The offerings of the Internet extend far beyond library catalogs, university and community systems. You can also reach a multitude of specialized databases, sponsored and compiled by various organizations. Content varies from full text to bibliographies to statistics. See the Internet Resource Guide and various Network Information Centers to find out more about them. Below are a few examples:

PENpages
A database of agricultural and nutritional information produced by Pennsylvania State University with support from USDA, the Pennsylvania Department of Agriculture, and Rutgers University.

> telnet to psupen.psu.edu
> login: pnotpa

Dartmouth Dante
This evolving database includes 32 commentaries--all in their original language—and the full text of Dante's DIVINE COMEDY.

> telnet to eleazar.dartmouth.edu
> login: ddprfnet, password: freenet

Geographic Name Server
Contains standard information such as population, latitude/longitude, and zipcode for over 150,000 cities (mainly U.S.) and selected geographic locations.

> telnet to martini.eecs.umich.edu

Shakespeare Plays and Shakespeare Sonnets
Two full text databases which are searchable by keyword.

> telnet to lib.dartmouth.edu

ARCH PIC
A keyword searchable index to architectural illustrations, which is part of Carnegie Mellon University's online catalog.

> telnet to cmulibrary.andrew.cmu.edu

RFCs, FYIs and FAQs

RFCs

RFCs or Request for Comments are informational working documents produced by network researchers around the world. Most RFCs are descriptions of network protocols or services, often giving detailed procedures and formats providing the information necessary for creating implementations. Some RFCs report on the results of policy studies or summarize the work of technical committees or workshops.

RFCs are created when someone who wants a protocol or service formalized writes a document describing the issues and mails it to Jon Postel (postel@isi.edu), who acts as a referee for the proposal. It is then commented upon by anyone wishing to do so. When it becomes accepted as a good idea, it is assigned a number and filed with the RFCs.

FYIs and FAQs

FYIs (For Your Information) are a subset of the RFC series. They are written in less formal language and include such topics as answers to frequently asked questions (FAQs) and bibliographies. Many FYIs contain valuable information for beginners; others deal with advanced topics.

RFCs and FYIs are available via ftp many sources including the Merit Network Information Center.

> ftp to nis.nsf.net
>
> rfc directory = internet/publications/rfc
> index = $index.rfc
>
> fyi directory = internet/publications/fyi
> index = $index.fyi

The index file, which can be read online will provide the RFC or FYI number and the name of the document, the author and date of creation.

Examples of RFCs/FYIs (some documents have both numbers):

> RFC-1118 - The Hitchhiker's Guide to the Internet
> RFC-1175 - A Bibliography of Internetworking Information
> RFC-1206 - Answers to Commonly Asked "New Internet User" Questions (FYI_04)
> RFC-1208 - Glossary of Networking Terms
> RFC-1290 - There's Gold in Them Thar Networks! (FYI_10)

USENET

USENET is an electronic conferencing system with hundreds of discussion groups available worldwide. USENET software provides access to news and transfer articles from one machine to another. USENET operates on many different types of physical networks including UUCP, X.25, and Internet.

The only requirement for any host to join USENET is to find another machine already using the system to transfer the USENET news to it. These daily USENET feeds take up a good deal of disk space on any host computer, so many Internet hosts do not have USENET access.

USENET organizes discussions into "newsgroups" or interest topics. Usenet messages are not sent to a subscriber's mailbox as they are with listservs on BITNET. Instead, the newsgroup is posted as a folder that anyone can look at - in bulletin board fashion. There are several hundred newsgroups, covering every spectrum of human interest. Certain newsgroups have been deemed to be controversial in nature and even banned in some institutions. The censorship of USENET newsgroups is currently one hot issue in electronic networking circles.

WHOIS

WHOIS is a program that allows you to get information about another user. Several universities offer a whois service database containing most of the individuals at the university.

The main WHOIS database is located at the Department of Defence Network Information Center. The 'whois' command will let you search a database of every registered domain and of registered users. Note that most registered users are network administrators.

        telnet to nic.ddn.mil
        type whois
        type help at the whois prompt

To obtain a list of WHOIS servers available on the Internet, ftp to ftp.sura.net. The file is in the pub/nic/directory.services/WHOIS.info directory and is called WHOIS.servers.

