview of developments in LIS education in the region. It is hoped that the papers can be published in a more formal way and made accessible to other LIS communities.

The Department of Library and Information Science, International Islamic University Malaysia, should be congratulated for doing an excellent job and working tirelessly to ensure the success of the conference. The keynote speakers were inspirational, and one comes away from the conference with the certainty that information professionals will play an increasingly important role in the new millennium.

It is hoped that arising from the conference, other mechanisms can be developed for sharing, cooperation and collaboration among LIS educators, such as through a listserv, Web site/portal, staff and student exchanges, and exchange of ideas, education materials and publications. The issue of accreditation was raised at the conference. Perhaps a dialogue can be initiated among LIS educators to explore the possibility of mutually reviewing and accrediting each others' programmes. Conference participants also felt the need to hold LIS education conferences regularly in the region. For example, a LIS education conference or workshop can be held in conjunction with the next Congress of Southeast Asian Librarians (CONSAL XII), similar to the Workshop on Information Studies Education (WISE) held at CONSAL XI in Singapore.

(Dr Christopher Khoo, Associate Professor, Division of Information Studies, School of Communication Studies, Nanyang Technological University).

(Source: *IFLA RSAO Newsletter* 13:2 (December 2001):8).

NEW DISTANCE LEARNING DEGREE PROGRAM – The University of Washington Information School's Distance Master of Library and Information Science (D.M.L.I.S.) Program was established to meet the high demand for trained librarians and information professionals. Delivery of instruction is primarily Internet-based, with a brief quarterly campus residency. Students can earn the degree while still residing in their current location. For additional information visit: www.ischool.washington.edu/dmlis or call 206-543-1794, or e-mail info@ischool.washington.edu.

LEEP PROGRAM WINS 2001 SLOAN-C AWARD.....GSLIS's highly regarded on-line distance education master's degree program – known as LEEP – has been honoured with the 2001 Sloan-C award for the Most Outstanding Asynchronous Learning network (ALN) Program. LEEP

was one of the first such programs when it began in 1996 and extends the university's top-ranked, ALA-accredited master of science degree to candidates all over the world. The innovative program combines brief on-campus visits with asynchronous discussions via electronic bulletin boards, live session presentations by faculty, students and guest lecturers, group Web browsing, and collaborative document creation and editing.

Sloan-C (Sloan Consortium) is an association of accredited institutions of higher education offering associate, undergraduate, graduate and master degree programs through high-quality on-line education. The award was presented at the 7th Sloan-C International Conference on Online Learning in Orlando, FL, at an awards banquet on the evening of November 16, 2001. – *Source: Alumni Newsletter, The Graduate School of Library and Information Science (GSLIS), p. 22*

Details about the award can be found at:
<http://www.lis.uiuc.edu/gslis/school/news/sloan.html>

LIBRARY ASSOCIATIONS PRIMER... An excellent primer has just been prepared by InfoProducts, National Library Board (Singapore) on "Library Associations". The primer was written by Narayanan Rakunathan and provides an overview of the roles and functions of library associations, a brief history and development of them and their future. Extensive bibliography, available at <http://www.consal.org/resource/brief>

FORUM OF ASIAN THEOLOGICAL LIBRARIANS -- REQUEST FOR FINANCIAL AID

Dear Mr John F. Harvey,

Greetings in the name of our Lord Jesus Christ from Yogyakarta; We would be very grateful indeed if you could make an encouraging support in financing some of the ForATL programmes and activities. Please do help us, since this area has been grossly

neglected in the past and that we know how much must be done to catch up.

Your interest in the ForATL programmes and activities is sincerely appreciated, and whatever your gift it will strengthen the ForATL and ensure an even better training and educational activities for Asian theological librarians and leaders in theological librarianship in the near future.

