

ABSTRACTS

WILSON, T.: Coping with change in library education. – The constituents of educational institutions – people, structure, tasks, technology – build up a complex net in which the changes of elements effect the whole of the system. Economic, social and technological factors have a strong impact on the education system as well. Economic pressures lead to structural changes such as the reduction of academic and technical staff, the closing of departments. Changing demands of society (greater need for information professionals) are reflected in curricula, too. New technology, bringing new media into our life, also has to be taken into account. (In short time all tertiary level students are expected to have some knowledge of personal computers in the United Kingdom.) There is resistance to change in every age. It is the duty of managers to have their staff prepared for changes so as to overcome the fear of change. [pp. 127–133.]

REDFERN, M.: Library and information studies in the United Kingdom. – From among the schools of library and information science seven belong to universities and nine operate in polytechnics or other institutes of higher education. Until the late 1970s full-time education took place mainly in polytechnics. Three-four-year graduate level studies have been going on since the end of the 1960s. The Library and Information Services Council (LISC), an advisory organ of the ministry of education, has forwarded a document outlining the trends of the basic and continuing education of librarians and information specialists in 1985 that had an impact on curricula. The common educational aim of academic institutions is to develop professionals who can design, develop and deliver information services. Today the principle of modular study is acknowledged widely, and it makes training institutions disregard traditional entrance requirements and recruit mature or non-professional people who wish to start a new career. [pp. 135–138.]

PÁLVÖLGYI Mihály: A systems approach model of library education. – As a consequence of social and technological development, requirements towards library and information professionals have changed considerably. Extensive development must be transformed into intensive advance in education and continuing education. Educational technology is – according to its modern conception – a process involving the design, implementation and evaluation of instructional programmes focusing on the results of learning. Models of this process with a systems approach have been elaborated and are described and compared by the author. The elements of the synthetic model are: analysis of problems, needs, demands and trends; the content of the given instructional programme, the requirements of the teaching material; analysis of the personal factor; definition of goals and performance; planning of instruction; management project, utilization, dissemination and exchange of results. [pp. 139–148.]

McKEE, B.: Library and information studies as a discipline. – The practice of librarianship is undergoing a change in present-day Britain. Much emphasis is laid on „information science” that deals with specialized information content in a particular area, analysing, interpreting and disseminating it to a particular client group, and on „information management” which analyses the flow of information within an organization and designs systems to manage that flow effectively since information is regarded as a valuable corporate resource. It is reflected in education as well: courses are occurring in which

librarianship is put into a broader context. The discipline is meanwhile definitely moving from its traditional environment of literature and the humanities towards an environment of computing and management. [pp. 149–152.]

DARÁNYI Sándor: Arts, library, informatics. – The history of sciences provides evidence that the spread of library informatics is keeping in harmony with the general development of science. Meanwhile, the teaching of this subject in Hungary – due to the lack of funds – is less and less able to keep pace with the age. Thus the librarian community is deprived of the chance of professional and social rise. Computer technology creeping in cannot by itself solve the problem. It is only the underlining of the arts aspects of library informatics that can make computer technology more humane through a revival of arts caused by the machine. The librarian plays a key role in this transformation. [pp. 153–159.]

USHERWOOD, B.: User centered library education. – Users' needs should be taken into account from two respects in the education of library and information professionals: On the one hand from the point of view of would-be employers, and on the other from that of clients. A recent report on the tasks of library and information studies departments defines the duties related both to the content of instruction and to the development of skills in students. In order to perform these effectively the gap between library educators and practitioners in the library and information world should be eliminated. To achieve this, training institutions invite practitioners to give lectures; library authorities run courses for library school teachers; invite them to study real problems; research teams consisting of librarians and lecturers are set up for the investigation of various issues; open days are arranged for careers officers. [pp. 160–164.]

USHERWOOD, B.: Teaching interpersonal skills. – As information technology develops, so does the need for interpersonal skills increase. The three major fields of relationships are the relationship between management and library employees, the relationship between librarians and the staff of the parent institution, and the one between librarians and their clients. Academic level education approaches the development of interpersonal skills both directly and indirectly. The capacity of establishing fruitful relationships is developed by means of games increasing the students' awareness of themselves and of other people, role playing, case studies, drama, poems. [pp. 165–168.]