GOPHER

The Internet Gopher is described as an information distribution system. Gopher was developed at the University of Minnesota as a way to let a new user search and obtain many types of documents on many different hosts. There are gateways between Gopher and Archie, WAIS servers, and ftp sites. Gopher software is free.

Gopher servers provide a variety of information on subjects as diverse as phone books, the weather, recipes, library catalogs, etc. You don't have to keep track of the address of each service - Gopher does that for you.

        You may access this system for a test drive:
                Telnet to: consultant.micro.umn.edu   Login as GOPHER

To obtain Gopher software, ftp to: boombox@micro.umn.edu   /pub/gopher

WAIS

WAIS stands for the Wide Area Information Servers Systems. WAIS is an electronic publishing software set which allows you to search and retrieve multimedia information from databases worldwide. Much of this software is currently available for free use.

WAIS was developed by Thinking Machines Corporation of Cambridge, MA in collaboration with Apple Computer, Inc., Dow Jones and Co. and KPMG Peat Marwick. WAIS is rapidly becoming a standard for information distribution within the Internet environment. WAIS uses a single NISO Z39.50 computer-to-computer protocol.

Two of the most promising features of WAIS technology include use of natural language to query the databases, and being able to use the same software to query many different types of databases.

For more information about WAIS:

1. Try a simple interface by telnet to quake.think.com; login as "wais".

2. FTP the free software from think.com in the /wais directory.

3. FTP a bibliography called bibliography.txt from quake.think.com in the /pub/wais/wais-discussion directory.

4. Subscribe to wais-discussion-request@think.com, a biweekly email list on electronic publishing issues and WAIS releases.

5. Contact:

> Barbara Lincoln, Project Administrator (barbara@think.com) or
>
> Brewster Kahle, Project Leader (brewster@think.com)
>
> Thinking Machines Corporation
> 1010 El Camino Real
> Menlo Park, CA 94025
> (415) 329-9300

Organizations

CNI

Coalition for Networked Information
1527 New Hampshire Avenue, NW
Washington, DC 20036
(202) 232-2466

The mission of the Coalition for Networked Information is to promote the creation of and access to information resources in networked environments in order to enrich scholarship and to enhance intellectual productivity.

The Coalition pursues its mission by seeking to realize the information distribution and access potential of existing and proposed high performance computers and networks that support the research and educational activities of a wide variety of institutions and organizations.

The Coalition accomplishes this realization by undertaking activities, on its own and in partnership with others, that formulate, promulgate, evaluate, and promote policies and protocols that enable powerful, flexible, and universal access to networked information resources.

The Coalition directs the combined intellectual, technological, professional, and financial resources of its members according to a shared vision of how the nature of information management is changing and will continue to change through the end of the 20th century and into the beginning of the 21st.

EDUCOM
1112 16th Street, NW.Suite 600
Washington, DC 20036
(202) 872-4200
knk@bitnic.bitnet

CoSN
K-12 access to networks
Mr. John Clement
c/o EDUCOM
112 16th Street, NW, Suite 600
Washington, DC 20036

Internet Society

"The Internet Society is a professional membership organization that is being created [sic] to promote the evolution and growth of the Internet as a global research and eduction communications infrastructure."

Charter: The Society will operate as a non-profit organization for academic, educational, charitable and scientific purposes among which are:

To facilitate and support the technical evolution of the Internet as a research and education infrastructure and to stimulate involvement of the academic, scientific and engineering communities in the evolution of the Internet.

To educate the academic and scientific communities and the public concerning the technology, use and application of the Internet.

To promote scientific and educational applications of Internet technology for the benefit of educational institutions at all grade levels, industry and the public at large.

To provide a forum for exploration of new Internet applications and to foster collaboration among organizations in their operation and use of the Internet.

Internet Society
1895 Preston White Drive
Suite 100
Reston, VA 22091
isoc@nri.reston.va.us

EFF

Mission statement: The Electronic Frontier Foundation has been established to civilize the electronic frontier; to make it useful and beneficial not just to a technical elite, but to everyone; and to do this in keeping with our society's highest traditions of the free and open flow of information and communication.

The Electronic Frontier Foundation, Inc.
155 Second Street
Cambridge, MA 02142
(617) 864-0665
(617) 864-0866 FAX
EFF@eff.org

Access

BITNET

Access to BITNET is coordinated by EDUCOM in Washington, D.C.

