

Spring 1991

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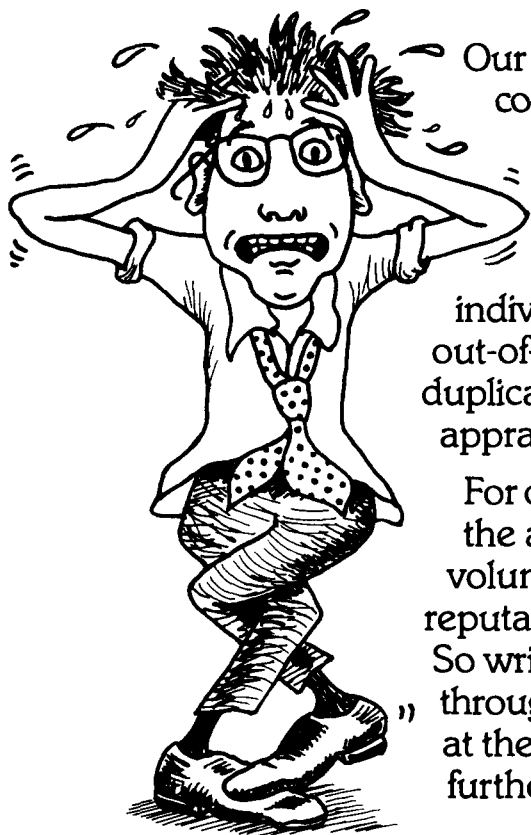
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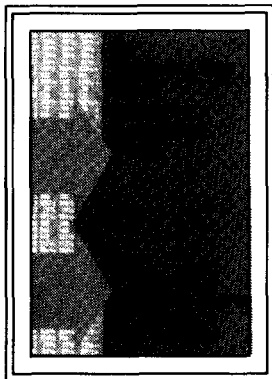
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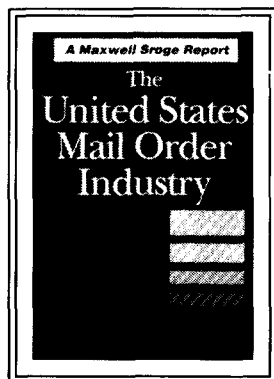
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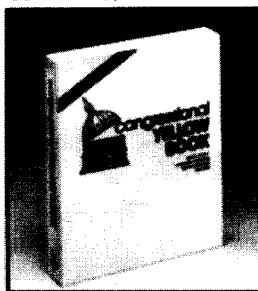
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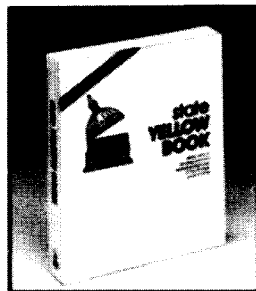
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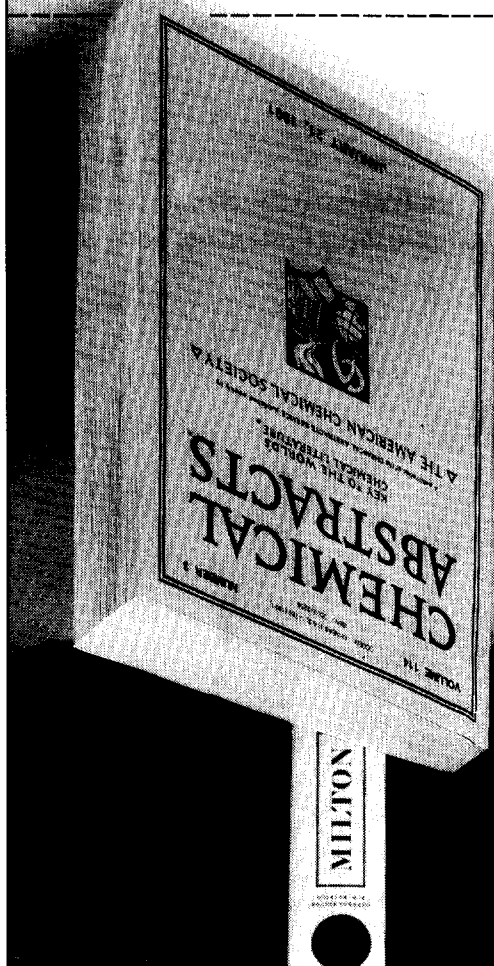
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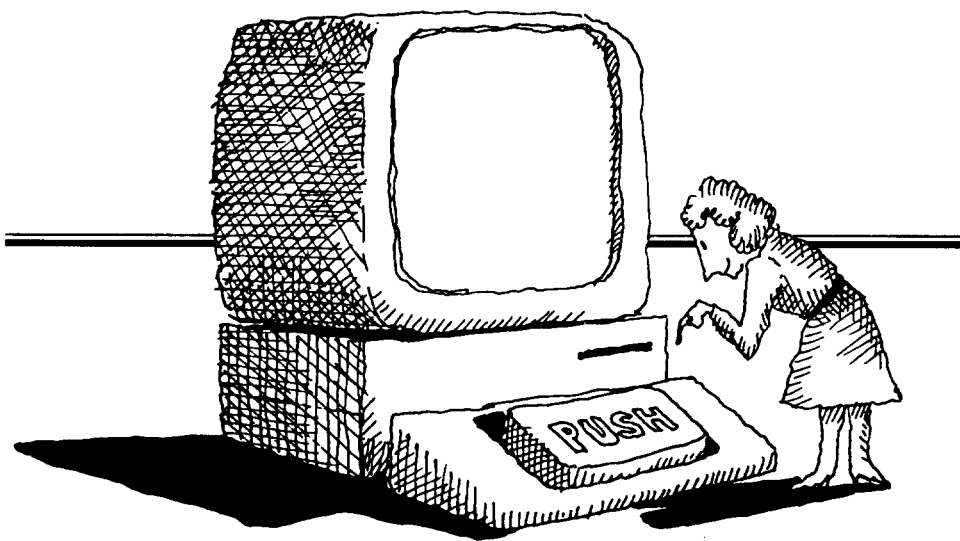
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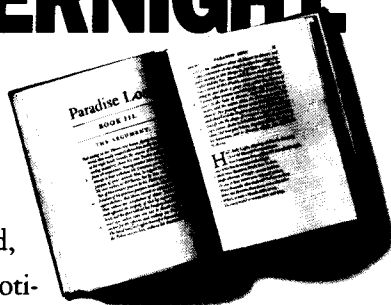


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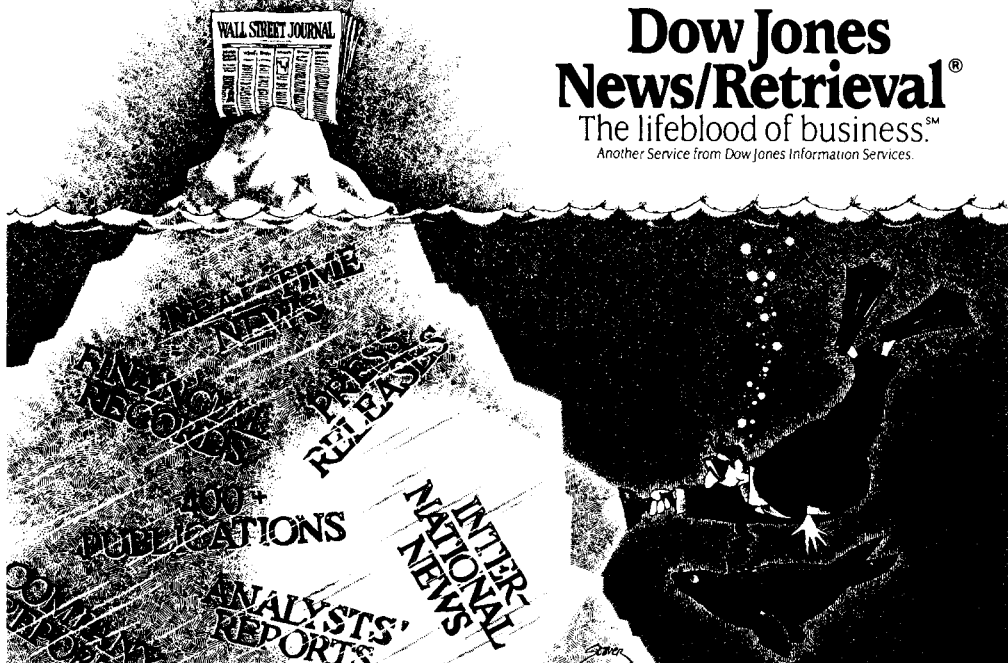
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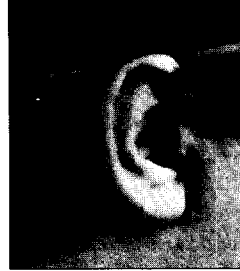
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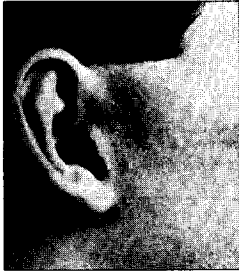
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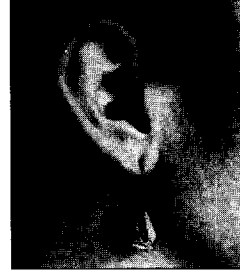
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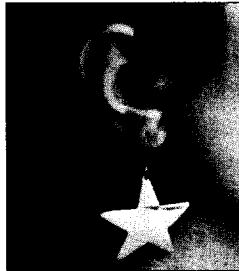
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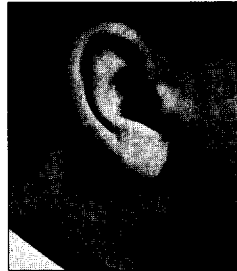
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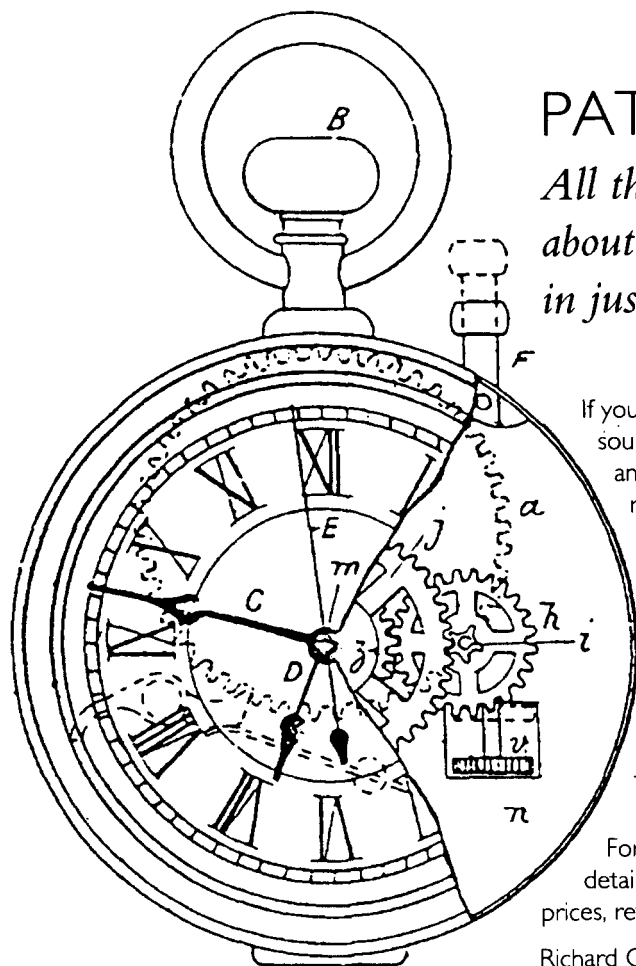
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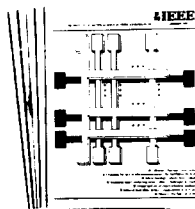
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# Introduction

*"The possibilities inherent to a White House Conference on Library and Information Services (WHCLIS) have been discussed with interest, heat, caution, concern, trepidation, and enthusiasm—among other reactions. Governors' Conferences and other pre-conference meetings were held across the nation to pinpoint the issues and select the delegates for the deliberations in Washington, DC. A national discussion of library and information services seems only fitting in this post-industrial period that some have termed the 'Information Age.'"*

This quote certainly is as timely today as it was when it appeared in the "Introduction—Editor's Comment" section of the February 1980 issue of *Special Libraries*. The issue followed closely on the heels of the first WHCLIS which took place in November of 1979. Today, most members of the library and information profession would have to agree that we, as a nation, are firmly entrenched in the Information Age. Regardless of the type of library and information center members of the community work in, there will be issues discussed at WHCLIS which can and will chart the future course of libraries and information services.

In the following pages, various authors have set a framework for special librarians and information specialists in terms of what the White House Conference can mean to them. David Bender, SLA's Executive Director, provides an historical perspective of the 1979 meeting and looks ahead to the upcoming WHCLIS. President Ruth Seidman examines the role of the special librarian in the WHCLIS planning and implementation process. The three themes of the conference and their relationship to special librarians and information specialists are discussed by Guy St. Clair—literacy; Emily Mobley—productivity; and myself—democracy. Also included are personal perspectives of two SLA members, Larry

Taylor of the Philadelphia Chapter and Erika Mittag of the Texas Chapter, who participated in their state pre-White House Conference.

In putting together this special issue on the White House Conference, we at SLA hope that members and nonmembers of the profession alike will get a better understanding of the role of the Association, as well as special librarians, in working toward WHCLIS—1991. Additionally, we wanted to provide information and background material about those issues we would like to see discussed and debated at the White House Conference. We hope that all of the different segments of the delegates to the conference will have an opportunity to read this issue of *Special Libraries*. SLA plans to make this material available to those individuals attending WHCLIS in Washington, DC, July 9–13, 1991.

On behalf of the staff at SLA Headquarters, I would like to thank the many SLA members who have shared information and material about his/her local, state, and regional pre-White House Conferences. It has enabled us to keep up with the numerous activities as well as see how many SLA members have participated in the various meetings to "get the word out" about the Association and special librarians.

*Sandy J. Merton*



# WHCLIS: Reflecting on the Past, Focusing on the Future

by **David R. Bender,**  
*Executive Director, SLA*

On August 8, 1988, President Ronald Reagan signed into law H.J. Res 90, authorizing a White House Conference on Library and Information Services (WHCLIS) to take place not earlier than September 1, 1989 and not later than September 30, 1991. In its final form, Public Law 100-382 authorizes \$6 million for a second White House Conference. WHCLIS II will take place in Washington, DC, July 9-13, 1991.

The three themes of the 1991 White House Conference are "library and information services for democracy," "literacy," and "productivity." Many members of the Special Libraries Association are actively involved at the local, state, and regional levels in planning for WHCLIS II. While their involvement as special librarians and information professionals are somewhat different than other members of the library community, there are also many similarities consistent throughout the various activities.

Before delving into the role envisioned for special librarians and information professionals in the coming WHCLIS, it would be wise to reflect upon the process and outcomes of the 1979 Conference.

## 1979 Conference

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A contingent of SLA members, elected leaders, and staff—myself included—attended the first White House Conference which took place in November 1979 during the term of

President Jimmy Carter. More than 800 delegates and alternate delegates were among the 3,600 persons from the U.S. and abroad who participated in the 1979 meeting.<sup>1</sup>

SLA created a Special Committee on the White House Conference to examine those issues the Association wanted to put forth during the 1979 Conference. Under the leadership of SLA's 1978/79 President, Vivian Hewitt, the Committee developed a booklet titled "Issues for Delegate Consideration," which was disseminated to the participants of the White House Conference. Despite the passage of 12 years, many of the issues are still relevant today. These included special library service as a component of public library service; special information resources of federal libraries; private sector special libraries as components of the national program and basic/continuing education curricula; and information technology.

In a section relating to special library resources and the needs of local communities, the Committee stated:

"Whatever the White House Conference on Library and Information Services does, one thing it must not do is ignore special libraries and the information professionals who service these collections. The resources of special libraries have been vital to the development of this nation, technologically, scientifically, and socially by virtue of the advancements made by

the organizations and institutions within which they serve. These special library collections are there for others to use... no national inventory, no national library and information service programs, no national information network should disregard these specialized collections and the information professionals who service them."<sup>2</sup>

Interestingly, these remarks, written before the 1979 White House Conference, ring true today. Special librarians and information specialists are still struggling to make their presence known at the grassroots level so that citizens and even other librarians understand the role SLA members play in today's "Information Age," as well as what they can offer to the White House Conference process.

Additionally, the authors noted in the booklet's closing remarks that:

"Information as a national resource, i.e., information as it is recorded in *all* formats and as it appeals to a variety of senses, information as a problem-solving resource needs recognition and acceptance not only within, but also outside the library and information service community. Regrettably, few users, administrators or elected officials have developed an appreciation of the role of information in solving society problems—of the broader perspective through which we now must view this important and abundant national resource."<sup>3</sup>

More than a decade after SLA produced "Issues for Delegate Consideration" for the White House Conference, there are still those "outside of the library and information service community" who are unclear as to what to make of information and are not able to see its value as a national resource. It is also unfortunate that in these intervening years, there are still debates over what use to make of information and there are still distinctions over differing formats in which that information is captured. It is hoped that ten years hence, these same basic issues will not be agenda items for

a White House Conference on Library and Information Services-2001.

As an official delegate from SLA to the 1979 White House Conference, I viewed it as a national town meeting. Two-thirds of the participants were lay citizens and one-third came from the library and information science community. Much grassroots education about library issues occurred for the lay delegates at the pre-conferences. More than 100,000 people participated in those pre-conference activities and more than 3,000 resolutions were passed, many recommending actions at state and local levels to strengthen library and information services.<sup>4</sup>

The national Conference was definitely a political process, with voting and non-voting alternates chosen at the pre-conferences. In addition, 105 voting delegates-at-large were chosen in an effort to correct any demographic or professional imbalances among the already-chosen state delegates. This was an attempt to create a microcosm of U.S. society at the Conference.

This cross-section of delegates eventually approved 64 resolutions, covering a wide array of concerns and topics such as education and training; community library and information services; national leadership support; international library and information services; statewide library and information services; and technical assistance and funding.

## **SLA Activity Since 1979**

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Following the conference, the SLA Board of Directors approved all of the resolutions passed and prioritized those of special significance to the special library community. The Board initiated a plan for analyzing and implementing the various resolutions which they determined had a direct relationship to special libraries. Since the 1979 conference, SLA and its members have done much in the way of implementing many of the resolutions approved.

Much has been accomplished in the area of national leadership support, which includes access to information, First Amendment rights, censorship, national information policy, and intellectual freedom. Since 1979, SLA has built

its Government Relations Program and created the position of Director, Government Relations. Under the auspices of the program, SLA has worked on such issues as access to library and information services, intellectual freedom and censorship, the FBI Library Awareness Program, the proposed privatization of the National Technical Information Service (NTIS), Freedom of Information Act, dissemination of government information in all formats, the proposed reduction in 1990 census data, and the over-classification of government documents. The Association has taken a leadership role in examining strategies for formulating national information policies.

A resolution passed in 1979 called for the building of increased public awareness of libraries and its services. SLA's monthly newsletter, *Specialist*, and quarterly journal, *Special Libraries*, publicize the activities and accomplishments of special librarians within the community. SLA's Public Relations Program has seen to it that special librarians' achievements are publicized to a wider, general audience outside of the library and information community.

SLA is a cosponsor of Library Legislative Day, which takes place during National Library Week. Legislative Day brings librarians, friends of libraries, and trustees to Washington, DC to discuss library and information-related issues with elected representatives. SLA members have become actively involved in National Library Week and in 1990 and 1991, the Public Affairs Office of SLA produced a "Press and Publicity Kit" for members to use for National Library Week activities.

SLA has done much to implement those resolutions which were part of the education and training area. The Association's Professional Growth Section has grown dramatically in the past decade and provides an array of continuing education opportunities for special librarians and information specialists. Also included in this area of concern was a resolution noting the need for expanded research in library and information services. The research arm of SLA has been deemed a priority in the Association's 15-year Strategic Plan.

