

# Continuing Education—III

Continuing education is a process whereby library professionals update their knowledge, broaden their scope, or gain a more in-depth understanding of some aspect of their profession. It is distinct from staff development in two respects: the professional has the responsibility for identifying specific continuing education activities in which to participate based on immediate or long-range career interests, and the focus of continuing education activities is on the broad needs of the library profession. Staff development activities, on the other hand, are focused on the ongoing needs of staff to acquire and/or update knowledge and skills needed to effectively perform their jobs. Though primary responsibility for continuing education rests with the individual professional, library administrators have a responsibility to encourage continued growth and learning of their staff by supporting participation in continuing education activities.

Continuing education in the library profession is still in its youth—if not in years, in maturity—

and there are a number of important issues that require careful thought and consideration from both library administrators and professionals to insure that this process is a positive influence in the profession. One such issue centers on the question of what type of recognition or reward system should be established for participation in continuing education activities. There is a danger that as continuing education becomes more prominent in the field, emphasis will move away from a system of recognition and reward based on demonstrated job competency to a system based on participation in activities. Though participation in continuing education activities should enhance someone's ability to contribute to their job and library, it is conceivable for someone to participate in such activities without any improvement in performance or contribution of new ideas or approaches. Therefore, recognition and reward should always be focused on the professionals' performance and not on the single fact of participation in certain activities. Every academic li-

## Community College and Public Libraries: The Impetus toward Cooperation

Conference-Within-a-Conference, held this year during the Annual Conference in Chicago, will take place on Sunday, June 25. It is cosponsored by the Community and Junior College Libraries Section, the Association of College and Research Libraries, and the Public Library Association.

8:30 Registration

9:00 Conference opening

9:10 Address and discussion: "The Public Library and the Community College Library—What Does Cooperation Mean?" Edward G. Holley, dean, School of Library Science, University of North Carolina, and president, American Library Association, 1974-75

10:00 Report and discussion: "Results of the Joint Study of Community College-Public Library Education in the Humanities." Mary Jo Lynch, associate executive secretary, Public Library Association

10:40 Coffee

11:00 Presentation: "The Public Community College Library: How It Works." Joseph F. Lindenfeld, director of library services, Shelby State Community College; Donald M. Mikula, dean of instruction, Shelby State Community College; C. Lamar Wallis, director, Memphis and Shelby County Pub-

lic Library and Information Center  
12:15 Luncheon and address: "Community Colleges and Public Libraries—Natural Partners." Alice B. Ibrig, director of cultural and civic programs, Moraine Valley Community College

2:00 Presentations: "Cooperation in Action." (1) "Sharing a Building and Services"—Mabel M. Brewer, coordinator, Flathead County Free Library and Flathead Valley Community College Library; (2) "Lifelong Learning for the Community"—Ernie Tompkins, director, Individualized Learning Center, Forsyth Technical Institute; (3) "Planning Administrative and Technical Services"—Don Pelkey, dean of learning resources, Mott Community College

4:00 Summary: "The Future: Cohabitation and Networking." Gloria Terwilliger Brown, director, Library Resources Center, Alexandria Campus, North Virginia Community College

4:30- Cocktail hour

5:30

Advance registration deadline is June 16. Send fee of \$13.50 to cover coffee, luncheon, and registration materials to Sister Mary Chrysantha Rudnik, Felician College Library, 3800 W. Peterson Ave., Chicago, IL 60659.

brary should develop, where it does not already exist, a system for recognizing and rewarding staff based on job competency and contributions to the library and the profession. In an academic library, a system of recognition and reward might be reflected in the promotion in rank or tenure system, consideration of merit increments, and so forth. Library professionals also receive personal satisfaction for their accomplishments and contributions through the recognition received from colleagues.

Continuing education is critical to academic libraries, and therefore major issues should not be

ignored or drowned in well-intentioned rhetoric. Now is *not* the time for library professionals to once again compare themselves with other professional groups. Instead, continuing education should be considered in relation to the needs of academic libraries and the professionals that staff these libraries. If we begin by defining the purpose and scope of continuing education in relation to these needs, we will be better able to identify essential programs and activities as well as mechanisms for recognizing and rewarding performance and contributions.—*Sheila Creth, Assistant Director, University of Connecticut.* ■■

## Copyright—More Views

### ONE SOLUTION

I am writing not to offer a different interpretation of the copyright law than that of Charles Martell, but to suggest a solution to the problem of reserves and to correct three small errors in his "Summary Sheet." I believe these errors were present in the original publication from which this list of dos and don'ts was taken and that they were caused by an attempt to paraphrase the language of the guidelines.

First, it is stated that "a teacher MAY NOT . . . make multiple copies of a short poem, article, story, or essay from the same author more than once in a class term or make multiple copies from the same collective work or periodical *issue* more than three times a term" (emphasis added). The "cumulative effect" test of the section 107 guidelines, from which this is taken, uses the term "periodical *volume*" (emphasis added).

Second, it is stated that "a teacher MAY NOT . . . make multiple copies of works more than nine times in the same class term." The provision in the "cumulative effect" test is "there shall not be more than nine instances of such multiple copying for *one course* during one class term" (emphasis added).

Third, it is stated that "a teacher MAY . . . make multiple copies for classroom use only and not to exceed one per student in a class of the following: . . . one chart, graph, diagram, drawing, cartoon, or picture per book or periodical." The language in the "brevity" definition in the guidelines is "per periodical *issue*" (emphasis added).

Turning to the problem of reserves, I think there is an alternative that to date I have rarely seen discussed: namely, obtaining permission to make the copies. It should be recognized that the copyright law and its guidelines do not impose a flat ban on copying; they only require that per-

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### COPYRIGHT LAW AND RESERVE OPERATIONS— ANOTHER INTERPRETATION

To save space, this interpretation of the copyright law is limited to specific points of disagreement with Charles Martell, including minor differences in emphasis. In general, Martell's reading of the law seems sound and his recommendations worthwhile. At crucial points, however, he is content to recommend seeking legal interpretation instead of venturing an interpretation himself. His approach is admittedly "purposely conservative."

However, perhaps libraries should instead be looking at the law as a lawyer would and determine what weight the *Guidelines* would carry. Admittedly they have not the force of law. But they came into being at the urging of the House Committee on the Judiciary. The House Committee Report (H.R. 94-1476) says that the committee report of 1967 summarizes the arguments on the question of classroom photocopying—which "have not changed materially in the intervening years"—and proceeds with comments of considerable moment, including these passages:

. . . The fair use doctrine in the case of classroom copying would apply primarily to the situation of a teacher who, acting individually and at his own volition, makes one or more copies for temporary use by himself or his pupils in his classroom.

Spontaneous copying of an isolated extract by a teacher, which may be fair use under appropriate circumstances, would turn into an infringement if the copies were accumulated over a period of time with other parts of the same work, or were collected with other material from various works so as to constitute an anthology.

A key, though not necessarily determinative, factor in fair use is whether or not the work is avail-

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