EDUCOM
1112 16th Street, NW.Suite 600
Washington, DC 20036
(202) 872-4200
knk@bitnic.bitnet

Internet

The following networks are <u>Mid-level regionals</u> invested with the responsibility to provide Internet access to research and development institutions within their regions. There are nearly thirty of these networks. Many run on a state-wide basis. New England is served by two of these regional networks and their territories overlap slightly.

NEARNET, managed by BB&N in Cambridge, MA: currently in MA, NH, VT, ME, CT, RI

JVNCNET, at Princeton University, NJ: currently in CT, RI, MA, NJ

The following networks are called <u>commercial providers</u>. They have no regional restraints and are extremely aggressive in marketing their service to institutions which may not qualify for NSF money to startup on Internet. Their full connection prices are more expensive than mid-levels, although the gap is quickly closing. They also offer a variety of levels of service (e-mail only as opposed to e-mail, telnet & ftp) which make their offerings unique.

PSI, ALTERNET (UUNET), ANS (non-profit) & ANS CO+RE (for-profit to serve the commercial community),

<u>Value added networks</u> are commercial networks which offer e-mail access to Internet, usually available in metropolitan areas only.

CompuServe, Columbus, OH

MCI Mail, Washington, DC

The World, Software Tool & Die, Brookline, MA

<u>Cooperative networks</u> are non-profit networks which usually offer e-mail capability.

BITNET, Washington, DC

Fidonet, St. Louis, MO

INTERNET in New England

Internet Providers may offer the full range of Internet services, or only one or two of the services. The limited service providers make it possible for less expensive connections. The providers listed here are those that NELINET is aware of as of August 1992. Note that the dialup services offered will vary; some dialups will allow you to use your current telecommunications program (SmartComm, ProComm, etc.) and some dialup connections require that you purchase FTP Software to run on your microcomputer. Be sure to determine which type of dialup connection your cost estimate will deliver. FTP Software will mean a larger investment in dollars, setup, and education.

Internet Services - E-mail, TELNET (RLOGIN), FTP:

ALTERNET
UUNET Technologies
3110 Fairview Park Drive
Falls Church, VA 22042
800-488-6383
Cost: Write for estimate

Advanced Network & Services (ANS)
100 Clearbrook Road
Elmsford, NY 10523
914-789-5300
Cost: Write for estimate

CLASS
1415 Koll Circle, Suite 101
San Jose, CA 95112-4698
800-488-4559
Cost: CLASS membership (required): $135; Administrative fee/year: $150; Additional passwords $50; connect hour charge $10.50 (on 800 number);

Global Enterprise Services, Inc. (formerly JVNCNET)
Princeton, NJ 08544
609-258-2411
Covers: MA,CT,RI
Cost: Write for estimate (Dial-up ser ice in Providence & Hartford $1800. a year)

NEARNET
BBN Systems and Technologies
10 Moulton Street
Cambridge, MA 02138
617-873-8730
Cost: Write for estimate

Performance Systems International, Inc. (PSI)
11800 Sunrise Valley Drive
Suite 1100
Reston, VA 22091
800-827-7482
Cost: Write for estimate

Software Tool & Die
The World
1330 Beacon St.
Brookline, MA 02146
617-739-0202
Cost: For e-mail, Usenet, limited FTP & TELNET
$5. per month + $2. per hour
Bulk rate $20. for 20 hours per month

E-mail Only Connections (Individual Accounts)

CompuServe
5000 Arlington Center Blvd.
PO BOX 20212
Columbus, OH 43220
614-457-0802
Cost: $2./per month plus .21 a minute for 1200/2400 bps

International FidoNet Association (IFNA)
PO BOX 41143
St. Louis, MO 63141
No phone number available
Cost: $25, a year

MCI Mail
2000 M Street N.W.
Washington, DC 20036
800-444-6245
Cost: $35 per year / plus per e-mail message starting at $.45

Performance Systems International, Inc. (PSI)
11800 Sunrise Valley Drive
Suite 1100
Reston, VA 22091
800-827-7482
Cost: $19. a month (includes slick PSILink e-mail software)

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   Access: ftp ftp.sura.net, directory=nic, file=wholeguide.txt OR ftp nnsc.nsf.net,
   directory=resource-guide, file=resource-guide.txt.tar.Z or resource-guide.ps.tar.Z
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   Access: e-mail listserv@uottawa.bitnet, messages: get ejournl1 directry and get ejournl1 directry.

