

to increase the number and quality of the papers, especially in the field of coastal engineering; 2) by promoting the publication of interdisciplinary papers including coastal and estuarine studies, pointing towards the new EU Water Directive and 3) by enhancing the

exchange of knowledge between the readers of the Journal of Hydraulic Research and Ingenieria del Agua.

However, this is only possible with the collaboration of prospective authors who submit their papers to our Journal,

accessible to a broad multidisciplinary engineering community and with the active role of reviewers willing to deliver critical recommendations as a fundamental part of the peer-review process.

Open for Discussion

This new section of the Newsletter opens a Forum to the hydraulic community for discussing any relevant water related items. Don't hesitate to use it, it is designed to disseminate your suggestions, comments, ideas... and to provoke discussion!!

Send your messages to iahr@iahr.org

Reply to the article titled 'Paper Vs. Electronic !?!' published in Newsletter Issue 1, 2002:

In the IAHR Newsletter No. 1, 2002, Harley Winer highlighted the strong preference of most students to a textbook rather than PDF file of lecture notes during his recent course.

I have experienced similar reactions from students in numerous years with undergraduate students in civil and environmental engineering. During the last decade, I prepared typewritten lecture notes in Fluid mechanics, Open channel flow, Mixing in rivers and estuaries, Engineering history... In all cases the students were not interested to read HTML files or to download PDF files. Instead they preferred

to buy the full set of notes (as photocopy or as a textbook).

I am convinced that the students' response highlights strongly some limitation of the so-called "flexible delivery" in undergraduate courses. I know unfortunately too many lecturers who put Powerpoint or HTML files on the web or on CD-ROM as "flexible delivery lecture material", and who think that formal contact times between the students and lecturer are unnecessary.

While this lecturing style might be appropriate to very-small class sizes with mature students, it is entirely inappropriate,

unacceptable for large class sizes of undergraduate students. For class sizes of 100 to 200 students (which is my typical lecture size), the traditional lectures and a solid textbook are the best lecture delivery method by far. Why do some need to re-invent the wheel ?

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Missed the International Groundwater Symposium 2002?

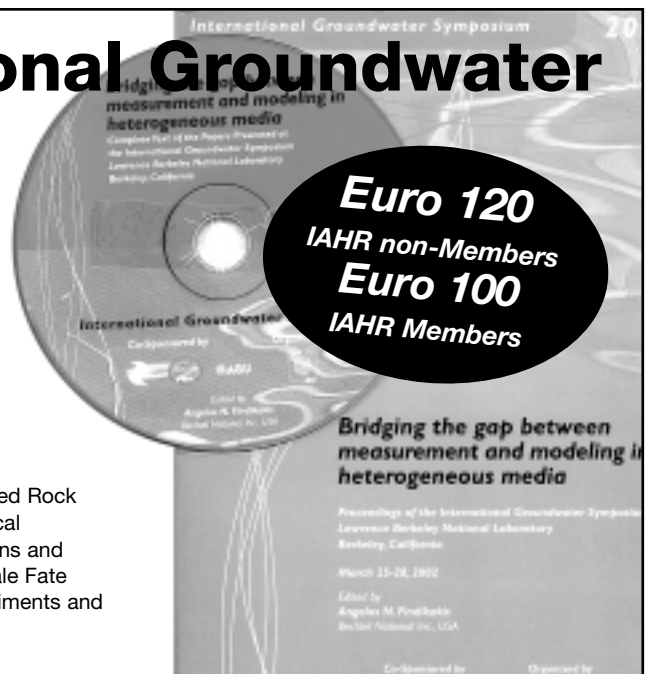
The International Groundwater Symposium 2002 Proceedings –are now available!!

Publisher: IAHR; ISBN: 90-805649-4-X; pp. 623; March 2002

The Proceedings of this Symposium held in Berkeley, California on March 25-28, 2002 consist of a book containing the extended abstracts of all the papers presented at this Symposium together with a CD-ROM with full text.

Themes:

- Scaling and Uncertainty in Heterogeneous Media
- Geologic Heterogeneity: Measurements and Modelling
- Tracer Tests, Well Testing and Analysis
- Site Characterization, Tools and Methods
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- Chemical Transport, Experiments and Models
- Unsaturated Zone



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