News

1. Conferences

1.1. The library as an agency of culture

At the beginning of the 21st century there are more public libraries in the United States than McDonald's restaurants. In 1998 Americans visited libraries three times as often as they attended movie theatres. That same year more children participated in summer reading programs than Little League baseball. Although scholarship on libraries has told us much about the user in the life of the library, it has told us considerably less about the library in the life of the user. How much do we really know about the place of these ubiquitous institutions in American society and culture? How should we analyze the role of libraries in the modern "information age"?

For the Summer, 2001 issue of *American Studies*, we seek papers that analyze the American library as an agency of culture. We welcome papers that bring new methodological, theoretical, geographic, and cultural perspectives to the American library in its past and present form, and that evaluate in new ways the cultural roles performed by libraries in American life, including:

- concepts of the library
- libraries as contested sites for the production, storage, and dissimination of "cultural capital" (private and public libraries, archives, bookmobiles, the USIA, special collections, etc.)
- the social and psychological history of reading facilitated by libraries
- the material history of libraries (design, architecture, furniture, impact of new technology, etc.)
- the library's interface with particular communities (prisons, hospitals, churches, factories, etc.)
- the organization and sociology of knowledge (librarianship and the professions, catalog and classification systems, etd.)
- the use and appropriation of libraries by particular populations (Asian, Hispanic, African and Native Americans, children, homeless, immigrants, workers, women, gays and lesbians, etc.)
- the representation of librarians in literature, film, television, the arts, etc.

Submissions should: conform to style conventions found in *American Studies*; not exceed 6,000 words (excluding endnotes); and be accompanied by a 100-word abstract. Authors are asked not to put their names on the manuscript. All inquiries should be addressed to issue editors.

Deadline for submission: February 1, 2001.
Send one copy of the manuscript to each of the issue editors:
Wayne A. Wiegand, Professor, School of Library and Information Studies, University of Wisconsin-Madison, Madison, WI 53706, USA. E-mail: wwiegand@facstaff. wisc.edu
Thomas August, Assistant Professor, Dept. of English, 207 Lind Hall, University of Minnesota, Minneapolis, MN 55455, USA. E-mail: augst002@tc.umn.edu
and two copies and a computer disk copy to:
Editors, *American Studies*, 2120 Wescoe Hall, University of Kansas, Lawrence, Kansas 66045, USA. E-mail: amerstud@ukans.edu

1.2. Knowledge innovations: celebrating our heritage, designing our future: ASIS 2000 annual conference

Chicago, Illinois, USA, November 13–16, 2000
Poised on the edge of the new millennium, ASIS finds itself at an exciting point in the evolution of information science and technology. We have made enormous strides in collecting, organizing, and dissemination information, but the increased potentialities only underscore the need for continued developments. At this meeting, we will look at where we are today, how we got here, and where we are going. We will celebrate our rich information heritage and our decades of accomplishment and consider how best to use the first principles of information science to guide our work in the century ahead.

Our ability to transform data into information, and then into usable knowledge, can change the face of work, education, and life. We have increasing capacity to generate or gather, model, represent and retrieve more complex and cross disciplinary data and ideas from new sources and at varying scales. The transformational power of information can only be capitalized upon through knowledge acquisition, classification, utilization and dissemination research, tools and techniques. "Knowledge management" has a substantial and growing body of theory and practice.

This conference will look at current (and imminent) knowledge creation, acquisition, navigation, retrieval, management and dissemination practicalities and potentialities, their implementation and impact, and the theories behind developments. We will review the processes, technologies and tools. We will also look at the appropriate or necessary operational policies, relevant legal issues (laws, legislation and the EU Directive), and international and domestic policies and regulations.

Following the successful topical arrangement for the 1999 meeting, the 2000 conference will again feature five tracks:

- Knowledge discovery, Capture and Creation (track coordinators Don Kraft and Bonnie Lawlor) – capturing tacit knowledge, data mining, collaboration, expert directories, intelligent systems employing usage patterns (e.g. search strategies) etc.
- Classification and Representation (coordinators Merri Beth Lavagnino and Gary Marchionini) – interface design, metadata, information visualization, taxonomies, clustering, indexing, vocabularies and automatic indexing, etc.
- Information Retrieval (coordinators Bill Hersh and Louise Su) – search engines, intelligent agents, browsing v. searching, navigation, knowledge/information architecture, data mining, etc.
- Knowledge Dissemination (coordinators Julie Hurd and Bob Willard) – communication, publishing (including Internet vs. Intranet vs. Extranet), push v. pull, etc.
- Social, Behavioral, Ethical, and Legal Aspects (coordinators Bonnie Carroll and Barbara Wildemuth) – information acceptance vs. rejection, behavior modifications, policies and politics, value assessments, corporate and national information cultures, knowledge seeking behavior, training for effective utilization, managing knowledge management, legislative and judicial issues.