ANXIETY IN THE WORKPLACE: STRATEGIES FOR CHANGE

by Carol F. Thomas, Ph.D.

Social critics, philosophers, sociologists, and psychologists seem to agree that we live in a culture in transition. This transitional period is characterized by what might be called the bewildering complexities, paradoxes, and ambiguities of contemporary life. As a culture which has frequently manifested a lusting for certitude, security and "purity," this disarray may be difficult to accept and perhaps startling to modern sensibilities. If, as some suggest, a certain unwillingness to see, an obtuseness and refusal of vision, characterized our culture and social actions at this time, perhaps the future may bring a challenge to become, in the words of Henry James, people on whom "nothing is lost," people who are deeply invested in discerning the truth about themselves, the truth about culture, and perhaps even more importantly, concerned with how persons should live, how one determines what is of value, and what enhances human life with special regard for the particular, concrete, lived experience and a renewed vision of community.

Relative to anxiety in the workplace, there is the proverbial good news and bad news. The good news has to do with the fact that we know a great deal about what causes anxiety in the workplace and we also know a great deal about how to alleviate this anxiety. The bad news has to do with the fact that this alleviation will require change, a process according to psychologists, as anxiety producing as death and taxes!

In his fine text, The Corrosion of the Self: Society's Effects On People, Thomas Kreilkamp suggests that within western intellectual tradition and its emphasis on the abstract notion of the pure platonic ideal, that perfect and original template transcending human experience, society has become set outside of and over and against a sense of true, deep, rich personhood and the self. This schism and split between the self and society essentially does not reflect human creativity in community and instead appears grounded in non-human experience. In fact this split between self and others and self and the community is deeply hurtful to both. Kreilkamp goes on to suggest that in the light of current sociopsychological knowledge, creative change is not only possible, but deeply needed. He invites his readers to entertain the notion that in fact within persons there exists the desire for tacit cooperation and interaction with others as well as the ability to participate in collaborative efforts. In Toni Morrison's recent book on literary theory, Playing in the Dark:

Whiteness and the Literary Imagination, she suggests that it is
the writer's task to encourage readers to imagine what it is to be
other than one's self. Morrison's work rejects the concept of
universal truth and suggests that a true sense of community seeks
to build shared conceptual and symbolic networks--never perfect,
but good, reflective of pluralism and diversity with the potential
for enhancing self and others. In Kreilkamp's vision, society
oppresses the individual. For Kreilkamp, society is somewhat
obsessively engaged in a compulsive search for certitude and
perfection, a search he feels that is doomed to failure,
disillusionment, and anger.

Instead, Kreilkamp suggests that people need not be alienated but
are necessary for one another to get work done, for a sense of
purpose and meaning, for validation and support, by participating
in a shared discourse reflecting and defining real people's lived
process of becoming more fully human occurs, even within a
"terribly complex developmental matrix." In conclusion, Kreilkamp
observers that an invitation to change, grow, cooperate, and
develop is difficult" for Americans to understand since there are
romantic elements in their culture which leads them to conceive of
the self as "imperial, autonomous, and self-sufficiently aloof,"
in opposition with a corrupt and corrupting society.

As Max Weber and the Frankfurt School of Sociology would suggest,
the Enlightenment Project was concerned with fostering increased
feelings of happiness in subjects along with decreased feelings of
anxiety. In contemporary culture, a number of postmodern
theorists suggest that a reversal of this process of enlightenment
is now operative, a process in which reification, the making of an
I/person into an it/thing is taking place and where "machines" are
bureaucratically preferable to human activity and thought.

Harry Stack Sullivan, that most marvelous father of American
psychiatry, in his interporsonal theory of self in relationship,
defines anxiety as the anticipation of humiliation. If anxiety is
to be reduced in the workplace and within the indificual, there
must be a movement toward a trustful revaluing of the individual's
worth, with renewed appreciation for that radically unique and
diverse self in community.

