

NEWSLETTER no. 8

July 1995

EUCLID COUNCIL 20th NOVEMBER 1995 at the Royal School of Librarianship, Copenhagen

After the foundation of EUCLID in Stuttgart in 1991 the first Council was held in Barcelona in August 1993. Now it is time for the 2nd Council which will be held in Copenhagen on the 20th of November at 1 p.m. in connection with the joint EUCLID/FID/ET International Conference:

Improved Practice
and Integrated Skills
in the LIS field
21. - 22. November 1995

We are looking forward to see many of the EUCLID-members to the Council and the Conference.

Important. The Statutes of EUCLID state that suggestions from the membership must reach the chair at least 3 months before Council date, which means *the 20th of August 1995*.

The agenda for the Council-meeting is attached this issue of the Newsletter! See page 10.

So is a participant form! See page 11.

From EUCLID's Board-meeting May 8th in Thessaloniki the Board's main activity was the preparation of the Council and Conference in Copenhagen in November.

The Newsletter also contains a form which you are asked to use to indicate your presence at the

Council and whether you expect the Royal School of Librarianship to book a hotel for you.

Mersini Moreleli-Cacouris and Sona Makulova are conducting a project where the entrance requirements for courses in the LIS departments in Europe are analysed and all schools in Europe have got a letter about this from EUCLID.

The relations to EU, Council of Europe, Hblida and BOBCATSSS were discussed and it was suggested that the annual conferences for students and teachers within BOBCATSSS could be restructured into a EUCLID activity in the future.

The Board is also investigating the possibility for establishing a EUCLID Home Page on the W-W-W.

In relation to the Board-meeting the library school in Thessaloniki made an arrangement where the Board members of EUCLID and Gerda van der Molen, Groningen, presented their institutions activities and participated in a panel discussion with questions from staff and students at the Thessaloniki school. Also the Head of the Athens school participated.

EUCLID-Directory

The first issue of the EUCLID-Directory has been mailed to the membership. In the process of gathering and publishing such information errors and omissions occur, and this has also been the case with the directory, sorry. The next issue will come out around January 1996 so the deadline

for new entrances or corrections to the present entry is *December 1st 1995*.

The information sheet shall be sent to Tom Wilson, Sheffield.

The information sheet from Åbo Academy, Finland and INFODOC, Bruxelles, Belgium are attached this Newsletter.

INFORMATION FROM THE MEMBERSHIP

Peter Vodosek

Preparing Information Specialists for the 21st Century: The University for Library and Information Studies Stuttgart and its New LIS-Concept

Up to now the University of Library and Information Studies Stuttgart has offered 3 graduate programs:

- Public Libraries
- Academic Libraries
- Information Management

Our experience has been that programs have to be overhauled every 6 or 7 years. A revision of all three programs was overdue. The senate of the university established a reform committee in 1993. The committee designed a concept and we will start with the newly designed program in the fall term 1995.

Reasons for the Reform of the Programs

“The access to information, knowledge and culture as basis for general education is a fundamental right of all people and the key to all individual, social and economic development.” These are the first words of the newest declaration by the International Advisory Board for the General Information Program of the UNESCO. We took this statement as a basis for our new programs. Further we took additional factors into consideration.

The job profiles and occupational standards in all LIS-professions have been subject to an accelerating change process for several years now. It is a process with no end in sight. These changes are caused by various circumstances:

- The development of information technology
- Economic developments which force us to use resources more efficiently
- Social developments which bring the threat of a two-class information society

A further characteristic of this new situation is that it doesn't stop at national borders. World-wide information networks require stepped-up international co-operation and, consequently, the internationalization of LIS-education. Considering that it is impossible, perhaps even not desirable, to harmonize the national systems of education in respect to their structure, all efforts have to focus on the internationalization of contents.

All countries advanced in library and information science have tried to orientate LIS-education according to this development and to make it so flexible that it keeps abreast of its speed. A further requirement is to react to the demands of the labor market and to open new prospects for graduates.