As an international professional organization, SLA has been involved in a number of activities worldwide. The inaugural address of the current SLA President, Ruth Seidman, had an international theme and as an outgrowth of this, SLA has proclaimed the first International Special Librarians Day to be held this year on April 18. The Association sponsored a World-Wide Conference on Special Libraries in 1979 and we are currently in the planning stages for a second such conference to take place in Europe in the year 2000.

In 1988, I, along with members of SLA's Museums, Arts & Humanities Division visited Moscow as part of an exchange program with Soviet librarians. In 1990, SLA's Board of Directors established an International Relations Committee and our members are actively involved in the workings of the International Federation of Library Associations and Institutions (IFLA).

Resolutions relating to technical assistance and funding included networking and telecommunications. SLA's Networking Committee members have worked on issues such as the proposed National Research and Education Network (NREN), and have participated in a pre-White House Conference (in 1990) in conjunction with the Library of Congress' Network Advisory Committee (NAC). SLA has been a member of the Telecommunications Coalition, which included all of the other major U.S. library associations and a number of regional library and information networks. The Coalition monitored those activities in the telecommunications areas which affected library and educational data transmission.

Some had hoped that the 1979 conference would address itself to even more areas of interest and concern, but there were also some who saw problems with this approach. Richard M. Neustadt, Assistant Director of Domestic Policy Staff under President Carter, stated that the "conference should focus on a limited number of issues. Its recommendations will have maximum impact if they are specific."<sup>5</sup> In 1991, Neustadt's insight is still valid. The impact of the coming conference should not be diluted by attempting to cover

too many issues which could lead to fragmentation or duplication.

## 1991 Conference

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Legislation mandating the 1991 Conference is available from the Director, Government Relations, SLA. While similar in many respects to the 1979 meeting, the make-up of the attendees at the state/territorial and national levels does differ in that one-fourth of the participants are to be selected from the library and information profession; one-fourth from active library and information supporters (including trustees and friends groups); one-fourth Federal, State, or local government officials; and one-fourth from the "general public."<sup>6</sup>

The Association and its members continue to be committed to the advancement and completion of the tasks resulting from the first White House Conference and has been most willing to offer the same dedication and resources to the second Conference. SLA wants to assure that the significant role played by special librarians be recognized during the WHCLIS planning and implementation process. Staff have attended pre-White House Conference meetings in Pennsylvania and Maryland. In addition, I served as a delegate to the Federal Libraries pre-White House Conference. Materials about the Association and issues of concern to the special library community have been shared with the planners of many local, state, and regional meetings. SLA Chapters have been involved in planning activities as well and members have served as delegates to a number of state pre-conferences.

SLA's constituency represents a broad spectrum of subject areas and is an experienced cadre of librarians and information specialists. Half of SLA's members are in the corporate sector; staff have worked to "get the word out" that such a group should be adequately represented at all levels of planning for the national Conference. U.S. industry has recognized that improved productivity (one of the themes of WHCLIS) and competitive advantage depends on how well information and knowledge resources are utilized in develop-

ing products and services.

There are many SLA members who have done much in communicating this message to the captains of industry.

SLA's Government Relations Program is built upon members' participation in the Government Relations and Copyright Law Implementation committees and an active government relations network consisting of representatives in our Chapters and Divisions throughout the U.S. and Canada. This valuable network has many members who have expressed their support for the authorization and full funding of the 1991 Conference.

SLA has gone on record as supporting the concepts and goals of a second White House Conference. Following is a list of some of the issues which address the needs of SLA members and should be discussed during WHCLIS II:

- ways the library community can and should work with the private sector in the dissemination of government information;
- privatization/contracting-out;
- the growing role of librarians/information specialists in the globalization of information;
- the important role played by corporate, federal, and other special libraries and information centers;
- strengthening public-private partnerships as federal funding for library-related initiatives dwindles;
- maintaining open access to government information to guarantee a democratic and economically-sound society;
- protecting the confidentiality of library records maintained in public institutions;
- preservation of books and other publications regardless of format;

- marketing the profession and other resources offered by all librarians and information specialists;
- understanding the use of new and emerging technologies by the library/information profession as well as the end-user;
- copyright and intellectual property; and
- national information policies.

## Conclusion

Certainly, the above list is not exhaustive and there will be many more localized concerns individuals will bring to WHCLIS about basic library and information services. We must also not lose sight of what comes after the end of the Conference. The library and information community must have something to show for all the work and long hours invested in the myriad of planning and implementation activities surrounding the many conferences leading up to the one in Washington, DC. If nothing is done with the recommendations and resolutions approved and/or discussed at WHCLIS, then any final report produced will just be another unused government document sitting on someone's bookshelf.

In its Closing Remarks, the authors of SLA's "Issues for Delegate Consideration" for the 1979 WHCLIS noted:

"The delegates to the White House Conference on Library and Information Services will arrive at a series of resolutions and recommendations. It is well for us to realize that there is a difference between recommendation and implementation. Implementation of White House delegate resolutions or recommendations calls for an awareness of the value of information on the part of those who are in a position to act on such recommendations. The Congress, management decision makers, and the public at large will need to become more fully sensitized, will need to acquire a higher awareness of the national and local benefits to be derived through implementation of the recommendations of the White House Conference delegates."

We, at SLA, hope that the delegates to the 1991 Conference will see the "big picture," and not just merely focus on the three themes—expanding productivity, improving literacy, and strengthening democracy. The one question I would pose to those delegates, alternates, observers, and all of the individuals who have participated at all levels in planning for WHCLIS II, is what do people at the dawn of the 21st century expect libraries and information services to be? The White House Conference on Library and Information Services-1991 will offer those of us in the profession and our clients the opportunity to provide some answers to that question. ■

## References

- <sup>1</sup> *The White House Conference on Library and Information Services, 1979, The Final Report.* National Commission on Libraries and Information Science, March 1980, p.7.
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- <sup>3</sup> *Ibid.*
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# Special Libraries and the White House Conference

by *Ruth K. Seidman,*  
*President, SLA*

At first glance, the connection between the Second White House Conference on Libraries and Information Services and the special library community may not be obvious. One may think of the concerns of the government in terms of the public library, perhaps school and academic libraries, but why are special libraries interested in this activity? What is the purpose of special library participation?

To answer these questions, I shall address the inter-relatedness of different types of libraries, the importance of building public awareness of what libraries do in today's world, the relationship of government support to certain special library activities, and finally, several general issues of growing importance.

## Inter-relatedness

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Special libraries, located in for-profit and not-for-profit organizations, academic and cultural institutions, and government agencies, have a wide variety of missions and levels of support. All special libraries are alike, however, in two ways: they have a specific subject focus and they provide customized service to their parent organizations. Other types of libraries—public, academic, and school—differ somewhat in focus and mission. Yet all types of libraries collect and organize information and enable people to use the intellectual record of humankind. And we can do a much better job of this if we foster cooperation among the various types of libraries.

Such cooperation can be found in areas such as shared bibliographic records, interlibrary borrowing, inter-type library networks, electronic networks, and inter-association cooperation.

A prime example of shared bibliographic records is, of course, OCLC, the Online Computer Library Center. Relatively recent in terms of the total historical scope of libraries, this organization began as a cooperative of Ohio libraries in 1967. As of 1990, member libraries, of all types, numbered 11,337, with over 22 million items cataloged. Another example of shared bibliographic records is the combined list of journal holdings; in this case, the grouping may be geographic—one metropolitan area or one state or region of the country—or the focus may be a subject area. Again, many types of libraries can collaborate. Sharing the work of creating bibliographic records has led to tremendous efficiencies in library processing, and allowed transfer of resources to a variety of user services. Furthermore, the availability of these shared records facilitates many library functions such as acquisitions work, and of course facilitates interlibrary lending and borrowing.

Interlibrary borrowing is a well-known phenomenon that is good in theory but often slow in practice. Automation of library records, and, more recently, of the arrangements for borrowing itself, have speeded up the process. The final step in expediting these loans is in the delivery of the item requested. There are today

many programs to try to improve upon existing delivery methods.

One of the ways of expediting interlibrary borrowing is the library consortium or network. In addition to various consortia of similar-type libraries, many states have excellent inter-type library networks. Delivery services and other special arrangements are set up to make resource-sharing easier and faster.

Electronic networks have the potential to enable library staff members worldwide to communicate with one another rapidly and relatively inexpensively. Applications range from the sharing of professional information to the rapid answering of reference questions by the most qualified individuals available. Some states have experimented with statewide reference networks for this purpose. It is important to note that, beyond the technical ability to set up such a system, one also needs the financial support on a continuing basis to make it viable.

Associations representing various types of libraries cooperate with one another on such issues as library science education, copyright, and freedom of information. One such example of inter-association cooperation was a recent meeting of the Council of National Library and Information Associations which presented a program on continuing education for librarians.

Given these examples of inter-type library cooperation, it is clear that special libraries have many issues and concerns in common with public, academic, and other types of libraries. Encouraging government support for inter-type library networks will certainly be of benefit to special libraries.

One issue that sometimes arises is the ability and willingness of special libraries to participate fully (or at all) in cooperative endeavors. The special librarian may have concerns about corporate confidentiality, or there may be constraints in terms of accountability for time and resources expended. I would urge special librarians to use their ingenuity in making resource sharing possible. There are many ways to cooperate with other librarians, whether by sharing library materials, bibliographic records, or simply one's expertise.

## **Public Awareness**

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The White House Conference process is providing librarians with an opportunity to let the public know who we are and what we do. We can get the word out to the citizen who votes and to the corporate and government decision maker. This is a chance to publicize the rich resources of all types of libraries, the technological sophistication of today's information retrieval methods, and the unique skills of librarians who provide value-added services. The greater the knowledge and understanding of library capabilities and concerns, the greater will be the support received from both private and public sources.

Librarians can share this information widely, through state and territorial preparations for the White House Conference and through the activities in the summer of 1991 surrounding the Conference itself. Issues papers, presentations, delegate training, exhibits at the Conference, and publicity going out to the general public can all be part of this effort. Only one quarter of the delegates will be librarians. The others are being chosen equally from the categories of government officials, active library and information supporters, and the general public. The diversity means that the emphasis is on the perspective of people who *use* libraries, and the people who *fund* libraries. It is to be hoped the emphasis will impel the librarians involved in the process to state their case clearly, concisely, and with a minimum of library jargon.

Another way to utilize the White House Conference to enhance the public's perception of libraries will be to create ongoing methods of continuing these activities after the Conference is over. In my own state, the Commonwealth of Massachusetts, a leadership coalition is making plans for a continuing advocacy group for libraries, which will carry forward the work and the ideas of the Conference.

## **Government Support**

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There are also ways in which the government provides support, both financial and otherwise, to special libraries.

Many special libraries are government libraries. Among SLA members are people who work in federal, state, municipal, and interagency libraries. Librarians who work in state or municipal colleges and universities are also government employees. Obviously, government policy and support directly impacts many SLA members.

Government support for electronic networks is a matter concerning all types of libraries. Of current interest to the academic and research community are plans for the National Research and Education Network. Passage of its enabling legislation will offer extraordinary opportunities for scholars to gain access to electronic databases and to communicate widely with colleagues. This has been termed the electronic information superhighway network, with a potential impact equal to that of the creation of the country's highway network after World War II.

Federal funding of library programs, construction, and materials can indirectly benefit even libraries in the private sector. Support for multi-type library networks, for example, and of the publicly-funded libraries participating in these networks, also strengthens the private libraries that participate. In conjunction with the Conference themes, libraries that serve the for-profit sector contribute to the **productivity** of the U.S. economy; by providing essential information services to companies, libraries help their companies grow and compete successfully in the U.S. and abroad.

Access to government information impacts a large percentage of special libraries. We are concerned with both print and electronic information on a wide variety of subjects—technical and scientific, demographic, business and finance, legislative, historic, and cultural. In recent years, the library community has been concerned with limitations placed on access. Generally, these limitations fall into two categories: cost and security. Cost-cutting measures have caused government agencies to cease certain publications, and to attempt to turn over some publications to the private sector, where market considerations rather than the need to make the material available to the public will often be the major consideration.

Limiting access to information because of national security is, of course, valid in certain cases, but the library community and others have objected to the undue expansion of the definition of national security. Access to government information will also be on the White House Conference agenda. This issue certainly relates to the theme of strengthening **democracy**—an enlightened citizenry is an essential component of the democratic process.

The third Conference theme, furthering **literacy**, is also a concern of the special library community. Literacy in general is of interest to all librarians—access to information, to which we all are dedicated, is denied to those without basic literacy skills. Of particular interest to many corporations, large and small, is the need to foster literacy in the workforce. A significant portion of the potential workforce lack the skills needed to perform today's jobs. Many companies now have programs to train employees in basic reading skills; there is no reason why company libraries cannot play a part in these important programs, just as public libraries are working so successfully in their community-based literacy programs.

## Significant Issues

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There are many more important issues, covering a broad range, that will be of concern at the White House Conference.

Effective utilization of new technology for library and information services is of major significance. The fact that appropriate technology exists does not make it immediately available. Implementation of technology takes vision, leadership, and excellent planning skills, as well as financial resources. It will be important to discuss ways to help this process along.

A further concern is that this nation does not become divided into information "haves" and "have-nots." Limitation of information technology to an elite would be detrimental to productivity, to literacy, and to democracy.

Preservation of print and non-print library materials is another major issue. A large percentage of books currently in libraries are in brittle condition. Efforts are being made to address this problem; experimentation with



de-acidification techniques, microfilming of journals, printing of new material on acid-free paper, and creating standards for film and other non-print media are some of the solutions underway. Greater awareness of this issue and greater support for preservation programs would be a valuable result of the Conference.

Libraries need to make changes to reflect the ethnic and cultural diversity of our society, a diversity which affects library collections, staffing, and programming. This realization is coming to some public and academic libraries, and it is becoming an important issue for special libraries as well.

Finally, a number of matters relate to library personnel: salaries to attract and retain qualified people at all levels, recruitment to the library

profession, and ensuring that library education reflects changing needs. Many of these topics will undoubtedly be under discussion.

## **Conclusion**

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It is clear that the special library community has an integral role to play in the planning and carrying out of the second White House Conference on Libraries and Information Services. With so many significant and complex issues facing all types of libraries, it is particularly important for all librarians to work together, with government officials, library supporters, and the general public, to share in seeking creative and effective ways of addressing our concerns. We are fortunate that 1991 is offering us this valuable opportunity. ■

# The "New" Literacy: Do Special Librarians Have A Role?

by *Guy St. Clair,*  
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■ There has been much well-publicized activity as traditional librarianship has embraced literacy as part of its service mandate. Special librarianship offers little room for undertaking such social programs unless they are a direct function of the corporate or organizational mission. Now, however, with the "new" literacy including more than what has been commonly referred to as "functional" literacy, it is possible that special librarians might play a role in an organization's literacy program. Such activity, however, must be undertaken with great caution.

## The "New" Literacy: Do Special Librarians Have A Role?

Today's special librarians are faced with a peculiar predicament. While we have all been trained, either formally or informally, in the methods and techniques of librarianship in general, we find that in the workplace we are called upon to practice a unique kind of librarianship, different from that practiced in public, academic, and school libraries. Indeed, for many the characteristics of special librarianship are what brings them into the profession. Others move into special librarianship when they have the opportunity because it provides a specific kind of professional fulfillment not found in other branches of the profession.

The predicament comes about because of these differences. Special librarians are part of the profession of librarianship, and proud to be part of that profession; yet the work we do is so different, and our service goals so specialized, that we frequently find ourselves at odds with other professional librarians and their goals. The current trend toward literacy services is a case in point. Special librarians, with their primary allegiance to organizational goals, do not have the luxury of participating in such

social programs, unless such educational activities are part of the organizational mission and are clearly defined as a component of the special library's mission in support of organizational goals.

The history of literacy services in libraries (primarily public libraries) was surveyed in 1988 by Debra Wilcox Johnson in an excellent essay in the *ALA Yearbook*.<sup>1</sup> This history is recent one, dating primarily from the 1960s and the national war on poverty. Even today, despite all that is written about libraries and their role in the literacy campaign, there is not, according to Johnson, a standard literacy program. She has, however, identified six areas in which libraries, with varying degrees of participation and success, are active in literacy services:<sup>2</sup>

- acquiring and storing material;
- producing newsletters, directories, or bibliographies;
- providing staff or space for tutoring and/or classes;
- publicizing literacy programs both within and outside the library;

- acting as liaison between persons in need of literacy education and literacy programs; and
- tutoring new readers.

Citing a U.S. Department of Education study conducted by the University of Wisconsin-Madison in 1987, Johnson noted that public libraries "offered the widest range and largest number of activities,"<sup>3</sup> although institutional libraries were also recognized as providing some literacy services. As for participation by other libraries, Johnson concluded, "The remaining types of libraries [in the DOE study]—community colleges, college and university, and secondary school—have a more limited involvement in adult literacy."<sup>4</sup> Special libraries, as special libraries, were not included in the study and, indeed, special libraries have had little to do with the literacy services offered in the library profession since the movement took hold in the sixties.

There are very good reasons why special librarians are not involved in literacy programs. Special librarianship is different from the other branches of librarianship in a number of ways, but primarily the difference is characterized by the special librarian's understanding of his or her responsibilities. These have been cogently described by former SLA Presidents Elizabeth Ferguson and Emily R. Mobley:

A special library is characteristically a unit or department of an organization primarily devoted to other than library or educational purposes. A special librarian is first an employee, a staff member of the parent organization, and second, a librarian. 'Special' really means library service specialized or geared to the interests of the organization and to the information needs of its personnel.<sup>5</sup>

A definition from England goes even further and describes a special library as "one which is established to obtain and exploit specialized information for the private advantage of the organization which provides its support...."<sup>6</sup>

If these criteria are accepted (and for most special librarians, this seems to be their understanding of what they do), it can readily be seen that literacy programs, as currently structured, do not have a place in the special library. In fact, there has been (and continues to be) discussion in the profession at large about the appropriateness of literacy programs in library work, a question which Johnson correctly characterizes as "philosophical."<sup>7</sup> It is a question SLA member Herbert S. White raised in a more pragmatic context. Never minimizing for a moment the seriousness of the problem of adult illiteracy, describing it as a "major social problem,"<sup>8</sup> White suggested that it is a problem for the educational community, not a problem for librarians:

There are things librarians can do to help educators attack their mess, and if they ask us and offer to fund what we do we can talk about it. However, the problem is immense and certainly beyond the range of our poor, starved little budgets. It requires additional funding before we touch it... If we offer to 'absorb' it, we do nothing more than steal from our other patrons.<sup>9</sup>

To be fair, White was writing of public libraries when he made that statement, but the concept is even more pertinent to the special library. The special library has (or should have) a clearly-defined mission, a specific user base, and, quite separate from the other branches of the profession, a directive from its supporting or parent organization to supply specific information—in as timely and efficient a manner as possible—for those users. The special librarian is defined by his or her accountability, and all other aspects of librarianship—technical services, general administrative work, and the like—are sublimated to that primary one: user services. When a user asks a question of a special librarian, an answer must be provided.