The bulk of the conference sessions will be arranged into these tracks, but additional topics may be proposed and will be incorporated in the meeting as special sessions. For more information on individual tracks, contact the track coordinators by sending a message to ASIS00@asis.org [zero, zero] with the subject line indication "contact 'track name' ".

1.3. The institute for legal and ethical issues in the new information era

Call for participants:

As a result of a National Leadership Grant received from the Institute for Museum & Library Services (IM&LS), Tomas A. Lipinski, Co-Director and founder of the Center for Information Policy Research at the School of Library and Information Science, University of Wisconsin Milwaukee, cordially invites Participants to a conference dealing with important issues of relevance to libraries, museums and archives.

The conference entitled "The Institute for Legal and Ethical Issues in the New Information Era: Challenges for Libraries, Museums, and Archives" will be held May 20, 2000 to May 26, 2000.

The National Leadership Grant received from IM&LS will enable participants to gain an awareness of changing legal and ethical issues affecting academic libraries, archives, and museums. Nationally recognized speakers in the various Institute topics will participate. As a result, participants will gain a greater understanding of the relevant issues. In addition participants will increase their dissemination skills and fine tune their ability to promote awareness of the legal and ethical issues facing their respective professional communities in the new millennium.

Institute topics will include:

- Copyright issues in information technology
- Censorship and controversial materials
- Ethical Decision-Making
- Americans with Disabilities Act
- Gifts and Loans
- Privacy
- Security and Patron Behavior
- Policy Formulation and Education Strategies

The Institute will allow for hands on experience through discussion, tours, and contact with local representatives of the library, museum and archive communities. There will be ample time to network with Institute attendees.

The conference is to be held from May 20, 2000 to May 26, 2000 in Milwaukee, Wisconsin (participants arrive on Saturday and depart the following Friday afternoon). The seminars will take place at the beautiful Hefter Center, a grand mansion now part of the University of Wisconsin-Milwaukee community, located within blocks of the main University Campus, and within one block of Lake Michigan.

All air, lodging, transportation, breakfast, lunch and most dinner costs will be covered by the Institute for all professional participants. (Student participants must accommodate their own transportation and lodging, but conference fees and meals are provided. Low-cost lodging arrangements are pending.)

Criteria for attendees

Interested professionals and students from academic libraries, archives, and museums communities are encouraged to apply, unfortunately funding and space is limited. However, 45 professional participants, representative of the three target communities, will be invited. In addition, 15 students will also be invited.

The IM&LS National Leadership Grant requires that, in order to be considered for selection for this Institute, the applicants must be in positions where they have responsibilities for training and providing assistance to other library, museum, or archival personnel within their organization. They must be positioned to be able to effect change, and must demonstrate promise to serve as change agents within their professional positions and communities. Students must demonstrate the desire and potential to succeed as professionals in these endeavors.

Process for selection

Each applicant will need to send:

- a letter of nomination from their institutional director (faculty advisor or dean for students)
- a letter of application indication why the participant feels s/he is appropriate for the Institute
- a current resume.

Only one participant will be selected from any given institution.

Timetable

Applications must be received by January 31, 2000.

Review of applications will take place during February and by March 10, 2000 (tentative) announcements of invitation will be sent to the 45 professional and 15 students applicants selected for participation in the Institute. By limiting the number of professional participants to 45, the Institute will ensure that participants will be able to communicate effectively with invited speakers and with one another.

A list of three to five alternates will also be compiled in case of any cancellations. By March 31, 2000 the individuals selected to participate will be required to sign and submit an agreement indicating their intention to attend. The agreement will also be endorsed by the applicant's supervisor.

The Institute planning team are all very excited about offering this opportunity and are already busy at work. We look forward to hearing from those of you who feel it would be most beneficial to attend. Any inquiries can be made via e-mail to ilei@slis.uwm.edu.

As the Institute takes shape, more information can be found regarding schedule, venues, speakers, events and sessions at the Center for Information Policy Research and The Institute for Legal and Ethical Issues kin the New Information Era: Challenges for Libraries, Museums, and Archives web site: www.slis.uwm.edu/ilei (currently under construction).

