



## Editorial

By coincidence, the present issue of our journal may be considered as a special issue about information literacy training. Among the many duties performed in our scientific libraries, this is perhaps the activity with which our librarians have the most direct impact on the learning and research environment in our universities. It is therefore important that we know how this activity should be organized in order to achieve its optimal efficiency.

The first paper, by Hilde Teresa Daland, investigates – by means of a comparison of two different case studies – the effect of the appropriate timing of the information instruction. The second paper, by Don MacMillan, gives a detailed description of how a librarian can collaborate with an academic instructor to incorporate information about specialized information sources in the curricula. The first paper concerns the humanities, the second one is about biology and biochemistry, but the conclusions from both papers may be widely relevant for all academic domains. In the old days there were subject librarians; with the activities described in these two papers the present-day librarians continue to deliver a personalized added-value to the mere access delivery task of our libraries.