The question of a library's involvement in literacy services thus depends on what libraries and librarians are supposed to be doing—whether, in fact, we are or are not part of "the

educational community." How librarians see their role becomes the question to be answered, and since the educational role has long been part of public, academic, and school librarianship, literacy services, as an extension of the education role, can be seen by some to fit into their work. Special librarians, not so concerned with teaching users how to find their answers as with finding the answers for the users, do not necessarily play an educational role. The special librarian's role, indeed, is more of a service role, as the provider of information, rather than as a teacher to show users how to find the information for themselves. Nevertheless, even though he was addressing public librarians, White raises an important issue for all of us when he questions the redistribution of resources within the library's operating budget to incorporate literacy services. Even in public libraries, Johnson notes the debate over the appropriateness of literacy programs continues. She concludes that "if funding is used as an indicator, literacy has not become fully institutionalized, that is, funded through the library's regular operating budget."<sup>10</sup>

In discussing special librarians and literacy services, it might be appropriate at this point to switch from a discussion of literacy issues in general to a more specific topic, the role of the special librarian in adult literacy programs, particularly as adult literacy programs are addressed in the workplace. There is no question that America is facing a literacy crisis. The problem has been widely documented, and much attention has been given to the fact that basic literacy is not enough. The workforce of the next decade must be trained in what is being referred to as the "new" literacy, a concept that goes beyond basic literacy or, as one writer puts it, "workers who not only are proficient in reading, writing and arithmetic, but also can adjust to change, absorb new ideas, and share ideas with others."<sup>11</sup> William E. Brock, when he was U.S. Secretary of Labor, put the concept in broader terms:

About ninety percent of the new jobs through 1995 will be in the service-producing sector. These jobs will run the

gamut from low wage to high wage, but the predominant number of those jobs will be in areas that require post-secondary high school skills. In fact, eighty percent of current professional and managerial workers, more than two-thirds of the workforce, are now in the service sector.

Technological advances and industrial restructuring will require flexibility in the workforce of the future. Training and retraining are going to become a part of every worker's life and any firm that does not participate is going to be, in my judgment, in jeopardy. Skill requirements are going to change rapidly. With a higher premium placed on cognitive and reasoning skills, many workers will change jobs five or six times during their working life. The real problem is not a labor shortage, but a skill shortage, as many new workforce entrants may not have the appropriate education and other training for entry-level jobs.<sup>12</sup>

Another way of looking at training requirements for the workforce is provided by Nancy Lynn Bernardon, addressing personnel managers:

Specifically, more than half of the 26 million new jobs which will be added to the economy between now and the turn of the century will require some post-secondary training, and about one-third will demand a college degree. Nearly all of the fastest growing job categories will require some type of post-high school training. By contrast, a high school education is the highest level of preparation needed for the types of jobs which are either disappearing or growing slowly. ...Demographic changes will produce a workforce that is smaller, and that includes a larger percentage of workers who are disadvantaged, middle-aged and inflexible—as will as undereducated and undertrained.<sup>13</sup>

Clearly, there is a need for training to eradicate adult illiteracy, and to train people so they

can deal with the requirements of working in an increasingly sophisticated work environment. There was a time, not too long ago, when it was assumed that training people to perform at a level of what was called "functional" ("the ability to read and write well enough to function in a contemporary society."<sup>14</sup>) would be enough, that "functional" literacy would lead to "occupational" literacy. This did not happen, and today, as the job market changes, workers are finding that they must be prepared to undertake training and retraining in what one seminar leader has called "soft" skills: "the abilities to communicate clearly, to analyze and solve problems, and to work cooperatively with others."<sup>15</sup> Karen Berney points out that these "soft" skills, along with the basics, are "the new workplace literacy" and underlying this new definition are what she, along with Bernardon, sees as fundamental changes:

Job growth is highest in skilled occupations—technical, professional, sales, service, and managerial—and lowest in fields that have traditionally required modest educational attainment. Automation is redefining all jobs, including those associated with physical labor.<sup>16</sup>

Unfortunately, as Bernardon points out, it is too late for the education system to train these workers. While acknowledging that today's educational reform movement is a laudable effort, "any changes made in today's school system come too late to improve significantly the quality of the workforce of the year 2000. Business must take it upon itself to improve the literacy of its workers."<sup>17</sup>

And business has done so, primarily because it has become increasingly obvious that unless those who manage the corporations and organizations employing these workers take it upon themselves to tackle adult illiteracy, little will be done. The end result, and management knows it, will be economic failure, the failure of the American economy to remain competitive, a fate which no manager wants to see. Quoted in *Business and Society Review*, Arnold Greisman of J. Walter Thompson called on the business community to put aside its quest for

short-term profits and to consider its obligation to contribute to the general good:

Illiteracy is bad for the country. Anything bad for the country is bad for business doing business in this country. The bottom-line figure is too limited. You have to figure it as every soul you save is a soul saved. The numbers are just too vast.<sup>18</sup>

The business community has entered the battle against adult illiteracy with considerable enthusiasm, to the extent that in 1984 in Business Council for Effective Literacy (BCEL) was founded in order to offer guidance to businesses—of all sizes—attempts to organize adult literacy programs for their employees. With more than 18,000 people receiving its monthly *Adult Literacy: Programs-Planning-Issues*, its newsletter for the business and literacy community, and as the publisher of such titles as *Developing An Employee Volunteer Literacy Program*, *Job-Related Basic Skills: A Guide for Planners of Employee Programs* and *Make it Your Business: A Corporate Fundraising Guide for Literacy Programs*, BCEL is now a major player in the (voluntary) business of advising management about literacy services. Along with such other groups as the National Alliance of Business, Literacy Volunteers of America, Inc., the American Association of Adult and Continuing Education, and the Institute for the Study of Adult Literacy at Pennsylvania State University, the Business Council for Effective Literacy is providing leadership in adult literacy services for those who manage many of America's businesses and organizations (including, of course, many who employ special librarians to manage their libraries and information centers).

The many programs which management comes up with—seminars, classroom instruction, one-on-one skills training, skills enhancement courses, and the like—are not equally successful. Bernardon reports that while some training programs have dropout rates as high as 50 percent,<sup>19</sup> those programs which look to the workers' needs are the ones

which succeed:

A growing body of research indicates that successful programs must teach the sort of skills which learners will actually be asked to use on the job, instead of the general, academic literacy taught by traditional materials. Adult education which uses new and exciting technologies, takes place in nontraditional settings, and teaches literacy skills in the context of the job which the trainee will actually perform is generally most effective. ...In the best programs, new technology, which has been one of the illiterate worker's problems, becomes one of the solutions instead.<sup>20</sup>

This approach to the problem is one we must take, according to Stanley Aronowitz writing in *Social Policy* in 1981. It is not so much a problem of basic reading and writing skills:

The assumption that the literacy problem is greater now than it was 20, 30, or 50 years ago is unfounded. There is no sound evidence to support that case. What is new are the demands of the job market, where there is now less space for the semi-literate.<sup>21</sup>

Admittedly, Aronowitz was writing ten years ago, and certainly, with demographic changes and population growth in the last decade the numbers have grown, but his basic argument is sound. When basic literacy skills become the end of public education, "critical thinking, which has never enjoyed a place of eminence in the school curriculum, is entirely forgotten. And yet as research has consistently shown, gains made in measure of reading in the early grades are wiped out as higher grades demand comprehension and critical intelligence."<sup>22</sup>

Thus Aronowitz, too, calls for attention to the "new" literacy, linking it to occupational success and, in fact, rejecting the idea that basic literacy will guarantee success on the job. Like White, Aronowitz pointedly emphasizes that adult illiteracy is a major problem in American society, and he never minimizes the need for basic literacy training. At

the same time, however, he cautions against expecting too much success in the workplace if basic literacy is all that is emphasized. "Progressives must insist," Aronowitz writes, "that reading and writing are *not* synonymous with critical thought and that the goals of a truly public education are not merely functional levels of reading and writing."<sup>23</sup> Aronowitz concludes:

The contradiction of capitalism, in this instance, lies in the belief of certain progressives that critical thinking is ultimately subversive to the existing order while enlightened corporations, in their own self-interest, recognize its importance. We are forced into a tactical alliance with those who are prepared to offer it.<sup>24</sup>

Nevertheless, despite the realization that adult illiteracy is a major societal problem, and despite the fact that business and organizational management is seriously engaged in training and retraining efforts, the question still remains: what is the role of the special librarian in this effort? The correct response, it seems, is the usual cop-out: it depends. While all of us, as citizens, must be concerned with the problem of adult illiteracy, and while, as citizens, we are obliged to do our part to contribute to the societal effort to address the problem, we must look to our corporate or organizational management and determine with our managers what the role of the library is to be in any organizational effort to address the problem (if, indeed, there is to be any organizational effort). Unless our parent organizations are engaged in a specifically educational mission, our library and information concerns are generally not going to be of the type which would lend themselves to participation in literacy services. On the other hand, if the parent institution which employs us chooses, for whatever reasons, to establish an organizational literacy program, it very well may choose to use the library as the resource through which to coordinate its efforts. It then becomes our responsibility, as library managers, to incorporate that work into the mission of the library or information center.

The picture is still not clear for special librarians, however, for there is yet that distinction to be made between basic literacy training, which, for most special librarians, would not be part of the library's mission, and what is being called the "new" literacy, the more sophisticated skills described earlier. For special librarians, there remains the problem of defining their role in participating in the teaching of even these programs. In most corporations and organizations, are not such training programs the responsibility of some other department or an external training agency? It is the library manager's responsibility, working with management, to set priorities for the library or information center. The inclusion of literacy services in the workings of a special library, especially since there are other avenues within the organization for such programs, is certainly a situation which calls for serious questioning. Just as the public library cannot, in White's terms, simply "absorb" such social programs, neither can the special library—unless such programs are specifically part of the mission of the parent organization and have been particularly incorporated into the operational mission of the library or information center. The special librarian, despite his or her personal inclination to be involved in such programs, must be aware of the ramifications the programs will have on the job. Whether the motivation comes from management or from the perhaps instinctive educational impulses of the special librarian (influenced in no small part by the tremendous emphasis on literacy programs now being promulgated within the profession), that librarian, as a special library manager, must question whether the department which he or she manages can take on literacy services.

On the other hand, if, in consultations between management and library staff, a decision is made that the special library or information center is going to be involved in literacy programs, there are things we can do. Gail Spangenberg, Vice President for Programs at the Business Council for Effective Literacy, makes two suggestions.<sup>25</sup> A first step, Spangenberg offers, might be for the special librarian to build up an internal literacy file, a database, so to speak, of sources which the organization can access for information and guidance about developing an internal literacy program or referrals to others organizations providing literacy services. A second step could be the development of a list of recommended starter materials, perhaps keeping them in the collection, so that they are available for those in the corporation or organization who wish to use them. These steps will probably lead to other requests, such things as in-kind help, where the special library might be involved to the extent of providing tutorial service in one way or another, or providing space for programs, if there is space in the library for such gatherings. These and other services will develop as the organization becomes more involved in literacy services, and more than likely the manager of the special library will find himself or herself working closely with someone in the Human Resources Department or whatever other unit in the organization is responsible for training programs, especially as the organization seeks to concentrate its literacy efforts on training in the more sophisticated, "new" literacy and moves away from basic literacy training. In any case, the library or information center can play a role, but its involvement in any corporate or organizational literacy program must, of necessity, be handled with great care and reticence. ■

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<sup>2</sup> *Ibid.*, p.2.

<sup>3</sup> *Ibid.*, p.4.

<sup>4</sup> *Ibid.*

<sup>5</sup> Ferguson, Elizabeth and Emily R. Mobley. *Special Libraries at Work*. Hamden, CT: Library Professional Publications of The Shoe String Press, 1984. p.4.

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- <sup>9</sup> *Ibid.*
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- <sup>11</sup> Berney, Karen. "Can Your Workers Read?" *Nation's Business* 76: 26-32 (October, 1988).
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- <sup>15</sup> Berney, *op.cit.*, p. 27.
- <sup>16</sup> *Ibid.*, p. 28.
- <sup>17</sup> Bernardon, *op.cit.*, p. 31.
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- <sup>19</sup> Bernardon, *op.cit.*
- <sup>20</sup> *Ibid.*
- <sup>21</sup> Aronowitz, Stanley. "Toward Redefining Literacy," *Social Policy* 12: 53-55 (September-October, 1981).
- <sup>22</sup> *Ibid.*, p. 54.
- <sup>23</sup> *Ibid.*
- <sup>24</sup> *Ibid.*, p. 55.
- <sup>25</sup> Author's interview with Gail Spangenberg, Operating Head and Vice President, Programs, Business Council for Effective Literacy, Inc., 1221 Avenue of the Americas, New York, NY 10020, January 8, 1991.



# Libraries and Productivity: A Report to the Indiana Governor's Conference on Libraries and Information Services, 1990

by **Emily R. Mobley**  
**Dean of Libraries, Purdue University**

*"Knowledge during the last few decades has become the central capital, the cost center, and the crucial resource of the economy. New knowledge, rather than capital or labor, now produces productivity."*  
—Peter Drucker, *The Age of Discontinuity*.

*Following is an edited version of the report on the Indiana Governor's Conference.*

## **Demands of the Information Age**

Industry in the United States over the past few decades has gradually evolved from a manufacturing to a service and information-driven environment. At the same time, productivity in U.S. industry has not increased as much as desired. Competition from other nations and the inability of employees to keep up with an increasingly technical workplace have had an impact. In earlier days, a 'strong back' was the major attribute sought in employees. Today the major attribute is knowledge and the ability to keep pace with the changing demands wrought by the Information Age.

## **Libraries for Productive Businesses**

Today's business literature is replete with exhortations on the value of using information strategically in order to improve the competitive positioning of a company and the United States in the global marketplace. In order to use information strategically, business and industry need access to information resources. It is not financially feasible or productive for each business to acquire and maintain all the needed resources. Many of the information

resources and much of the human expertise exist in libraries and information centers. Thus, as providers of information, libraries are energetic and creative participants in economic development.

There are many ways in which libraries are participating in economic development. They are providing: (1) linkages between businesses and information service providers; (2) information professionals to locate, evaluate, and synthesize information; (3) linkages to global information through state, national, and international networks; (4) cost-effective services, particularly for small business; (5) interfaces between business and expert consultants; (6) expert knowledge of information technology; (7) solutions to business problems; and (8) up-to-date information on competitors, both foreign and domestic.

There is a relationship between productivity and economic growth. The relationship between information and productivity is far more difficult to measure because the nature of information use differs from that of consumable goods, but recent studies have begun to validate the relationship. King Associates studies have found a number of effects of information use on productivity. Their research results report that productivity is positively correlated with the amount of reading. Professionals who read a great deal

produced more formal records of reports, made more oral presentations, received higher salaries, and were consulted more times. The studies also found that the use of information resulted in savings in time and use of equipment, activities were completed faster and with greater quality, and more new activities were initiated. Robert Hayes and Harold Borko found that industries with a high level of information expenditures per employee are those with high productivity rates. Studies in process are revealing the linkages between information use, user productivity, corporate profitability, and national productivity.

Studies undertaken by the Special Libraries Association's President's Task Force on the Value of the Information Professional found that the use of information professionals often saved time and money, and thus made the users of this information more productive and/or the company more profitable. One example revealed that an \$11 database search saved a company over 200 hours of laboratory work. Another example told of a company which had invested \$500,000 in research and development costs which could have been avoided by spending \$300 to do a patent search. Another business found that in one year the return on its investment in libraries services was over 500 percent.

Libraries always have played integral roles in the provision of the knowledge and information which help American business be more productive. This involvement is as old as American business. The earliest instances of libraries serving the needs of business were those libraries, traditionally called special libraries, which were established by the companies themselves. Libraries were established in the chemical, medicinal, engineering, investment banking, and insurance industries during the 1800s. Eli Lilly established a library during the 1880s. The history of special library development followed the history of industrial development. As an example, libraries in automotive companies followed soon after the development of the automobile industry.

At the turn of this century, large public libraries developed technical and business

collections to serve not only the general public, but also the business and industrial community. Municipal reference libraries were also established in larger cities to serve professionals, such as lawyers. The earliest technical collection in a public library was established in Pittsburgh in 1895. The Newark Public Library opened a library in the downtown area in 1904 specifically designed to serve the business community rather than the general public. Service to business and industry by academic libraries has been a comparatively recent event.

### **Libraries for Productive Workers**

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Productive businesses need productive employees. Productive output is measured not only by the number of pieces or products manufactured in a given time period, but also by an employee's ability to learn new knowledge needed to assume new jobs or to work with new technologies. American business and governments are spending billions of dollars annually on retraining, yet their goals are not being realized fully. Numerous citizens are unemployed because their knowledge and job skills are not adequate for today's workplace.

Libraries have not played as vital a role as they can in creating more productive citizens. Many public libraries have been active in providing information to job seekers such as occupational outlook handbooks, guides to studying for job educational equivalency examinations, career information, resume preparation seminars, and access to job information banks. This is an area where libraries can assume a more vital role by providing: (1) skills assessment centers; (2) tutorial services; (3) customized information packets; (4) sites for traditional classes, particularly in areas geographically remote from education institutions; (5) sites for distance learning opportunities for citizens who can't afford an investment in the necessary equipment; (6) information on job training programs; (7) information on prospective employers; (8) counseling support; (9) alternate educational opportunities; (10) linkages to

job data banks nationwide.

Libraries continue to play a vital role in the provision of information to industry, and hence play an important part in the productivity of American businesses and economic growth and development. Many more corporate libraries have been established, many more public libraries have special services for industry, and recently more academic libraries are involved in such services.

### **What Should We Do?**

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While it is evident that libraries have a long and illustrious history of playing a vital role in the productivity and economic development of this nation, this role can be enhanced. The future demands the existence of an environment in which citizens, information professionals, the business community, and government are cooperating to develop, deliver, and maintain the programs needed for a more productive economy. The following components are offered as the elements such an

environment might typically include.

- Recognition of the current and potential role of libraries in economic development and productivity.
- Recognition of the importance, role, and value of the properly educated information professional.
- Recognition that information has a tangible value and therefore an economic cost which must be paid.
- Improved communication among the business community, libraries of all kinds, and educational institutions/organizations to define the skills and knowledge needed by the productive employee, and cooperation to deliver planned services.
- Recognition of the importance of information in decision-making. ■

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**Emily R. Mobley is a Past President (1987/88) of SLA.**

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# The Bicentennial of Democracy: A WHCLIS Theme

by **Sandy I. Morton,**  
**Director, Government Relations, SLA**

*"Knowledge will forever govern ignorance. And a people who mean to be their own governours, must arm themselves with the power which knowledge gives."*

—James Madison quote at the Library of Congress main entrance.

Since 1976, the United States has celebrated a number of significant bicentennials. In 1987, the 200th anniversary of the Constitution was marked, the bicentennial of the U.S. Congress was noted in 1989, and this year, 1991, is the 200th anniversary of the adoption of the Bill of Rights, the first 10 amendments to our nation's Constitution, which guarantees so many of the freedoms we take for granted.

It somehow seems appropriate that as we approach the White House Conference on Library and Information Services (WHCLIS) in this bicentennial year of the Bill of Rights, one of the themes of WHCLIS is democracy.

## Democracy and Information

In 1985, the National Commission on Libraries and Information Science (NCLIS) established a White House Conference Preliminary Design Group which was charged with, among other things, recommending what the scope and focus of the White House Conference would be. It was this group which proposed that library and information services for literacy, productivity, and democracy be the overarching themes for the White House Conference.<sup>1</sup>

What follows is a discussion of the democracy theme as it relates to open access to government information. The accessibility of such information to the public continues to be a major concern for the library/information profession and is one issue SLA would like to

see debated and discussed in depth at the coming WHCLIS. It is an area in which all levels of delegates—from library and information professional to elected official to citizen—has a stake.

The preliminary design group report noted that:

"Like business, government at local, state, and federal levels is part of today's complicated information society. Today, more than ever before, information is a crucial resource in a democratic society—information upon which electors make their decisions, and information upon which elected and appointed officials and their staffs make decisions that affect those governed."<sup>2</sup>

Librarians, as seekers, handlers, and purveyors of information, have known for some time that information has value. The importance of information issues has gained more and more prominence in this Age of Information as leaders in education, business, and government have begun to measure the value of information.<sup>3</sup>

The design group report went on to state that "Government decision making is not the sole responsibility of elected or paid officials—a democratic society depends upon the informed participation of its people."<sup>4</sup>

Special librarians and information professionals are keenly aware of how important it is

for citizens to have ready access to information about the activities of its own government. This is as true in the emerging democracies of Eastern Europe as it is in the United States. "Open access," however, is something U.S. citizens seem to have taken for granted for too long. The last decade has seen an erosion of such openness with the U.S. government resorting to tactics such as reclassifying documents to restrict access and attempting to privatize federal agencies, many of which are information-rich sources for librarians, business people, and the general public.