NAGY Attila: Reading research: the social context and the teaching of human relations. – Due to the changes of the political judgement of sociology and psychology, systematic research into reading has been going on since 1968 in Hungary. Research results were utilized first in continuing education only, then, by the end of the 1970s they had become a part of the curricula of the university and college level education of librarians. Knowledge on reading people, on the reading habits of various social strata, on the role of the librarian is filling three terms at our colleges: 1. the sociology of reading, 2. the psychology of reading, 3. the pedagogy of reading. For the time being it is only planned that the regularities of human relations will be taught as an integrated, concentrated bulk of knowledge. We are convinced that librarianship is a sort of helping service, that can only be effective if professional studies are supplemented by an awareness of the fundamental laws of interpersonal relations and an ability for the implementation of this awareness. [pp. 169–172.]

WILSON, T.: Marketing and the role of user studies in the library and information studies curriculum. – The marketing approach is increasingly emphasized in the development of educational programmes. It means the acquisition of a way of thinking by means of which the realization of the aims of library and information systems may be approximated. The three elements of marketing strategies – task analysis, market analysis and marketing plan – are taught in a course in the MA programme on „Social research methods and statistics”. Students apply the methods learnt to the evaluation of an existing research report. [pp. 173–175.]

ALFÖLDINÉ DÁN Gabriella – HEGEDŰS Péter: Marketing in libraries. – There has been an increasing interest in recent years in the so-called social marketing, or the marketing of non-profit organizations. A similar interest is occurring in libraries and information centres that proves, marketing methods can be used to increase the effectiveness of library operations, and to more completely satisfy the needs of users. After a brief survey of marketing practice in Hungary, the authors point out that the lack of properly trained marketing specialists is one major obstacle in the way of a more rapid spread of the marketing approach. They put forward a proposal on the bases of foreign examples concerning the issues to be tackled by an educational programme in marketing designed for librarians, and also discuss what sort of a specialist the lecturer should be. [pp. 176–182.]

REDFERN, M.: Library user community profiling. – By means of a community analysis the library surveys the needs of a particular community and establishes service priorities accordingly. In the phase of teaching profiling a balance of one third theory to two thirds of practice is suggested. The students set out by defining the borders of the community considering geographical features, socio-economic and transport factors as well as circulation data and users' habits. In the next step the community is analysed on the bases of general census data, plans of development, shopping and mobility patterns. These analyses are supplemented by observation and interview techniques. Though a complex local directory database may also be set up using information technology, the „putting people first” ethic of community librarianship is not lost. [pp. 183–185.]

Abroad

SOFTA Márta: The automation of the National and University Library of Zagreb. [pp. 186–192.]

CIGÁNIK, Marek: What is the development of informatics like in our time? The abstract is based upon the interview of Kniznice a Vedecké informácie (1986. no. 6.) (Abstract: FUTALA Tibor). [pp. 193–196.]

LŐRINCZ Judit: Young people in France and reading. [pp. 197–205.]

TÓSZEGI Zsuzsa: The union catalogue of periodicals in France. [pp. 206–208.]

KISS Jenő: Public libraries for free and/or for fee. [pp. 209–211.]

Public libraries in the Republic of Cuba. (Abstract: MOHOR Jenő). [pp. 212–215.]

Reviews

Magyarországi időszaki kiadványok kulcs cím–ISSN jegyzéke. (Key-title–ISSN index of Hungarian periodicals.) National Széchényi Library Hungarian National Centre of ISDS; ed. Szilvássy Zoltánné, 1986, 567 p. (Rev.: FUTALA Tibor.) [pp. 216–217.]

VÉRTESSY Miklós: Könyvtárosok kislexikona. (Pocket lexicon for librarians.) National Széchényi Library Centre for Library Science and Methodology, Budapest, Múzsák, 1987, 249 p. (Rev.: SONNEVEND Péter.) [pp. 218–220.]

VAN RIJSBERGEN, C. J.: Információ visszakeresés. (Information retrieval.) National Széchényi Library Centre for Library Science and Methodology, Budapest, Múzsák, 1987, 187 p. (Rev.: ROBOZ Péter.) [pp. 221–223.]