The medical aspects included are regulations on carrying or purchasing medications, medical care while travelling, quarantine, medical contraindications to travel.

The health conditions, diseases and ailments cover avoiding and preventing air and road rage, altitude sickness, motion sickness, fear of flying, diarrhoea, allergies, deep vein thrombosis, malaria, pregnancy, HIV and AIDS, hepatitis, sunburn and heat exhaustion, cold weather conditions, and exercise before and during travel, to name but a few.

A comprehensive resource, with a wealth of information on health and travelling which should fill a valuable place on any library’s shelves.

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Journal of Library and Information Services in Distance Learning.
ISSN 1533-290X (pbk).
Subscription: US$48.00 (individual)
US$150.00 (Institutional)

Quoting from the Editor’s introduction in Volume I No.1, 2004, this is the first commercially published, scholarly journal which specifically addresses the issues and concerns of librarians and information specialists in this rapidly growing field. The journal is published quarterly, is international, and the articles are peer-reviewed. Each issue contains research/review articles on relevant topics to library and information services for distance learning.

Each issue also includes a Book Reviews section on books relevant to the subject field, and an Eservices in Libraries section that reviews relevant electronic resources and services in distance learning.

I examined Vol. I No.1, 2004. Some of the topics covered in this volume are:

Research on library services for distance learning: An international perspective, by Alexander L Slade. He examines the research that has been conducted on the library support for distance learning, identifying priorities for future research. He found that the literature on library services for distance learning tends to be weighted towards practice and application, with not much emphasis on research studies. He then summarises the findings of selected international studies, illustrating the types of research conducted on library services for distance learning, in an attempt to identify common themes in user needs and service provision.

Linda Frederiksen in Beyond the extended campus library: A brief history of the Distance Learning Section, ACRL. This article traces the development of the Distance Learning Section of the American Library Association’s Association of College and Research Libraries (ACRL), detailing the dynamic nature of the organisation, one of the fastest growing sections within the ACRL.

A usage survey of standards and guidelines affecting library services to distance education nursing programs, by Baron Lessin, Barbara Redman and Nancy Wilmes, reports on a survey concerning these documents and their usefulness to those planning or enhancing library services supporting distance education nursing programmes and students.

John Stratton’s article on An information access model at a distant branch library highlights the issues confronting librarians who work in branch libraries distant from the parent institution, thus faced with unique challenges to meet users’ needs for scholarly information for a wide array of academic disciplines.

Nancy Burich discusses The changing face of distance learning: Implications for distance learning librarians in the opinion/editorial discussion article “Voices from the Frontlines”, the intention of which is to present opinions backed up by the personal knowledge and experiences of the author(s). Nancy Burich covers the process used to change a distance learning service model. After describing the strategies used by the author, a literature review analyses the works seen as particularly relevant. Finally, a checklist for initiating change is provided to help others work through a similar process.

Some of the other topics published in later issues are:

SA Jnl Libs & Info Sci 2006, 72(1)
They give credit for that? Accreditation, assessment and distance learning services
Distance education support in university libraries
Academic library web sites and distance education: A content analysis
Interactive video technology and distance learning
The role of libraries in web-based distance education

The articles are useful and relevant to various aspects of distance learning. There are the research and review articles which are academically stimulating, as well as providing practical information in this field. Based on information on Sabinet, there are very few international journals available in South Africa on this subject field.

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User information literacy: Case studies from university library programmes in the SCANUL-ECS region.
Edited by Elizabeth Kiondo and Jangawe Msuya.
Price: £12 (including postage and packing).

Within a university environment a student who is not information-literate is at a distinct disadvantage, in not being able to determine his/her need for information and thus being unaware of how and where to get information. The availability of a library does not mean that such a student has the skills and ability to use the facility to solve information problems. User information literacy is currently one of the “buzz words” in the academic/information environment. This book provides a variety of definitions of Information Literacy (IL). In Chapter One, Msuya provides some definitions and comes to conclusions as to what the term encompasses. He, for example, states that the information-literate person should (1) understand the need for information; (2) know what information sources are available, how to find, evaluate, exploit and disseminate information, and how to manage it.

The book is the result of a recommendation made at the Sixth Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa (SCANUL-ECS) that a situational analysis of information literacy programmes offered in university libraries in the region be done and reported. Rosenberg, in the Foreword, identified two aims to be attained by this volume: firstly, to describe in what ways and to what extent university libraries in the SCANUL-ECS Region of Africa are implementing and embracing IL, and, secondly, to provide a way forward for both individual libraries and SCANUL-ECS.

The book consists of a Foreword, a chapter by Msuya (University of Dar es Salaam Library) providing an overview of the results, and fifteen chapters describing case studies done at various libraries (University Libraries of Botswana, Moi, Nairobi, Namibia, Rand Afrikaans University, UNISA, Dar es Salaam, University of the Western Cape, Monash, United States International (Kenya), Zimbabwe, and the Copperbelt, as well as the Thomas Mofolo Library (Lesotho), Sokoine National Agricultural Library and the National University of Science and Technology Library (Zimbabwe) about the state of IL at their institutions. The chapters describing IL programmes are each structured in a similar way, i.e. they provide background information on their library services, describe the development of library user education programmes, the IL strategies and programmes implemented by each library, staff involved in conducting these programmes, assessments and evaluation of the programmes, and future plans. This layout makes the book very easy to read, compare the programmes and initiatives offered, and determine problems and solutions.

Each case study makes for interesting reading as it describes how the specific institution views IL, identifies and describes IL programmes in relative detail, giving a very good indication as to what content is covered, and how it is presented to the user. It also provides a description of the problems experienced whilst offering the programmes. Common problems identified are: (1) staffing, where staff are not always qualified to teach, or are negatively disposed towards the programmes, because they are perceived to be an extra burden on staff with no extra incentives for them, (2) poor user attendance due to the fact that, in most cases, this is not a credit-bearing programme, and (3) insufficient resources. Problems concerning assessment and evaluation of each programme are also highlighted. Interestingly, the issue that the majority of the students come from information- and library-deprived communities, as a problem, did not feature strongly.

As these activities are important feedback mechanisms for improving programme content, teaching methods, relevancy, etc. they need to be properly administered. The case studies, however, reveal that a variety of methods are