Access to information in a timely, cost-effective manner is crucial to the functioning and competitiveness of American business. Obtaining information has become increasingly difficult with obstacles preventing or delaying access to reports, studies, and statistics which are supported by tax dollars.

## The Trends of the '80s

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In her book, *Keeping America Uninformed: Government Secrecy in the 1980s*, Donna Demac said:

"Hundreds of public and special libraries rely upon the government for their material and have, at the very least, been inconvenienced by the increasing fees for government publications, the elimination of federal information products and other changes."<sup>5</sup>

In a 1982 article titled, "Who Can Own What America Knows," Anita and Herbert Schiller wrote of the increasing trend toward the privatization of government, taxpayer-supported information. The Schillers noted that:

"(W)ith the destruction of public information, the basis of democracy disappears. In the new era, the upper tier is for the 'information rich,' more abundantly supplied with images, symbols, and information than ever before. Below, in the pit, are the 'information poor,' the 'have nots'

in the Information Society. Democratic participation in the processes of government will surely suffer."<sup>6</sup>

Almost ten years later, that debate rages on with the various parties still battling over many of these same issues.

The 1980s brought a new administration to Washington, DC, which, over the course of the decade, initiated many programs eventually leading to less government data being available. The Federal government publishes information of value for almost everyone, including the citizen needing guidance on how to receive a benefit or take care of household appliances, the business person needing access to government reports or statistical data, or an academician preparing a research paper for publication or seeking a Federal grant or contract.<sup>7</sup>

Since 1982, one out of every four U.S. Government publications has been eliminated.<sup>8</sup> While members of the library and information community are all too aware that budget constraints are a major problem for federal agencies, the long-term effects of government agencies choosing not to publish or disseminate certain of its own information or reports must be weighed against those fiscal concerns. What is to become of this nation's "institutional memory" if relevant data is not collected, maintained, or disseminated by our own government? Such actions are seen by the library and information community as contrary to certain fundamental rights, one of which is the citizen's right to know.<sup>9</sup>

Even when there is government information available, it is not always easy for information professionals, much less the average citizen, to determine how to get that data. In a 1989 interview with the *Information Management Review*, former U.S. Senator (and now Governor of Florida) Lawton Chiles, considered a champion in the area of reducing the government's paperwork burden on citizens, noted:

"...there has not been enough integration of information policies—putting together the acquisition of information

technology with what information is being collected, how it is being used, and how it is being disseminated. For example, I do not think many people are remotely aware of how much information government has that may be valuable to them, much less how to access it and get their hands on it...there is still no comprehensive finding system—we call it the 'Federal Information Locator System'—that would allow the public and government policymakers alike to use one-stop shopping to find what they need."<sup>10</sup>

While the Office of Management and Budget (OMB) has been examining the feasibility of establishing such a locator system, no substantive proposal has been put forth.

### **The Role of the Information Professional**

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In examining access and dissemination issues relating to federal information, Marc Levin wrote in the April 1983 issue of *Special Libraries* that :

"The modern information professional is fast assuming the role of ombudsman between the information seeker and the available resources. Access to information is now the key issue...(F)ederal shedding of information services and products in favor of the private sector threatens to drain library financial resources. More importantly, it may eventually diminish the nation's capacity for self-government. An informed and enlightened public remains a central foundation of democracy."<sup>11</sup>

The concern expressed by both the Schillers and Levin over the federal government relying on the private sector to disseminate the information it created has not diminished in the these 10 years or so since these articles appeared. The library and information community is still working vigorously to see that a market-driven environment does not develop in the area of accessing public information.

What can be done to reverse these trends and

where does the information professional fit in? The White House Conference is an excellent vehicle for the library/information professional to make the case to other citizens that government information is a valuable national resource and must be protected. The profession can do much to educate WHCLIS delegates about the restrictions that have been placed on free and/or open access to public information and what it can mean to them as citizens.

Members of the library/information community should be able to explain, in basic terms, what the outcomes will be if the government continues to cut back on disseminating its own information. Citizens need to be aware that this data was made possible with tax dollars and that this material is getting more difficult for all citizens to obtain. Special librarians, especially in the corporate sector are used to justifying their programs by presenting the "bottom line." What will the bottom line be if the government continues to cut back on informative and necessary materials?

Members of Congress, both newly-elected members and seasoned veterans, must be educated as to the enormous losses to our national history and memory which will occur if information is not available to users. Elected officials and other citizens should be reminded that at least one depository library exists in every Congressional district and that the more than 1,400 depositories around this nation offer a lifeline to ensure that the public has at least one avenue of unrestricted access to government information. But this so-called "safety net" could be in jeopardy if patrons are mandated to pay for such information, which is now available for free. It is important for librarians/information professionals to remember that they have a vested interest in the information policies developed at all levels of government; they should be aware of how these policies affect library and information services as well as the end user.

### **Conclusion**

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It must be recognized that the U.S. government has legitimate problems with which it must wrestle—constant pressure to cut the

deficit, security concerns (made even more glaring in wartime), keeping up with technological advances, and not competing unfairly with the private sector in our free enterprise system. But a balance has to be struck between those ever-present obstacles faced by govern-

ment officials and the rights (inalienable or otherwise) of U.S. citizens to know what its government is doing. In this age of celebrating over 200 years of liberty, freedoms and rights, should we expect less?

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# Ghosts of Conventions Past: The Pennsylvania Governor's Conference on Library and Information Services

by Larry D. Taylor

■ The Pennsylvania pre-White House Conference on Library and Information Services meetings are outlined. These included 14 Governor's Forums hosted in May 1990 and the Governor's Conference on Library and Information Services which took place in Harrisburg, Pennsylvania, July 13-15, 1990. Participants in the forums and conference were from four groups: general public; public officials; trustees and friends; and library and information professionals. The active role of the Philadelphia Chapter of the Special Libraries Association and issues of interest to special librarians are highlighted.

*"We must indeed all hang together, or most assuredly we will all hang separately."*

—Benjamin Franklin at the signing of the Declaration of Independence

*"I cannot help expressing a wish that every member...doubt a little of his own infallibility."*

—Benjamin Franklin, speech to the Constitutional Convention, September 17, 1787

## Introduction

It was not coincidental that a modern-day incarnation of Benjamin Franklin greeted arriving delegates to the Governor's Conference on Library and Information Services in Harrisburg, PA, on September 13-15, 1990. The drama of the Conference contained many of the same elements as conventions in the 18th century: concern about structure versus substance, confusion, lobbying by interest groups, hotel dining, strong opinions, candidate politicking, weariness, delegate election and, finally, a distillation of all rhetoric into resolutions.

The first White House Conference on Library and Information Services took place in Washington, D.C. on November 16-19, 1979. On reevaluating the 1977 Pennsylvania regional "Speak-outs" and the subsequent Pennsylvania

Governor's Conference, the Philadelphia Chapter of the Special Libraries Association was concerned about the underrepresentation of the private sector and more specifically, special librarians.

To remedy this perceived inadequacy, the Board of Directors of the Philadelphia Chapter started a campaign in 1989 to increase special librarian participation and visibility at local and state levels preceding the second White House Conference, which will take place July 9-13, 1991. Chapter members were encouraged to become active in the 14 regional Governor's Forums scheduled for May 1990 and to send in application forms to be considered as delegates in the Governor's Conference in September 1990. Of the 1,600 individuals attending the Governor's Forums, many were special librarians involved in planning and participating at the local and state levels.

Delegates to the Governor's Conference were limited to 300, with 75 delegates from each of four groups—general public, public officials, trustees/friends, and library/information professionals. It is to the Delegate Selection Subcommittee's credit that the four delegate groups were well distributed throughout the six major regions of the state. Six delegates were members of SLA's Philadelphia Chapter.



## Forum Issues

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White Papers were commissioned by the Governor's Conference Planning Committee for discussion at the 14 Forums. Topics were:

- building library resources for a free society;
- creating a literate society using library resources;
- increasing productivity through information technology;
- Pennsylvania citizens: their information needs and expectations; and
- Pennsylvania libraries: the promises and problems.

Major concerns expressed by Forum participants were:<sup>1</sup>

- creating greater awareness of the value of library services on the part of public officials and the community;
- providing help to rural communities with limited resources to keep pace with the increasing demands for information;
- using the newer information technology to provide users with speedier delivery of library resources;
- improving interlibrary cooperation and networking for greater access to information resources;
- providing and retaining the skilled personnel necessary to access resources;
- developing a support group of knowledgeable citizens to serve as advocates for libraries; and
- finding new and creative ways to improve funding for library and information services.

## Governor's Conference

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The issues for discussion at the Governor's Conference paralleled the issues listed above. A 12-page summary of Forum concerns and the White Papers were given to Conference delegates as a starting point for discussion.<sup>2</sup> Delegates attended three of five concurrent Issue Sessions during the first two days of the Conference with a Resolution Session conducted for each of the five topics. Special librarians were very vocal at these sessions. A committee worked late into the night to develop the resolution language and to merge similar resolutions among the five topics.

Interspersed with these intense discussions were such activities as visiting the Exhibits Hall, attending receptions, enjoying musical entertainment after dinner, and listening to dynamic speakers such as Lawrence Kaagan (Kaagan Research Associates), Catherine R. Stimpson (Rutgers, State University of New Jersey/New Brunswick), and Susan Stamberg (National Public Radio). Each speaker had personal memories and comments about their contacts with libraries.

One particularly notable and historical event took place during the opening session of the Conference. The appointment of Sara Parker, State Librarian, as Pennsylvania's first Commissioner of Libraries was announced to the delight of the delegates. Parker's appointment places the state library in a more prominent position in state government. Ms. Parker was sworn in at the session.

## HyperCard Stack

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From the point of view of special librarians, one Conference activity placed SLA and special librarians in the limelight. This was the Philadelphia Chapter's hypermedia demonstration in the Exhibits Hall during the three days. To give SLA more visibility at the Conference, the Chapter's Board of Directors approved funds to develop a HyperCard stack with text, photographs, and sound to educate and inform delegates about SLA, special libraries, and Conference issues of interest to special librarians. A hand-out was also available. From listening to delegates visiting the exhibits area and in dis-

cussion sessions, it was clear the stack made a strong and positive impact.

Philadelphia Chapter member Barbara Mattscheck (PQ Corporation) was the driving force that made this new technology available for the Conference demonstration. HyperCard, the Apple Computer version 1.0, was loaded onto the hard disk drive of an Apple SE computer (version 2.0 will be loaded when available). Bill Vaccaro of the Chicago Sulzer Regional Library programmed the stack based on work done for his library and the stack to be presented at the White House Conference. Photographs were submitted from a variety of special libraries in the Philadelphia area. The Conference logo and photographs were scanned into the stack. Text for the stack was developed by Philadelphia Chapter members Barbara Mattscheck, Peggy Lynch (McNeil Consumer Products Company), and Judith Hesp (Thomas Jefferson University). This product was later demonstrated at the Drexel University College of Information Science Alumni Association workshop on hypermedia in Philadelphia, in October 1990. Drexel University is an "Apple Campus" and this technology was of interest to students and alumni alike. The stack has proved to be a good recruitment and educational tool for the Chapter and was also demonstrated at SLA's Winter Meeting in January by Philadelphia Chapter officers Marie Knup (United Engineers & Constructor, Inc.) and Judith Hesp.

In the HyperCard stack and hand-out, the Philadelphia Chapter identified six issues of particular interest to special librarians: networking, literacy, funding, informing Government officials, federal issues, and marketing.<sup>3</sup> From these issues the Chapter recommended the following:

- build on the foundation of the regional forums, ... hold regular meetings, with publicized agendas, open to the public to provide ongoing exchange between regions and the state;
- increase the availability of literacy instructional materials, particularly computer-based items;

- use the issues identified in regional meetings as a basis for lobbying government officials;
- develop the use of business executives as leaders in their community to speak out on the value of librarians and libraries;
- regardless of budgetary constraints, librarians should allocate funds for marketing activities; and
- users, friends, and trustees should become apostles of libraries and supplement the marketing effort of the librarian.

### **Conference Resolutions and Delegate Selection**

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Needless to say, with discussion and information bombarding delegates for three days, it was a difficult process to reach a consensus for resolutions to present to Pennsylvania Governor Robert P. Casey on the final day. After discussion, amending, and voting, the delegates adopted 31 lengthy resolutions.<sup>4</sup> These resolutions covered such subjects as increased library funding, collection development, increased literacy services, development of a statewide information policy, marketing and research for libraries, minimum salary for public librarians, free statewide interlibrary loan services, partnership between the public and the private sectors, professional personnel needs assessment, and preservation of library materials.

One final piece of business was the selection of 28 delegates and 8 alternates to represent Pennsylvania at the white House Conference in July 1991.<sup>5</sup> The founding fathers of the United States would have felt at home with the spirited way this democratic process took place. The results gave Pennsylvania a fairly balanced representation by population areas and the four delegate categories. It should be noted that two special librarians were nominated as delegates. Although they were not elected, the biographies of those librarians who were elected include professional expertise in special libraries.

Hundreds of devoted individuals helped to make the regional Forums and the Conference

a success. Only a few can be listed here: Governor Robert P. Casey; first Lady Ellen Casey, Conference Chair; Sara Parker, Commissioner of Libraries; Barbara Bruno, Steering Committee Chair; and Lois Albrecht, Conference Coordinator.

## Impact and Change

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Looking back at the Governor's Conference as a delegate, several questions come to mind. Did the Philadelphia Chapter of SLA make an impact? Were special librarians and their concerns represented? Was the Conference worth the time, effort, and money spent? What real changes in Pennsylvania libraries will occur as a result of this Conference?

The answer to the first three questions is a resounding "Yes!" Through proactive recruitment and encouragement, special librarians served on committees, participated in Forums, and were successful in being selected as delegates to the Conference. Delegates were active and visible. The Philadelphia Chapter reinforced

participation with its funding and implementation of the HyperCard stack demonstration for delegate education. As to the resources spent, *nowhere* else in the state could one have found such a cross section of individuals from all segments of the state who cared more about Pennsylvania's library and information needs.

A final Benjamin Franklin story will answer the final question on long-term changes as a result of the Conference. It was said that all during the debate over the Declaration of Independence, Dr. Franklin stared at the sun carved in the wooden chairback of the presiding officer. Franklin said he could not decide whether the sun was rising or setting. He concluded, after the Declaration was signed, that it was indeed a sunrise. The question remains open whether the "sun" of Pennsylvania's libraries will be rising as a result of this Conference. If only a fraction of the resolutions is implemented, the vision of improved library and information services will become a realized legacy for all Pennsylvania citizens, of which we can all be proud. ■

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**Larry D. Taylor is Manager, Information Services, Wyeth-Ayerst Laboratories, and served as a delegate to the Pennsylvania Governor's Conference.**

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# Report from Texas

by *Erika Mittag*

Months and weeks of planning, many meetings and long hours of hard work by Conference organizers and committees finally culminated in the Texas Conference on Libraries and Information Services (TCLIS) on January 4 and 5, 1991.

My involvement began in the fall of 1989 just after the birth of my daughter, when I thought I could handle just about anything. I agreed to serve on the registration subcommittee of the Local Arrangements Committee. Over the first nine months we conducted meetings periodically, generating lists of responsibilities and delineating who would do what. As decisions were made by the Steering Committee, all of the other committees adjusted their time tables, duties, etc., accordingly. The biggest pressure was financial and the budget was reworked several times as uncertain funding sources dried up and only occasionally did a new source of funds become available. Committee members scouted everywhere for donations, gifts-in-kind, and help from their own organizations and continued to revise the budgets. As the final six months started, Committee meetings increased in frequency and duration as the thousands of details were hammered out.

From September through early November, between one and three public meetings took place in each of the ten regions of Texas to discuss the conference themes of literacy, democracy, and productivity, to generate resolutions based on these topics, and to elect delegates to the statewide conference. I attended the last of three meetings in my own central Texas region and was impressed with

the quality of the discussions in the group on productivity. As the only special librarian present, I felt I was able to contribute some new insights regarding the interdependence between corporate and private libraries and the public libraries in our cities and universities. Although no special librarian was elected from the library professionals group from our region, a very articulate retired special librarian was elected in the general public category.

At the conclusion of the regional meetings in early November, the Resolutions and Delegate Selection committees began their work in earnest. Each of the 10 regions was given a quota of 12 resolutions to bring to the state meeting. The Resolutions Committee worked to consolidate and combine similar and related resolutions for consideration at TCLIS. The Delegate Selection Committee worked until two days before the meeting, evaluating elected delegates and alternates, and selecting additional candidates to fill out the ethnic, age, and category guidelines set out by WHCLIS—no small feat! Our small Registration Committee worked with the Conference planners, the Perkins Group, to arrange name tags, registration mailings, and Conference handout packets. We coordinated with other committees to seek out and schedule volunteers for various activities as well.

As the day of the Conference dawned, some of us wondered if there would be enough attendees to warrant the Conference. The whole of northern Texas was slowed to a crawl with freezing rain, icy roads, and very dense fog. We reckoned without taking into consideration the dedication of people involved in

libraries. The Conference began at 1 p.m. and we were still registering people after 6 p.m. One gentleman tried several times to arrive on Friday and finally made it about 9 a.m. Saturday morning, in time to vote on both the final resolutions and the delegates with the aid of a sign interpreter. That's dedication! At the final tally less than 10 of the 160 delegates were unable to attend due to the weather.

Since I was staffing the registration booth throughout almost all of the Conference, I have to rely on reports of others and a quick review of some of the evaluations for comments on the actual proceedings.

Both keynote speakers, Dr. Henry Cisneros (former Mayor of San Antonio and strong literacy advocate) and Dr. Richard Van Horn (currently president of the University of Oklahoma and noted management and information systems authority) were very well received. One comment I heard was that everyone needed to hear what Cisneros had to say about the problems of illiteracy. Dr. Van Horn addressed the topic "Designing a World Library for the 21st Century."

The breakout sessions to discuss the resolutions on literacy, democracy, and productivity exhibited in one observer's words "democracy in action." The discussions were lively, cordial, and participatory. Delegates were very interested in their topics, had prepared themselves well, and were articulate in expressing their views.

After dinner and some remarks by various dignitaries, the delegates regrouped according to category (library professionals, library supporters, government officials, and general public) to meet and to campaign among themselves for election to the White House Conference. There was hot and heavy politicking in good old Texas style—one delegate had some t-shirts printed up, several were handing out bookmarks, and others were handing out fliers and buttons; some of the posters were quite elaborate as well. The next morning during the secret balloting, I over-

heard more than one delegate bemoaning the fact that they were limited to only six votes for WHCLIS delegates.

Saturday morning the majority of the time was spent debating the final resolutions. Snafus with the copier and some technical errors in the ballots required a second vote on the delegates which occurred during the morning coffee break. I have failed to mention to this point one outstanding contributor to the success of the conference. Texas State Senator Kent Caperton did a masterful job of presiding over the entire proceedings, especially the final resolutions sessions. His tact, wit, and cool head prevailed in some potentially chaotic situations.

Although no SLA members were chosen as WCHLIS delegates, Barbara Houston, Law Librarian for Kleberg and Head, Corpus Christi, and a woman of many talents and much energy, will be an effective voice for the concerns of special libraries and librarians. The resolution receiving top priority by the delegates called for a national literacy policy and the necessary funding to implement it. Other high-priority resolutions dealt with access to and cost of government information/documents, censorship, and confidentiality of library-user records, equal access to information by all segments of society, stable and consistent funding for literacy programs, enabling legislation to allow more networking, cooperative programs, enabling legislation to allow more networking, resource sharing and multi-type library systems, the designation of public libraries as local education agencies, and support for implementing the primary health care information services as outlined in the DeBaKey Report.