In Writing Without Teachers, Peter Elbow writes metaphorically of
two approaches to teaching which are descriptive of all
collaborative human activity. Elbow describes the bureaucratic
process of documenting error through surveillance and "correcting"
it through micrological techniques of shame and humiliation. This
he calls the "doubting game." This game attempts t "weed out the
self, its wishes, and its preoccupations." It is a process which
tries to get you to think more like a computer than a human being,
and this "doubting game" is characterized by a series of hurtful
impersonal transactions. Elbow's "believing game," on the other
hand is built on the idea that the self cannot be removed, and
that this spontaneous, open, creative endeavor is grounded in

sharing experience, perception, and thinking with others. Elbow's "doubting game" focuses on a literal approach, rigidity, aggression, deflation, competition, adversity, argumentation, and a lusting for security. The "believing game" focuses on involvement, commitment, openness, metaphor and figurative language, flexibility, risk taking, mutuality and support as collaboration. Elbow's work reflects Maslow's seminal text, Motivation and Personality, published in 1954:

> One last point. The key concepts in the newer dynamic of psychology are spontaneity, release, naturalness, self choice, self acceptance, and impulse-awareness, gratification of basic needs. They used to be control, inhibition, discipline, training, shaping, on the principle that the depths of human nature were dangerous, evil, predatory, ravenous. Education, family training, bringing up children, acculturation in general were all seen as a process of bringing the darker forces within us under control.

> See how different are the ideal conceptions of society, law, education, and family that are generated by these two different conceptions of human nature. In the one case, they are restraining and controlling forces; in the other they are gratifying and fulfilling. (279-280)

Maslow's second perspective along with Elbow's believing game, suggest a model of psychological health and well-being which finds support from a wide variety of psychological and sociological paradigms. In fundamental terms, this position suggests an affirming attitude with which to approach persons in a collaborative and respectful mode.

The truth of the matter is that a great dean is known about the causes of anxiety in the workplace as well as what to do about it. In terms of ameliorating anxiety in the workplace, one of the ironies concerns the fact that solutions are obstructed by the very bureaucracy which creates the workplace paradigm! Many social-psychologists and theorists define bureaucracy as characterized by fixed and static performance guidelines, hierarchialized supervision from above, standardized forms of non-personalized communication, arbitrary control, and a requirement for a total kind of loyalty which supports the status quo. At their worst, bureaucracies are defined as political arenas in which struggles for power, status, and survival take place in a system characterized by oligarchy, hegemony, inequality, classism, sexism, racism, alienation, estrangement, isolation, and terrifying pressure to conform. Given this paradigm and the prohibition of face to face human encounter and activities, there is a reluctance on the part of the individual to acknowledge his or her real experience. Fear and anxiety are the normative standards and the result is frequently stress-related illness, frustration, paralysis, and depression.

In 1992 and within a culture in transition, the news from the front is discouraging but not hopeless. If the causes of anxiety in the workplace are to be challenged, serious effort, change and renewal both from within persons and organizations will be required. Perhaps as individuals and as a culture, we are awakening to the challenge to live a more fully examined life, both individually and in community.

To critique, assess, and change anxiety in the workplace will require a shift in attitude, from one of negativity and a seeking out and punishment of error, hostile confrontation, and a "doubting game," to an attitude which focuses on recognition and validation of the individual, on a rewarding of creative excellence, the encouraging of authentic and respectful communications, and a trustful and "believing game" of risk, courage, commitment, and mutual support. The most frequently expressed stressors in the workplace are as follows:

   --taking obligations and tight restrictions on personal
     freedom--too much work and too little time with frequent
     and unexpected deadlines--
   --constant pressure and conflict between the demands of the
     workplace and important personal values--
   --alienation--a separation between individual personhood and
     work task--
   --lack of appreciation and recognition for work done, and a
     lack of positive feedback--
   --a sense of injustice and unfairness relative to hegemony,
     false loyalties, and partisan politics--
   --uncertainty as to the quality of work done and fear as to
     the continuity of future employment--
   --inauthentic communications and an exploitive and manipu-
     lative use of power--

Those workplaces which tend to reduce stress are frequently characterized by the following:

   --an environment sensitive to individual personhood and basic
     human need--
   --opportunities for personal interaction, contribution,
     creativity, and achievement--
   --open, honest, and authentic communication and dialogue--
   --intrinsic satisfactions based on feedback, cooperation,
     affiliation, collaboration, and creativity--reward for work
     well done rather than humiliation and punishment for error-
   --a physically safe and clean, psychologically supportive
     environment which is understood as process oriented,
     collaborative, and appreciative of change and, renewal, and
     opportunities for growth and development--

In 1992 and a context of creative work, there is much that is known about anxiety in the workplace and how to challenge and

change this anxiety. We know that persons need more recognition in terms of their personhood. They need to derive more intrinsic satisfaction, and to anticipate possibilities for future achievement and policies designed to encourage and empower.