It's a characteristic feature of this development that job profiles which were previously strictly separated have come together. In fields such as information technology, information provision and information management, there are so many inter-sections that an interlocking of programs not only makes sense but is also necessary. To bring several programs together by requiring the same fundamental courses of all students has been the consequence taken by most universities in Germany.

The main difficulty in designing new LIS-programs is that the curriculum has to cover two bases at once. On the one hand there is the development from the informatized to the electronic and finally the virtual library. On the other there are traditional fields that will have to be maintained in the future. For the latter, however, we will have to deal with new means and methods. From that point of view, the job profile for a public librarian, passed by the German Association of Public Librarians in 1986, still fits: "...the chance of combining new and old media culture has to be preserved." Therefore the LIS-programs can't just be transformed into mere technical programs. Our experience has shown that it would be com-

pletely wrong to fade out cultural aspects in our programs in favour of more technology. We have to see public libraries as one element of a comprehensive national information system. But it can't be their sole function to be part of the information highway. The LIS-professions should therefore not become the same but instead should be respected for "their still identifiable profile." That implies that the LIS-curriculum includes topics such as cultural and intercultural functions of libraries and social purposes from services for the handicapped to reading promotion. That does not mean that libraries have to ossify into book museums for a minority. The objective of all efforts should be to provide future generations with possibilities to enrich their lives and improve their chances for a better living.

One approach to solve the dilemma is maybe to educate experts with so-called "key qualifications" such as problem solving. It will be unimportant whether they will be called librarians, documentalists or information managers. Electives shall enable students to place an emphasis on certain subjects. The person who wants to concentrate on high-tech should be able to do so, the one who prefers cultural or social aspects should be able to choose subjects accordingly.

The present structure of the German library and information scene still requires a continuing separation of programs after the foundation courses have been taken. However, the next reform might distinguish the programs not by the institution that the graduate will work at but by content. By then we might not call them "librarian" or "documentalist" any more but instead "information manager" or "manager for cultural activities" etc.

Impulses from Inside and Outside

The motivation for the present comprehensive reform came from the inside as well as from the outside. The majority of faculty members and students supported the idea of establishing more

links between the individual programs, preferably in the form of one common set of foundation courses during the first two semesters. It was expected that this would improve the flow of information and optimize the use of personnel resources. Among students of different programs we had observed a tendency to shun each other. The new concept will foster a feeling that all of them are members of related professions. External impulses came from practitioners. Through the active participation of our faculty in professional organisations it was no trouble to find and incorporate new ideas from members of public libraries and information and documentation centers. Additional ideas were generated in interviews with alumni and at bi-annual meetings of our newly employed graduates. Further contributions came from our numerous international contacts to partner universities and international organizations such as IFLA, EUCLID and BOBCATSSS.

Politicians called for action as well. In January 1995 a new university law came into effect in Baden-Wuerttemberg which required structural changes. The audit office of the state of Baden-Wuerttemberg demanded additional alterations. The Ministry of Science and Research of the state of Baden-Wuerttemberg published its "Recommendations for establishing new courses at the universities for the applied sciences" in 1993. Based on that publication, it is only possible for our university to offer new programs, for example in medical information, in archivistics or museology, if they are based on reformed "traditional" programs. This doesn't only effect course contents but also requires a rearrangement of financial resources in order to fund innovative projects against a background of tight state budgets.

Finally we were inspired by recommendations from the multimedia commission which was appointed by the senate of the state of Baden-

Wuerttemberg and by results from the "Information Highway" project of our Ministry of Economic Affairs.

Objectives of the Reform

To promote competence for action through continuous confrontation with real world professional problems.

To improve the ability for teamwork and social competence through teaching in form of seminars, small groups and projects.

The following qualities and abilities are essential for LIS-education:

- Synthetic thinking
- Abstract thinking
- Presentation skills
- Time management
- Complexity reduction through model building
- Result orientation

In addition to these general skills the curriculum has to provide a broader training in information technology, information provision and management. We should also pay attention to the needs of the business world: holistic qualification, self-reflection and social competencies.