All in all, the Texas Conference on Libraries and Information Services was an exciting and rewarding experience. If all of the state delegations are as committed and enthusiastic as the Texas delegation (as I'm sure they are), WHCLIS II is going to be a powerful experience and should produce an excellent roadmap for the future of libraries and information services in this country. ■

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**Erika Mittag is Secretary of the Texas Chapter and has been an active member of SLA's Government Relations Network.**

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# Research Activity

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## Time Management in Special Libraries

by Helen M. Gothberg, PhD

■ The time management study of special librarians was undertaken with a grant from the Special Libraries Association. It collected and analyzed data in five areas: profile of the respondents, hours per week spent in the traditional management activities, delegation skills, perceived time wasters, and management styles. Meetings ranked number one as a time waster, and there was some indication of a need for team building among staff. Overall, special librarian respondents were experienced, effective managers who delegated authority well and were for the most part team-oriented managers.

The study on time management in special libraries was undertaken with a grant from the Special Libraries Association in the fall of 1989. It involved gathering data using a questionnaire from 150 special libraries. Library managers were asked to provide information in five areas: profile of the respondent, hours per week spent in the traditional management activities, delegation skills, perceived time wasters, and management styles.

Gothberg and others have been studying time management practices in different types of libraries over the past four years. The first of these studies was funded by a grant from Council on Library Resources and surveyed the directors of large academic libraries.<sup>1</sup> Subsequently both state libraries and large public libraries have been studied. The initial results of data collection and frequency analysis were compared for academic and public library directors in a paper that was presented at the 1989 ALA/LAMA President's dinner. The results of the state library study will be published in the Fall 1991 issue of *Special Libraries*.<sup>2</sup>

### Background of the Study

Undertaking the study of time management in special libraries completed this series of studies. Although special libraries are smaller

than other kinds of libraries surveyed, it seemed worthwhile to include them in this series of investigations. In writing about research and special libraries, Miriam Drake<sup>3</sup> observed that librarians and information specialists often make the mistake of thinking that the tools—that is books, technical reports, journals, databases, computer, audiovisual materials and the like—will “solve a problem, make a decision, or add to the knowledge of the individual.”<sup>4</sup> This is not the case. Certainly our technology has helped us to resolve many of the problems of managing information, but a more crucial problem is that of managing personnel. Time management and its related management skills, including leadership style and delegation of authority, are significant. Drake suggested that one of the research agendas for the future be measures of productivity and value. New technologies are essential to our management of information, but they are expensive. We know that one of the greatest expenses in any library budget is personnel. This means that staff will need to be more productive. Better productivity through improved time management is a model set for employees by library managers. Library managers in return must be good role models and understand leadership styles that will improve productivity.

## Utility of the Research Results

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The results of this study will provide time management data that can be compared by special librarians and also special libraries with other kinds of libraries. There have been trends throughout these studies, and some of them carry over to the special library study. Other indicators are different and help to confirm a notion long held by special librarians that they are indeed different. The results also tell special librarians where they may be wasting time, so that efforts for improvement can be made, and individual librarians how they compare with others in the field.

## Sampling and Plan of the Study

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The plan of the study involved the mailing of a four-page questionnaire to 150 special library directors. An effort was made to collect data in the 150 largest special libraries. The sources used for identifying these libraries was the *Directory of Special Library and Information Centers* and two other separate lists of medical and science-engineering libraries. About one third of the population surveyed came from each source. The original cut off point for size of staff was 35. However, this figure had to be revised downward to 20 to find 150 libraries. Even then some libraries reported smaller staffs than what original source figures had indicated.

Two mailings were carried out when the first netted less than a 50 percent response. The total number of responses after the second mailing was 85 or a 56 percent response. This is an acceptable number for reliability, but it was the lowest response to the questionnaire of the four types of libraries studied.

## Data Collection

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Items used to collect the data in the mailed survey were based on the time management literature. Data were collected in five categories. The first section of the survey instrument dealt with a profile of the respondents and collected information about the size of the library staff they administered, experience,

age, and gender. The second section collected data related to the traditional management activities such as planning, reporting, budgeting, and the like. Information was also sought related to external fund raising and the number of days away from the job at professional meetings or other work-related events.

Section three of the survey was concerned with the principle of delegation of authority. The ability to delegate effectively is a key element in managing time effectively. Respondents were asked to respond to eleven statements in terms of whether they agreed strongly, moderately, or disagreed moderately or strongly. Statements were modeled on a self-quiz developed by Merrill and Donna Douglass.<sup>5</sup> The fourth and fifth sections asked respondents to rank a traditional list of time wasters and five statements dealing with conflict that provided insights into special librarians' management styles.

Since a pretest of the original survey instrument used with academic librarians had been carried out, it was not duplicated for special librarians. Only minor changes were made in section two to better reflect special library management activities. These changes were made with input from the two special library consultants to the project. Project consultants were Donald Frank, Head Librarian, Science and Engineering Library and Barbara S. Hutchinson, Associate Librarian, Office of Arid Lands, University of Arizona

## Data Analysis

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Three analyses were calculated for the data. The first, frequency analysis, tabulated how many responses were in any one category. The data for sections one and two were divided into three variable scales for purposes of discussion, general comparison with other libraries, and display. The second analysis was crosstabs using chi-square. Discreet data from sections one and two were distributed as equally as feasible within the squares. Cross tabs with chi square were run for respondent characteristics, and sections two and three. Third, means were calculated for each ranked item in sections four and five for the purpose of ordering.

## Results—Frequencies

The profile of the respondents (Table 1) indicated that staffs were small with over 50% having fewer than 34 people. They did not show as much mobility as other librarians in previous studies noted in the introduction, with a higher percent falling between one to five years in their current position. One of the special library consultants noted that this lack of mobility may be because special librarians like their jobs so much. A second conjecture might be that mobility is limited because there is less opportunity for upward advancement. The fact that this was a younger group of managers may be an indication that those individuals who wish to take on more responsibility move out of the field. The respondents were experienced individuals with 50% having been in their positions nine years or more, and 82% having been in some type of administrative position for nine years or more. Over two-thirds were under 45—which is the youngest group of library managers surveyed, i.e., state, public or academic. Almost half of the respondents were female with males hav-

ing a slightly higher number of 54%. This split was similar for state and public library studies. Only the academic library respondents had a major difference between male and female administrators—with 79% male.

In terms of the amount of time spent on various management activities (see Table 2), the respondents spent the most time on planning and reporting; they spent the least amount of time on external funding and meetings with those to whom they reported. Other areas where the respondents spent a lesser amount of time was in budgeting, personnel work, and meetings with library committees within the organization. Supervising and meetings with library staff fell somewhere in the middle. This group of respondents spent fewer days away from the library with nearly two-thirds reporting only 1-10 days. This is a lower number than those reporting in the previous public, state, and academic library time management studies.

In general, the special library respondents were strong in delegation of authority. In this section of the survey (see Table 3) some statements were worded positively and some

**Table 1** **Special Library Profile**

<b>Size of Full-time Equivalent Staff</b>	<b>1-33</b>	<b>34-67</b>	<b>68 and up</b>
Percent:	51.2	36.9	11.9
<b>Number of Years in Current Position</b>	<b>1-5</b>	<b>6-8</b>	<b>9 and up</b>
Percent:	41.2	18.8	40
<b>Number of Years as a Library Director</b>	<b>1-5</b>	<b>6-8</b>	<b>9 and up</b>
Percent:	33.8	15.5	50.7
<b>Number of Years as a Library Administrator</b>	<b>1-5</b>	<b>6-8</b>	<b>9 and up</b>
Percent:	8.4	9.7	81.9
<b>Age</b>	<b>45 and under</b>	<b>over 45</b>	
Percent:	68.7	31.3	
<b>Gender</b>	<b>Females</b>	<b>Males</b>	
Percent:	45.9	54.1	



**Table 2                      Special Librarians: Percent of Time Spent on Management Activities**

<b>Hours per week:</b>	<b>0-3</b>	<b>4-7</b>	<b>8 and up</b>	
Planning	38.6	37.4	24	
Written and oral reporting (internal and external)	39.8	38.6	21.6	
Supervising	47.6	34.1	18.3	
Budgeting	80.5	17.1	2.4	
Personnel work	76.5	16.0	7.5	
Meetings with those to whom you report	96.2	3.8	0	
Meetings with Library staff	43.8	37.5	18.7	
Meetings with library committees within the organization	75.0	15.3	9.7	
Meetings with profession library committee/board meetings	87.9	7.6	4.5	
External funding	91.8	8.2	0	
<b>Days away from the library per year attending professional meetings or other work-related events</b>	<b>1-10</b>	<b>11-20</b>	<b>22.5</b>	<b>over 31</b>
	58.5	25.6	9.8	6.1

negatively which requires a more careful reading before making a response. Positively worded statements were numbered 1, 2, 5, 6, 8, 9 and 11. Negatively worded items were numbered 3, 4, 7, and 10. An effective delegator would agree with the positively worded statements and disagree with the negatively worded statements. Many of the correct responses were in the 80 to 90 percentile for this group. Ninety-nine percent agreed with the statement: "My staff make most of the day-to-day decisions about their work without my prior approval."

The two lowest ranked statements were: "The department heads under my leadership do not delegate work well to their own subordinates"—69% correct response; and "I frequently do tasks that my subordinates should

be doing"—72% gave the correct response. The somewhat lower correct response rate for this latter item might be accounted for by the fact that special libraries have smaller staffs, except that it was also the second lowest correct response rate for academic library directors who have large staffs. It is somewhat surprising to note that not as many respondents gave the correct response to the item which dealt with their department heads not delegating work well. Usually it is believed that if the library managers set the style in this area, staff managers will follow their lead by example. It would appear that the department heads need more training in delegation of authority, and that role modeling is not always sufficient for performance.

**Table 3**                      **Special Librarians: Delegation of Authority**

Statement	AS	A	D	DS
1. I frequently allow my staff to make mistakes.	19.8	55.6	17.3	7.3
2. My staff make most of the day-to-day decisions about their work without my prior approval.	61.2	37.6	1.2	—
3. I frequently do tasks that my subordinates should be doing.	3.7	24.7	52.8	18.8
4. The library does <b>not</b> function smoothly when I am absent.	1.2	5.7	31.8	61.3
5. I seldom revise decisions made by my staff.	28.2	57.6	12.9	1.3
6. I give my library staff considerable authority over their work (including personnel, finances, facilities and resources).	28.2	64.7	5.9	1.2
7. I frequently make decisions that are part of my subordinates' jobs.	3.5	7.1	57.6	31.8
8. I delegate most library operations to my staff.	44.7	50.6	3.5	1.2
9. If I were incapacitated for six months, there is someone on my staff who could readily take over my job for that period of time.	47.1	35.3	14.1	3.5
10. The department heads under my leadership do <b>not</b> delegate work well to their own subordinates.	10.7	58.3	31.0	—
11. My key people take the initiative for projects without waiting for me to think of them.	37.6	49.4	13	—

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### Results—Ranking

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Respondents were given a list of 15 traditional time wasters and asked to rank their top ten. The top five will be discussed here since they are essentially the most important. The number one time waster reported by this group was meetings. Meetings have ranked in the top three time wasters for all types of library managers. State librarians also ranked meetings as their number one time waster; public library managers ranked it second, and academic librarians, third. Telephone interrup-

tions ranked second, and this item also ranked high with state librarians and public library managers. Academic librarians ranked it number 8. Academic library managers may have more support staff to handle day-to-day calls, or they may not feel the need to personally respond to their constituencies since they are less financially dependent on them. Drop-in visitors ranked third for both special and public librarians. Academic and state librarians ranked this item lower.

Both telephone interruptions and drop-in visitors can be better controlled with adequate

support staff. People in management positions need to have efficient office managers who can handle calls and visitors. Without such staff support other means may be found. One reference department head of the author's acquaintance would leave her office door wide open when available, partially open when she only wanted to be disturbed for very serious reasons, and closed when she was not to be bothered except in case of an emergency. What is important here is that it worked for all of those concerned.

The fourth ranked item for special librarians' time wasters was inadequate, inaccurate,

or delayed information. This item was not among the top five for any of the other library managers surveyed. It's difficult to see an obvious interpretation for this data. It may be that since information is more pivotal to many types of special library operations, its adequacy becomes a higher priority. Attempting too much at once and estimating time unrealistically was number five, but this item ranked high for other library managers. It ranked number one for academic librarians, number two for public, and third for state librarians. Librarians are service-oriented individuals and therefore probably tend to ask too much of

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**Table 4                      Special Librarians: Ranking of the Top Ten Time Wasters**

<b>Rank*</b>	<b>Time Wasters</b>
1	Meetings (scheduled and unscheduled)
2	Telephone interruptions
3	Drop-in visitors
4	Inadequate, inaccurate, or delayed information
5	Attempting too much at once and estimating time unrealistically
6	Crises (personal and/or staff)
7	Inability to say no
8	Indecision and procrastination
9	Lack of self discipline
10	Leaving tasks unfinished

**Unranked Time Wasters**

Lack of or unclear communication  
 Lack of objectives, priorities, and deadlines  
 Ineffective delegation and involvement in routine and detail  
 Confused responsibility and authority  
 Cluttered desk and personal disorganization

\* Number one = the time waster that hindered the most; number 10 = the time waster that hindered the least.

themselves in addition to the fact that with decreasing budgets, there is also a decrease in staff support, and they keep trying to do the same job as before.

The fifth section of the survey ranked leadership style. Much has been written about leadership in recent years—so much so, that it appears that the term “leadership” may be replacing the word “management”—just as “management” eventually evolved out of the term “administration.” Given the work of authors such as Douglas McGregor<sup>6</sup> and others in the '60s and '70s, the notion developed that management styles were either task-oriented or people-oriented. However, by the '80s the concept of new management or “leadership” styles had emerged. In 1982 a thin little book called *The One Minute Manager*<sup>7</sup> became a runaway national bestseller. One of the themes in this book was that workers who felt good about themselves would produce better results. Managers had heard this theme before but with the dubious results of soft management. What made “one-minute managing” different was that it included one-minute goal setting with employees and one-minute reprimands—along with one-minute praises. It brought task and process management styles together in what has come to be called team or

transformational leadership.

The concept of team leadership has been supported by other writers as well including Tom Peters,<sup>8</sup> who viewed the essence of good leadership as “coaching” and “MBWA” or “managing by wandering around.” Because team management is currently viewed as the most effective leadership style for productivity, and because staff productivity is crucial in examining time management, an effort was made to determine the prevailing leadership style of those surveyed. This was the fifth section of the survey, and was based on the work of Blake and Mouton.<sup>9</sup>

Section five of the survey provided data about the leadership style of the respondents based on how they ranked a series of statements related to how they would handle conflict (See Table 5). Blake and Mouton matched the most typical statement which related leadership style as indicated by the numerical pairs presented below. These numerical pairs are representative of the four corners of a square grid for nine and one, and the center for number five.<sup>10</sup>

**9,9 Team Management.** This style is viewed by most management experts as the most efficient leadership style. Work is carried out by people who are commit-

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**Table 5**                      **Special Librarians: Leadership Style**

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Rank*	Conflict Statement
5	When conflict arises I try to identify reasons for it and seek to resolve underlying causes. (9,9)
4	When conflict arises, I try to find a compromise that everyone will be satisfied with. (5,5)
3	When conflict arises, I try to remain neutral. (1,1)
2	I avoid causing conflict, but when it does appear, I try to smooth things over so everyone will be happy. (1,9)
1	When conflict arises, I try to cut it off or win my position. (9,1)

\* Number five is the most typical response; number one is the least typical response.

ted and have common goals which are in sync with the purpose of the organization. There is trust and respect. Trust is a major factor in team leadership. Most of the respondents ranked 9,9 as their first choice in response to the statement: "When conflict arises, I try to identify reasons for it and seek to resolve underlying causes."

**5,5 Organization Management.** There is adequate attention to organization performance and keeping morale at a satisfactory level. This style is acceptable, but it is also known as the "country club" style of management—task-oriented in the morning, people-oriented in the afternoon. Most respondents ranked this leadership style second in response to the statement: "When conflict arises, I try to find a compromise that everyone will be satisfied with."

**1,1 Impoverished Management.** This type of leadership style exerts a minimum of effort to get the work done. A 1,1 management style was ranked third by the majority of respondents in this study in response to the following statement: "When conflict arises, I try to remain neutral." This is one of the least desirable management styles.

**1,9 People-Centered Management.** Thoughtful attention is given to the needs of the staff. Satisfying relationships lead to the development of a comfortable, friendly organization and work tempo. The majority of respondents ranked this style fourth based on the statement: "I avoid causing conflict, but when it does appear, I try to smooth things over so everyone will be happy." This style of management was popular in the '60s, but by the middle-to-end of the '70s had fallen in disfavor because it did not promote the necessary task behavior needed from employees.

**9,1 Authority-Obedience.** This type of leadership style is focused on getting the work done. Efficiency is the operational

word, and human elements are to interfere only to a minimum degree. The authoritarian leadership style was the least preferred style for the majority of the respondents. Leaders who are highly task-oriented will be able to increase productivity to some extent, but employees are seldom satisfied with a leader who does not permit growth and development on the job. As a result good people leave, and revenge psychology may set in among some members of the staff, making working conditions undesirable. These conditions may also affect the ability of the library to hire good people.

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## Results, Cross Tabs with Chi-Square

Chi-square is a statistical subprogram of SPSS-x. It is a discrepancy statistic and does not reflect causal relationships. Rather it indicates significant associations from which we can draw inferences. The statistical analysis was used in this study to determine significant associations among respondent characteristics and the variables reflected by the data collected in sections one and two of the survey. These sections dealt with how time was spent and delegation of authority. Eight pairs of significant associations were found for special librarians using the Pearson test of significance with acceptance at the  $P=.05$  level of confidence (See Table 6).

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## Size of Full-Time Equivalent Library Staff

Staff size was associated with three of the variables. The larger the library staff, that is 48 and over, the greatest amount of time that was spent on staff evaluation and hiring. There is nothing particularly surprising about this finding. Staff size was significantly associated with the amount of time spent with committees as well. Respondents from larger libraries spent the most time in committee meetings. The larger the library, the more bureaucratic and hierarchical the structure—thus one might expect the proliferation of committees.

Where delegation of authority was concerned staff size was associated with the state-

**Table 6                      Special Librarians: Survey Response Associated Factors**

<b>Factors</b>	<b>value</b>	<b>dif.</b>	<b>p.</b>
<b>Factor: Size of Full-time Equivalent Library Staff</b>			
<b>Associated Factors</b>			
1. Hours spent in meetings with library committees within the organization	10.52	4	03
2. Hours spent in personnel work including staff evaluations/hiring	10.49	4	03
3 Statement: "The library does <b>not</b> function smoothly when I am absent."	11.22	2	00
<b>Factor: Number of Years in Current Position</b>			
<b>Associated Factors</b>			
1. Statement: "I frequently make decisions that are part of my subordinates' jobs."	8.29	2	02
<b>Factor: Age</b>			
<b>Associated Factors</b>			
1. Number of hours spent in personnel work including staff evaluations/hiring	16.71	4	00
2. Statement: "If I were incapacitated for six months, there is someone on my staff who could take over my job for that period of time."	7.43	2	02
<b>Factor: Gender</b>			
<b>Associated Factors</b>			
1. Hours spent on external funding	3.66	1	05
2. Statement: "The library does <b>not</b> function smoothly when I am absent."	4.50	1	03

ment: "The library does not function smoothly when I am absent," with library managers from large libraries more inclined to disagree with this statement. The larger the library, the more opportunity for the manager to delegate authority to professional staff.

#### **Years in Current Position**

The number of years in the current position was significantly associated with only one variable, and that was the delegation state-

ment: "I frequently do tasks that my subordinates should be doing." Those with more experience disagreed more frequently with that statement. Although there was significance for this variable, few respondents agreed with the statement. The appropriate response for effective delegation of authority is to disagree with the statement.

#### **Age**

Age was significantly associated with two

variables. Younger respondents spent the least amount of time in hiring and staff evaluations. Older respondents, that is those 44 and over, were more inclined to agree with the statement: "If I were incapacitated for six months, there is someone on my staff who could readily take over my job for that period of time." It may be that older and more experienced managers are more inclined to see the value in working through others to accomplish library goals.