Send applications for attendance to:
Tomas A. Lipinski, J.D., LL.M., Ph.D., Co-Director and Assistant Professor, Center for Information Policy Research, School of Library and Information Science, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, Wisconsin, USA 53201

1.4. 50th FID Congress and Conference, Brasilia

The 50th FID Congress and Conference takes place from 25–30 September 2000 in Brasilia, Brazil: cf http:/www.fid.nl. The ET Committee is planning a two day pre-conference seminar in co-operation with the local organisers.

The seminar will, as in the past, provide a unique opportunity for educators from around the world to:

– exchange ideas on developments in education and training in their own countries
– explore common trends, as wel as differences, in education and training
– initiate contacts with academic and professional colleagues
– learn about education and training opportunities in other countries

Themes

Themes for the ET seminar includes, but is not limited to the following:

– Continuing education and training for information professionals

– Distance education and training for information professionals
– Essential knowledge and skills for the 21st century
– Web-based education and training programmes
– Innovation in education and training
– The impact of information technology on education and training
– Strategic alliances and partnership
– Quality control in education and training

Programme committee
The programme committee consists of:

– Prof Theo Bothma (tbothma@postino.up.ac.za)
– Prof Irene Wormell (iw@db.dk)

If you are interested in presenting a paper please contact Theo Bothma at tbothma@postino.up.ac.za as soon as possible.

Important dates
Submission of abstracts: 1 May 2000
Notification of selection: 1 June 2000
Submission of selected papers: 1 August 2000

Registration fees
Early bird up to 1 August 2000 US$ 150
Thereafter: US$ 180

– All payment in US Dollars only.
– Payment modes: Bank Draft or Credit Card (American Express, VISA or Master Card).
– Cash payment at site.

2. Schools of library and information science

2.1. *University of Wisconsin-Milwaukee, USA*

The School of Library and Information Science at UW-Milwaukee is pleased to announce a new course offering for library and information science professionals: "Library and Information Resources and Services for Distance Education."

As distance education grows in use in higher education, the role of various types of libraries and their services, resources, and policies must be reexamined in order to serve the many faculty, staff, and students participating in Internet, satellite, or other forms of distance education. Today, distance education information specialists and distance education departments in libraries are new and increasingly important.

This course presents strategies for the distance education librarian and the institution's library as a whole. What policy considerations must be made and revised? What services are integral to the success of distance students? How are faculty best accommodated? What legal and ethical issues must be confronted? What guidelines are important? These are some of the areas of examination in this new and timely course, Library and Information Resources and Services for Distance Education.

The course is an undergraduate/graduate level, three-credit course, instructed by Professor Elizabeth Buchanan. The course will be offered onsite, at the UWM campus, as well as through the School's Web-based education program. For more information, including scheduling, contact Elizabeth Buchanan at 414 229 3973 or buchanan@slis.uwm.edu.

2.2. *University of Kentucky, USA*

The school of Library and Information Science, University of Kentucky has been Awarded Prestigious IMLS National Leadership Grant from the federal Institute of Museum and Library Services (IMLS), at the amount of $215,400 to conduct a research project on improving information seeking in interdisciplinary research areas.

The project, entitled "Improving Electronic Information Seeking in Emerging Fields of Research: A Case of Bio-Acoustics," will study information seeking activities of bio-acoustic researchers in terms of their database and citation uses; identify problems created by discipline-based databases and indexing practices, and suggest design solutions using demonstration of a search engine interface prototype system, suitable for interdisciplinary researchers in bio-acoustics.

The investigation of the project will be led by Dr. Ling Hwey Jeng, Associate Professor of School of Library and Information Science, with collaboration of Dr. Hong Young Yan, Associate Professor of School of Biological Sciences and Dr. Gerry Benoit, Assistant Professor of School of Library and Information Science.

The project is among 187 project applications submitted to the Institute of Museums and Library Services this year, and one of the fourteen projects awarded under the category of "Research and Demonstration".

National Leadership Grants provide opportunities for libraries to address pressing needs in education, research and preservation, and for libraries and museums to work together to address community needs, expand audiences and implement the use of the most efficient and appropriate technologies. National Leadership Grant projects provide creative solutions to issues of national importance and provide leadership for other organizations to emulate. IMLS is a federal grantmaking agency located in Washington, D.C. that fosters leadership, innovation and a lifetime of learning by supporting museums and libraries.