As our culture responds to new insights and learnings derived from psychology, sociology, the arts, the humanities, and the sciences, there is a wonderful opportunity to address anxiety in the workplace and to renegotiate our old treaties. Toward a dynamic of positive change, the "believing game," trust, affirmation, recognition, and a replacing of old and rigid hierarchialized notions with fluid and collaborative networks, ongoing education, and enlightened leadership will be most helpful. Individual psychological health and well being recognized life and creativity as a process of ongoing change and fluidity. To acknowledge the deep ambiguities and ironies of life it to embrace an informed sense of reality. Change need not be inhibited by fear--it is rather the very fabric, nature, and essence of life. To embrace change is to lessen our anxiety and to move toward a deepened understanding or life itself in all of its wild poetry, amorphic beauty, unpredictability, and wonder. To reduce anxiety is to let go of constricting illusion and to acknowledge life as change, process, and a becoming as Kierkegaard would say, more fully of "that self that we were truly meant to be."

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BOOTSTRAPPING CONTINUING EDUCATION OPPORTUNITIES, AND THE FLICC EDUCATION WORKING GROUP

by W. F. Rettenmaier, Office of the Chief of Naval Research, Arlington, VA

Bootstrapping Continuing Education Opportunities, and the FLICC Education Working Group.

I intend this morning's session to be a true workshop session, one which will rouse, excite, move and involve *you*. My objective is to both increase your awareness of continuing education opportunities, and to move you to creating those opportunities for yourself, your staff, and your professional colleagues in your geographical area.

I am Fred Rettenmaier, Librarian at the Office of the Chief of Naval Research, Arlington, Virginia. I have been a navy librarian for 22 years. My background and training is in secondary education and in library science. I have been involved with the Federal Library and Information Center Committee (FLICC) Education Working Group for four years; this is my second year as Chairman. I have a personal and professional interest in staff development, on-the-job training, and total quality management. I have a commitment to working together and to sharing information, talent, and resources. Ages ago, I was also Chairman of the Cooperative Information Network (C.I.N.) a four-county intertype library network in northern California, funded, primarily, by LSCA and administered through the California State Library. One of the priorities of C.I.N. was staff development.

Professor, Doctor Thomas spoke yesterday of Maslow and trusting open communication. In that spirit, let's get started. We will use the outline as a structure for this session.

BOOTSTRAPPING CONTINUING EDUCATION OPPORTUNITIES, AND THE FLICC EDUCATION WORKING GROUP.

A. NEED Here one should consider such factors as:
1. Personal needs.
2. Professional and technical needs (for advancement, or for just keeping-up with procedural or technological developments).
3. Command needs -- what is- and what will be required of you, as an employee, to fulfill the mission of your command?
4. Other needs. Here, primarily, regional or geographic. The metropolitan Washington, DC area abounds with educational opportunities, yet we bootstrap here. In other locations (our field sites, for example) may only have the continuing education opportunities which *you* make available.

B. BACKGROUND The major factors, here, are in the areas of:
    1. EDUCATION.
        a. Education formal courses offered through educational institutions or private training corporations.
        b. Professional involvement in national and state organizations, and in their local chapters.
        c. The creation of open fora for the sharing of information, ideas, knowledge, and skills.
    2. THE FLICC EDUCATION WORKING GROUP.
        a. The wide variety of continuing education opportunities offered by FLICC.
        b. Free and fee-based events.
        c. Interface and exchange with other FLICC Working Groups, such as the Personnel Working Group (Chaired by Ms. Nyce of the Pentagon Library), the newly reconstituted Reference Working Group (Chaired by Mr. Bradley of the Naval Research Laboratory), The Preservation Working Group, and many others.
    3. AVAILABILITY OF CONTINUING EDUCATION.
        a. The availability programs, locally or out-of-town.
        b. Convenience -- is the opportunity local and convenient? Is the opportunity in the field, at the state capitol, in Washington, DC?
        c. Cost factors, and free vs. fee-based programs. This includes training and travel budgets.