## **Gender**

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The differences between male and female administrators is always of interest. In this study of managers in larger special libraries, gender was a significant association for the hours spent in external fund raising, with females spending less time than males. Women were more inclined to disagree with the statement, "The library does not function smoothly when I am absent." Even though significant, most of the respondents disagreed with this statement. Women's ability to delegate authority, which is sometimes called into question, appears to be equal to men's and slightly better in this one statement than men's.

## **Limitations of the Study**

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All surveys have their weaknesses because they do not tightly control the variables. At the same time they permit us to explore the environment in ways that would not otherwise be possible. In this study we are dependent on the accuracy of the responses of the library managers involved. Given that this is a professional group with considerable dedication to the job, it is assumed that any discrepancies are not so great as to affect seriously the outcome.

## **Summary and Discussion**

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The special library managers differed from other types of library managers that had been studied before in that they were a little younger and less mobile. They spent less time in meetings and in external fund raising than other librarians, and fewer days away from the

library. They were similar in that they were experienced leaders and strong in delegation skills. There was some indication that there was a need for more training in delegation skills for their middle managers and staff. Like other library managers in previous time-management studies carried out by the investigator, they were for the most part team managers. They also had an almost equal number of male and female respondents. No significant associations were found for gender to set females apart from males, except for some slight indication of more effective delegation skills on the part of women.

Probably the most significant data that came out of this series of studies, and was reinforced by special library managers as well, was that meetings ranked high as a perceived time waster. For special librarian respondents it ranked number one. All types of library managers surveyed in this series of time management studies ranked meetings among the top three time wasters. A team management style should provide each member of the team with a certain amount of power and control over his/her work. In this sense, there is less need to meet about all decisions that need to be made in the organization. Delegating authority effectively for decision making is a crucial element of team and time management. The two concepts are really inseparable. The fact that 28% of the respondents agreed with the statement that they frequently did tasks their subordinates should have been doing, indicates some weakness in team building.

There are many good suggestions in the literature that may be helpful here. Hawkins<sup>11</sup> listed six management strategies which emphasize vertical and horizontal communication and if implemented, would put the leader more in the position of coach than traditional leader at the pinnacle of a hierarchical organization. There are other approaches to group work besides the more traditional committee which include quality circles<sup>12</sup> which place more emphasis on problem solving and decision making, as opposed to committee recommendations, and are not always permanent. Leather<sup>13</sup> recommended the use of focus group techniques for decision making. Focus

group interviewing is similar to the Delphi method. The group not only focuses its attention on specific problems, such as a building program, but it also puts such ideas in hierarchical order. Members work in a face-to-face environment which is different from the Delphi survey methodology.

Tom Peters<sup>14</sup> suggested that the traditional rule-determined, hierarchical structure of organizations is past. To be efficient the new organization will need to be highly flexible, adaptive, and fleet-of-foot. Special library managers probably have the best opportunity for change partly because of size, and partly because many special libraries are not bogged down in the bureaucracy of larger institutions. Being sensitive to the "customer" is a concept that has been around libraries since the '70s. In this sense, librarians are way ahead of the recommendations for new management in business and industry. Living with some amount of organized chaos in our organizations may be a more difficult recommendation of the Tom Peters Group to follow.

In writing her two articles about leadership in a recent issue of *Special Libraries*, DiMattia<sup>15</sup> made three points that are relevant to this study:

1. There is a new term for management, and it is "leadership." Leadership reflects a less manipulative style of managing.
2. Special librarians will focus their energies to resolve the problems they face as information professionals.
3. The self is a strong factor in the new leadership style. Self-leadership will make things happen.

Ultimately the new leadership style is a strong ally of effective time management. With more effective committees and better time management practices, special librarians have the opportunity to show other librarians the way in the development of new management trends. ■

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# On the Scene

## "Masterminding Tomorrow's Information—Creative Strategies for the '90s"

The Lone Star State is the site of an SLA Annual Conference for the first time. SLA's 82nd Annual Conference will take place in exciting San Antonio, June 8–13.



San Antonio is one of America's top 10 largest cities. Despite its size, it still retains a small-town warmth and friendliness. Founded in 1691, the city boasts a unique past of Spanish, Mexican, and Native American origins with character influences from German, French, and Anglo immigrants. While other Texas cities like Houston and Dallas exhibit the hustle and bustle of modern living, San Antonio is a place of leisure with flowers, romance, fiestas, and music.

Most Texans consider San Antonio their mother city. The same way Georgians see their roots in Savannah and South Carolinians trace their beginnings to Charleston, Texans consider San Antonio to be the wellspring of their past, a place where their state was formed and their identity shaped.

Nearly 300 years young, the San Antonio skyline is a renaissance of new and striking diversities. Renovation has just been completed on freshening nearly 40 blocks of downtown streets and sidewalks. There are

ample hotels; some—such as the Marriott Rivercenter—are new, while others—like the Menger—have been elegantly re-

stored. SLA will be housing its delegates and attendees in eight distinct properties (the Marriott Rivercenter; its sister property, the Marriott Riverwalk; as well as the Plaza, Menger, San Antonio Hyatt, Hilton, Gunter and a budget property—La Quinta.) Incidentally, the Plaza, Marriott Riverwalk, and the Hilton are all located across the street from the San Antonio Convention Center. The other hotel properties are all within a 5–10 minute stroll from each other. Attendees can walk nearly everywhere—whether it's to the center, another hotel, or to some of the finest restaurants and shopping Texas has to offer.

There is no better place to begin than with a stroll along the Paseo Del Rio beside the cool, green oasis of the San Antonio River. Franciscan friars founded a mission in San Antonio because of the river, and it still acts as the city's lifeline. Today's River Walk began as a WPA project, but not until HemisFair (1968) did the River Walk come into its own.

Morning dawns and wraps the walk in a

surreal mist. When the haze clears, the day starts clean and fresh for all who stroll the pathways. Make sure you don't hurry past—match the flow of the river itself—an unhurried pace. The best time to do the Walk is at daybreak. If you're a night person, get there at dusk and watch the cafes come alive with lights, sounds, and the smell of food.

During the day, gaily colored umbrellas spread over sidewalk tables, and magnolia blossoms add a scent of the South to the crotons, banana trees, cannas, and bougainvilleas that thrive in the semitropical climate. Promenade by all the cafes—aromatic with blends of Tex-Mex, Continental, and Southwestern cuisines. Pause at a shop or gallery. Listen to the music—it's everywhere: in the water as it flows through the city; in the myriad of fountains dotting the gently sloping sides of the walk; the mariachi bands; and the hot electricity of Spanish flamencos beating out a rhythm to exotic sights and sounds.

The success of the River Walk has led to the restoration of a more recent San Antonio landmark—HemisFair Park. At one end of the park is the exciting and vibrant Institute of Texan Cultures—a must to all who attempt to understand the psyche of the native San Antonian.

As Spanish missionaries began to meander north in their colonization of the New World, the Church began to establish a foothold in the area known as Texas. In 1718, a mission site was chosen and called Mission San Antonio de Valero. In 1803, soldiers stationed at the Mission began to call it the Alamo—a state of being, a feeling—an emotion that endures today. The Alamo is in the middle of downtown. It has endured wars, the threat of demolition, and the sprawl of the city around it. But inside, all sense of time and place fades with the dim light and silence. If you close your eyes you can almost feel the spirits of Texas history.

There is so much to do in San Antonio, one really wonders where to begin. Between the city and the Annual Conference, SLA will keep you busy. San Antonio is the ideal place to start the '90s. It has an atmosphere conducive for creative strategies—whether attending sessions enabling the professional to better

mastermind tomorrow's information or exploring the environs of one of America's favorite cities.

This year along with excellent General Session speakers such as Joel Barker, President of Infinity Limited, Inc., and Alan Kay, known as the "Father of the personal computer," SLA is pleased to present the best and largest exhibit yet. Over 300 companies will be exhibiting the tools and services you need to meet the challenges of the '90s.

Continuing education courses are designed to help you create those strategies conducive to better management. A sample includes:

- Human Resources;
- Value-Added Services;
- Dealing with Chaos: Leadership Skills for the Special Librarian;
- Management of Information Technologies;
- Marketing Plans: How to Maximize your Marketing; and
- Marketing Resources.

Division programmers have pulled together an array of sessions that will guarantee to make this Annual Conference an experience you cannot afford to miss. A few of the sessions planned are:

- Copyright and Access in the '90s;
- Online Technician or Information Professional?
- 1984 + 7: Privacy Issues in Telecommunications;
- Success Clinic: Mastering Your Future;
- Total Quality Management (TQMS): Buzzword or Savior?;
- Image Enhancement Strategies;
- What's Special About Trade and Professional Association Librarians?
- PC Solutions for Small Libraries; and
- An Unimaginable Adventure: OCLC and the FBI Reunite Books and Their Rightful Owners.

You need to be in San Antonio this June. **Plan now.**

The *Preliminary Program* was mailed the first week of March to all members; it is also available to interested nonmembers. Write to SLA, 1700 Eighteenth Street, NW Washington, DC 20009 and request a copy. We will be glad to add you to our mailing list.

All necessary forms to register and secure housing accommodations are included in the *Preliminary Program*. To assist those who plan on attending, SLA has made special arrangements with Continental and American Airlines for substantially reduced airfares—

call now to reserve your seat:

- American Airlines - 1-800-433-1790 and ask for "Star File" # S0261GW
- Continental Airlines - 1-800-468-7022 and ask for account number EZ6P33

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## Call for 1992 Conference Papers

The theme of the 1992 SLA Conference will be "Information Services: Gateway to Competitive Advantage." The focus is on managers and librarians in their roles as:

- powerful partners in research advancement;
- explorers in forging stronger international communication links; and
- effective marketers in expanding the use of information.

Those who succeed will have the competitive advantage for themselves, their profession, and their organizations.

You are invited to submit papers for the 1992 San Francisco Conference on topics related to the Conference theme. Possible topics include the use of technology to provide value-added services, corporate intelligence programs in the library, researcher-librarian linkages, and strengthening the role of the library in the competitive environment.

Multimedia presentations and poster sessions related to the Conference theme will also be considered. Papers accepted will be presented at the contributed papers sessions.

Very specific submissions will be referred to appropriate divisions.

### Guidelines to be Met

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- Abstract—a 250-500 word abstract, accurately conveying the subject of the paper, its scope, conclusions, and relevance to the conference theme, must be submitted by **September 27, 1991**, to Camille Wanat, Kresge Engineering Library, 110 Bechtel Engineering Center, University of California, Berkeley, CA 94720 (415)462-3532.
- Text—the complete text of the paper is due at the Association office by **April 3, 1992**.
- Length—paper presentation should take approximately 20 minutes.
- Acceptance—papers will be accepted only if the abstract has been submitted and evaluated, and if the author plans to present the paper at the Annual Conference. You will be notified by the Conference Program Committee by November 15, 1991, about acceptance of your paper.

# Synopsis of the Inter-Association Task Force Report on Image

by 1990/91 Public Relations Committee

■ The Inter-Association Task Force was created in 1988 and was charged to gather and evaluate data on the Enhancement of the Image of the Librarian/Information Professional. The following synopsis discusses the Task Force's findings. The Task Force was chaired by Kaycee Hale and proctored by Joe Ann Clifton, SLA President (1988/89). All information in the following synopsis refer to information and quotes contained in the Inter-Association Task Force Report.

## Introduction

In January 1990 the Special Libraries Association (SLA) Board of Directors directed the Public Relations Committee to develop a marketing plan for the *Inter-Association Task Force Report on Image*. The report will be formally disseminated through the ERIC Handling Service. All participating Associations received hard copies of the report. Each SLA Chapter and Division also received a hard copy in November 1990.

The Inter-Association Task Force has made a contribution to the profession in its breakthrough efforts to provide quantifiable data related to the perceptions of the image of library/information professionals. The Public Relations Committee is considering the information found in the *Task Force Report* to develop some of the themes for inclusion in a five-year public relations plan for SLA.

Information on ordering the *Inter-Association Task Force Report on Image* from ERIC will be made available in a spring issue of *SpecialList*. For those not familiar with the *Task Force Report*, a brief synopsis follows.

## Overview of the Task Force Report

A review of the literature on image and self-projection reveals that all professionals have

some concern about how they and their profession are perceived, both by the community they serve and by society in general. That Corporate America shares similar concerns is evident by the fact that in 1988, the American Association of Advertising Agencies reported that corporate image advertising had increased by 91 percent over the last five years—primarily to create a positive image.

Librarians too, have recognized that a professional image is a basic ingredient to their success on the job and in society in general. With this in mind, in 1988, the Board of Directors of the Special Libraries Association decided to gather data and agreed to fund a Presidential Inter-Association Task Force to evaluate the image of the librarian/information professional. SLA believed that the topic affects all information professionals, and therefore invited the following Associations to participate:

- American Association for Information Science
- American Association for Law Libraries
- American Association of School Librarians

- American Library Association
- Art Libraries Society
- Association of College and Research Libraries
- Canadian Library Association
- Medical Library Association

## Goals and Objectives

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The Task Force objective was to determine exactly how society perceives librarians in order to prepare and implement a plan of action to change or enhance the image should the results indicate that it was necessary. Specifically, the Task Force wished to:

- (1) Secure a sound knowledge base of how society perceives librarians and to know to what degree they understand what librarians do;
- (2) Educate information professionals, Associations, and the profession as a whole on the values ascribed to them by society;
- (3) Obtain reliable image data to execute a plan of action to dispel false stereotypes of librarians and to replace them with a factual and valid image;
- (4) Gain recognition of the importance of librarians and information professionals; and
- (5) To impress their value more appropriately within a society's perception.

## Overview on Image

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Several separate pieces begin the report with an overview on image. They include:

- (1) A formal "Introduction" by Joe Ann Clifton;

- (2) An article entitled "Image—What Is It? Why Is It Important?" by Kaycee Hale; and

- (3) "Statements on Image" from participating Associations.

## Data Collection

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Two questionnaires were developed for data collection. The first was sent to six target segments within society. Segments targeted for input were:

- (1) Community leaders/local elected officials;
- (2) Corporate executives;
- (3) Government officials/state and provincial legislators;
- (4) Academia;
- (5) Entertainment media/writers/directors/producers; and
- (6) Media news information writers/editors.

7,679 questionnaires reached their target groups. There was a 23 percent return rate with 18 percent of those analyzed.

The second questionnaire was sent to members of the participating Associations. The return rate was:

- Special Libraries Association  
16.7 percent
- Canadian Library Association  
10.1 percent
- Medical Library Association  
12 percent
- American Association of Law Libraries  
8.9 percent

Questionnaires were also sent to some mem-

bers of the American Library Association and the American Society for Information Science. The return rate for these organizations was not sufficient for tabulation.

The questionnaires were designed to solicit information under six broad headings:

- (1) Formation of opinions about librarians/information professionals;
- (2) Experiences with librarians;
- (3) Perceptions of the jobs of librarians/information professionals;
- (4) Self-perceptions of librarians/information professionals;
- (5) Personal characteristics attributed to librarians/information professionals; and
- (6) Demographics of the respondents.

## Results

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### Society's Views

Of the six categories surveyed, 91 percent of the respondents were from the following three groups: corporate executives, media/news information writers/editors, and community leaders/state or provincial legislators.

Most respondents formed an opinion about librarians in their childhood, specifically in schools. Overwhelmingly, the respondents reported positive experiences with librarians. Furthermore, 96 percent of respondents believe librarians have college degrees, with 3 percent believing that they have only high school diplomas. Over half of the respondents believe that the title "Director of Library Services" commands the highest salary, while "Information Specialist" commands the lowest salary.

Basic information about a subject was cited as the top-ranking reason librarians were consulted. The skills respondents viewed as most important to the good performance of librarians were communication skills (83 percent), research skills (63 percent), interpersonal skills (51 percent), and subject expertise (50 percent).

Personal characteristics attributed to librar-

ians included dedicated, responsible, responsive, approachable, and imaginative. 85 percent of the respondents viewed librarians as service-oriented and 62 percent viewed them as people-oriented. On the down side, less than 25 percent described librarians as proactive, adaptable, assertive, aggressive, or youthful.

The quality of the information provided by librarians was considered accurate, reliable, useful, valuable, and timely. However, librarians ranked second (46 percent) to respondents' colleagues (50 percent) when asked "to whom do you go for assistance?"

Forty-four percent of respondents think librarians' annual earnings are between \$18,000–24,000; 39 percent think earnings are between \$25,000–30,000.

### Librarian's Views

In general, the respondents to the questionnaire expressed positive views of themselves, satisfaction with their positions, and overwhelmingly indicated they feel they have highly developed skills that are important to their employers. Over 80 percent agreed with the statement "My job is challenging" and "I like my position." Many respondents indicated that the profession has enhanced their self-esteem, that their professional expectations have been met, and that the profession has enabled them to fulfill their potential. Over two-thirds felt they are suited for executive positions, and over 30 percent seek promotion within their organizations. Over 60 percent are satisfied with the perks and fringe benefits of their positions.

There was a mixed response in the area of personal characteristics. About 50 percent disagreed that they fear change, while 53 percent agreed that they lacked confidence. On the positive side, respondents overwhelmingly agreed that they are creative, innovative, and technologically skilled.

More than 50 percent agreed that the "work of the library/information professional is valued by society." 34 percent of the respondents agreed that they are highly regarded by their employers, and less than 10 percent strongly disagreed. However, about half of the respondents disagreed with the statement

"My salary is appropriate to my value to the organization."

## Special Studies

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In order to augment the information gathered from the surveys, certain members of the Task Force committee as well as library school students were commissioned to research and write papers on the topic. Therefore, the following "special studies" made up part of the Task Force report:

*The Relationship of Image to Pay* by Stephen Abram;

*Self-Esteem and Image* by Roger Haley; and

*Image and Professionalism* by John Marcus (winning student paper).

## Recommendations

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The Task Force targeted ten specific areas through which librarians should manage their image, and made recommendations accordingly. These areas are:

- (1) Project corporate image by excellent image and self-projection;

- (2) Maintain high standards with colleagues, subordinates, and supervisors;
- (3) Manage the library to meet corporate/business goals;
- (4) Provide information leadership in parent organization;
- (5) Participate in library and non-library professional associations through issue-related programs;
- (6) Target community groups and promote the profession to them;
- (7) Target library and non-library media to whom story ideas on the profession should be fed;
- (8) Lobby the state/province to recognize information professionals through the declaration of special day/week;
- (9) Gain national visibility by serving on national committees; and
- (10) Gain international visibility through publications and service.

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## Respectfully submitted by 1990/91 Public Relations Committee Members:

- M. Hope Coffman, Chair
- Barbara Beverley
- Carol Ginsburg
- Carolyn J. Hardnett



# Art and Museum Libraries of Nice

by **Edmund F. SantaVicca**

Knowledge of foreign library collections, resources and services can be of value to scholars, researchers, historians, scientists, librarians and curators who have exhausted all available local, regional and national resources—yet still have not located needed information. Pertinent collections and sources of information might exist in other countries, but their presence, nature, and availability sometimes remain unknown. In an attempt to aid progress in research efforts and reference queries, this article offers an overview of the administration and staffing, collections, and services of museum and art libraries in Nice, France. Following this overview are descriptive profiles of 23 collections and other resources available to researchers around the world.

With a population of approximately 360,000 (results of the 1990 census are in progress), Nice has long been an artistic and cultural center of Southeast France. In addition to a public library with 15 branches, a university with four major campuses, and numerous national schools or conservatories of music, theater, and art, the city currently boasts 17 municipal galleries and museums. Many private museums and galleries also are located in the city and surrounding area. Key names associated with science, art, and culture—J. B. Barla, Picasso, Dufy, Chagall, Matisse, Cocteau, Mossa, Jakovsky, Maeght—have lived, worked, sojourned, or maintained other connections with the area.

Although in recent times library collections have needed increased funding and staff, benefactors in the past were generous in their donations to museums and libraries. Consequently, art and museum library collections have contin-

ued to grow, and to develop and maintain rich quantities of primary and secondary source materials.