2.3. *University of Buffalo, USA*

In July 1999, the University at Buffalo's Department of Communication and School of Information and Library Studies merged to form a new School of Information

Studies (SIS). SIS comprises two departments – Communication and Library and Information Studies. The LIS Master of Library and Information Science degree continues to thrive as a major degree program, as do the LIS Post-Masters Certificate and Cooperative Doctoral Program in Higher Education/Academic Librarianship. The Department of Communication continues to offer a BA in Communication and a MA and Ph.D. in Communication.

The SIS merger has paved the way for a new interdisciplinary 5th year professional master's in information and communication studies, focusing on the design, implementation and evaluation of new computer and network applications in a wide range of organizations and the jobs performed in them. To inaugurate the School's new thrust, AT&T awarded SIS a $50,000 grant for planning a curriculum that addresses New York State's information-technology needs. Earl Quenzel, vice president of education markets for AT&T, noted that "The new School of Information Studies will build on UB's well-known strengths in the areas of communication and library science to focus on the use of computer and network applications in a wide range of organizational settings." Work on the curriculum grant will be completed by summer 2000.

For more information, contact:
Tom Jacobson, Acting Dean, University at Buffalo. Tel.: + 716 645 6481; Fax: +716 645 3775; E-mail: jacobson@acsu.buffalo.edu

2.4. Domincan university

River Forest, IL – Prudence W. Dalrymple, Dean, Graduate School of Library and Information Science at Dominican University has been elected president of the National Association for Library and Information Science Education (ALISE). Dalrymple will serve as president-elect in 2000 and begin her term as president in 2001.

"As president I will advocate for ALISE to take the lead in creating an independent accreditation organization that is responsive to the changing trends in higher education," said Prudence W. Dalrymple, dean, Graduate School of Library and Information Science.

ALISE strives to promote excellence in research, teaching and service for library and information science in education. ALISE's institutional members are composed of over 50 graduate library schools whose degree programs are approved by the American Library Association's accreditation committee.

In addition to Dalrymple's election to ALISE, she was recently appointed to the Illinois State Library Advisory Committee. The committee advises the Illinois State Library on policy and management issues. Dalrymple will represent library education interests during a three-year term which commenced December 8, 1999 and will continue through June 30, 2002.

Dalrymple graduated Phi Beta Kappa from Clark University and has a M.S. from Simmons College and a Ph.D. from the University of Wisconsin – Madison.

The Dominican University Graduate School of Library and Information Science is the only library education program in northern Illinois that is accredited by the American Library Association. For more than 50 years, the Graduate School of Library and Information Science has been educating students to be public, school and corporate librarians, and is now increasingly preparing students for careers in the information industry.

2.5. *Distance education programs*

The following website, maintained by Holly G. Willett, lists distance education programs in library and information science: http://www.rowan.edu/soe/librarianship/DISTED.HTM

3. Publications

3.1. *Scholarly Electronic Publishing Bibliography*

Version 28 of the Scholarly Electronic Publishing Bibliography is now available. This selective bibliography presents over 1,060 articles, books, electronic documents, and other sources that are useful in understanding scholarly electronic publishing efforts on the Internet and other networks.

HTML: <URL: http://info.lib.uh.edu/sepb/sepb.html>

Acrobat: <URL: http://info.lib.uh.edu/sepb/sepb.pdf>

Word 97: <URL: http://info.lib.uh.edu/sepb/sepb.doc>

The HTML document is designed for interactive use. Each major section is a separate file. There are live links to sources available on the Internet. It can be searched using Boolean operators.

The HTML document also includes Scholarly Electronic Publishing Resources, a collection of links to related Web sites:

<URL: http://info.lib.uh.edu/sepb/sepr.htm>

The Acrobat and Word files are designed for printing.

Each file is over 250 KB.

(Revised sections in this version are marked with an asterisk.)

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   2.3 Library issues*

Charles W. Bailey, Jr., Assistant Dean for Systems, University Libraries, University of Houston, Houston, TX 77204-2091, USA. Tel.: + 713 743 9804; Fax: + 713 743 9811; E-mail: cbailey@uh.edu
    URL: http://info.lib.uh.edu/cwb/bailey.htm
    URL: http://info.lib.uh.edu/sepb/sepb.html

3.2. *Simile – Studies in Media & Information Literacy Education*

Some information is contained below. Or you can visit the *Simile* web site at http://simile.fis.utoronto.ca

Simile is a new refereed e-journal that will be published quarterly by the University of Toronto Press starting in the winter of 2001, with issues appearing at the beginning of February, May, August, and November. All manuscripts will be subject to a double-blind peer review process.