The combination of theory and practice can be achieved through well-tried and expanded methods:

- More project work in co-operation with libraries and businesses
- Long-term and short-term internships
- Faculty sabbaticals outside the university
- Consulting activities and committee appointments of faculty
- Other contacts with members of the profession such as an annual meeting between the management team of the Stuttgart Public Library and our faculty, or tours of new libraries, or talks with library directors, local politicians, and architects.

Structure of the New Curriculum

The cornerstones of the new curriculum are:

- 3 Programs
 - Public Libraries with a “Diplom- Bibliothekar” as academic degree
 - Academic Libraries with a “Diplom- Bibliothekar” as academic degree
 - Information Management with a “Diplom-Dokumentar” as academic degree
- Length of each of the three programs: 7 semesters (3.5 years). The set of foundation courses covers semesters 1 and 2 and is the same for all programs.
- Semester 5 is devoted to practical fieldwork. Before semester 4 but after semesters 1 and 2, all students have to do practical fieldwork with a total duration of 3 months.
- The program is made up of required courses and electives.
- There are three groups of electives. Each student has to choose one elective from each group.
- The maximum number of total hours per week during the length of the program is 140 in accordance with the standard of the universities for applied sciences in Baden-Wuerttemberg.

INTERNATIONAL CONGRESS

Information Specialists between **Conflicting Claims:** **New Technology** and **Social** **Responsibility**

4th-5th December 1995
Haus der Wirtschaft Stuttgart

Fachhochschule Stuttgart
Hochschule für Bibliotheks- und Informationswis-
sen

- Congress 1995 -

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Information Specialists between Con-
flicting Claims: New Technology and
Social Responsibility

Who we are

The Hochschule für Bibliotheks- und Informa-
tionswesen Stuttgart - HBI - offers professional
training for

- ◆ qualified librarians for public libraries
- ◆ qualified librarians for academic libraries
- ◆ qualified documentalists for information and
documentation institutions

The HBI is one of the major educational institu-
tions in the field of Library and Information Sci-
ence with about 600 students.

It is a long HBI tradition to hold congresses, con-
ferences and in-service training courses with the
aim of discussing current and future developments
in the Library and Information Sector with col-
leagues in and outside the
Hochschule.

What we are planning

With this Congress we want to link on the one
hand new technical developments with all their
potential, and on the other hand the conse-
quences of these developments for society, and
therefore also for our profession.

Accordingly there will be lectures, workshops
and presentations on the following topics:

- ◆ What are the future didactic purposes and social responsibilities of our profession?
- ◆ What demands will various groups make on library and information institutions as a result of current developments?
- ◆ What new possibilities in information technology are now available and will be in the future?

What we want

The dynamic development of information technology offers a wide variety of new possibilities to inform oneself, to communicate and to satisfy society's need for information. We want to make these possibilities known in various ways and to demonstrate them on the different media.

However, there is a perceptible gap between the possibilities now available as a result of new information products, and the actual use made of them. The using of this new information technology requires special knowledge and is, in some cases, very expensive. At the same time, living standards generally depend increasingly on the

individual's opportunities to access the information media, and on his competence of handling them.

So what are the future tasks of the LID institutions?

New demands upon us, new responsibilities await us. Libraries, Information and Documentation Institutions have to bring their information products and services in line with current standards and to keep up to date with latest developments. Only thus can they, together with other educational and cultural institutions, make an active contribution to the media competence of society in general. In both, users and providers of information, there is a marked reluctance to master and take advantage of the new media.

In future we will need information specialists familiar with the requirements of end-users according to their socio-economic groupings, and possessed of a clear concept of their own function and able to impart their competence.

Stanislaw Chastnik:

INTERNATIONAL SEMINAR
on Problems of Transformation of Higher Education
in the Field of Library and Information Science

The seminar, hosted by the Kharkiv State Institute of Culture (KhSIC), took place on May 16-18 1995 in a picturesque locality not far from the city of Kharkiv, Ukraine. Several EUCLID members were represented including the Royal School of Librarianship, Copenhagen (Mr. Ole Harbo), the University for Library and Information Studies, Stuttgart

(Mr. Peter Vodosek), Dept. Book-, Library & Information Science, University of Amsterdam

(Mr. Albert Boekhorst). In the papers prepared for the workshop and in discussion participants gave information on transformation of LIS education in their schools and raised suggestions for new approaches. The following is a brief summary of two papers presented to the seminar by Prof. Vasyly SHEIKO, Assoc. Prof. Stanislaw CHASTNIK and Prof. Yuri ASEYEV (KhSIC) on the new concept of training specialists at the Kharkiv State Institute of Culture.

The problems of Ukraine's entering the world information system calls for new approaches to educating specialists of various qualification levels having perfect command of modern library and information technologies. The Kharkiv State Institute of Culture (KhSIC) has developed a new concept of training LIS specialists of higher qualification. The major components of this concept are:

1. Revision and introduction of new, modern graduation programmes into the educational process. At the Faculty of Library and Information Science, the curricula for traditional disciplines (library and bibliography studies)

are being revised. New programmes based on information science are introduced. Besides, the Faculty is going to introduce new orientations, e.g. Documentation and Information Work (Information Management). The new syllabus will include a number of disciplines based on fundamental knowledge of mathematics; programming; intellectual and expert systems; database management; local, regional and global networking; network operational systems; theory of information, etc. Gradual adaptation of KhSIC curricula to the needs of the changing society and European standards of LIS education.

2. Further training (retraining) of personnel engaged in information work (at patent offices, libraries, archives, etc.). One of the main aims of further training is to develop skills of handling the software used in modern information technology.
3. Hardware: the Institute possesses and develops local computer networks based on powerful file servers and workstations, multimedia technology, CD-ROMs. We have also purchased faxmodems to get access to the Internet in the nearest future. Expanding and renewal of hardware is one of the strategic tasks of the Institute.
4. Software: The Institute has both standard and non-standard software. Standard software includes operational systems, network software, database management systems, electronic tables, word processors, etc. Non-standard software includes all sorts of software developed at the Faculty; understanding of natural

language information; various programme shells, etc.

5. Information support includes work aimed at developing an electronic catalogue and some databases, various data definition and data manipulation languages. This is done to facilitate data input and editing; database merging; developing new databases; information retrieval and output. The Institute's library should be turned into a model, automated library of the 21st century. It should serve as an educational centre for computer training of students and retraining of teachers at other LIS institutions.
6. Establishing a National Centre for problems of LIS education based on the KhSIC with the

following aims: developing typical curricula, textbooks and other teaching material for all related institutions, exchange of information, consultancy on computerization of education, etc.

7. Training specialists of higher qualification. We have a post-graduate course for persons working towards their Cand.Sc. or Dr.Sc. degrees in the field of new information technologies. Further expansion of these course is planned.

It is expected that the transformation of LIS education at the KhSIC will result in training specialists of various qualification levels, meeting international standards and ability to work in open computer networks used world-wide.

EUCLID COUNCIL 20th NOVEMBER 1995, 1 p.m.
at the Royal School of Librarianship, Copenhagen

AGENDA

1. Opening.
2. Election of Chair for the Meeting.
3. Election of Reporter.
4. Chairman's Report.
5. Financial Report and Suggestion from the Board about Fees.
6. Suggestions from the Membership.
7. Elections:
 - a) Board Members.
 - b) Chairperson.
8. Next Council.
9. Any other business.

EUCLID COUNCIL 20th NOVEMBER 1995, 1 p.m.
at the Royal School of Librarianship, Copenhagen

(Name)

(Address)

will participate EUCLID-Council in Copenhagen.

I will also participate in EUCLID-FID/ET Conference: Yes No

I need a hotel room for the following nights:

18 November	<input type="checkbox"/>
19 November	<input type="checkbox"/>
20 November	<input type="checkbox"/>
21 November	<input type="checkbox"/>
22 November	<input type="checkbox"/>
23 November	<input type="checkbox"/>
24 November	<input type="checkbox"/>

and ask the Royal School of Librarianship to book in on my behalf.

To be sent to:

The Royal School of Librarianship
Birketinget 6
DK-2300 Copenhagen S.

not later than November 1st 1995.