## Administration and Staffing

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Most of the libraries of public museums are administrative units of the museum. As such, they are directly responsible to the director or *conservateur*. In turn, the director reports to the appropriate municipal administrator for culture at the *Action Culturelle Municipale*, one of the administrative units of City Hall. This person is responsible for the administration of museums, galleries, and other cultural entities—e.g., opera, theater—of the city.

Such an administrative system allows for a maximum of autonomy in decision-making, collection development, and services offered by each museum. However, as the budget allocation for the library is included in the allocation for the museum, the museum director ultimately decides the relative priority of the library.

Private museums and libraries such as the Musée Franciscain or the Fondation Maeght, and national institutions such as the Musée Chagall and the Villa Arson, vary in their administrative organization according to the mission of the institution.

The majority of libraries or collections are staffed by one individual, who sometimes is responsible for other duties as well. Position titles range from *conservateur* to *bibliothécaire* (librarian) to *documentaliste*, with as many nuances as are found in U.S. libraries. In spite of differing titles, staff often perform duties of a

similar nature. In general, documentalists will be trained more specifically in research, and in the provision of information regarding objects in the museum. They are also more likely to have additional subject-specialized training, and thus will aid in describing, or providing descriptions of works—key information that is needed for the preparation and editing of exhibition catalogs. Support staff are usually classed as *adjoint*, a title not always reflecting training, but rather speaking to position responsibilities.

The Association des Bibliothécaires Français, a national organization similar to the American Library Association, has a sub-unit focused on art libraries. This unit has been quite successful in promoting lines of communication between art librarians throughout France. A number of staff interviewed in Nice are active members.

## Collections and Services

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The collections and institutions included in this article were visited by the author between November 1989 and May 1990. Personal interviews were conducted with directors, librarians, and other staff, as available. Library collections range in size from 10-25 items (Musée Franciscain) to close to 50,000 items (Musée d'Histoire Naturelle, Fondation Maeght). As the library, sometimes named the *centre de documentation*, exists in most cases to support staff administrative needs, the library has been developed to complement the museum collection.

None of the libraries have a clearly-defined written collection development policy. A draft document, with a projected profile of an opening-day collection, does exist for the new Musée d'Art Moderne et d'Art Contemporain, opened in June 1990.

For foreign researchers however, the collections offer a wealth of information not readily available elsewhere: archival materials and art documentation, personal correspondence and relics of artists or scientists, clippings files from newspapers and magazines, critical abstracts of periodical literature, posters, exhibition catalogs, proceedings and congresses of scientific and professional organizations, local history documents. In addition, many foreign-language

monographs and serials now out-of-print—and hence unavailable for purchase—comprise these collections.

Funding being limited, exchange has proved to be a fruitful method of acquisition. Exhibition catalogs, for example, are exchanged locally, regionally, nationally, and internationally. Slide collections are not as high a priority as they are in the United States and are generally maintained by another administrative unit of a museum. Bibliographic access to materials varies. Some collections are almost completely cataloged—but generally classified by accession number rather than subject. Most are either partially cataloged, or not at all. Consequently, classification is either non-existent, or by general and arbitrary subject arrangement. The art collections of the Université de Nice and of the Bibliothèque Municipale (Public Library) are cataloged in accord with other materials in the collections, and are classified using either Dewey or LC, or other adapted systems. The Université de Nice is a recent subscriber to OCLC; the Musée d'Art et d'Histoire, as well as the Musée d'Art Moderne et d'Art Contemporain, are museum library pilot projects, with cataloging and classification conforming to the Dobis-Libis system in use at the Bibliothèque Municipale.

In spite of limited cataloging and classification, staff know their collections well. Retrieval of items can pose certain problems; given adequate time, however, staff will usually locate a requested item. Preservation of materials is an issue for all collections, with those housing archival and historical materials most concerned. At the present time, funding is inadequate for any wide-scale preservation measures. To the extent possible, great care is taken in the handling, use, or photocopying of certain items.

Municipal museums are open to the public free of charge. Hours vary considerably, based on the school year and tourist season. As a rule, closings are on Mondays or Tuesdays. Most collections are accessible between 10 am–12 pm, and either 2–5 pm or 3–6 pm. Private museums and collections have great variations as well. There is no charge to use library collections, although most private museums have a fee for viewing the museum collection.

Library services are not usually available on

weekends, even though the museum itself remains open. If a personal visit is planned to conduct research, it is best to set an appointment in advance. Not all libraries are open to the public at large; some, to only museum staff, researchers and students. Most libraries do not circulate materials. A few participate in interlibrary loan, or may photocopy materials upon request.

Staff are cordial and willing to aid in reference queries, including those made by mail. A few words of advice. If possible, write in French. Although some staff are capable, or even fluent in English, this precaution will minimize any possible misunderstanding. Also, include an International Reply Coupon (available at U.S. Post Offices) for a return response. If photocopies are anticipated, assume the average rate to be \$0.15 per page; if possible, prepay using a bank draft.

Staff are usually familiar with other collections similar to their own. If what you seek is unavailable in one collection, you may skillfully be steered in the direction of another.

Following are more detailed profiles of the art and museum library collections and resources available in or near Nice. Certain gallery collections have been listed due to their collections of exhibition catalogs. Included here are the major and representative resources available for research.

## Profiles

### **Musée d'Art et d'Histoire and Bibliothèque du Chevalier Victor de Cessole.**

Palais Massena. 65, rue de France. 06000 NICE. Telephone: 93.88.12.76. Municipal. Jean-Paul Potron, bibliothécaire; Nadine Aimar, archiviste.

Museum: Religious art, including Niçois and European Primitives, regional sculpture, Flemish and German art, jewelry, ornaments. French and German armor (15th–18th c.). Provençal and Italian ceramics, china (16th–19th c.). Regional history, including customs, furniture. Relics from the Carnival of Nice.

Library: The library includes the collection of the Chevalier de Cessole, an extremely rich and important cataloged collection of some 12,000

volumes (9,000 titles) of old and rare books, incunabula, regional history and imprints, manuscripts and archival works. The collection chronicles Nice and environs from the Middle Ages to the present. The collection of art volumes approximates 7,000, with the same subject scope as the museum. Subscriptions: Seven. Extensive collections of travel guides, posters, exhibition catalogs, archival materials. No slides. The museum staff edits and publishes *Nice Historique*, a local history journal. Reference and photocopy service available.

### **Musée des Beaux-Arts Jules Cheret.**

33, ave. des Baumettes. 06000 NICE. Telephone: 93.44.50.72. Municipal. M. Jean Forneris, conservateur; Jacqueline Faraut, adjoint.

Museum: Collections of 17th–19th c. painting and sculpture, representing the European schools, Italian Primitives, Paris School, Neo-Classicism, Romanticism, Realism, Orientals, Symbolists, Impressionists.

Library: A strong collection of approximately 2,000 monographs, 2,000 slides, 7,000 exhibition catalogs. No current subscriptions; some back-runs of well-known research journals. The entire collection is uncataloged and unclassified. Although the collection of exhibition catalogs is impressive—and the museum claims to have a catalog for every exhibit in Nice since 1928—catalogs are not in any discriminating order. Staff are, however, willing to search for needed information. Reference and photocopy service available.

### **Musée Archéologique de Nice Cimiez.**

160, ave. des Arènes. 06000 NICE. Telephone: 93.81.59.57. Municipal. Danielle Mouchot, conservateur.

Museum: Relocated and renovated, the museum reopened in January 1989 on the site of the ancient town of Cemenelum, adjacent to 3rd c. Roman baths and the Paleochristian episcopal settlement of 5th c. A.D. Collections include ceramics, glassworks, coins, Jewelry, sculpture, tools, inscriptions—all displayed to recreate daily life of the times.

Library: Opened in Summer 1990, the library has a collection of 4,000 volumes, most relating directly to archaeology, the Middle Ages, and

art (paralleling museum exhibits). Current subscriptions approximate 50. A slide collection is being developed. Reference and photocopy available.

#### **Musée Matisse.**

164, ave. des Arènes. 06000 NICE. Telephone: 93.53.17.70. Municipal. Christian Arthaud, conservateur.

Museum: An extensive and comprehensive collection of the artist's work. Museum is being renovated and expanded; due to reopen in 1991.

Library: An impressive collection of 10,000 volumes, 25 subscriptions, 3,000 slides, 3,000 exhibition catalogs, 4 videotapes, and miscellany. The focus of the collection is on Matisse, the Fauves, and the Post-Impressionists. The collection is moderately cataloged and classified. Reference and photocopy available. Current acquisition is geared to developing a major research collection on Matisse.

#### **Musée Franciscain.**

Place du Monastère. 06000 NICE. Telephone: 93.81.00.04. Municipal. M. Margheri. Museum: Paintings, sculpture, engravings, manuscripts, books, liturgical ornaments chronicling Franciscan life in Nice from the 13th to 18th centuries.

Library: The bulk of the original library having been relocated to Franciscan headquarters in Lyon, what remains are some 15 miscellaneous volumes, including breviaries. Of greater significance are 10 illuminated manuscripts, one of which was executed in Nice in 1668. By appointment only.

#### **Musée de Terra Amata.**

25, blvd. Carnot. 06300 NICE. Telephone: 93.55.59.93. Municipal. Monique Goudot-Ducellier, conservateur.

Museum: Constructed on the site of an ancient (some 400,000 years) elephant-hunters camp, this museum of prehistory displays relics from local excavations, which are ongoing.

Library: Collection of 2,800 volumes, all cataloged and classed. 7 subscriptions. Slides. Films for public viewing. Exhibition catalogs. Proceedings. Also, a small children's collection. Reference and photocopy available.

#### **Musée National Message Biblique Marc Chagall.**

Ave. du Docteur Ménard. 06000 NICE. Telephone: 93.81.75.75. National. Mme. Stiffler, documentaliste; Mme. Sinor, conférencière.

Museum: Major paintings, sculpture, stained glass windows, mosaics, tapestry. Rotating collections of sketches, gouaches, lithographs, engravings, book illustrations.

Library: 400 volumes on Chagall; 1,000 volumes, history of monotheistic religions; 20 volumes, history of art. 1,500 exhibition catalogs. 3,000 slides. 15 films. Current subscriptions: Ten. Cataloged and classified. Administrative support for museum is priority. Limited hours. Reference and photocopy available.

#### **Musée International d'Art Naïf Anatole Jakovsky.**

Chateau Sainte-Hélène. Ave. Val-Marie. 06200 NICE. Telephone: 93.71.78.33. Municipal. Mlle. Anne Devroye, adjoint.

Museum: Over 600 works of Primitive Art, from 18th c. to the present. Twenty-seven different countries are represented. Probably the premier collection of Primitives anywhere.

Library: 500 monographs, with heavy focus on Primitives. 4,000 exhibition catalogs, international in scope. Immense volume (15-20 linear feet) of correspondence between artists and Anatole Jakovsky or the museum. Current subscriptions: Seven. Reference and photocopy service available.

#### **Museum d'Histoire Naturelle/ Musée Barla.**

60 bis, blvd. Risso. 06300 NICE. Telephone: 93.55.15.24. Municipal. Mme. Benjamine Manahiloff, bibliothécaire.

Museum: Four major strengths: ornithology, mineralogy, stratigraphy, and mycology. The latter includes a seemingly exhaustive assortment of mushroom castings created by J.B. Barla and 19th c. artist Fossat. 200,000 specimens.

Library: Monographs and back-runs of serials: 25,000+. Maps: 1,400. Photographs: 10,000. Current serials: 180 titles. Partially cataloged and classified. Strong for back issues of congresses, proceedings. Reference and photocopy available.

**Galerie de la Malacologie.**

3, cours Saleya. 06000 NICE. Telephone: 93.85.18.44. Municipal.

Museum: Administratively, a branch of the Museum d'Histoire Naturelle (see above). Impressive collection of shells from around the world. Representative regional sea life in aquariums.

Library: 150 monographs, mostly basic reference works, introductions, guides. All services are handled of the Museum d'Histoire Naturelle, with the exception of onsite review.

**Musée d'Art Moderne et d'Art Contemporain.**

Promenade des Arts. 06300 NICE. Telephone: 93.62.61.62. Municipal. Isabelle Goetzmann, documentaliste.

Museum: Opened in June 1990, with a grand assortment of modern and contemporary artists represented, including the Nice school.

Library: Opened with museum, with 3,000 monographs related to museum holdings. 70 current subscriptions. In process: Collection of exhibition catalogs, clippings files, archives, slides, and other audiovisuals. To be cataloged using Dobis-Libis (public library online system).

**Villa Arson.**

20, ave. Stephen-Liégeard. 06100 NICE. Telephone: 93.84.40.04. National. Marie-Ange Gourio, documentaliste; Mireille Cayuela, adjoint.

Not a museum, the Villa Arson is an artistic complex housing an International Art and Research Pilot School, a National Center for Contemporary Art, and exhibition galleries. Administratively, it is part of the Ministry of Culture and Communications (national).

Library: 9,500 monographs, with subject focus on art since 1950. 3,000 exhibition catalogs. 60 current subscriptions. Clippings file. Selected video. No slides. The library is a center for international exchange of exhibition catalogs. Interested librarians are encouraged to write for exchanges. A listing of exhibition catalogs for exhibitions held at the Villa Arson is available. Reference and photocopy service available.

**Galerie d'Art Contemporain.**

59, quai des Etats-Unis. 06000 NICE. Telephone: 93.62.37.11. Municipal.

**Galerie des Ponchettes.**

77, quai des Etats-Unis. 06000 NICE. Telephone: 93.62.31.24. Municipal.

As part of administrative restructure of selected art galleries and museums in Nice, and concurrent with the opening of the new Musée d'Art Moderne et d'Art Contemporain, these two galleries are undergoing transformation. The Galerie d'Art Contemporain will become the Galerie Mossa, displaying the works of local artists Alexis and Adolphe Mossa. The Galerie des Ponchettes will become the Galerie Dufy, housing a permanent collection of 30 major works, 15 watercolors, 87 sketches, and miscellaneous other works of the artist.

Libraries are not planned for either facility, although exhibition catalogs may be accessible through the central administrative offices. The transformed galleries will be under the administration of M. Jean FORNERIS, conservateur of the Musée des Beaux-Arts Jules Cheret (above).

**Palais Lascaris.**

15, rue Droite (Vieux-Nice). 06300 Nice. Telephone: 93.62.05.54. Municipal. Colette Audibert, conservateur; Joëlle Valente, conférencière.

Museum: Former residence of the Lascaris-Vintimille family, now housing various examples of regional art and culture over the past three centuries, including furniture, painting, household items, tapestries, sculpture; and an 18th c. apothecary.

Library: Focus on regional art, customs and culture; art history; religion. 2,000 monographs. 36 current subscriptions. 2,000 slides. 250 exhibition catalogs. 100 maps. Reference and photocopy service available.

**Other Resources**

In addition to the museum and art libraries listed above, the following information sources and resources are available.

The *Nice-Matin*, a daily newspaper serving Nice and the entire Département of the Alpes-Maritimes (of which Nice is the seat), has a

*centre de documentation* that includes thousands of clippings, photographs, microfilm reels. Access is by subject, both general and specific. Reference and photocopy available. (Mme. Chomiki, Centre de Documentation. *Nice-Matin*. B.P. N° 4. 06029 NICE CEDEX. Telephone: 93.21.71.71.).

The **Archives Municipales de Nice** contain over 4,500 meters of shelved documents that treat Nice and its environs since the 15th century. Local history is an obvious strength of the collection. Access to certain personal documents is strictly governed by French law. For research on local artists, this collection can serve as a complement to the collections of the Musée d'Art et d'Histoire (Palais Massena). Reference and photocopy available (Archives Municipales de Nice. 7, ave. de Fabron. 06200 NICE. Telephone: 93.86.77.41.).

The **Archives Départementales des Alpes-Maritimes** maintains documents covering a broader geographic area than the Municipal Archives. As many artists and other noteworthy persons lived or worked in other cities or villages, this can also be a fruitful source of information (Archives Départementales des Alpes-Maritimes. Centre Administratif, route de Grenoble. 06036 NICE. Telephone: 93.72.20.80.).

Created by Aimé et Marguerite Maeght, the **Fondation Maeght**, located 40 minutes by bus from Nice, in Saint Paul de Vence, boasts one of the largest modern art collections in the world. The library is impressive, with over 10,000

exhibition catalogs dating from 1962 to the present; 17,000 monographs; many illustrated first editions; 20 serial subscriptions; a file of thousands of article abstracts; clippings files, posters, etc. Most of the collection is cataloged, with access by artist, geographical location, subject. Unfortunately, staffing is such that few reference queries by mail can be addressed. However, consultation on site, as well as photocopy service, are available. (Bibliothèque, Fondation Maeght. 06570 Saint-Paul de Vence. Telephone: 93.32.81.63.).

Reference and circulating collections are also available through the **Université de Nice** and **Bibliothèque Municipale**, with the latter having a variety of special collections. (Bibliothèque de l'Université de Nice—Lettres. 100, blvd. Edouard Herriot. 06200 NICE. Telephone: 93.37.55.55.; Bibliothèque Municipale de Nice. 21 bis, blvd. Dubouchage. 06047 NICE CEDEX. Telephone: 93.62.17.60.).

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## Summary

Researchers and librarians can often benefit from a knowledge of the information resources in foreign libraries. The overview and profiles of art and museum library collections presented above illustrate the tremendous wealth and variety of collection resources available in Nice, France. Although each collection remains autonomous in its administration, collection development, processing and access, library staff are willing and able to render a variety of services to those seeking specific information—no matter where the origin of the query. ■

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## Acknowledgments

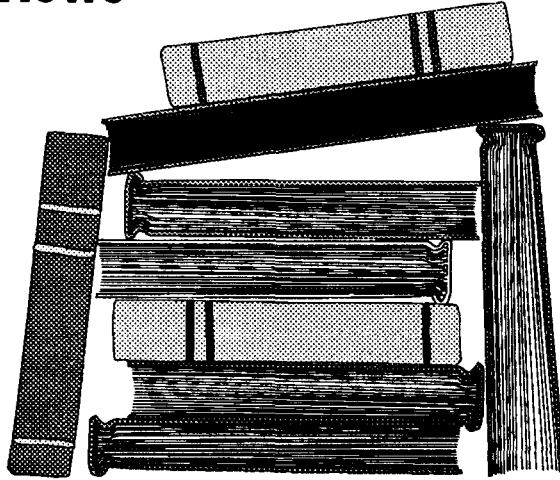
Grateful acknowledgment is made to the personnel and institutions listed above, for assistance in research for the creation of this article and the information which it contains.

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# Book Reviews



***Public Access CD-ROMs in Libraries*, by Linda Stewart, Katherine S. Chiang and Bill Coons. Westport, CT: Meckler Corp., 1990. 311 pp. ISBN 0-88736-516-7.**

Since the days of beta-testing in 1986, public access CD-ROMs have been one of the hottest topics in the profession. Because of the high cost of CD-ROM technology and the financial conservatism of libraries, many in our profession have watched with fascination as brave pioneering institutions plunged forth with the technology. The literature of the second half of the last decade abounds with CD-ROM case reports and "how we did it at library X" articles on the topic. With the start of the new decade, the controversy over whether the technology is useful is gone, and those who have been watchers are now ready to implement the technology in their institutions. *Public Access CD-ROMs in Libraries: Case Studies* will be a welcome source to those who plan to implement or increase public access CD-ROMs at their institutions.