With our best wishes,
Karmito, Librarian
Convenor – ForATL
Karmito@ukdw.ac.id

VAT ON BOOKS

Purchase price is a critical consideration for most people, particularly those people on lower incomes. Books, in this context, become a luxury. This is tragic, especially in a country like South Africa with a 60% illiteracy rate. The author and journalist, a former teacher, curriculum developer and editor, is acutely aware of the relationship between purchase price and literacy. This awareness gave rise to Bell's idea of spearheading a public petition in South Africa to remove VAT from books, in the interests of making books more affordable and so encouraging literacy. He has formed the Campaign Against Reader Exploitation (CARE) and called the campaign "Don't Tax Knowledge".

World Book Day will be celebrated on **April 23, 2002**. The World Book Day Committee endorses this campaign and would like to encourage all stakeholders in the book chain to assist in promoting this petition for public support.

CARE is targeting more than 100,000 signatures by World Literacy Day, 6 September 2002. An electronic copy of the petition can be requested from:

Lianda.martin@nlsa.ac.za

A copy of the petition can also be faxed to you on request. Enquiries: Lianda Martin +27 21 424 6320 or Bev May +27 21 467 1541 and Terry Bell, belnews@iafrica.com

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IFLA 2002 GLASGOW

68th IFLA Council and General Conference
Libraries for Life: Democracy, Diversity, Delivery
August 18th – 24th 2002, Glasgow, Scotland

Theme: Libraries for life: democracy, diversity, delivery

Free access to information and the products of the imagination has always been recognized as the foundation for an inclusive society, a society that is based on shared value and open to change. Librarians have always played a major role in collecting and transmitting new ideas and better knowledge. Fundamental changes in the way information is used are now making an impact on every aspect of economic, educational and social activity. In the knowledge economy that is emerging as a result of the rapid introduction of enhanced information and communications technologies, learning and a command of knowledge have become the key factors in individual, organizational and national success. Highly skilled people are needed to ensure that libraries can support effective learning and deliver efficient information services.

Sub-theme

Building on the past – investing in the future

Libraries have played a key role in preserving and making available the literary heritage and inspiration of nations. The professionalism of librarians has underpinned the international transmission of knowledge. Today, libraries and information services develop and provide increasingly sophisticated tools to help make information available globally. Information literacy is central not only to learning, but also to decision-making, evidence-based practice, and innovation transfer. Librarians begin to develop these skills by helping young people to recognize when information is needed and to have the ability to find, evaluate, and use it effectively. Then they help to support them in these activities throughout their lives. For the individual, community, organization and policy-maker alike, the ability to handle complex information is a means of

empowerment. “**Skills for the information age should in our view receive top priority**” (Scottish Executive, *Digital Scotland Task Force Report*, May 2000)

The sub-theme will provide a common thread throughout the open part of the IFLA 2002 programme, particularly the plenary sessions (opening ceremony, guest lectures FAIFE lecture, CLM lecture, and closing ceremony) and, wherever possible, sessions organized by Sections, Round Tables and Satellite Meetings.

The Scottish Executive recognizes the importance of IFLA's contribution to the development of library and information services. On behalf of the Executive, I warmly welcome IFLA's return to Scotland, where it was founded, to celebrate its 75th anniversary. I hope to welcome you in Glasgow in 2002.

(Henry McLeish, First Minister)

Registration

Fees (all prices in GBP)

Before 15 May 2002

IFLA Members	293.75
Non-Members	334.87
Accompanying Persons	164.50

After 15 May 2002

IFLA Members	346.62
Non-Members	387.75
Accompanying Persons	188.00

Registration close period: 1-16 August

On-site registration

IFLA Members	381.87
Non-Members	423.00
Accompanying Persons	205.62

Registration forms can be ordered from:
IFLA 2002 Conference Secretariat,
Conference Department, Library Association
Enterprises,
The Library Association, 7 Ridgmount
Street, London WC1E 7AE, United Kingdom
Tel: +44 (0)20 7255 0543 / Fax: +44 (0)20
7255 0541

The downloadable form will be available from <http://www.ifla.org/IV/ifla68/index.htm>.
(Extracted from Reference 1, November 2, 2001)