Simile will focus on topics connected with media literacy instruction in school, public, and academic libraries, as well as with the role that teachers, librarians, and information professionals at all levels can play in bringing about a better understanding of the social, cultural, economic, and political forces that shape traditional and new media production.

Contributions are welcomed from throughout the world. Articles dealing with media issues outside of North America are particularly encouraged.

In keeping with the cross-disciplinary nature of the subject matter to be covered, there are 26 Editorial Board members from a variety of fields, including education, library science, English, media studies, and history. There is broad geographic representation on the Editorial Board. Fourteen scholars are from the United States, eight from Canada, two from Australia, and one each from Mexico and Wales.

The large number of Editorial Board members attests to the interest in this journal as well as the lack of other periodical venues for the type of scholarship which *Simile* intends to publish. In addition, the size of the Editorial Board will ensure scholarly rigor and respect within the academic community. These are especially important considerations for e-journals, and the editorial staff of *Simile* and the University of Toronto Press are committed to upholding high academic standards in this publication.

Statement of purpose

The aim of *Simile* is to provide a venue for scholarly articles which will bridge the subject areas of bibliographic instruction, information literacy, and media literacy.

Directed at a readership in the fields of information/media studies, library science, and education, *Simile* will examine ways in which reference-and teacher-librarians, teachers, and other concerned professionals can integrate media literacy concepts into instructional sessions on the use of print and electronic mass media sources.

Reference librarianship has evolved in such a way that professionals in this area are assuming the responsibility of classroom-based teaching that stresses how to use information resources for a wide variety of user groups in public, academic, and school library settings.

As librarians and information professionals assume new roles and responsibilities, the type of instruction that these individuals have typically provided should be expanded to include the "politics of information."

Frequent users of mass media, whether in print or electronic formats, should be aware that it is not enough merely to access one or more sources of information. It is equally vital, if not more so, to be able to analyze, decode, and deconstruct media production in all its forms, taking into account the socio-cultural and socio-economic context of its production.

Media literacy therefore refers to the ability to recognize and analyze the political, economic, and cultural factors which influence all facets of the information presented through media sources.

Bibliographic instruction which extends the technological know-how of using library resources to include factors relation to media production will enable students and the general public to hone the analytical skills necessary to foster media literacy and to develop a critically informed stance on a wide variety of information sources.

Librarians and traditional libraries have a special role to play in fostering media literacy, but it is also recognized that each individual now has access to a "virtual

library" from a desktop or portable computer. Thus, media literacy concepts may be taught through distance education by a wide variety of information professionals.

Ultimately, this type of value-added bibliographic instruction will enable individuals, whether within or outside the traditional library context, to achieve a clearer understanding of available mass media resources and to become aware of how meaning is structured and organized through what is included, emphasized, or excluded in those resources.

Scope of content

Simile aims to explore the ways in which social and cultural environments impact media production and the methods that could be used to teach the skills needed to "read" these environments. It will also strive to provide multiple perspectives arising from the diverse cultural contexts which undergird media literacy issues world-wide.

While mass media delivery methods and mechanisms are constantly evolving, *Simile* is interested in the content and the content-providers of mass media. Insofar as traditional media and new media "no longer exist in mutually exclusive spheres," articles in *Simile* will examine the content of newspapers and magazines, films, videos, computer games, on-line databases, and web sources of all types, whether specialized sites, vertical portals or general-purpose portals. The images, graphics, sounds, and hyperlinks that constitute the editorial and advertising content of all print and electronic media are also open for discussion in *Simile*.

In tandem with the convergence of traditional and new media, the definition of mass media as either a form of information or of entertainment can no longer be applied. *Simile* thus understands the importance of examining the nexus of education, information, and entertainment in various media formats.

Specific topics within this broad context might be: the impact of the commercialization of the Internet on diverse information sources; corporate ownership of media sources; media biases; and the presence or absence of media competition.

Although the primary audience is public, school, and academic librarians, as well as elementary and high school teachers, *Simile* will also be of interest to corporate information workers responsible for tracking mass media trends. Articles should thus suggest innovative ways to impart the importance of media awareness and literacy to students and the general public.

Submission requirements

A list of the 26 Editorial Board Members, detailed submission requirements, and more information can be found at our web site. Please visit us at http://simile.fis.utoronto.ca

Or send an e-mail message to simile@fis.utoronto.ca

We look forward to your contribution.