If you have been keeping up with the literature over the last five years, you will be pleased to learn that *Public Access CD-ROMs* is a collection of *previously unpublished* case studies—original work specifically written for this book. Authors Stewart, Chiang, and Koons state in their introduction that they "were inter-

ested in hearing from libraries which were not described in mainstream media sources." As a result the book contains case studies from "such diverse and unpublicized sites" as the University of Milan and the Union-Endicott School District. The authors had a specific goal in mind when compiling materials for the book: they wanted to present case studies of libraries offering public access to *commercially produced* CD-ROM databases. They chose not to include chapters on sites offering only public access catalogs or locally produced CD-ROM databases. All types of libraries—academic, special, school, and public—are addressed, with academic libraries receiving the most coverage (six chapters) and public libraries receiving the least (one chapter). Medical/health science libraries were the only type of special library covered (three chapters). School libraries were represented by two chapters. It is unclear why the authors chose to publish so much on academic libraries, so little on public libraries, and so little diversity on special libraries. One can only wonder if this reflects the amount of response generated from the different libraries solicited by the authors, or whether it reflects the current level of CD-ROM technology in each type of library.

The book is well organized and has two main parts, each divided into sections. The first chapter is an overview of the whole book and summarizes the crucial issues tackled by

the individual libraries. It includes brief references to pertinent chapters, so that it works well as a finding tool for readers interested in a specific issue. The chapter summarizes Goals and Roles; Funding and Selection; Access; Multiple Disk, Multiple User Access; Staff Support/Training; User Awareness; Evaluation; Impact on Staff; Impact at the Reference/Information Desk; Impact on Collections; Impact on Online Reference Sources; Problems; and Future Plans.

The first part of the book (General Library Experiences) is divided into four sections—Academic Libraries, Medical and Health Science Libraries, School Libraries and Public Libraries—and contains the case studies written by librarians in each category. The second part (Libraries with Selected Features) has five sections: Separate CD-ROM Facilities; User Fees; Networks; Remote Access; and When CDs are not Enough: Magnetic Tapes plus CDs. Each of these sections contains case studies on unusual or “advanced” library use of CD technology.

*CD-ROMs in Libraries* is, as its authors contend, “a source of ideas.” The authors have included a bibliography of bibliographies on CD-ROMs in their introduction. Most of the chapters are referenced and a subject/author index is provided at the end of the book. Perhaps the best feature of the book is that it is full of very useful charts, tables, and appendices such as HuntLibrary’s “Electronic Information Selection Guidelines” (pp. 294-71), the “Statistics Week CD Use Form” from Evans Library (p. 189), the PsycLIT search form and quick reference page from the University of Utah (pp. 141-145), and Howard County Library’s detailed network configuration (pp. 244-7). Having to figure out and/or develop documents like these “from scratch” can be an awesome task. Having samples which can be adapted to your own library is well worth the price of the book. The only drawback with books of case studies like this is that they become dated quickly because the technology is changing at such a rapid pace. *CD-ROMs in Libraries* is likely to hold its value for some time to come, however, because it functions well as a source of good

ideas for implementing, improving, and managing public access to the technology. Recommended for all types of libraries involved in CD-ROM technology.

**Judy Gelzinis Donovan**  
Hahnemann University Library

***Reference Readiness: A Manual for Librarians, Researchers, and Students*, by Agnes Hede. Fourth ed., rev. and updated. Hamden, CT: The Shoe String Press, 1990. 206 pp. ISBN 0-208-0229-5.**

Hede intends this updated and revised manual for the student librarian, the practicing librarian, and the researcher—hence the slight change in title from the 1984 third edition. Hede’s selection of general basic reference works and her commentaries and suggestions on using them follow the concept and format developed by Sylvia Ziskind in the first edition. Hede’s references include dictionaries; encyclopedias; yearbooks, annuals, and almanacs; handbooks and manuals, indexes, serials, and directories; bibliographies; biographical sources; and atlases, gazetteers, and guidebooks. Nearly all chapters include an annotated section on children’s and young adult sources, and a list of additional reference titles. The annotated materials are listed alphabetically by title.

Hede’s chapter on alternate routes includes eight scenarios of patron questions, with possible sources for locating answers. Her chapter on online searching underlies the fact that quite a few of these printed references are available in computerized format. In her final chapter, search questions are presented to reinforce recollection of the contents of references described in the earlier chapters.

Special librarians with/without full-time or part-time staff who may/may not have gone through library school, may find this manual helpful mainly because it covers general reference books. Several Webster dictionaries, thesauri, and bibliographic sources are annotated, and their differences highlighted.

Indexes, serials, directories, bibliographies, and biographical sources are heavily slanted to



those published by H.W. Wilson, R.R. Bowker, and Gale Research. Concordances are included as indexes. *Videos for Libraries* is included in the bibliographies chapter.

There is a section on medical dictionaries, but none for any other specialized area of knowledge, e.g., science or technology. The dictionaries chapter emphasizes books that analyze words, track their history, etc. The encyclopedias chapter emphasizes specific subjects, i.e., *New Catholic Encyclopedia*, *Encyclopedia Judaica*, *McGraw-Hill Encyclopedia of Science and Technology*, etc. There is a note on retrospective bibliographies. Most of the periodicals listed are oriented

to library/information science.

Nearly all annotations include the LC classification number; notable exceptions are *Guide to Places of the World* and *Software for Schools*. Maybe the next edition will have the equivalent Dewey classification number as well.

Hede's guidelines for choosing reference books for a library's collection should be applied to this manual as well.

**Mila Bruner**  
Westhollow Library  
Houston, TX

## Errata

The following acknowledgements should have accompanied "The Special Librarian: Results from a Survey of MLS and MBA Graduates," which appeared in the Fall 1990 issue.

This study was supported by grants from the Association for Library and Information Science Education and the University of Pittsburgh Provost's Research Fund. Additional support was provided by the University of Pittsburgh's Women's Studies Program, Katz Graduate School of Business, and Department of Library Science. The third project co-investigator was Irene Hanson Frieze, Professor of Psychology, Business Administration, and Women's Studies, University of Pittsburgh. Research associates were then SLIS doctoral candidates Laurie Dell, Theodosia Shields, and Jak Kyung Yoo. We also appreciate the careful review given an earlier version of the manuscript by Toni Carbo Bearman, Linda L. Hill, Edie M. Rasmussen, Eunice Roe, and Anne Woodsworth.

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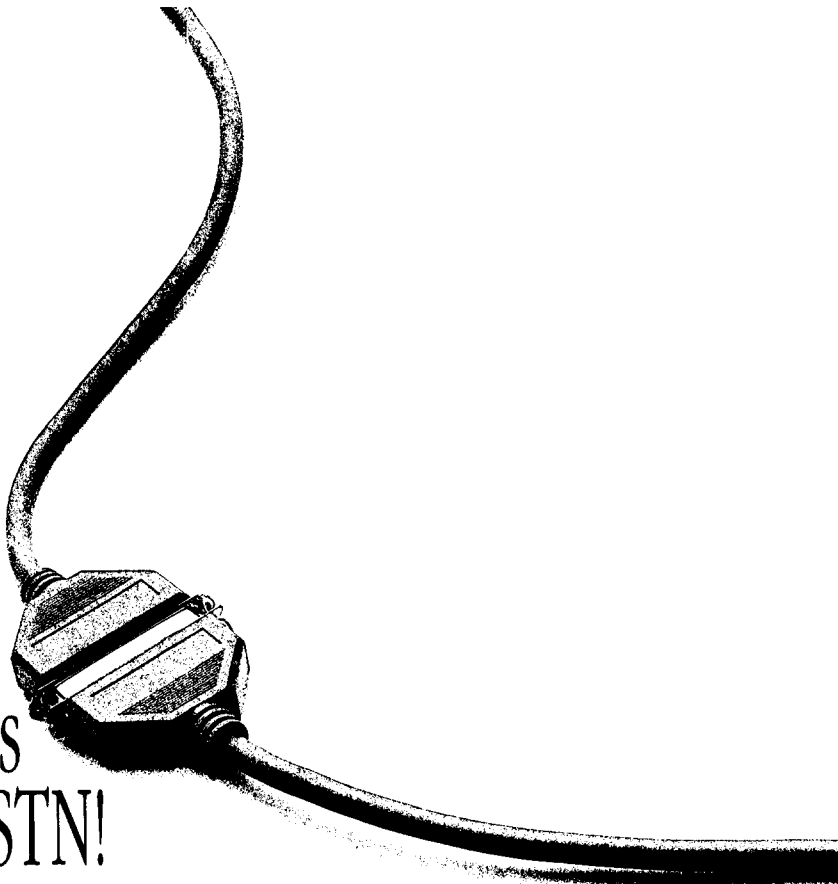
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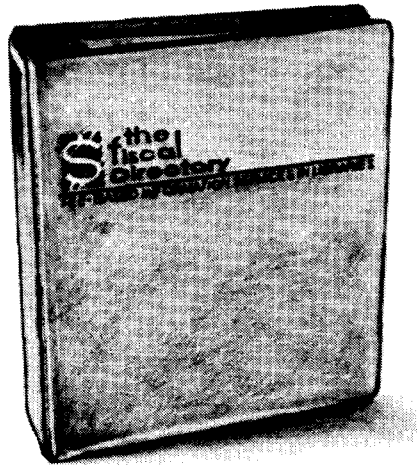
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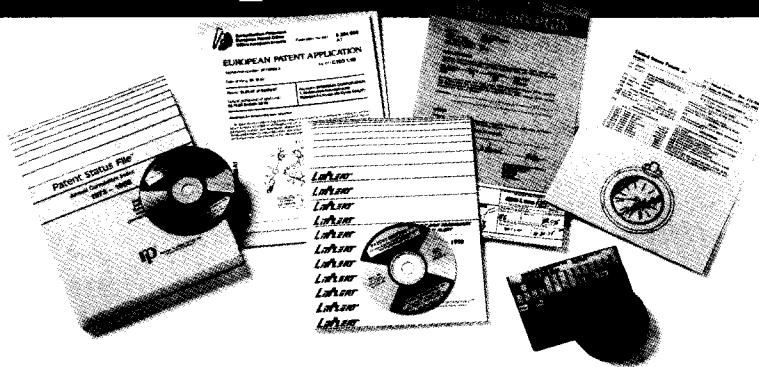
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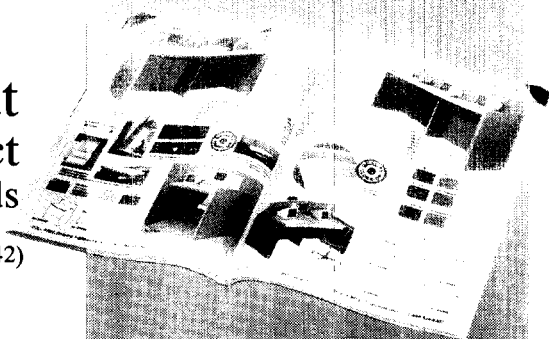
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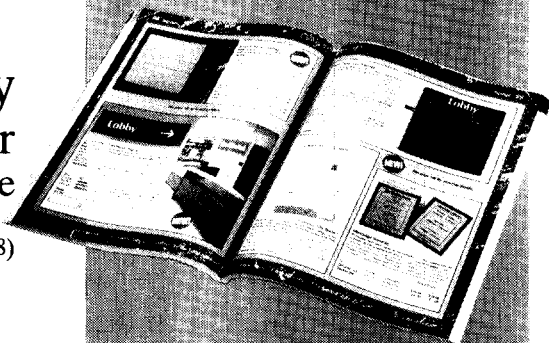
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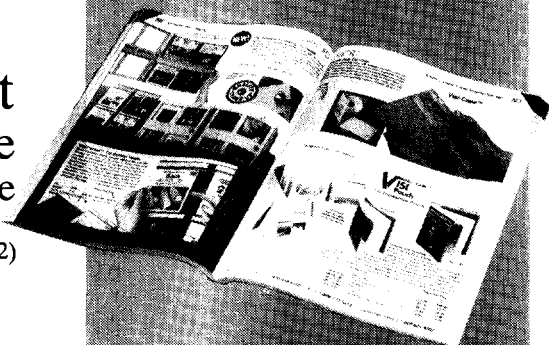
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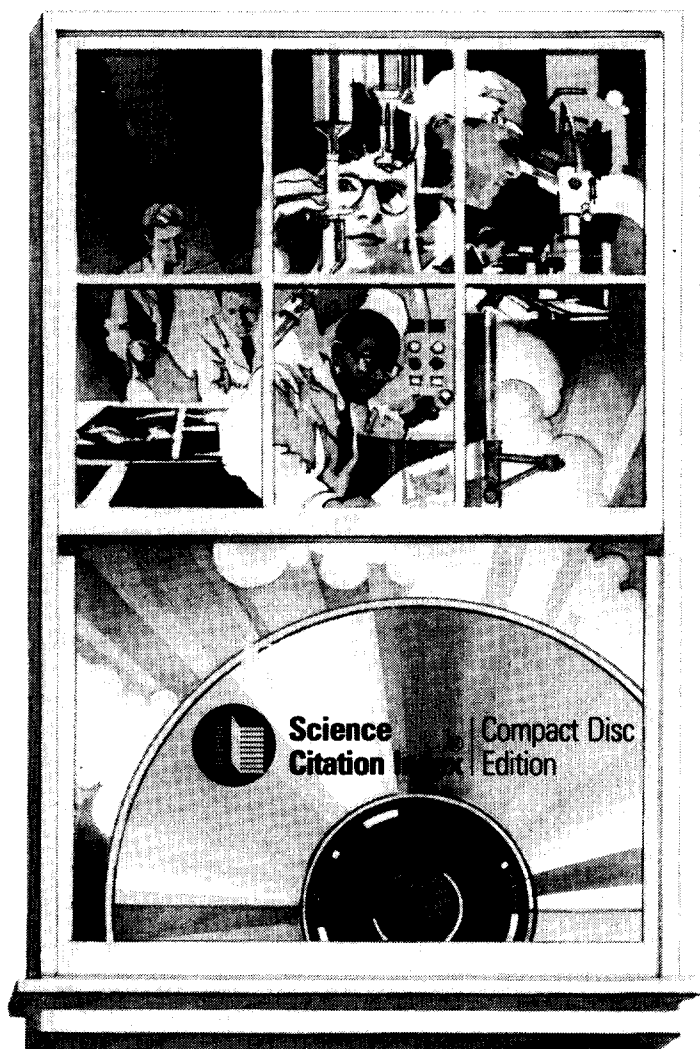
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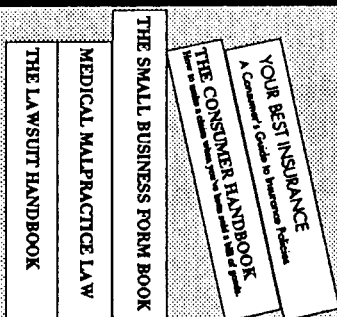
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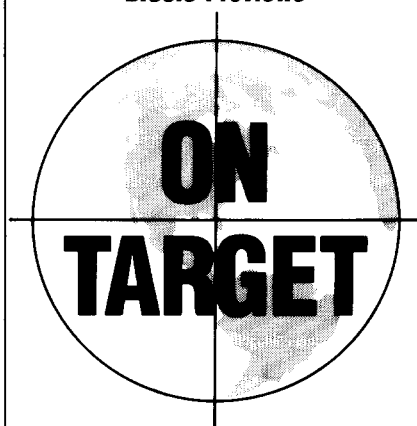


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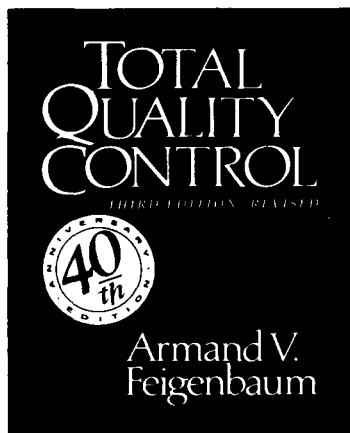
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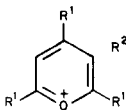
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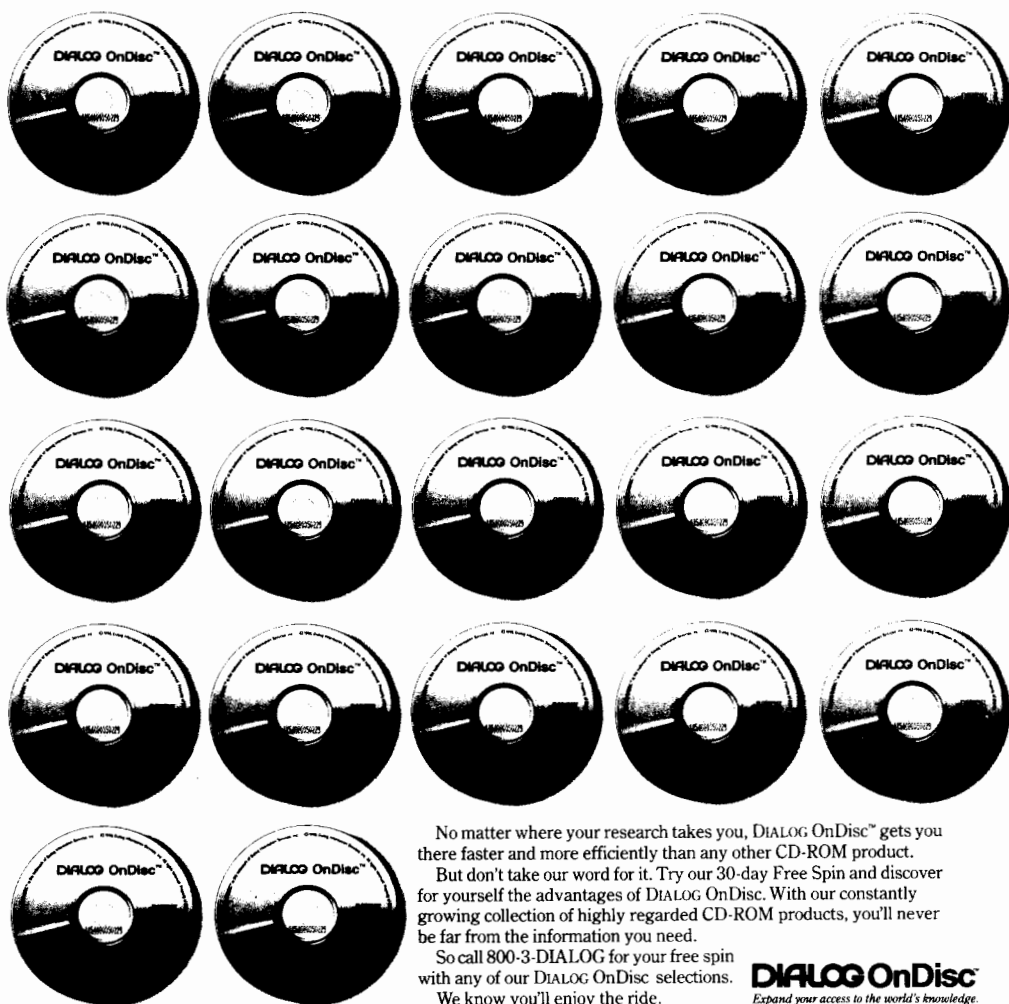
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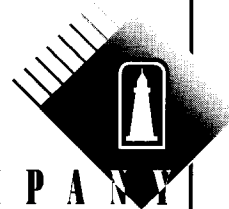
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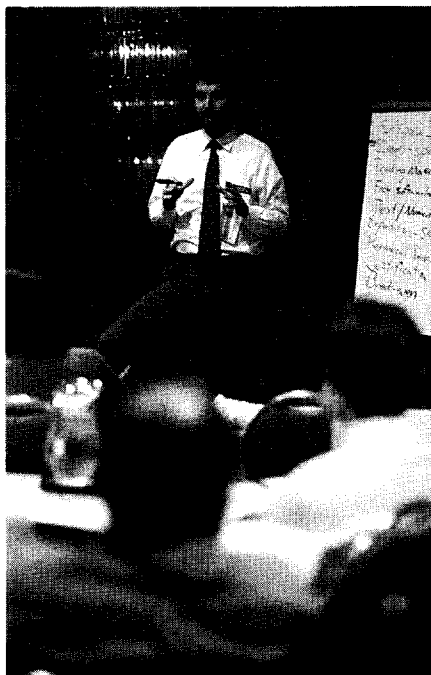
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