C. THE FLICC EDUCATION WORKING GROUP.
    1. CONSTITUTION.
        a. Composed of volunteers form a wide variety of agencies.
        b. Generally a 3-year commitment
        c. With FLICC and FEDLINK representation.
    2. SUPPORT AND STAFFING.
        a. Supported directly by Ms. Bohlin (FLICC Public Events Specialist), and indirectly by Ms. Levering (FLICC Executive Director), Ms. Dolan (FLICC Editor-in-Chief).
        b. Also supported by Mr. McGee (FEDLINK), Ms. Eighmey (FEDLINK Network Librarian), and all other FEDLINK Network Librarians.
    3. PROGRAMS -- may be divided into three size categories, and 3 sponsorship categories:
        a. Small programs, which include the "Brown-Bag Luncheon Series" and the "Out-and-About Series (scheduled visits to Federal libraries in the area). These are of 2-3 hours duration.
        b. Medium programs, which include full-day tours of the Library of Congress (of 6 departments within LC), and such programs as a program on Strategic Planning (scheduled for December), an Internet program (January), an OPM Standards program (February or March), and others throughout the year.
        c. Large programs. Now, this is the "FLICC Forum on Federal Information Policies" -- a 1-day program of national significance.
        d. FEDLINK produces such programs as "How to Use FEDLINK" and series of Vendor Fairs (in addition to FEDLINK provided training on PRISM, etc.).
        e. Other Working Groups also present programs. The Conservation Group has sponsored two highly successful programs. a Binding Group program is planned, and the Personnel Group program has been mentioned previously.
        f. Jointly-Sponsored programs involve the local chapter of SLA, the District of Columbia Library Association, and others in an annual "Joint Spring Workshop." The local ASIS chapter is involved with an annual "Information Technology Update."
        g. The Education Working Group also plans and sponsors its own programs.

4. LOGICAL DEVELOPMENT -- We hope to design and provide programs which are:
    a. Of topical and timely interest -- what is hot; what is current -- programs on TQM and on Space Planning are being formed.
    b. Segments of a series -- such as the Management Series, the binding Series, the Preservation Series, *etc*.
    c. Responsive to the user community -- we welcome and seek suggestions for programs from FLICC members, from the Working Groups, from the library associations, and from *you*, the individual librarian.
5. IN THE FIELD.
    a. FEDLINK provides OCLC training.
    b. FLICC and FEDLINK have an interest in providing training in the field; questions of staffing and of funding must be resolved before programs are designed, however.

D. YOUR PROGRAMS. This is the big blank --
  1. QUESTIONS which you should be asking center about:
    a. What shall be done?
    b. Where shall it be held?
    c. When shall it be held?
    d. Why -- anyway, WHY DO IT?
    e. How to plan, manage, and sponsor a program.
    f. Who shall staff the program?
    g. What is the target audience?

  2. SURVEY THE NEED -- do we really want and need a program, and what is that program?
    a. Gather a committee (Bakers are needed to make the bread), and fire-up that committee with enthusiasm for the task at hand.
    b. Start small, and look for a 'sure-fire success' which is both a good demonstration project and good for one's ego.
    c. Look to a 'local' program -- one of local interest, involving local people.
    d. Look to a low-cost program.

  3. HELP IN THE KITCHEN.
    a. FLICC assistance and sponsorship.
      i. The FLICC Education Working Group and the FLICC staff are available for consultation and discussion of your plans for sponsorship of continuing education opportunities.
      ii. FLICC may be able to provide:
        a. Publicity and fliers.
        b. Joint sponsorship.
    b. State organizations and local chapters of national organizations may also provide assistance.
    c. Look to this and to other MLWs, and perhaps expand just one aspect of these tremendous programs.

Now, It is time to fill in the blanks.

D. IDEAS:
      a. YOUR PROGRAM IDEAS:
            1.
            2.
      b. YOUR AUDIENCE:
            1.
            2.
      c. YOUR COMMITTEES:
            1.
            2..

YOUR PROGRAM:

_____ _____.

It is never too early, and it may not be too late to <u>Share Knowledge</u>, to <u>Train</u>, to <u>Educate</u>, and to <u>Develop</u> the next leaders.

Two of the most important professional questions to ask yourself are:

Who on my staff is brighter and more knowledgeable that I am, and shows potential to exceed my own accomplishments?

What am I doing to assist that person along the path of excellence and professional accomplishment?

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A. NEED:

B. BACKGROUND:

C. THE FLICC EDUCATION WORKING GROUP:

1. Constitution:

2. Support and Staffing: