PRODUCTION NOTE

University of Illinois at Urbana-Champaign Library
Library Trends, a quarterly thematic journal, focuses on current trends in all areas of library practice. Each issue addresses a single theme in depth, exploring topics of interest primarily to practicing librarians and information scientists and secondarily to educators and students.

Editor:  
F. W. Lancaster  

Managing Editor:  
James S. Dowling

Publications Committee: Leigh Estabrook, Janice Del Negro, Marsha Woodbury, Dave Duban

Library Trends is published four times annually—in summer, fall, winter, and spring—by the Graduate School of Library and Information Science at the University of Illinois, Urbana-Champaign, 501 E. Daniel Street, Champaign, IL 61820-6211.

Subscriptions: Institutional rate is $75 per volume (plus $7 for overseas subscribers). Subscriptions for an individual are $50 (plus $7 for overseas subscribers). Registered students may subscribe for $25 (plus $7 for overseas subscribers). Individual issues are $18.50; back issues other than those from the present year are $10. Claims for missing numbers should be made within six months following the date of publication. All foreign subscriptions and orders must be accompanied by payment.

Address orders to: University of Illinois Press, Journals Department, 1325 S. Oak Street, Champaign, IL 61820. For out-of-print issues, contact University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106. Postmaster: Send change of address to University of Illinois Press, 1325 S. Oak Street, Champaign, IL 61820-6903.

Copyright © 1997 by the Board of Trustees of The University of Illinois. All rights reserved. Printed in the U.S.A. ISSN 0024-2594. Periodicals class postage paid at Champaign, Illinois.

Authorization to photocopy items beyond the number and frequency permitted by Sections 107 and 108 of the U.S. Copyright Law is granted by the Board of Trustees of the University of Illinois, provided that copies are for internal or personal use, or for the personal or internal use of specific clients and provided that the copier pay a fee of 10 cents per page directly to the Copyright Clearance Center (CCC), 222 Rosewood Dr., Danvers, MA 01923. The CCC code for Library Trends is 0024-2594/88 $0.00 + $.10. To request permission for copies for advertising or promotional purposes, or for creating new works, please contact the Graduate School of Library and Information Science, Publications Office, 501 E. Daniel Street, Champaign, IL 61820-6903.

This journal is abstracted or indexed in Current Contents, Current Index to Journals in Education, Information Science Abstracts, Library Literature, PAIS, and Social Sciences Citation Index.

Procedures for Proposing and Guest Editing an Issue of Library Trends

We encourage our readers to submit ideas for future Library Trends themes; issue topics are developed through recommendations from members of the Publications Committee and from reader suggestions. We also encourage readers to volunteer to be issue editors or to suggest others who may be willing to be issue editors.

The style and tone of the journal is formal rather than journalistic or popular. Library Trends reviews the literature, summarizes current practice and thinking, and evaluates new directions in library practice. Papers must represent original work. Extensive updates of previously published papers are acceptable, but revisions or adaptations of published work are not sought.

An issue editor proposes the theme and scope of a new issue, draws up a list of prospective authors and article topics, and provides short annotations of the article's scope or else gives a statement of philosophy guiding the issue's development. Please send your ideas or inquiries to F. W. Lancaster, Editor, Publications Office, 501 E. Daniel Street, Champaign, IL 61820-6211.
The Role of Professional Associations

Joy Thomas
Issue Editor

University of Illinois
Graduate School of Library
and Information Science
The Role of Professional Associations

CONTENTS

Introduction
Joy Thomas 229

Professional Associations or Unions? A Comparative Look
Tina Maragou Hovekamp 232

Library Association Staff: Roles, Responsibilities, Relationships
Jordan M. Scepanski and Lea H. Wells 245

Professional Associations: Promoting Leadership in a Career
Barbara J. Glendenning and James C. Gordon 258

Associate "Members of the Club" Speak Out: Individual Response to a State or Regional Association Presidency
Joy Thomas 278

To Join or Not to Join: How Librarians Make Membership Decisions About Their Associations
Sue Kamm 295

Activity in Professional Associations: The Positive Difference in a Librarian's Career
Donald G. Frank 307

The Value of Professional Associations
William Fisher 320
The War on Books and Ideas: The California Library Association and Anti-Communist Censorship in the 1940s and 1950s
Cindy Mediavilla 331

Paraprofessional Groups and Associations
Linda J. Owen 348

Surveying the Role of Ethnic-American Library Associations
Tami Echavarria and Andrew B. Wertheimer 373

International Library Associations
Charlene Baldwin 392

The Virtual Association
Edward J. Valauskas 411

About the Contributors 422
Introduction

JOY THOMAS

Library associations are found in great abundance and variety, from the strictly local to the international. "Librarians . . . form readily, usually enthusiastically, often uncritically, and almost always enduringly into organizations" (Sullivan, 1976, p. 135), a trait which is not, of course, unique to librarians. Practitioners of most professions and people of many special interests band together into associations. In psychological terms, such groups are a means by which individuals try to distinguish themselves from the masses by aligning with a group that behaves differently and then adhering to the standards of that group. This is a behavior which Maslach (1974) calls "collective individuation" (p. 424). It has been suggested by sociologists and anthropologists that such groups must tolerate some deviation from their standards or risk losing members through an overly strict insistence on adherence to rules (Herskovits, 1945, p. 160; Popielarz & McPherson, 1995, pp. 699, 703-704). Indeed, this has been the case as librarians "have demonstrated . . . their love/hate relationships with associations to which they feel some loyalty and by their willingness to form new associations or to reform old ones" (Sullivan, 1976, p. 136). One reason that individuals in our occupation form and join professional associations is "to establish . . . identity as a member of the library profession or, given the wide latitude most library associations offer, to indicate . . . interest in librarianship and its improvement" (Sullivan, 1976, p. 137). Julie Virgo's (1991) excellent summary of "pro-
A professional association includes these characteristics, which are not limited to associations in the library profession:

- A volunteer membership;
- Access to a large number of people in the profession;
- [Members] who collectively have a tremendous wealth of experiences in a common field;
- Access to pooled funds to attack problems that are industry-wide;
- Many competing interests within its membership;
- Influence on entry into the profession, and concern with professional practice;
- General standards for the performance of its members and the expectation of continuing professional development;
- Literature for disseminating research developments and reports;
- The ability to attract a significant mass of the profession to meetings;
- The numbers to speak on behalf of the profession on issues affecting the profession; and
- The perception by outside groups as an authority about matters relating to that profession. (pp. 189-190)

As has been pointed out: "Associations reflect the interests of their members" (Virgo, 1991, p. 190). This issue of *Library Trends* will provide twelve explorations of those interests, written by a variety of practitioners who include a cyber-editor, two paraprofessionals, a library school dean, a director, a consultant, a doctoral candidate, two mid-level administrators, and several everyday public service librarians. Professional experience of contributors extends from two years to over thirty.

As the irrepressible Ralph Ellsworth (1961) pointed out a decade before the beginning of my career, "the relationship between a practicing professional and his or her association is not always easy to understand." (p. 382). Most contributors to this issue have nonetheless assayed to explore various facets of that relationship, illustrating themes with the achievements of specific associations.

Tina Hovekamp explores the differences and similarities between unions and professional associations, finding a basis for coexistence, while Jordan Scepanski and Lea Wells discuss the roles of association staff, comparing them with elected leaders.

Barbara Glendenning and James Gordon examine the roles that library associations play in leadership development, grounded in a broader discussion of career paths, whereas Joy Thomas focuses on the impacts on individual leaders of state associations.

The features and benefits that influence librarians to support or not support a particular association are sketched by Sue Kamm, while Don Frank reviews the positive impact of active association participation on the librarian's job and career development.

Using the examples of ALA, ALISE, ASIS, and SLA, Bill Fisher con-
centrates on the ways that associations influence the research agenda of the profession and professional development, while Cindy Mediavilla tracks the history of a specific association’s decades-long fight against anti-Communist censorship in schools and public libraries as well as on the legislative front.

Linda Owen reminds us that library paraprofessionals are too often overlooked and traces the development of their associations and the role of such groups within the library community. Also often overlooked are ethnic library associations, which are explored by Tami Echavarria and Andrew Wertheimer, who focus on Asian, Hispanic, black, and Jewish organizations as examples of the development and role of ethnic associations.

Christine Baldwin studies a variety of international associations, and Ed Valauskas points the way to the future with a provocative piece on the new ways in which associations communicate with members, including Web sites, listservs, and teleconferencing.

Because this issue includes articles that focus on many—but by no means all—aspects of library associations, it is unique in the professional literature for the multiplicity and depth of association topics discussed. Many more topics than time and space permitted could have been discussed. Some examples of such topics for further research include the relationship of political action committees to associations, cross-profession examinations of association membership, studies of sexism and racism within associations, and many others. We hope you enjoy this issue of Library Trends and learn something about the rich variety that associations offer.

REFERENCES
Professional Associations or Unions?
A Comparative Look

TINA MARAGOU HOVEKAMP

ABSTRACT
THE ARTICLE DISCUSSES PROFESSIONAL ASSOCIATIONS and unions in terms of their culture, motives for collective action, and the values which they ultimately promote. The author concludes that it is up to a professional occupation to define the degree of difference between these two types of organizations.

INTRODUCTION
Looking at the white collar working class, Mills (1951) explains that, before the twentieth century, American life was characterized by a decentralized economic life, directed predominately by the interests of private ownership. The two primary economic forces which guided the capitalistic system of the country by the end of the nineteenth century were the independent farmer and the small businessman. At that time, in their small isolated world, these two working groups of men were separate economic entities struggling for survival and improvement of individual property.

With the coming of the twentieth century, society experienced a dramatic change. Previously, small enterprises began merging into big corporations, while government, faced with new tasks, became much more elaborate and complex. The eventual result of this change was the removal of the members of the old middle class from their isolated worlds and into a bureaucratic and complex system in which occupation instead of property became the main source of income. The American middle
class, composed now mainly of white-collar workers, found itself in a centralized economic system in which people's interaction and interdependence were central and brought a stronger awareness of each other (Mills, 1951).

According to Sherif and Sherif (1969), the presence of organized groups is a consequence of interacting individuals "who possess a set of values or norms of their own regulating their behavior, at least in matters of consequence to the group" (p. 131). In the case of white-collar workers, group organization often took the form of either professional associations or unions, both of them representing the special interests and objectives of this class of employees. Although both labor unions and professional societies already existed in the nineteenth century, it was in the last hundred years when both of them managed to successfully attract a large number of individuals and legitimize themselves as a means to pursue the interests of their membership.

According to Haug and Sussman (1973): "Unionization and professionalization are two processes by which members of an occupation seek to achieve collective upward mobility" (p. 89). This is analogous, the authors explain, to an individual's striving to improve his pay, working conditions, autonomy, and status, the only difference being that, whereas individual efforts can be easily hindered, collective efforts are often seen as a more effective way of dealing with similar issues. However, although labor unions and professional associations offer an alternative in improving a profession's status, they are often seen as antithetical especially when it comes to their culture, motives for joined action, and the particular values they ultimately promulgate.

**A Culture of Integration and Conflict**

According to Parsons (1969), associations join different social institutions that would otherwise threaten the integrity of modern society if each individual pursued his own self interest. Functionalism, the theory Parsons subscribes to, holds that associations have the ability to bring order by providing a consensual normative structure—i.e., agreed-upon values—which direct the behavior of individuals according to what is defined as proper, legal, or acceptable by the rest of the community. Referring specifically to what they called occupational community, Van Maanen and Barley (1984) described it as "a group of people who consider themselves to be engaged in the same sort of work; whose identity is drawn from the work; [and] who share with one another a set of values, norms and perspectives" (p. 287).

Professional associations ascribe to a culture of consensual collective efforts to preserve a profession's unified front. As Galaskiewicz (1985) notes, "one of the latent functions of professional associations is to put people together in committees, panels, task forces, and study groups who
might not otherwise be attracted to one another based on
their background characteristics alone” (p. 640). A consequence of such
interactions is the establishment of a unified culture for the profession,
the institutionalization of professional codes of contact, establishment of
educational and performance standards, and the diffusion and incorpo-
ration of change and innovation within the profession. In the library
field, for example, professional associations have provided a shared sense
of professional identity just as an increasing number of subspecialties and
variety of work settings have emerged.

Although integration has been credited as one of the main charac-
teristics of the professional association’s culture, labor unions have often
been charged with quite the opposite. The presence of union groups is
often treated as the result of conflict of interests between management
and workers. The charge has repeatedly been made that such organiza-
tions split the profession, dissociating people and institutions.

Galaskiewicz (1985) explains that, particularly in times of uncertainty,
“professionals will seek out those with whom they can communicate eas-
ily, even if this means that they systematically segregate themselves from a
subset of other actors in the group” (p. 640). White-collar labor unions
sprang up as a reaction to a search for occupational justice and improve-
ment of working conditions among the rank-and-file of a profession who
differentiated themselves from management even within the same occu-
pation. Moreover, interest groups such as unions do not only represent
the interests and values of their members, but they also make demands
against the status quo of the authorities and cultivate among their mem-
bership a feeling of “us” against “them.”

Despite charges that unions are the cause of segregation and hostil-
ity in a profession, conflict of interests may be inevitable even within a
profession that tries hard to keep its unity. Although among profession-
als the differentiation between management and rank-and-file is not quite
as clear as among blue-collar workers, it still exists despite similarities in
training and occupational identity. Managerial employees in professional
institutions are still the ones who control the allocation of resources such
as salaries, “but more important for work, differential resources to the
various units of the organization, resources of supporting staff, physical
space, equipment, and the like” (Freidson, 1987, p. 3). Rank-and-file
professionals may provide their input, but it is the administration that
ultimately makes allocation decisions and determines what work is to be
done and how it is to be done. This differentiation in power implies that
managerial employees may support interests and goals which could be
different from those of rank-and-file practitioners and, as a consequence,
it becomes a frequent cause of friction between these two classes of pro-
fessional employees (Freidson, 1986).
Dahrendorf's (1959) theory of conflict explains that authority relations, independent of the personality of people involved, are the cause of potential clashes of interest between those with decision-making power and those who are subject to it. Under certain conditions, these clashes generate the formation of interest groups, such as unions, which attempt to modify the characteristics of this relationship and improve the status of their membership. Specifically, the transformation of a collectivity of individuals to an interest group is, for Dahrendorf, possible only under certain conditions: (1) “technical conditions,” such as the presence of leadership as well as ideology for the articulation of the group’s interest; (2) “political conditions,” or the political permissibility for group organization (in the case of unions, this implies, for instance, state laws allowing collective bargaining); and (3) “social conditions,” that is, the degree of communication between the members of a potential interest group.

The ultimate function of conflict is change and, as Dahrendorf (1959) believes, integration. As he explains, “we cannot conceive of society, unless we realize the dialectics of stability and change, integration and conflict, function and motive force, consensus and coercion” (p. 163). Taking this perspective, one may argue that the labor movement provides an alternative approach to integration within a profession, one which recognizes differences based on power relations and incorporates changes by recognizing the special interests of rank-and-file and their need to improve their status. Despite the fact that conflict is often perceived as harmful to a relationship, it may actually stabilize it by providing an opportunity for negotiations. As Simmel (1955) argues: “Conflict is designed to resolve divergent dualisms; it is a way of achieving some kind of unity.... [and resolve] the tension between contrasts” (p. 13).

Research has provided support that the fears about the effect of unionization on the employees’ loyalty to management are not substantiated. According to Dean (1954), some people believe that, because of the conflict of interest between rank-and-file and management, unionized workers tend to identify less with the employing organization. These ideas have been challenged repeatedly by research evidence which supports that “dual allegiance” to the union and management is indeed possible (for example, see Rose, 1952; Dean, 1954; Stagner, 1954; Purcell, 1960; Fukami & Larson, 1982; Angle & Perry, 1986; Martin, 1981; Gallagher, 1984; Hovekamp, 1994a). A recent study among unionized librarians in research institutions revealed that, although union presence had a statistically significant negative relation to overall organizational loyalty, union commitment was positively related to organizational commitment. This finding suggested that professionals who view unions as a positive presence to their welfare may also use them as an outlet to resolve their negative feelings and, as a result, strengthen their ties with management (Hovekamp, 1994a).
Both professional associations and unions have the ability to help a profession communicate and stay cohesive by recognizing both commonalities and differences. Whereas associations bring the profession outside the arena of individual institutions and work environments and unite it on the basis of common knowledge and expertise, unionization acknowledges distinctions in power and interests as these are determined by the position each professional occupies in his work organization. Consequently, one may approach these two interest groups as an opportunity for integration in a professional community which can take advantage of both its similarities and differences to promote internal unity.

**Motives for Collective Action**

According to popular opinion, the reasons why professionals choose to join professional associations are different from those for joining a union. On the one hand, the goals of professional associations presumably reflect an emphasis on public goods. In the library field, these are represented by issues such as access to information, intellectual freedom, copyright rights, literacy, and technology awareness and advancement. Professional issues, such as the improvement of the occupation's standards and expertise, are also central concerns. Furthermore, as Alexander (1980) notes, "the professional association lays claim first and foremost to autonomy and independence on the job" (p. 477). Unions, on the other hand, are assumed to be mainly interested in the membership's private benefits, mainly economic, and perpetuate an impression for professional employees as dependent workers with limited control over their jobs.

In his classic book *The Logic of Collective Action*, Mancur Olson (1965) was among the first sociologists to argue that the pursuit of the public good is not a strong enough motivator to draw an individual to an interest group. By public good, Olson meant benefits that are available to everyone, regardless of their membership in an interest group. Private and material benefits, on the other hand, he said, are essential in attracting members and keeping their commitment to their group organization.

Although the primacy of the public good and the service ideal are focal points in motivating professionals to pool their resources, professional associations often have to appeal to the individual's interest in private benefits by providing exclusive services ranging from placement services to dissemination of information through journals, newsletters, or conferences. A recent study among university librarians in California provided empirical evidence that indeed personal interests are a strong motivator for joining professional associations. Based on the results of a survey, it was found that a large number of respondents indicated that some of the most important reasons for joining and participating in pro-
Professional associations included networking with others in the profession, subscription to journals which accompany membership, having an opportunity for personal input in setting the goals of the profession, and also the fact that membership can play an important role in job reappointment and promotion (Anderson et al., 1992).

The rhetoric of “service” and “standards” that professional associations use to attract their members has also been under attack as “potentially elitist,” compelling the professional to identify more with a “community of one’s peers” rather than the client and his actual concerns (Haug & Sussman, 1973, pp. 91-92). Referring specifically to library professionals, Estabrook (1981) commented: “The more we seek to establish our expertise, the more we become resistant to community control” (p. 126). Alexander (1980) adds to these charges by characterizing the language of service and public good as pretentious and as obscuring the professionals’ desire for higher economic gain:

At an ideal level, professionals stress the primacy of the public good, whereas unions stress the primacy of private benefit. However, by definition, professionals are not as immune to financial lure as their rhetoric of service might imply. In fact, financial success and high prestige are inevitable and necessary requisites of full-fledged professional status. Though generally masked in professional rhetoric, substantial financial gain is indispensable to assure professional status. (p. 477)

Unions are indeed quite open in pursuing the private financial concerns of their membership. One of the main forces in union activity is improving salaries, benefits, hours, and working conditions, and for that unions are continuously engaged in “an open dialogue of rights, demands, grievances, needs, and privileges” (Haug & Sussman, 1973, p. 97). However, professional associations also strive for their membership’s upward mobility and economic rewards; instead of presenting this as a clear agenda item, they try to accomplish their goal indirectly by attempting to improve the image of the profession and persuade the public of how valuable and indispensable are the knowledge and special skills of the practitioners. In other words, whereas unions tend to be more specific and immediate in the pursuit of the members’ private goals, a professional association “deals more at the level of broad public relations” (Alexander, 1980, p. 478).

The opportunity to network and have free access to information in a community of colleagues has attracted a lot of membership to professional associations. As Galaskiewicz (1985) notes, approaching professional groups as networks “is appealing, because professionals supposedly have considerable work autonomy and are well insulated from bureaucratic controls” (p. 639). Despite a profession’s desire to see itself depending on professional networks rather than on bureaucratic organi-
zations, however, there is quite strong evidence that the professional worker is not as autonomous as he would wish to be. In reality a majority of professions have already lost their independence, and instead they have to operate within the constraints of large or small organizations. Haug and Sussman (1973) note:

Private practice as a style of professional work is rapidly disappearing, while many new and emergent professions have never practiced in anything except a bureaucratic setting. Under these circumstances, it is a particular bureaucratic structure, not some vague public or segment of public, which must be dealt with, and from which money, autonomy, and other perquisites must be extracted. (p. 92)

The disappearance of the "free professional" has troubled the sociological literature for quite a while. One extreme reaction to this concern was reflected in the claim of proletarianization theorists that all workers, including professionals, eventually lose control over their work and find themselves at the mercy of an administration which works for the interest of capital. The same theorists believe that the ultimate consequences of this transformation are the identification of the professional with the blue-collar worker and the formation of one social class of proletarians with shared views and interests (Greenwald, 1978).

Although proletarianization theorists carried their argument to the extreme, work autonomy among professionals should not be taken for granted. In his book *Professional Powers*, Eliot Freidson (1986) argues that professionals have considerable "technical autonomy," that is, latitude in using discretion and judgment for the performance of their day-to-day work without being constantly supervised and under immediate direction by others. They also have an important influence in policy making, and they may even be responsible for organizing, coordinating, or supervising others in their unit. In addition, those employed in the service sector have gatekeeping power and the power to provide or withhold services or goods to clients on behalf of the employing institution. These tasks are not managerial tasks but tasks which characterize discretionary work. Management, on the other hand, holds the exclusive control of resource allocation, the budgetary power to decide who gets hired and for how much pay, what work is to be done, what programs are supported, or what efforts are rewarded in an organization (McGee, 1971).

In turn, as Freidson (1986) argues, "that power to allocate resources determines the particular kind of work that can be done and limits the way work can be done. When the generic power of the manager is specified, the autonomy of the special position of the professional employee seems to vanish" (p. 154).

This important differentiation in power is often the main cause of conflict between rank-and-file professionals and managers, regardless of the professional qualifications of the latter. Professionals often have their
own priorities based on what they think is important for their work and organization, whereas management tends to place an emphasis on cost efficiency and quantity. Union organizing is one solution in dealing with this disparity of power, which openly acknowledges the professional practitioners' restricted discretionary powers. Taken from that perspective, unions may also be seen as a means of protecting or even expanding work autonomy and securing a role for the rank-and-file in the determination of resource allocation. Once again, while professional associations try to protect the profession's status, interests, and job independence on a broad level by promoting its public image and exclusiveness to expertise, unions have a more direct involvement in protecting these aspects on behalf of practitioners.

THE DEBATE OF ECONOMIC VERSUS PROFESSIONAL VALUES

The issue of compatibility of unions to professional values has been much discussed while opinions are still split. Among the opponents of labor movement for professionals are those who believe that unions are a blue-collar movement; on the other hand, union proponents are convinced that collective bargaining can improve not only economic but also professional interests.

Historically, the labor movement has placed an emphasis on demands for better pay, benefits, or for job security, which are considered “traditional” issues on the bargaining table. Some have even accused the union leadership of, contrary to the membership’s wish, placing a higher priority on these issues, sacrificing concerns of more intrinsic value (Sheppard & Herrick, 1972). The implication is that unions tend to cultivate among rank-and-file a higher value on bread-and-butter issues to the detriment of an appreciation of other types of rewards.

Research, mainly among nonprofessional groups, confirms that both union officials and union membership rank traditional bargaining issues higher than quality-of-work issues (Giles & Holley, 1978; Kochan et al., 1974). But is the concern over salaries and benefits really unprofessional? Salary and benefits often reflect the quality of professional work in an institution since good wages and benefits help employers attract and retain better professional employees (Rabban, 1991). Referring specifically to library employees, Lewis (1989) argues that decent salaries are necessary in order to be able to move beyond bread-and-butter concerns. She explains:

Salaries often are not a function of individual merit or skill, but are established by historic measures of worth and influence. Salaries are political. The historic wage gap between female jobs and male jobs is well documented. Librarians are the lowest-paid professionals for the years of education required and length of service in the work force. (p. 20)
Besides arguments for the importance of bread-and-butter issues, a recent study of professional librarians in academic research library institutions found that librarians in both unionized and nonunionized campuses tended to place similar importance on bread and butter, professional growth, or work environment issues. In an analysis of just the union group of respondents, the research found that registered union members tended to place a higher degree of importance on professional growth issues than did nonregistered members. Moreover, union commitment was found statistically significant and positively related to the degree of value placed on the same issues. In other words, those librarians most committed to their union tended to place a higher value on professional issues (Hovekamp, 1994b).

The distinctive characteristics of professional work have brought new challenges for collective bargaining and raised many questions on the transferability of the industrial model of negotiations. The peculiar nature of professional goals has been recognized even legally by the U.S. Congress in the Taft-Hartley Amendments, allowing professionals to establish their own separate bargaining unit. Simultaneously, there are those who believe that any inconsistencies between unions and professional values are the result of attempts to apply collective bargaining practices of the industrial sector to the unique setting of professional work (Rabban, 1987).

In recent years, unions, in recognition of the special interests of professional workers, have expanded the scope of negotiations beyond the federally mandatory topics of wages, benefits, and work conditions. Organizations such as the National Education Association (NEA) and the American Federation of Teachers (AFT) have been involved in educational reform, school restructuring, and other measures designed to enhance teaching and learning (Bascia, 1994). In the library field, similar examples indicate that unions have managed to secure organizational support for professional development, travel, participation in conferences, and continuing education opportunities. Other issues addressed on some academic campuses include tenure and promotion, especially in relation to everyday work load versus scholarly demands that concern librarians (Anderson et al., 1992).

In a study of 100 collective bargaining contracts for professional rank-and-file, Rabban (1991) found that professional issues frequently addressed in collective bargaining agreements fall under the following categories: (1) establishment of professional standards, (2) provision of mechanisms for the professionals' participation in decision-making, (3) regulation of professional work, (4) provisions on training and professional development, (5) allocation of institutional resources to professional goals, and (6) defining the criteria for personnel decisions and the role of the professionals in making them. Within these categories, Rabban
discovered a wide variation in the way these professional concerns were contractually treated with some provisions supporting traditional professional values and some not. Despite mixed results, the main conclusion of the research was that "the existence of substantial, unambiguous support for professional values in many agreements suggests, at a minimum, that unionization and professionalism are not inherently incompatible" (Rabban, 1991, p. 110). In other words, the presence of unions does not come with fixed results. Factors such as the type and quality of the employing organization, differences among unions, and the characteristics of the profession itself affect the degree of support of professional values as these may be reflected in collective bargaining agreements.

Economic concerns have been addressed by professional associations to varying degrees among different occupations. In the library field, the American Library Association (ALA) holds a rather lukewarm attitude toward the establishment of salary standards, simply publishing results of periodic salary surveys it conducts or minimum starting salaries based on recommendations by state library associations. As Harris (1992) notes, "the library associations tend to be library-centered rather than employee-centered with respect to such issues as salary and working conditions" (p. 105). As a consequence, library associations, in particular ALA, have been accused of siding with employers and sympathizing with their interests rather than with the employees. Harris believes that one of the main reasons why library associations refuse to assume any responsibility over identifying or resolving salary inequities is the mixed composition of their membership by rank-and-file, managers, and employers, an uncommon characteristic among professional associations.

The example of library professional associations is not however followed by other professional groups such as teachers or nurses, who have espoused a more active role for their associations in terms of salaries, benefits, or other working conditions. The AFT, NEA, AAUP (American Association of University Professors), and ANA (American Nurses Association) actively participate in the setting of both economic and professional standards for the occupations they represent. Although opinions are still split as to the effects of collective bargaining responsibilities that these associations assumed, the fact that they still represent these dual interests of professionals since the 1960s or 1970s attest to a history of some success and to the ability of a professional association to openly acknowledge the economic aspirations of a profession.

**Professional Associations or Unions?**

The above discussion points to the fact that professional associations and professional unions are not necessarily antithetical. They both can keep a profession cohesive by acknowledging both commonalities and differences, secure greater work autonomy, respond to the membership's
concerns for private benefits, and support both professional and economic values. Overall, they both can provide opportunities for a profession to apply stronger collective pressure for upward mobility than a single individual could. But where are they different?

One may argue that it is the profession itself that determines the differences. Some occupations, such as teachers or nurses, have allowed the joining of the two forms of organization into a new form that combines the functions of both a professional association and a union. Others have decided to keep the two separate.

In the library field, the separation between professional associations and unions has been quite distinct, particularly in terms of the role and tactics these organizations have assumed. This distinction seems to be clear in the minds of library professionals. For instance, in a recent survey among unionized librarians, respondents indicated that they view the two as “mutually exclusive” (Anderson et al., 1992, p. 338). On the one hand, unions tend to help library professionals deal with specific work-related issues or rights, taking on an active role in their day-to-day work life. Having the legal right to negotiate on behalf of the employees, they use more aggressive tactics through collective bargaining to protect and advance the professionals’ work interests. Library professional associations, on the other hand, address the profession’s issues on a broad scale, beyond institutional confines, taking more of an advisory or educational role. The tactics they use seek to enhance the status of the profession by dissemination of information, establishment of standards, and improvement of public relations through publications and lobbying. Because of this differentiation in role and tactics—i.e., openly advocating the interests of the profession versus indirectly striving for them—unions are often seen as a more effective way of coping with issues of importance in the employees’ work life. For example, in their study, Anderson et al. (1992) found that the majority of surveyed librarians would rather drop their professional membership than leave the union in which they belonged.

An issue that has often been raised is whether a professional association, such as ALA, should take a more active and aggressive role in the work lives of professionals by assuming collective bargaining responsibilities. ALA is still far from such a resolution, and that might either reflect the wish of the membership or the fact that the professional rank-and-file still have not made their case strong and clear.

For the time being, a combination of professional association and union representation may help in achieving the goals of the library profession on a broad scale and on an institution-specific level. We simply need to recognize that these are two sides of one coin, both of them compatible with the special nature of the profession, and both with the potential to affect the occupation’s status and welfare.
NOTE

'The same study found that librarians were not very accepting toward their union. Some participants commented that unions were "aggressive," "irrelevant," "more concerned with the problems of the teaching faculty," or even that "Most employees stayed away from [them] because they feared for their jobs" (Hovekamp, 1994a, p. 305).

REFERENCES


Library Association Staff: Roles, Responsibilities, Relationships

JORDAN M. SCEPANSKI AND H. LEA WELLS

ABSTRACT
The work of many library associations would be constrained, some of it even impossible to accomplish, without the efforts of their employees. Staff create and carry out programs for association membership and assure continuity for the organization. Issues relating to staff roles and the responsibilities they have in associations are explored and reasons for their sometimes conflicting relationships with member volunteers are examined. Suggestions and recommendations for promoting effective use of these valuable partners on the association scene are offered.

INTRODUCTION
With the American Library Association (ALA) again in the throes of executive turmoil—seeking its fourth chief staff officer in less than eight years—attention is focused on individuals largely overlooked in consideration of library professional associations—their employees. The ALA situation raises questions about the role that association staff members play in formulating policy, about their responsibility for the overall viability and direction of these organizations, and about their relationships with governing boards and member volunteers. Are staff employed simply to implement policy established by elected leadership or is there a more substantive expectation for program conception and development? Is conflict between staff and members inevitable as they pursue their parallel purposes? How involved should staff be in organizational planning? With officers changing annually in most cases, how important is staff sta-
bility and longevity? Does staff turnover strengthen and renew the organization or does it threaten it? Does there come a point when staff have stayed too long for the good of the organization? Is there an optimum tenure for an executive director? For a senior program officer? For other employees? How well should staff be compensated? What personal qualities are most desirable in library association staff?

These and related issues were the subject of a review of the literature of librarianship and association management and the focus of subsequent conversations with a range of people intimately familiar with the workings of library associations and, more particularly, with the staff who work for them. Literature on the topic is sparse. Staff sometimes are mentioned in articles covering library associations generally or in the context of the responsibilities of executive directors, and staff issues occasionally have been raised by the library press in reports on the ALA executive leadership. Only Grace Stevenson (1961) seems to have written specifically on library association staff, while Peggy Sullivan (1976), drawing on Stevenson's work, covered staff roles in her treatment of various association issues. Even publications devoted to the more general topic of management of professional associations provide only passing comment on staff, usually doing so in reference to the work of the chief executive.

In order to assess current views on the roles, responsibilities, and relationships of library association staff and to explore other issues of relevance, more than a dozen experienced and knowledgeable individuals were interviewed. These included past presidents and officers of associations, committee chairpersons and members, executive directors, and rank-and-file employees, past and present. In some cases, respondents served, at different times, as both staff and elected leaders. Librarians from national, regional, and state associations and from varying types of library collaborative organizations offered their views. No single association received exclusive treatment, although the sheer size of ALA's staff and the widespread involvement of many librarians in its councils and committees offered greater opportunity for in-depth exploration of issues of interest, and therefore many of those interviewed had that organization as their framework. To solicit candid responses to sometimes sensitive questions, anonymity was promised to everyone. Questions were electronically mailed to interviewees, and follow-up telephone interviews were conducted. Some of those contacted submitted responses in writing (see interview questions in the appendix).

In a survey of state library association presidents conducted in 1994, Joy Thomas (1997) found that almost 60 percent of their organizations had paid employees. Most association officers and active members acknowledge the central importance of staff to their effective functioning. Staff give an organization "stability, credibility, and a consistently applied attention to purpose that volunteers can't provide" (Wolfe, 1984, p. 6).
Any treatment of library associations, therefore, would be incomplete without some consideration of these unheralded but highly influential individuals. With all of its recent turmoil, ALA is still stronger than ever, suggested one of its past presidents, because of the extraordinary stability and continuity of its staff. Staff are among ALA’s greatest assets. The same can be said for most other library associations and organizations.

**Roles, Responsibilities, Relationships**

An association has been defined as a “uniquely complex structure where decision-making authority and responsibility is divided between two groups of individuals—paid staff and members” (Wolfe, 1984, p. 298). But just how does that division occur? Do staff members share equally in authority and responsibility or is the norm found in Stevenson’s admonition that “imperative to a sound, workable membership-staff relationship is the clearly understood and scrupulously observed tenet that the membership establishes policy and the staff works within [it]” (Stevenson, p. 279)?

Thirty years ago at the Drexel Conference on Library Association Administration, Vance Lockhart (1967), then a general manager of the American Society of Association Executives, described leaders and staff as having

> tremendous responsibility to determine that their efforts guide, enhance, and stimulate the work of the membership, in no way providing a deterrent or restraining force to joint efforts. The job of the association administrator is to unleash the power of the members, and through the effective use of resources to provide the harness in which the members can work together productively. Only when this is done can the members of voluntary associations contribute to their fullest, and only then will the investment of time and energy be meaningful. (p. 254)

His emphasis on joint “efforts” suggests the key to successful working relationships between staff and membership some thirty years later.

At times, elected leadership and paid employees viewed staff roles very differently. Some staff believe they have much of the responsibility for the well-being of their organization but not sufficient authority to assure its soundness. On the other hand, presidents and committee chairs occasionally complained that executive directors and staff officers of highly visible programs had too much control for the good of the organization. The role desired of staff was most commonly articulated by association officers as one of facilitating and guiding without being resistant to the leadership of elected and appointed officials.

Individuals employed to manage an association’s affairs need to know what is possible and what is not, have a broad view of member needs, and have an awareness of fiscal realities. Strong association staff is important
to the viability and vitality of librarianship. It is through associations that members share information, further their careers, and promote their profession. Association staff are specialists in process and planning. They anticipate issues with the agreement and direction of boards, membership assemblies, and committees, and they carry out the policies and programs they have helped develop and put in place. They are mediators, implementers, and occasionally innovators. The best among them demonstrate their creativity in group work, their vision manifested through others. They must keep things moving, they must make things work. And they must do so with annually changing officers and member leaders having different interests and agenda, with varying quality of volunteers, and sometimes with uncertain financial support.

In addition to these roles, staff are responsible for training boards and committees, orienting officers, and picking up the pieces of policy, program, and procedure when they are dropped by members. They are the corporate memory of the association (Stevenson, 1967, p. 278). At times they do too little and sometimes they do too much, but seeking a balance between providing support and guiding direction is their job.

Reflecting on the plight of executive directors, but with a comment that might be taken as applicable to most staff, a respondent to Thomas’s survey observed that they “have terrible jobs. Each year the Council/President changes and each year the expectations . . . change. [They] must be flexible enough to bend with each president’s views while still accomplishing the work of the organization” (see Thomas’s article in this issue of Library Trends). Many suggested that ALA’s theme programming each year is an extreme manifestation of the problem staff encounter with a continuing parade of presidents. Characterized (and criticized) by the executive director of another association as annually having a new “year of the president,” this pattern, it was said, “whipsaws” staff in widely divergent directions, requiring major expenditures of time and money on pet projects and programs that have little chance of being pursued or built upon by their successors. Themes frequently are announced after elections with no affirmation of the membership despite their having significant fiscal implications. Staff, nevertheless, must support them.

A number of those interviewed indicated that staff roles have been changing over time, becoming stronger as the business of association work becomes more complex. Fiduciary responsibility rests heavily on their shoulders, particularly on those of executive staff. Conference planning and management is critical to the success, even to the survival, of associations large and small and depends heavily on staff work. Strategic planning that gives coherence to an organization’s efforts but which avoids a lock-step approach blind to opportunity is a challenge for top level association managers. Both the literature and those interviewed suggest that, in this environment, neither a subservient nor a dominant role is in
the best interest of an association. Instead, a partnership, where authority and responsibility are clearly defined and indeed shared and where authorship of policy comes about through member-staff consultation, should be normal practice. The relationship between volunteer members and staff employees is changing. More and more there is a blurring of lines between roles; less and less is there a clear cut division of responsibility.

**Change and Continuity**

Perhaps the most interesting of the issues explored had to do with the extent to which staff influence or inhibit change in the organization and their importance in assuring continuity and coherent program direction. Staff in professional associations have been compared to government civil servants (Stevenson, 1967, p. 277), and just as many federal, state, and local officials elected to office have been heard to complain about entrenched bureaucracies accountable to no one, so too have elected association leaders expressed concern over staff authority and influence. In the view of many, staff resistance to change is tied closely to longevity. As indicated earlier, staff are responsible for the long-term stability and health of a library association. They must keep the affairs of the organization on track, add new programs as necessary, and discontinue others that have ceased to be useful. They are expected to bring to a discussion of new initiatives a perspective born of experience, an understanding of organizational history, a broad view of membership needs, and a sensitivity to the environment in which libraries and library associations operate. They have the responsibility of assuring that any major change in policy comes about through appropriate consultation and takes into account any financial implications of the change. One respondent emphasized that staff have the responsibility for protecting the association, keeping it from fiscal and legal liability, assuring its development and growth. Members do not always understand how the organization is financed nor do they have the longer-term perspective of staff (Ernstthal & Jefferson, 1988, p. 4). Staff therefore might have to engage at times in a reasoned alteration of the program direction upon which a new officer has embarked or even resist an ill-conceived initiative. It is the obligation of staff, suggested one interviewee, to make certain that major policy changes are not undertaken without broad consideration of the membership or their representatives. A single person should not bring about a significant shift in direction for an association without the consent of at least the board of directors. And yet, what to one person is prudent hesitation about radical program restructuring to another is foot-dragging and obstructionism. A newly-elected association president intent on introducing what is perceived as essential change and encountering an executive director or staff member balking at a different approach might
very well argue that those employed to support the work of the leadership instead are subverting it. Almost every officer or former official interviewed acknowledged some experience with staff who resisted or interfered with needed change in the organization. Some staff were thought to be unduly conservative, unwilling to take risks. It was said that their knee-jerk reaction invariably is that there simply are not enough dollars to pursue the new programs sought. Staffers, on the other hand, indicated that officers often demonstrated insufficient understanding of the limitations under which library associations must operate. In an era of relatively restricted resources, insisted one executive, something must come off the table when another thing goes on.

Why, in the view of the officials with whom they work or even sometimes of their own colleagues, do staff interfere with change? One answer given was that the negative side of having capable, competent, and careful staff is staff that are too comfortable in their work to entertain any substantive redirection in areas for which they have responsibility. After developing strong and respected programs, staff either rest on their laurels or become so taken with their success that they fail to see alternative ways of accomplishing association objectives in changing times. In other cases, they become bored with their jobs, with the repetitive routine of annual conferences and committee appointments, and they look to innovate out of a desire to keep things interesting to themselves rather than for any benefit to the members they represent.

A former executive director reported that with job security comes interference with change. While staff are very important to continuity and stability, one opinion offered was that routine turnover of professional personnel was desirable. In this regard, some respondents differentiated between the position of executive director and staff at other levels of the organization, suggesting that stability in the top position was more important than in others. One person said that changes in programmatic staff rejuvenated the organization sufficiently to make regular replacement of the chief executive unnecessary. He also said that extended time in place is important if an executive director is to position an organization to make an impact on the profession. Another remarked that minimal turnover in support staff was essential, but that even these individuals could stay too long.

An argument made for longer retention of staff was that the learning curve in associations is a full year, that it takes at least that long for the cycles of committee appointments, budget development, conferences, and publications to be understood. At the end of that time, the officer normally moves on, while the well-trained staff member is available to orient and guide a newly-elected official. Frequent refilling of staff positions, it was said, is detrimental to the organization and to its ever-changing leadership, especially in smaller settings.
One reason given for professional staff staying too long in their positions was that the skills and abilities used in day-to-day association activity are not easily appreciated and valued in the profession and by search committees and decision-makers seeking talented candidates for leadership positions in libraries. When coupled with reasonably good association salaries, sometimes hard to surpass except at administrative levels, this lack of understanding (and therefore of opportunity) results in longer association tenure than might be ideal.

When asked what might be a good length of service for the normal staff member, interviewees were understandably hesitant to generalize, but more often than not offered an answer of from seven to ten years. Beyond that, they suggested, it is difficult to remain dynamic and creative and to retain perspective. Terms of from three to five years, with the possibility of renewal up to an overall tenure of ten years, was advised. Other methods mentioned to assure revitalization of staff included sabbaticals and other programs which encourage regular movement between positions in libraries and association work. The profession has not given sufficient attention to the career paths of association personnel, a former ALA staffer and officer observed, and this has led to dead-end jobs and sometimes unhappy and unproductive employees.

**Cooperation and Conflict**

With long staff tenure being problematic for necessary change and excessive staff turnover unhealthy for continuity and strength of an association, achievement of some reasonable balance in length of service is essential. Otherwise the conflict inherent in any organization made up of member volunteers and paid staff will be counterproductive. Thomas (1997) reported that “problems with the association’s staff or executive director” were among the most frequently cited difficulties of state association presidents. When asked about reasons for conflict, more than one person characterized the tensions which arise between members and staff as differences of opinion and diverging points of view over policy issues and program direction. Most people—association officers and employees alike—have the good of the organization at heart, it was said, but at times they simply see things in different ways. That is not to say real, even damaging, clashes do not occur. Various reasons were provided for why disruptive conflict takes place. The aforementioned comfort resulting from long tenure is one, the perceived inadequate performance of staff another. Personality differences, conservative versus liberal perspectives, and a misunderstanding of respective roles all were raised as other sources of disagreement. Stevenson (1967) quotes Corrine Gilb’s assertion that “staff members often wield considerable, though sometimes inconspicuous, power” (p. 276). When they use that power too openly,
conflict develops because "most library associations are too fiercely democratic to permit staff to wield an undue amount of power" (p. 277).

Board members micromanaging the association, interfering in issues which should be the prerogative only of the chief executive (such as the setting of individual staff salaries), was cited as an area of difficulty. Committee appointees, even officers, sometimes do not do their jobs, and it is left to staff to step in and provide remedies. Some conflict appears to arise due to the lack of clearly defined policies and procedures for performance appraisal. Elected leaders' dissatisfaction with staff may not be channeled into appropriate areas for action before their terms end; problems, therefore, may not be resolved in a timely fashion. While staff performance is constantly being assessed by members with whom they come in contact, the opposite is not true. Staff do not evaluate members and, because members will not openly censure one another for poor or nonperformance, difficulties develop. The only remedies available to staff who encounter inadequate or incompetent appointees or officers is to wait out their time in office and to work behind the scenes to see that poor performers do not move into other positions. Whatever the reason, conflict is a fact of life in association work. Tensions, said one former president of a large association, come to the fore every year. It is all the more essential, therefore, that staff have skills at negotiation and conflict resolution as part of their repertoire.

**Skills and Abilities**

Attracting good staff to association work and retaining them in their positions long enough that they can make substantive contributions is critical to the viability of these organizations. In some ways the activities of staff members employed by library associations are considerably different from those of librarians. While many of the same abilities and skills are necessary, the context in which they are applied differ, and talented individuals who come into the profession to work as librarians may not be interested in, nor suited for, association work. Identifying capable individuals and assessing their suitability for staff employment are among the most important responsibilities of an executive director and of the board employing that person.

The question of qualities sought in staff elicited a predictable array of characteristics, most no different from those sought in library staff: intelligence, curiosity, good communication skills (particularly writing ability), a positive approach to people and problems, organizational ability, team orientation, adaptability, ability to set priorities and meet deadlines, flexibility, energy, and vision. Respondents also said that library association staff members must be task oriented; be able to negotiate skillfully in a host of areas; know the individuals, institutions, and issues of the profession; and demonstrate a desire to make a difference. One former
executive director indicated that among his greatest challenges was helping staff understand how their day-to-day activities fit into the larger mission and overall purposes of the organization. Too often staff see what they do as just a job, not understanding the importance of their work to the well-being and advancement of the association and the profession. Staff was sought, he said, who exhibited the potential of seeing the bigger picture. Willingness to change came up again and again as a desirable attribute, understandable in an environment where elected leadership turns over so frequently and where technological developments impact so strongly. Different skill sets were seen as necessary for the differing role of the executive director. Working with a board, an executive director said, was unlike managing staff.

Visibility of staff on the association scene was also an issue. For the most part, elected officers prefer that their association’s paid employees operate in the background, deferring to members, providing necessary support, but not assuming prominent leadership. Reacting to the strong reputations and central roles of certain programmatic staff at ALA, a former president candidly observed, “we don’t like staff having such visibility.” Commenting on this issue, an executive director said it is his job to “make the president look good” during his or her year in office and that keeping a relatively low profile while doing so is good practice. Or as a handbook of good association practice put it, the successful staff member “must be a strong leader who practices self effacement [and whose] own accomplishments must never grab the spotlight from those of the association members” (American Society of Association Executives and Chamber of Commerce of the United States, 1975, p. 18). More than one person—officer and staffer alike—suggested that staff had to have little ego involvement in the job, or at least little demonstration of such. They frequently have to take criticism and yet not take credit. They must realize satisfaction in other ways, assisting in the building of an important program, influencing the direction of an essential policy, or turning back some major threat.

Compensation

Unquestionably, adequate compensation is central to retention of superior staff. Everyone interviewed advocated provision of strong salaries and benefits for association employees. Few thought that today’s association salaries are inflated, even that of the ALA executive director. Most acknowledged that paying staff salaries equal to, or even greater than, those they might command in libraries is an important statement about the way contributions of colleagues are valued. How we treat our own, indicated one state library association executive, says a lot about the profession of librarianship. More than one staff executive argued that association work is different from library work, that managing an associa-
tion is more akin to running a small business, and compensation should reflect this reality. Different skills and experiences are required. It is more appropriate, they said, to equate compensation of library association staff with that of staff at other professional associations rather than those in libraries.

One state library association staff member provided an interesting comment on the impact the economy has on the salaries of staff. There is a lag, she said, between a change in economic conditions and the financial performance of associations. Whereas an economic downturn is felt immediately by libraries and by their employees (who are the associations' members), library associations are not impacted for months or even more than a year later. And so, she said, while an association might be in a good position to compensate its staff more generously even though the economy is bad, there is reluctance to do so because of the comparison made with the plight of library employees. But then, when subsequent recovery in the general economy and in libraries runs ahead of the condition of the association now feeling the effects of membership decline and other revenue loss, officers are unwilling to adjust salaries upward because of perceived poor performance, inability to find resources, or a cautionary approach in seemingly hard times. Consistency in handling of the salary issue is very important but sometimes difficult to achieve with changing leadership.

A former national association president indicated that salaries should be based upon the "living requirements of the city in which the association is housed," be attractive enough to allow recruitment "from a national base," and represent the best salaries available in libraries. "You cannot build a top-notch productive staff unless you . . . pay for it," she offered or, in the words of a fellow past president, "pay your good people well."

**Strengthening Staff, Resolving Differences**

If the profession is to sustain and advance its collaborative organizations, association staff must be effective and productive. They and the member volunteers with whom they work must understand better their respective roles and responsibilities. They need opportunities to become refreshed and reacquainted with libraries and the problems they face. Both employees and officers need regular training to understand how to manage relationships essential to association progress. And thoughtful planning which recognizes the centrality of staff to the association enterprise must take place.

Renewable appointments with term limits on maximum service—subject to exceptions—might be considered for senior level staff. Sabbaticals could be offered to longer term employees whose tenure is crucial to the organization. Internship positions would allow promising pro-
professionals to do significant association work without becoming entrenched in the organization. The visiting program officer approach of the Association of Research Libraries is a model for encouraging talented librarians to move between libraries and associations. Other programs designed for periodic exchange of library and association personnel might be explored. Career ladders for association staff might bring job movement within larger associations or permit transfer to other associations for advancement. Assistance for those wishing to return to library positions should be provided. These approaches to building and enhancing staff would do much to contribute to the creation of dynamic organizations and provide wider opportunities for participation in association management.

To avoid some of the tension that develops between new officers and staff, orientation and training directed at issues which engender conflict could be offered. Potential candidates for office should be acquainted with the demands that will be placed upon them and the extent to which they can realistically call upon staff for help. Regular training should be provided so that staff and member volunteers with whom they work understand their respective roles and responsibilities. Training programs, such as those offered by the American Society of Association Executives, and others specifically designed by organizations for their newly elected officers, board members, and staff can help with role clarification. A number of library associations schedule participation of their presidents-elect in such workshops annually. Different duties of staff and members should be thoroughly enumerated, planning documents discussed, and policies and procedures elaborated. While none of these efforts will assure absence of conflict, they can do much to minimize it.

Associations should determine direction through planning processes that involve key staff as well as leaders and members, and the planning should be ongoing and thorough. Consideration of not just the near-term but of "members' needs in five or ten years" is the responsibility of everyone but most especially senior staff leadership (American Society of Association Executives and Chamber of Commerce of the United States, 1975, p. 22). Potential presidential candidates might be assessed by nominating committees based upon knowledge of, and support for, issues identified and refined through the planning effort, thereby allowing staff and financial resources to be better focused.

**CONCLUSION**

With staff so central to the success of library association activity, continued attention to the staff-related issues raised here would be of value. Analysis of how different types of library associations work with their staff personnel might provide useful information. Consideration of staff similarities and differences in traditional library associations and in those
library organizations such as OCLC, or regional and local networks of libraries that are product oriented, could be revealing. How do staff issues in the library association setting compare to those in other educational, professional, or trade organizations? What methods are used by others to train staff and to further relationships? An investigation of the recruitment, hiring, development, and compensation of staff in the larger library membership organizations, done comparatively or focused specifically on one association, would be of interest. Staff salaries might be looked at in the context of those paid at libraries in the headquarters city, in the profession at large, or within similar associations. As the profession's largest association, ALA's history of executive board/executive director relations over the past quarter century would make an interesting study as would a review of its major programs and the influence exerted upon them by staff. Such research could contribute to better understanding of roles and responsibilities and to reconciling and enhancing relationships between association staff and the members for whom they work.

Assuredly librarianship is becoming more complex. As traditional information storage, access, and service combine with technological approaches, possibilities, and opportunities, library associations become ever more critical to meaningful collaboration and progress. They are an essential means through which librarians and libraries collectively influence society. Indispensable to these associations are the individuals who labor to bring librarians and libraries together, who see to the publication of the professional literature, and who maintain the organizations that support the continued exchange of ideas. While volunteers comprise the majority of the association work force, it is association staff on state, regional, and national levels who coordinate their efforts, look beyond the near term, and provide guidance into the future. Staff make it possible for volunteers to be productive. Competent and dedicated staff skilled in communication, cognizant of member needs and situations, and capable of resolving the inevitable conflict that arises in any period of constant change will remain a library association's strength and its promise.
APPENDIX A

INTERVIEW QUESTIONS

• What do you see as the appropriate role for library association staff members? Do you see this role differing at all for the executive director? Has the role changed over the years? Does the role change as a staff member spends a longer period of time in a job? What is the appropriate role for staff in strategic planning for the association?

• What responsibility do staff have for the long-term stability and health of an organization?

• In your opinion and experience, have library association staff ever interfered with needed change in the organization?

• Do you think staff in the library associations with which you have had experience have stayed in their positions too long? Have turned over too rapidly?

• Can you generalize about how long an executive director should stay in that position? What about other staff, especially those in influential, policy-making roles?

• With most presidents of library associations serving but a single year, how important is it that the executive director and staff seek to limit the number and extent of new programs and initiatives by new presidents?

• How well should association staff be paid? As well as their counterparts in the profession? A little better? A lot better?

• Have you encountered conflict between officers or committee members and staff? To what do you attribute such conflict?

• What are the most important attributes and skills an effective association staff member possesses?

REFERENCES


Professional Associations: Promoting Leadership in a Career

BARBARA J. GLENDENNING AND JAMES C. GORDON

ABSTRACT

Leadership within the library community is vitally important in the wake of continual technological developments, recurrent budgetary shortfalls, and the fluidity of the job market for library professionals. Libraries must identify and foster the inherent personal characteristics and skills considered most relevant for leadership in the field of information management. Professional library associations play an important role in teaching and developing skills by providing experiential opportunities for their membership. Career models for academic or research librarians are discussed along with an assessment of career management.

INTRODUCTION

"Leadership, much as we admire it in the abstract, is something we suspect in the specific" (White, 1987, p. 68). This article examines the role of the major American professional associations and organizations in developing leadership among professionals in academic and research libraries. The associations under discussion include the American Library Association (ALA), Special Libraries Association (SLA), Medical Library Association (MLA), Online Computer Library Center (OCLC), Council on Library Resources (CLR), Association of Research Libraries (ARL), and the Research Libraries Group (RLG).

The literature and mission statements of these associations offer some clues as to their roles. The ALA attempts to "promote and improve li-
brary service”; ARL, which is restricted to institutional memberships, works “to initiate and develop plans for strengthening research library resources and services in support of higher education and research”; and CLR, a private foundation established in 1956, focuses on solving library problems, particularly those of academic and research libraries, via grants and contracts and educational services (McChesney, 1984). MLA (Medical Library Association, 1996) fosters excellence in leadership and professional achievement in health sciences librarianship. And the SLA (Special Libraries Association, 1996) vision is to be known as the leading organization in the information industry.

LEADERSHIP IN LIBRARIES

Leadership became an increasingly prominent topic in library literature during the 1980s. Previously, the topic had been covered in occasional articles dealing with the importance of leadership in general, the qualities of leadership, the dearth of sound leadership, and gender differences related to leadership. Searching Library Literature for 1975-1981, Riggs and Sabine (1988) found fewer than five entries containing the words “leader” or “leadership.” “For some reason, persons holding responsible positions in libraries have done little to articulate the importance of leadership” (p. 190). The importance of leadership became recognized so acutely that a Library Journal editorial lamented the scarcity of leaders in the profession (White, 1987, p. 68). The 1987-88 ALA conference was the first to emphasize leadership in the 112-year history of the organization:

Speculations about why the topic had achieved such national prominence centered on the perceived crisis in the production of political leaders and the greater emphasis on accountability. Similar fears about the production of library leaders, as well as the changing library environment, and uncertainties about the future of librarianship were offered as reasons for the increased attention to the topic in the library field. (Gertzog, 1989, pp. 2-3)

Libraries in the 90’s (Riggs & Sabine, 1988) is a compilation of interviews with library leaders at the 1988 ALA Midwinter Conference. Participants addressed the rapid changes that libraries have faced during the last twenty-five years and the need for a comparably rapid response by libraries. New technologies have changed library work and created a need for ongoing education. Professionals must assess their personal strengths, develop leadership skills, understand how library users learn, and foster creativity in their staffs. Declining collections budgets coincide with the increasing demand for electronic resources and the rise of “value-added” services for a fee. There is a growing demand for strategic thinking and planning by library leaders and managers and their professional staff and for transformative leadership.
Leaders in Libraries (Sheldon, 1991) applies the management and leadership concepts of the 1970s and 1980s to the library community. Interviews were conducted with directors of major public or academic libraries, nationally recognized school librarians, executive directors of major library organizations, library school deans, state librarians, and other prominent members of the profession. "While the interviews did not elicit a definitive understanding of what distinguishes leaders from non-leaders, they did reinforce Bennis' contention that leadership can be and is exercised at every level of an organization. In most cases, the ability to exercise leadership has more to do with attitude than actual circumstances of the environment" (Sheldon, 1991, p. 82).

Management and leadership concepts which have evolved and remain the driving force in business and government are readily transferable to the library. Successful leaders must establish short- and long-term goals for the library along with specific workable objectives to accomplish them. They develop effective programs, assess and restructure their organizations as needed, and develop sound policies for the guidance of their library administration. Leaders earn support from staff and constituents by building a record of responsiveness and develop an effective group of advisors through whom to receive information (Williams, 1988, p. 103). Leadership can start anywhere, anytime, and even informal opportunities provide valuable experience. "Leading from below" means taking the risk to begin and guide new and possibly risky projects, mentoring others, and working in teams where one can exercise these qualities (Mech, 1996).

During the last two decades, academic institutions have faced continuously rising costs of resources, reduced budgets, loss of status within the institution, new academic expectations, and transitions from manual to highly technological integrated library systems (Newman, 1995, p. 94). As the structure of higher education organizations becomes flatter and team-based, librarians have the option to get involved in campus-wide arenas as a leadership opportunity. The administration of any organization requires leadership by all parties involved at some level. In campus-level roles, librarians may be able to present themselves to faculty and administrators as neutral on many issues and serve as arbitrators or consultants.

Librarians provide leadership by the very nature of the job by serving as a guide to scholars, students, and other leaders as they seek information. "Librarians lead by providing leads ... [and] librarians play a key role in leading others to the sources of knowledge for understanding leadership" (Spitzberg, 1992, pp. 381, 389). Librarians must remember that they are educators in the broadest sense and their participation in the administration and organization of the institution as a whole is an important ingredient (Mech, 1996).
In comparing librarians with their counterparts throughout academia, business, and government, Mech (1996) suggests that library professionals must be concerned with the same career management strategies. They need basic skills, ambition, and a career vision beyond the library. Administrative support and encouragement for librarians' expanded leadership roles is essential, and the classic "other duties as assigned" phrase in a job description may open up unique opportunities for developing one's career. The advent and emergence of the "digital library" and the increased need for Internet training for faculty, students, and staff has merged the role of the computing center with the library. This gives the librarian another opportunity to cross outside the library boundary and make contacts with other campus departments.

**Leadership Defined**

"Leadership is like the Abominable Snowman, whose footprints are everywhere but who is nowhere to be seen" (Bennis, 1986, p. 20). The inherent importance of leadership lacks an obvious and recognized tradition in the library setting, unlike business or bureaucracies where leaders are scrutinized and their performance quantitatively evaluated individually and against their peers. Prior to recent downsizing in academic libraries, most libraries followed long-established methods and time tested values to serve their clientele. For libraries to flourish today and tomorrow, the profession must identify and foster appropriate leadership skills and expertise among its members.

Leadership as a concept encompasses a mammoth body of literature. The online catalog at the University of California at Berkeley lists over 800 book titles on the subject. A search of the ABI/Inform database for 1971-1996 identified over 6,650 citations under leadership; a similar search of PsycINFO (1967-1996) located over 6,300 citations. Over 5,000 references for books, articles, and preprints were surveyed for the revision of Stogdill's *Handbook of Leadership* (Bass, 1981, p. xiv). Bennis and Nanus (1985) determined that decades of academic analysis have produced over 350 definitions of leadership.

In organizational terms, leadership is a focus of group activity and process, the exercise of influence, a demonstration of power relations, a differentiated role within an organization, and as the initiation of a role structure. Influence derives from strength of personality and its effects, the art of inducing cooperation and compliance, an action or behavior, a form of persuasion and inspiration, an instrument of goal achievement, and an emerging effect of personal interaction (Bass, 1981, pp. 7-14). Successful leadership requires sound management of human and financial resources, understanding and incorporating new technologies, farsighted strategic planning, definitive problem solving, and useful innovation. It combines the managerial skills of budgeting and empirical audit-
ing with the infusion of new values and a new perspective. “The basic difficulty in definition stems from whether one looks at leadership broadly, considering it an occurrence of some modification of behavior or performance by a group due to the interaction of one or more members of the group: or whether one restricts the definition to the personal traits associated with leadership” (Mobley, 1989, p. 43).

Regardless of circumstances, leaders must know the culture of the workplace to gain a sense of continuity and significance as they relate to the workforce. Leaders hold a vision while questioning the mission. They need the opportunity and ability to ponder and resolve the fundamental issues of what must be accomplished and how. The workforce is directed toward the envisioned goal; the leader keeps a watchful eye on forces that could impede the progress toward that goal. “Leadership is a matter of drawing out from individuals those impulses, motives, and efforts which represent them most truly” (Riggs, 1982, p. ix). Leaders must ferret out the truth no matter what prejudice or misinformation is provided by followers or colleagues.

LEADERSHIP THEORIES

In the 1930's and the 1940's, research by psychologists on the subject of leadership looked for the common traits that made up successful leaders, including both personality and intellectual qualities. Those who were thought to possess key traits could then participate in leadership programs to concentrate and improve upon these selected traits. This suggests that the ability to lead was inherent and that leadership training could only benefit those who seem to possess the selected traits. The trait theory has changed over the years and some researchers have failed to find one personality trait or set of qualities that could be used to discriminate leaders from nonleaders. (Fitzmaurice, 1992, p. 548)

Many bestselling books of the 1980s lauded the preeminence of people-centered leadership (Williams, 1988). Lowry (1988) presents six basic theories of leadership differentiated as personal traits, situations, organizations, power, vision, and ethical assessment. His first two theories are most applicable to library environs.

The personal trait theory presupposes that leadership is instinctive and derives from a set of traits more than from learned abilities, and that only some individuals possess the specific personality traits that develop into leadership behavior. Those traits associated with leadership ability include aggressiveness, desire to excel, cooperativeness, energy and enthusiasm, humor, intelligence, judgment, originality, persuasiveness, popularity, and sociability.

The situational leadership theory presumes that effective leaders develop their style to meet the requirements of the situation and the work-
ers. A constantly changing situation can be one of the volatile and unpredictable aspects of a library professional's career.

The personal characteristics of the leader and of the followers are highly stable when compared to the characteristics of the situation, which may be radically altered by the addition or loss of members, changes in interpersonal relationships, changes in goals, competition of extra-group influences and the like. . . . It is not especially difficult to find persons who are leaders. It is quite another matter to place these persons in situations where they will be able to function as leaders. (Riggs, 1982, p. x)

The role of the “followers” is a major part of the environment. “Leadership is viewed functionally, as a process, and is associated with a learnable set of behavioral practices. . . . Leadership always functions in relation to other persons and in a relationship between the leaders and the followers” (Albritton & Shaughnessy, 1989, p. xvii).

Sound management is as important as inherent leadership abilities when giving direction to support staff. “Studies have shown that effective leadership may account for only 10 to 15 percent of the variability in unit performance” (Williams, 1988, p. 102). Managers work within carefully defined boundaries, with known quantities, using well established techniques to accomplish planned ends. The means are stressed ahead of the ends. “A look at the literature of leadership theory and research reveals a heavy focus on what sounds more like effective supervision than what most of us would call leadership” (Euster, 1989, p. 6). And leaders are always in shorter supply than managers.

The traits of an individual leader are supplemented by the influences of the situation. “Few would maintain that ‘situation’ itself produces leadership. Apposite circumstances may be necessary, but they hardly seem sufficient. Most theorists now consider the person and situation within the context of the interactive effect of both” (Gertzog, 1989, p. 62). Library administrators in the future will have to combine a people-centered human resources style with a creative and artistic approach to management (Newman, 1995, p. 97).

**TEACHING LEADERSHIP AND MENTORING**

Library schools may be an appropriate place to lay a foundation for training in leadership skills, but individuals with appropriate traits must also learn by example and observation. Williams (1988) notes that the mentoring process strengthens inherent traits and learned skills. Contemporary research examines the leader or potential leader in the context of his/her environment, including organizational climate, peer group, subordinates, supervisors, and work challenges combined with the belief that leaders can be developed. “Other students of leadership . . . call leadership not a gift but a learned talent . . . . Those who embrace the oppo-
site position, that leadership is inborn, contend that leadership training ...teaches nothing more than the skills of good management” (Gertzog, 1989, p. 63).

Four personal qualifications are central to the development of leaders among academic librarians: (1) a first-rate mind with ability to solve problems, (2) solid undergraduate preparation in any of a variety of disciplines, (3) proven managerial abilities since even most entry-level research library positions now require some degree of management of either people or resources, and (4) an intellectual commitment to research librarianship (Battin, 1983, p. 23).

Leadership training is ... ineffective in changing the behavior of participants. Leadership training aimed not directly at leadership behavior itself, but at providing diagnostic skills for the identification of the nature of the situation and the behaviors appropriate to it, appears to offer considerable potential for the improvement of leadership effectiveness. (Albritton & Shaughnessy, 1989, p. 12)

Gertzog (1989) determined that the task of teaching leadership skills encompasses four areas which have been found to show improvement in manager effectiveness. First, select more appropriate people by assessing work to determine relevant skills, assessing candidates through tests, interviews, and situational exercises, and studying candidates’ previous managerial history. Second, training in conceptual skills, problem analysis, forecasting, planning and decision-making, and creativity enhancement. Third, situational engineering to fit the situation to the skills and abilities of the available leader, perhaps by increasing or decreasing their authority. And fourth, organizational development and leadership improvement by working with consultants to improve relationships between leaders and subordinates and to promote team building.

Even those who believe that leadership derives primarily from personality acknowledge that these traits can be developed. “There are pragmatic reasons for researchers and consultants in the field to embrace the idea that leaders can be identified and trained” (Lowry, 1988, p. 24). Leadership development is a combination of assessing strengths and weaknesses, evaluating the immediate surroundings, and determining the needs of the situation. The identification of a mentor, establishing a mentor relationship, and the ongoing benefits of mentoring are critical. Women and minorities, traditionally omitted from top leadership positions within the library, may benefit most from a strong mentor relationship. Bernstein and Leach’s (1985) ALA study on career development of librarians indicated that librarians felt that the need for interpersonal skills training escalated with their increased seniority on the job. Professional association activities ranked second (after participation in workshops and seminars) as a preferred professional development activity. “In the library field, the need to develop leaders, and the ability to do so, has been rec-
More recently the emphasis has changed—to an examination of the leader or potential leader in his or her environment, including organizational climate, peers, subordinates, bosses, and work challenges" (Fitzmaurice, 1992, p. 548). Managers and leaders have different attitudes toward their goals, careers, relationships with others, and with themselves. Managers can be trained to manage but leaders must be mentored (Zaleznik, 1977).

**Professional Associations**

In *Libraries in the 90’s* (Riggs & Sabine, 1988), active leaders provide opinions on the connection between leadership development and the role played by professional associations in fostering its growth. They suggest the development of valuable contacts through state and national associations, demonstrating the willingness to accept responsibilities through voluntary committee work, learning to work in groups and chair meetings, participating in workshops regularly, “paying your dues” by volunteering for “scut work,” and learning as you go. Other suggestions are to associate with leaders through the major professional organizations and learn leadership skills by direct contact (Riggs & Sabine, 1988, pp. 114-22).

Librarians new to the field may puzzle over the variety of choices in professional organizations and their educational and committee work opportunities. A mentor relationship can prove invaluable for a new librarian embarking on professional activities.

Neophyte librarians are justly confused as to what associations they should join, considering the large number of possibilities. Choices will probably be made on the basis of the individuals professional concerns and which organizations seem to best meet his needs, and ultimately, his purse. However, considering the role of library associations in society and the benefits derived by the profession from their existence, membership in professional associations is a prerequisite for professional growth and development. (McChesney, 1984, p. 223)

There is an apparent reciprocal relationship between leadership roles in the employing institution and in professional organizations. “Over the years the vast majority of ALA presidents have been directors of whatever library unit employed them. . . . ALA members appear to want their presidents to be the head of a large library institution or library education program” (Wiegand & Steffens, 1988, p. 18).

**Past Association Activities**

Leadership development became a focus of attention for most major professional associations in the early 1980s. This rising interest occurred in part as a response to the political, social, and economic crises which
began in the 1960s and caused many people to lose faith in our national institutions and questioned the credibility of our leaders (Bennis & Nanus, 1985). Gregor (1989) provided an overview of the activities of the ARL, CLR, LC, OCLC, RLG, particularly the Management Review and Analysis program begun by ARL in the 1970s, and discussed the leadership role of these organizations in relation to technology assessment and development.

The Academic Library Management Intern Program, established by the Council on Library Resources in 1973, created an opportunity for professional mentorship (Williams, 1988, p. 109). CRL used a $900,000 grant from the W. K. Kellogg Foundation to fund its human resources program entitled "Leadership Development for Managing New Information Technologies" which supported models and innovations for developing leaders who can recognize technological opportunities, make wise investment decisions, and control information technology (Council on Library Resources, 1994, p. 1). Another focus is helping professionals learn how to work with library users to create, maintain, and manage the electronic services by which they access information (Council on Library Resources, 1995, p. 13).

A CLR grant awarded to the University of Missouri-Columbia helped produce Developing Leadership Skills: A Source Book for Librarians in support of the conviction that libraries should enable new librarians to develop skills and achieve a broader understanding of research libraries’ operations and management, and to provide middle- and senior-level librarians with opportunities to share their library management skills as mentors (Albritton & Shaughnessy, 1990).

By 1988, ALA included professional leadership in their strategic planning documents, and the decision was made to hold leadership programs for ALA Committee and round table chairs at the Midwinter meetings. "ALA leaders are effective. Elected leadership is responsible to adhere to ALA mission statements. The leadership must be informed to be effective, they must have a sense of the past and a vision of the future" (American Library Association, 1988, p. 75).

Additional ALA-sponsored programs have reinforced the ALA commitment. A special session of the 1996 ALA Midwinter meeting explored leadership opportunities available to academic librarians in the wider academic community. ACRL President Patricia Breivik promoted the theme "Every Librarian a Leader" in 1995. C & RL News inaugurated a guest column under the same title to cover leadership-related issues, and the 1996 ALA Annual conference held a special ACRL presidents program on the same topic. The ALA Library and Information Technology Association (LITA) and the Library Administration and Management Association (LAMA) produced a joint conference with the theme "Transforming Libraries: Leadership and Technology for the Information Age."
The New Jersey State statewide leadership development project created a residential training program in the early 1990s. Funded for two years, the project trained over fifty attendees from all types of libraries and areas of specialization who learned to assess their leadership style and skills in team building, communication, collaboration, and goal setting (Weaver & Burger, 1991). And the Snowbird Leadership Institute is a five-day residential leadership training program given annually since 1990 for nominated librarians who are relatively new in their careers. Past ALA presidents, library school deans, and others are on staff. Curriculum topics include self assessment; vision; creative ability; risk-taking skills; understanding; effecting and managing change; and a leader's power and influence (Summers & Summers, 1991).

The SLA Professional Development Program offered over forty educational opportunities during 1994-95, including the Executive Management program which provides advanced training to senior informational professionals. Mid-level managers can use the resources available at the Middle Management Institute, which offers a series of five courses, to prepare them for leadership roles. The content of the Middle Management course is updated regularly by the instructors to reflect the shifting challenges of the 1990s (Bowker Annual, 1996).

FELLOWSHIPS, INTERNSHIPS, INSTITUTES

The major professional associations, often in conjunction with library schools, have established several fellowships, internships, and institutes over the last fifty years for leadership development and training. Some are widely available and others are more selective:

[The] majority of librarians learn their management or leadership skills on the job—by being thrust into a situation where they have to take some kind of action regardless of their prior training or preparation for the situation. . . Although this process might enable them to deal effectively with specific situations, it often causes increased anxiety about their performance—even to the point of withdrawal to more comfortable, content-related jobs. The end result has been a shortage of librarians who are willing to assume leadership positions either in their own libraries or in professional associations. (Weaver & Burger, 1991, p. 36)

Williams (1988) discusses the CLR grant-funded UCLA Senior Fellows Program in UCLA's Graduate School of Library and Information Science which began in 1982. The Fellows Program provided learning experience through formal classroom work, research, independent study, discussion, and cooperative assignments. There existed a persistent shortage of distinctive professional leadership at a time of decreasing academic resources and a growing need for effective efficient management skills. There was a need for programs which teach, develop, and mentor identi-
fied leadership skills over a protracted period of time. The development of these types of programs require a continuing commitment of resources by the institutions who seek leaders. Potential leaders also need the external support of continuing education programs, professional recognition programs, fellowships, and institutes.

Anderson (1985) studied the careers of individuals trained by the UCLA Senior Fellows Program, academic librarians specifically selected for their current and potential leadership capabilities who studied advanced management techniques at UCLA during the summers of 1982 and 1983. The fellows graduates were compared with a control group of ACRL personal member academic librarians and demonstrated significantly greater professional activity, greater mobility, and more advancement into positions of managerial responsibility. These librarians became “leaders in academic librarianship, whether male or female, started earlier, published more, spoke and taught more, and moved more often than their peers. Consciously or subconsciously, by the specific way they conducted their careers, they created their own leadership image” (Anderson, 1985, p. 331).

ASSOCIATIONS’ CURRENT AND FORTHCOMING PROGRAMS

The Medical Library Association is developing a structured educational policy for its continuing education activities that incorporates guidelines for “graduate programs in health sciences librarianship . . . [that] constructs a framework for all education programs and opportunities coordinated by MLA” (Medical Library Association, 1997). Continuing learning (defined as mentoring situations and self taught situations within the workplace) and continuing education are both conditions of professional practice for health sciences librarians. MLA suggests that a collaboration of the workplace, professional organizations, library and information schools, and commercial vendors and publishers, will be required to establish a continuum of learning.

SLA presented “Competencies for Special Librarians of the 21st Century” at the 1996 annual SLA conference. The program is a guideline of professional and personal competencies that all information professionals must achieve in order to ensure the viability of special librarianship. The professional competencies relate to knowledge in information resources, technology, management, and research, and the ability to use these areas of knowledge in providing library services. Personal competencies represent a set of skills, attitudes, and values which foster high professional activities and standards (SLA Special Committee, 1996).

ALA presented the Emerging Leaders Institute in the summer of 1997. The purpose of the institute was to train and coach librarians in conflict resolution, decision-making, coalition building, communication, and pro-
fessional image. ALA leaders will be linked to participants for follow-up and encouragement.

The Association of Research Libraries' Office of Management Services offers a Training and Leadership Development Program which designs and delivers "learning events [rather than courses] which specifically integrate managerial and leadership concepts with immediately applicable workplace skills" (Association of Research Libraries, 1997). These events are held several times each year throughout the country. ARL's Training and Staff Development Program assists academic librarians in finding ways to develop their human resources programs. Learning-on-Site workshops are promoted as a cost-effective approach to training and staff development. Among their achievements are the Library of Congress leadership curriculum (Bowker Annual, 1996). The Library of Congress began a fifteen-month Leadership Development Program in January 1995 designed to increase the number of minorities who are prepared to assume leadership positions in libraries (Bowker Annual, 1996).

CAREER MODELS AND CAREER MANAGEMENT

There is no shortage of books and articles offering advice regarding general career management. Specific targeted career advice for information professionals is more limited. Career history and management information for specific types of librarians (school librarians, media specialists, law librarians) are identifiable. For academic and research librarians, many of the resources that pertain to faculty will also apply. Also, advice about specific areas or phases of a librarian career can be found. However, the specifics of career paths in libraries is more scarce. Cubberly's (1996) book, Tenure and Promotion for Academic Librarians, is unique in offering guidance to the new academic librarians.

CAREER ANCHORS MODEL

Schein (1977) developed a taxonomy of career anchors—those motives, values, and self-perceived skills that shape an individual's career. The five basic career anchors are managerial competence, technical/functional competence, organizational security, creativity, and autonomy. Most individuals adopt one major anchor as the guiding force in their career while also remaining concerned in varying degrees about other motives. The primary anchor—Schein's "master motive"—shapes the focus of participation in career activities and motivates professional behavior:

The career anchor . . . results from an interaction between the person with his needs and talents, and the work environment with its opportunities and constraints . . . During the first few years of his career, the person learns more concretely what he is good at, what he values, and what he needs. He also learns what kinds of jobs or work environments frustrate him because he does not have the tal-
ent, motivation, or values needed to function in that environment. As his experience accumulates, the person learns what kinds of jobs or work environment to seek and which to avoid. The underlying syndrome of motives, values, and talents now serves as a guide and constraint on career decisions. The career anchor is more than a motive because it now includes aspects of the self-image based on work experiences. (Schein, 1977, pp. 52-53)

A career is impacted by societal expectations of work activities which result in monetary and status rewards "[that] reflect both individual and societal definitions of what is a worthwhile set of activities to pursue throughout a lifetime" (Schein, 1977, p. 52). The individual's expectations of the tangible and intangible rewards which a job should provide evolve through the stages of his/her career. Personality and personal life choices as well as the inherent qualities of the work environment work together to determine the “fit” of a career choice.

**CAREER PATHS MODEL**

A career paths model developed by Kong and Goodfellow (1988) used previous studies of engineers’ careers to identify four distinct stages that a professional might go through. His examination of the primary roles, psychological issues, and necessary skills for each stage “provides academic librarians with a set of specified career expectations and a process for managing activities for transition to future career stages” (Kong & Goodfellow, 1988, p. 214).

An assessment of professional issues, organizational issues, technological concerns, and required competencies facing academic librarians might be useful in determining one’s own stage and deciding what the next logical step might be for advancement in the path. Professional issues include faculty status and the professional image of the librarian. Organizational issues include the structure and bureaucratic model where one works, opportunities for advancement, and career guidelines within the organization. Technological concerns derive from the increased computerization in all areas of librarianship and the accompanying changes in the role of the librarian. Required competencies are achieved through continuing education and necessary retraining to master the evolving professional role.

Initially, the professional is an apprentice, dependent upon supervisors for training and advice. An apprentice must develop a mentor relationship with someone who can advise on the organizational culture. Along with establishing peer relationships, apprentices must establish a professional identity and develop self-confidence and appropriate competencies.

In the second stage, the professional becomes a colleague. This stage is characterized by increased self confidence, visibility, and establishment
of a reputation as a competent specialist. There is less reliance upon supervisors and mentors, a move toward increased independence, and development of one's own professional standards. This is an especially critical stage in career development of individuals in many organizations. In academic libraries, many librarians remain at this level for their entire career.

The third stage develops when the professional becomes the mentor, exercising increased responsibility for influencing, directing, and developing others, especially newer librarians. Mentors have broadened their interests and capabilities beyond their basic jobs. The psychological transition to the mentor stage involves a changed perspective regarding work relationships and organizational objectives. At this stage there are usually multiple reporting structures and the assumption of responsibility for the work of others.

At the fourth stage, the professional becomes a sponsor and is generally removed from day-to-day operations. He or she exerts influence in determining the future direction of the organization. A sponsor interacts with external elements of the organization such as library networks, commercial services, university administration, and professional organizations. And a sponsor directs resources toward specific goals while developing other individuals to become future "sponsors." At this stage, a librarian can provide leadership by formulating policies and approve programs bringing together resources to further new ideas or new directions of the organization or contributing significant breakthroughs in the information field.

CAREER MANAGEMENT

Developing Leadership Skills "is organized and designed to enable librarians, regardless of their roles in an organization, to assess where they are with respect to leadership ability, and then to take measures to improve their effectiveness as professionals" (Albritton & Shaughnessy, 1990, p. xix). Hoffmann (1988) evaluates career management in three parts. The early years of a career and the first professional positions offer the opportunity of developing networks among colleagues inside and outside the organization, solidify the "fit" between the person and their environment or organization, locate mentors, develop special skills not obtained through library education, obtain challenging and visible assignments, and learn the culture of the organization and profession. The middle years of a career may offer the broadest professional leadership opportunities, although the demands of family life may come into conflict during these years. Career tasks often include making technical contributions, developing other staff, functioning as the organization's representative in outside groups, providing direction for the organization, exercising power to ensure accomplishment of critical functions, repre-
senting the organization, and sponsoring future leaders. During the later years, there is an attempt to transfer accumulated knowledge to those who will be developed into new leaders.

A structured career path is a valid goal, but job advancement often occurs through chance and opportunities, a series of “accidents” that are later rationalized as career choices. “Rules about participation in professional associations are less codified than rules about civil service promotions procedures, but all participants know that they exist” (Hoffmann, 1988, p. 167).

Broad experience is expected in library directors, and recommendations from leaders in the library field which result from leadership roles in professional organizations are an important element when seeking academic library director positions. The process for hiring library directors, often including year-long national searches, demonstrates a relationship between the size of the institution and the value placed on power within the profession when hiring a new library director. It is commonly assumed that “rising within the ranks of one institution does not produce the breadth and depth of experience required for creative management” (Newman, 1995, p. 95). In addition, library directorships have traditionally been a men’s club. Women were often relegated to, and accepted the lesser role of, committee participants rather than striving for leadership positions. Mech (1996) suggests that all librarians must feel empowered to exercise leadership with support from the administration to encourage the librarians’ expanded leadership roles. Individuals might take advantage of the classic “other duties as assigned” phrase in ones’ job description as a lead-in to unique opportunities. For librarians to grow and succeed as leaders, they need ambitions, skills, and a career or personal vision that reaches beyond the library. Higher education is in transition, moving from hierarchical to flatter organizational structures and team environments. Librarians should view the concept of change as a leadership opportunity rather than as a threat and be encouraged to take risks.

Many academic librarians are reluctant to cross barriers into other campus arenas where opportunities for leadership surely exist, but the administration of the organization requires leadership from all corners. The development of the “digital library,” the merging of computing centers and libraries, the increasing need for Internet training for faculty and students, and the development of resource centers which go beyond the definition of the more traditional library, give librarians an opportunity to make contact with other campus departments. “If librarians ignore the fact that they are educators too, they will not take advantage of their options for wider participation” (Mech, 1996, p. 351). Leadership opportunities vary from campus to campus and one should be aware of the institutional culture before jumping in. But as libraries and institu-
tions change, the librarian must rise to the challenge to facilitate the process. Campus-level involvement by librarians can be beneficial because faculty and administrators may see the librarian as being neutral on many issues.

"Sometimes we endow individuals who lead or initiate new efforts with superhuman qualities, when in reality they are only mortals who want to be involved and decide to take an active role" (Mech, 1996, p. 351). The ambitious librarian can become visible on campus, build coalitions, take chances, volunteer, be active in academic and professional organizations, be knowledgeable of higher education trends and issues, develop a reputation as knowledgeable about the institution as a whole rather than just the library, acquire a mentor, develop electronic-age skills and teach them to others, work long hours, be assertive, and speak with authority.

For librarians desiring a leadership role, the importance of participation in professional associations should not be overlooked:

Through membership in organizations and associations, library leaders can be developed and practice leadership skills by virtue of holding office. Natural or recognized leaders appreciate and utilize appropriate, and sometimes overlapping, organizational arenas to exert influence. Service on boards, committees or task forces, as well as participation in ground breaking invitational conferences, can promote leadership potential, enhance influence and strength. (Gregor, 1989, p. 188)

Cubberly (1996) notes that academic librarians are expected to join and participate in professional organizations which provide opportunities for contributing to one's library, institution, and profession while building a dossier of involvement. This activity should begin as soon as one secures a tenure-track position. "Volunteering is essential for involvement in professional associations. . . Look for things that need doing, find out who is in charge, and offer to help" (Cubberley, 1996, p. 47). A willingness to work, organizational skills, and other talents developed via committee work may lead to becoming an officer in the association. This is a major time and energy commitment, and one must assess carefully if one is willing and able to commit the time.

GUIDELINES FOR PROFESSIONAL EVALUATION

Most university libraries have written documentation on criteria for the promotion of librarians. In California, higher education institutions share similar requirements for promotion despite variance in the status of librarians. For example, in the California State University system of twenty-one campuses offering primarily master's degrees, librarians have faculty status. The University of California system (nine doctoral degree-granting campuses) classifies librarians as academic staff with promotions
governed by criteria such as that expressed by the Librarians' Association of the University of California (LAUC):

The first criterion is professional competence and service within the library. Outstanding service within the library is the primary and absolutely essential consideration in any merit or promotion review. However, for a librarian to be considered for promotion . . . recognition should also be accorded to performance in . . . professional activity outside the library, university and public service, research and other activity. (Librarians' Association of the University of California, 1989, p. 1)

Many librarians gain promotion by pursuing the administrative and managerial tasks as the central concerns which advance their career opportunities. At academic institutions where librarians are granted faculty status, career paths may involve more scholarly efforts and publications than under a managerial model (Rux, 1988).

As academic employees of the University, librarians are responsible for participating in professional activities outside the library, and for University and public service, and for research and other creative activity. . . . Knowledge initially gained through professional education is expanded through participation in the activities of local, regional, state, national, and international professional associations. . . . Professional growth and development is a requirement for retention and advancement in the Librarian series. (Librarians' Association of the University of California, 1983, pp. 1-2)

At California State University, Long Beach, evaluation criteria for librarians includes effective librarianship; scholarly, professional, and creative activities; and library, university, and community service. Librarians have faculty status at the California State University campuses and are expected to achieve at least adequate accomplishments in all three areas. Professional activity involves “Membership, with participation and leadership, in local, state, and national professional organizations, and recognition—e.g., receipt of honors, awards, fellowships” (Retention, Tenure, and Promotion, 1991, p. 7). Planning and giving workshops can be accomplished through professional library associations. For professional service, the evaluation process emphasizes “(1) the quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the University; and (2) the extent and level of the candidate’s involvement” (Policy on Retention . . ., 1996, p. 6).

Stanford University's (1989) Academic Staff - Libraries Handbook indicates criteria for the various ranks, the scope of the job assignments, and the level of responsibilities involved. Evidence of professional contribution and achievement beyond the library is expected at the latter two of the four ranks of librarians. And movement through the ranks must include external evidence of expertise both within and beyond the scope of the job.
of the immediate job assignment. Cubberley (1996) provides an example of a typical tenure and promotion document and its requirements. Many university evaluation guidelines are based upon documents written by ACRL, Association of American Colleges, and American Association of University Professors. They clearly point to the necessity for a range of professional activities beyond the usual job duties: "Professional growth should be documented by evidence of activities which further such development. Since talents and inclinations, demands of positions, and opportunities vary, the individual librarian must decide how to contribute to the profession and in which direction to grow" (Cubberly, 1996, p. 108).

Traditionally, library schools have recognized the importance of professional organizations for librarians, but the future of that relationship is uncertain with the advent of "Information Management" schools replacing traditional library schools. Despite the shifting currents of the information age, associations remain significant sources for professionals, offering development programs, publication of research studies, explorations of trends, and annual conferences as the means for sharing ideas and experiences (Sperr-Brisfjord, 1989).

Work within professional organizations varies from committee work, organization of workshops or presentations, writing, editing, program planning, and fund raising. All provide opportunities to develop new skills, self-education, networking, improve one's profession, add to the body of professional knowledge, and provide creativity and innovation in the profession. All are opportunities to grow and establish leadership traits and behaviors.

CONCLUSION

Controversies persist over the definition of leadership, although most professionals agree that the skills can be developed in many individuals. Demonstrated leadership in libraries is an urgent need amid the current whirlwind of technological change, downsized staff and budgets, and rising expectations and demands for information. Professional associations and organizations can and must have a large role in providing self assessment tools and opportunities, training resources, and mentoring opportunities through courses, internships, and fellowships. Continuing education classes, institutes, and workshops are always under development and revision by the major information professional associations. Academic and research libraries, if they want their professional staffs to participate fully and productively in strategic planning and strategic thinking, must also participate by providing as many learning opportunities as they can afford. At the same time, individual professionals cannot count on their workplace to seek out and offer these opportunities; they must take responsibility to seek out a wide range of educational and mentor-
ing situations. If one wants to play a leadership role in the information profession, the fluctuating situation of today's libraries provide plenty of opportunities. Management of one's own training and risk-taking behaviors provide chances to demonstrate leadership in libraries. There are opportunities to develop one's leadership skills if they are sought out. There is a real need to identify potential leaders and provide them with appropriate information and encouragement as early in their careers as possible, supported by a core of leadership development programs.

REFERENCES
Librarians' Association of the University of California. (1983). The academic librarian in the University of California (LAUC Position Paper No. 5). Berkeley, CA: LAUC.
Librarians' Association of the University of California. (1989). Criteria for appointment or promotion to the ranks of associate librarian and librarian and advancement to librarian step V (LAUC Position Paper No. 1). Berkeley, CA: LAUC.


Associate "Members of the Club" Speak Out: Individual Response to a State or Regional Association Presidency

JOY THOMAS

ABSTRACT
THE HONOR OF AN ASSOCIATION PRESIDENCY is usually a rewarding experience, but it can overwhelm a person who does not have adequate support. Nearly 500 people who were president of a state or regional library association from 1985 through 1994 were surveyed, and three-quarters responded. The resulting data give some insight into how these leaders added association responsibilities to the already full mix of job and family life. Issues of gender and ethnicity were explored as well as the forms of support available from associations, employers, and families. Recommendations focus on the ways in which individuals can better prepare themselves for a presidential role, and the manner in which employers and associations can nurture leaders.

INTRODUCTION
Elected leaders of library associations are a singular group of people that has been little studied. Corwin’s 1974 study of association officers spotlighted gender issues in state, regional, or local association leadership from 1890 to 1923. To be sure, studies comparing state and regional library associations have been published occasionally (e.g., Brunton, 1967; Kenney & McMillan, 1992). Interviews with one or another association leader are frequently found, but most focus on the association and not on individuals. A notable exception is “Members of the Club,” Wiegand and Steffens’s (1988) demographical profile of the first 100 presidents of the American Library Association. Also numerous are inquiries into
management stress, but such research focuses on paid managers and administrators, not on volunteer leadership.

Personal experience as president of one of the larger chapters of the American Library Association (ALA) revealed that the presidential role caused a workload increase whose magnitude had been almost completely unanticipated. Wanting to compare her experience with that of others, the writer developed a survey instrument and distributed it to all persons who could be identified as having been president of a state or regional library association from 1985 through 1994. The questionnaire inquired about the impact of a presidency on one's job, personal relations, collegial relations, professional development, and other factors. Past presidents were also asked if they had experienced one or more specific stress indicators, such as irritability, more frequent illness, weight gain, sleep disturbances, and others (Doctor & Doctor, 1994, p. 315). Those who so indicated were deemed, for the purposes of this study, to have experienced "stress."

The goal of this investigation was to discover the reactions of presidents to association leadership, to learn their motivations for running for office, as well as to explore the workload engendered by the presidency and the support systems available to them. Hypotheses of the present inquiry were that:

1. association presidents who received clerical assistance would respond more positively to the pressures of the presidency than those who had not;
2. presidents without family responsibilities, however the respondent defined "family," would be less stressed than those with family duties;
3. presidents of associations undergoing an unusual or difficult year would be more stressed than those having a routine year (an important factor);
4. presidents of large associations would show more stress than those of small ones; and
5. presidents of associations without paid staff would have more stress than those with paid staff.

While data obtained from the surveys were extensive, it was not possible to test hypotheses statistically. Therefore, hypotheses were tested qualitatively using survey data.

**Methodology**

The first step was to compile a mailing list of past presidents. The Chapter Relations Office of ALA provided a disc containing directories of chapter officers and executives from 1989 through 1994. Officers for earlier years were culled from the *ALA Handbook of Organization*. By removing duplicate names (i.e., people who had served in more than one
association), the list of 539 presidents was reduced to 492 individuals. Each past president received a questionnaire (Thomas, 1997) with a cover letter, a self-addressed postage-paid envelope, and a self-addressed stamped postcard. Respondents were asked to return the postcard separately from the questionnaire in order to determine who had been reached. Of the 492 individuals to whom the survey was originally mailed, one was deceased, one was in prison, and twenty-three could not be located. Nearly 74 percent \((n = 364)\) of all past presidents responded (or 77.6 percent, if the individuals who could not be located are excluded from calculations). However one may calculate the response rate, its size is a credit to the well-developed sense of duty that association officers have since the usual response to mailed surveys is about 20 to 25 percent.

Reactions to the experience of being an association president ranged from “It was the most positive professional experience I’ve had” to “One of the most frustrating experiences I’ve had; ...[I suffered] a loss of faith in my profession and peers”; from “It was a lot of fun” to “It nearly killed me: I had five viral infections, and I never get sick!”

GENDER, AGE, AND ETHNIC DIFFERENCES

Although state and regional associations are somewhat more likely to be led by women than by men, the percentage of female leaders at this level is less than the percentage of women in the profession as a whole. Whereas 81.3 percent of librarians are female and only 18.7 percent male (1990 Census, 1993), 69.2 percent of presidents were female and 28.8 percent male. Men showed stress less frequently than women: only 42.9 percent of men indicated that they had experienced stress, whereas 53.6 percent of the women did. But the reaction can depend entirely on the other stressors in one’s life: “Serving a 3-year term as president can be really stressful if you’re female, married with children, have a job, and lack clerical support at work.”

The present inquiry demonstrates that association presidencies are largely a female phenomenon—69.2 percent were women. There is no directly comparable data for earlier periods. Corwin’s study for the years 1890-1923 showed that the percentage of women leaders, which included both presidents and secretaries, ranged from 59 percent at the state association level to 71 percent for regional associations. The same investigation revealed that only 31 percent of the presidents of five national library associations had been female (Corwin, 1974, pp. 137, 139). Male domination of the ALA presidency is even more complete: “Since its organization in 1876, 75 of its [first] 100 ALA presidents have been male” (Wiegand & Steffens, 1988, p. 4). The imbalance has not been completely rectified in the intervening years.

More than half of the presidents (54.7 percent) were in their forties; 17.6 percent were less than forty years old; 22.5 percent were in their
fifties; and only 4.1 percent were aged sixty or above. Younger presidents were more likely to be found in the smaller associations. The thirty-somethings were much less likely to show stress than their elders: only 32.8 percent compared to 58.3 percent of those in their forties. This phenomenon was reflected in the comment of one past president, who said, “I wouldn’t run again at my age. I think the ideal time to be a president is... [in your thirties], experienced enough to be knowledgeable; have a degree of respect, and young enough to still have energy and zest.”

The data showed that younger presidents were just as likely as older ones to have families and to be employed as management, so the fact that they showed less stress than their elders cannot be explained by these factors. Associations might get more out of their presidents than they do now if younger leaders were developed.

Because of the prevalence of white people in the library profession, it is not surprising that 91 percent of past presidents were white, while only 6.3 percent were members of minority groups (2.7 percent declined to state). Racial imbalance in ALA leadership is even more striking: whites accounted for 98 percent of ALA’s first 100 presidents, although non-white leaders have been elected slightly more frequently since Wiegand and Steffens’s study (1988, pp. 5-6). In the present study, 1.7 percent of state association presidents were African-American, 1.7 percent were Asian-American, 1.4 percent indicated Hispanic, and 1.4 percent indicated other. There were no American Indians. The percentage of library association leaders who were members of minority groups (6.3 percent) is lower than the 7.3 percent-8.5 percent of new minority entrants to the profession in the last decade (McCook, 1993), and indeed presidents under age forty were very slightly less likely to be ethnic minorities. One African-American respondent noted that her presidency’s biggest problem was “racist Caucasians.” Kanter (1977) argues that people of some groups that are heavily under-represented in an organization will suffer various detrimental effects, ranging from being stereotyped to suffering high stress levels (p. 249). While the present study showed no perceptible differences in stress from one ethnic group to another, the number of minority respondents was too small to enable firm conclusions to be drawn.

DEMOGRAPHICS AND DUTIES

Over the last decade, the typical library association president was a white female in her forties who works for a public library (42 percent) or an academic library (32 percent). Almost 8 percent were not employed in a library but were trustees, friends of the library, or consultants. In the ALA, the public library employed 45 percent of early presidents, not a strikingly different number, but only 17 percent of early ALA presidents
were academic librarians (Wiegand & Steffens, 1988, p. 20). To paraphrase that study briefly:

In terms of professional characteristics, why hasn't the membership broken a virtual headlock on the presidency by the public [and] academic communities? Why isn't the school library community represented? Why [does] the membership tend not to elect a prominent school librarian, music librarian, cataloger, reference librarian, rare books specialist, data services librarian, government documents specialist, special librarian, or information scientist? (p. 25)

The typical president chairs a meeting at least monthly, writes for the association newsletter quarterly, attends many meetings which she does not chair, and represents the association before the legislature, the media, and other groups. She appoints committees and oversees their work. She speaks by phone with members and association staff frequently, often at great length. Twelve percent also organize the annual conference during their presidential year. The duty they most enjoy is chairing all those meetings. The duty they most dislike, even more than they dislike appearing before the legislature or the media, is appointing committees. So when the president of your association asks you to serve on a committee, make her day by saying “yes.”

Associations have many different ways of dividing presidential and vice-presidential duties. While 12 percent of presidents volunteered the information that they chaired the conference during their presidency, often this duty falls to the vice-president, as noted by one respondent: “The period as vp when I had to chair the conference committee was harder than the presidency. I had to put on a conference in New Orleans and in Miami. I had major surgery 9 weeks before my first conference. Being president was easier in the amount of work to be done but more difficult in that responsibility for the organization was now mine.”

The typical president’s term lasts three years, during which she is successively vice-president, president, and past president, but 38.2 percent of presidential terms are of other lengths. Reactions to the appropriateness of the term length varied. One president said that: “A one-year term is not in the best interest of the association, too much turnover too soon means constant loss of expertise, time, momentum.” While another noted: “Reflecting back, I realize that I had many favorable experiences, learned a lot, and feel that I had a positive impact on the association. But immediately after the three-year term, I felt drained and glad to be finished. . . .” Two respondents put it in perspective: “Although an exhausting experience (a six-year commitment), it gave me an opportunity to give back to an organization and a profession I love” and “We really serve four years: President-Elect (who does the annual convention!); President; Past President. Then we serve as chair of the Nominat-
ing Committee. By THAT time you are ready to give it up. But it is a very good system, and people are prepared for office and able to help others."

During the presidential year, the typical leader was absent from her job on behalf of the association enough separate days to total four to six weeks; 30 percent of those trips were overnight or longer. Not surprisingly, the larger the association, the more frequently the president traveled: in the smallest (250 or fewer members), more than half of the presidents never traveled; in the largest (1,500 or more members), 35 percent of presidents were away from their employment on association business fifty or more days during their term. Almost none of this travel on behalf of the association was fully financed by the association; 43 percent of presidential travel was partially funded by the association, and 57 percent was fully or partially financed by the president's employer. Occasionally a respondent would say, "I paid for costs because the association was not in good financial shape."

At their places of employment, 92 percent of state association presidents were administrators or managers, compared with 76 percent of early ALA presidents, but the ALA study apparently excluded library educators and nonlibrarians from the "administrator" category (Wiegand & Steffens, 1988, pp. 18-19).

The present study found that, when association duties required them to be absent from their jobs, many could and did delegate work to subordinates. As one respondent put it: "Probably my biggest blessing was my job... No one had any problems with the... time I spent on the association. My secretary worked on all matters interchangeably." Many presidents described working much longer hours to compensate for their absences. Another respondent commented: "More responsibilities devolved onto the staff... however, I am a workaholic... put in much longer hours [and] always stayed in touch by phone." Nonetheless, these administrators expressed much less stress than did the 8 percent of respondents who were not administrators. One respondent said that she had "employment support and recognition. I suggest that any candidates O.K. the candidacy with employees." One past president noted that her employer gave "lots of pats on the back and visibility but also the insistence that my work not suffer."

The most frequently cited problems (with ten or more spontaneous mentions apiece) were conference difficulties, legislative issues, conflicts with the state library or state librarian, and problems with the association's staff or executive director. Said one respondent: "Executive directors have terrible jobs. Each year the Council/President changes, and each year the expectations for the director change. The executive director must be flexible enough to bend with each new president's views while still accomplishing the work of the organization."
Staff or director problems were reported by more than fifty respondents. The other side of that coin was expressed by a past president who said: "It was not as overwhelming as I thought. Being president when the association has a truly outstanding Executive Director is a pleasure!" A respondent with a unique perspective stated: "It was a rewarding experience; looking back it feels good. At the time, it was fairly stressful. Prior to serving as president, I was executive director of the association for seven years."

**STRESS AND SUPPORT**

Before the election, the writer had been a member of her state association governing assembly for five years, on the executive committee for two years, and active on numerous committees (chairing a few of them). Shortly after the election, the writer and her association executive director together attended an excellent two-day Symposium for Chief Elected Officers and Chief Staff Executives offered by the American Society for Association Executives. The symposium was designed to maximize the ability of an unpaid elected officer to work effectively with paid association staff. While these experiences increased feelings of self-confidence, the subsequent year as president was nonetheless highly stressful. A respondent to the survey said:

> Your questionnaire was definitely a foggy trip down a memory lane . . . As past president from one state and an observer of state library association presidents of another state, I think to be president . . . can vary greatly from one state to another. . . . I am now in [another state], and . . . am flabbergasted by what is expected of the association presidents here. I don't think I would have the stamina. . . . It seems to be expected that the president will put in a ceremonial appearance at every library event, major or minor. . . . I enjoyed being president and . . . felt that I only really knew what I wanted to do when my year was almost over.

Over half of the presidents (50.3 percent) displayed one or more physical manifestations of psychological stress. As one put it: "Life became exponentially more hectic." For some, this stress could be either mitigated or exacerbated by certain kinds of support from employer, peers, or family. By far the most frequent indication of stress was sleep disturbance—28.3 percent of presidents reported this. Another 21.7 percent displayed increased irritability. One respondent who checked off no symptoms on the survey included the wry comment: "Maybe my secretary thought I was irritable" and a smiley face. A past president who developed no stress symptoms said: "I assume that if you are doing this survey, there must be a feeling that there IS a problem. I am sorry that I cannot assist you to prove that point."
SUPPORT FROM THE ASSOCIATION

Only 70.9 percent of presidents received some funding for association travel: 26.6 percent were fully funded and 44.2 percent partially funded. The situation for clerical assistance is worse: 50.3 percent obtained clerical help from the association, and only 5.5 percent received complete clerical aid. While there was no correlation between presidential stress levels and travel funding, a strong correlation was found between stress and clerical help. Compared with the 50.3 percent of all presidents who manifested some stress, only 40 percent of those receiving complete clerical assistance from the association manifested stress, while 57.1 percent of those who received partial clerical help displayed stress symptoms. The first hypothesis was supported. Other forms of assistance given to presidents by their associations included the opportunity to consult with experts (20.1 percent) and a stipend (1.6 percent), while 7.1 percent reported that they had received “some other form of support.” No correlation, positive or negative, was found between these forms of support and the likelihood that a president would experience stress symptoms, although one respondent said: “Too much work; association not structured to provide adequate support; employer not helpful in coping.”

SUPPORT AT WORK

Most presidents enjoyed a work environment that encouraged and nurtured their professional activities, usually obtaining some clerical help for association business and some travel funds from their employers. A typical comment was: “My library was generous with both time and paying expenses. [I had a] very capable assistant plus a director who was aware and supportive of heavy duties involved when I accepted the nomination. I put in much longer hours but enjoyed it.”

Less than 2 percent of presidents received no support at all from their employers, while most indicated that: “We contributed considerable time, copying, postage, etc.” Approximately three-fourths were given some time off for association business (71.2 percent) and/or received some clerical assistance (77.2 percent). Small numbers were granted paid leave for the entire length of their presidency (4.9 percent), a reduced work load (4.7 percent), or reduced performance expectations (8.8 percent), but most of the comments volunteered as “other” support mentioned that their employer had given them some form of “moral support” or encouragement.

The presidential experience had a positive effect on the job performance of most: 11.3 percent gained an opportunity for advancement, and 30.2 percent said that their job performance was improved by the inspiration of the presidency. One person remarked: “I felt better than ever. The opportunity channeled my energy. Previous service as national
officer... had prepared me for the job. I had accurate expectations of the demands." Even the group that thrived often commented about feeling pressured and/or the need to work longer hours. One past president said: "My staff... was terrific in my absence... But my own duties were always there, waiting for me... It was stressful. It was a great experience, but very time-consuming." And while 36.8 percent claimed that the presidency had no apparent effect on their job performance, many of the same people mentioned that they had staff to whom they could and did delegate work. "Staff helped out" and "I had a good secretary who enjoyed the association work" are examples of frequent comments by people who felt that being president didn't impact their jobs. One respondent quoted a member of her staff as saying: "She wasn't here much and when she was here she wasn't here."

While researchers in the field of psychology believe that an individual's response to a stressful situation is determined by that person's interpretation of the event rather than by the event itself (Doctor & Doctor, 1994, pp. 310-11), past presidents who had not been stressed by the presidency frequently penciled in recommendations for duplicating their mastery. Many counseled planning ahead for absences. One advised that: "Success depends on preparation... support of your employer... having a vision of what you want to accomplish, and not getting derailed by events."

Not surprisingly, library directors played a pivotal role in determining whether the president's morale suffered. Several presidents who worked for directors who had also been president got extra support. Comments ranged from one who said: "My director was a past president of the same association, so I had a great deal of leeway... I delegated much and only did the essentials," while another remarked that the "presidency impacted on library staff... Some minor staff resentment of time away, but most people were accepting. A previous director... had been president before." When a director was not supportive, the president's stress level rose: "The most frustrating part of my presidency involved working for a library director who never recognized any achievements... by me or the association." And those who did not work for a library had the worst time: "My employer was ambivalent about my professional success. On the one hand, having a staff member so honored was an honor for the firm. On the other hand, no one with a Ph.D. and a library degree could be truly important since they were not a partner in the firm."

When presidents were given no leeway by their employers, the president was forced to make choices between personal life and the presidency. One person expressed it as: "The impact was more on my presidential duties, as the job... had to come first."

Peers were usually cooperative and proud; one person commented: "Peers were extremely supportive; they enjoyed having a peer (who is not a director) as association president..." But more than a quarter (26
percent) of presidents reported resentment, jealousy, or other forms of hostility at work. This group was understandably much more stressed than those who received appreciation and support at work.

**SUPPORT AT HOME**

Even more striking than the work environment was the role of families. Eighty percent of presidents had self-defined family responsibilities but, whereas 50.3 percent of all presidents displayed one or more stress symptoms, only 31.9 percent of those with no family responsibilities were so afflicted, supporting the second hypothesis. One respondent remarked:

> The six year cycle is an exhausting one. I am afraid it also scares good people away from the job. No one with a young family would or should take it on. Their kids would be grown by the time they were through the cycle. I doubt that they could afford the cost of the experience either. My husband has been very supportive. If he had not have been I would have been in deep trouble. The travel, the hours at the computer, the phone bills, etc. would have done us in.

Fifty-six percent of presidents with families gave their families less time, and a quarter of families took on a greater share of household or child care chores during the presidential year. In most cases, the ability of their families to get by without them resulted in less stress for the president. One man revealed: "My wife and I gave birth to our son on the first day of my annual conference. I left her side to attend my conference with her blessings. She knew how much we had put into the conference . . . I gained so much more than I gave (and I gave a lot) . . . . It was one of the most rewarding experiences I've had. It was hard work, challenging, rewarding and fun."

But, for a few, such neglect increased domestic conflicts, and the morale of these presidents suffered. Presidents who indicated that the twin demands of employer and association left no time for normal family social activities experienced more stress. Those whose families provided extra financial support also were additionally stressed. Presidents whose families were understanding about getting less time and attention were slightly less likely (48.5 percent) to show physical manifestations of stress, while those whose families accompanied them on association business trips lowered their incidence of stress to 45 percent. Most fortunate of all were the presidents whose families lowered their expectations during the term; only 20.9 percent of these suffered stress-related symptoms compared with 50.3 percent of all presidents. One pair provided unique support: "I was president . . . in 198 . . . and my wife was president . . . for 199 . . . . . . . We eat, sleep, and drink libraries."

Contrary to what one might expect, some forms of family support *added* slightly to presidential stress, including assisting with association
business and providing extra financial support. One past president stated that the “negatives outweigh positives, especially for family.” Worse off were presidents whose families “missed me” (66.4 percent showed stress symptoms) or those whose presidential duties left no time for normal social activities (62.5 percent). In worst shape of all were the small number whose families resented the burden that the president’s extra duties placed on them: 84.4 percent had stress reactions. For one respondent: “It seemed as though the pressure points of the presidency were always magnified by [personal] things that had to take priority.”

Some presidents drafted nonfamily members to help. One respondent said: “I work in a public school. My students were very proud of me. They were also very helpful doing bulk mailings, photocopying, and listening.”

**Pressures**

A presidency may be time-consuming in unanticipated ways. Exactly half of the respondents considered their presidential year to have been an unusual year for the association in some manner. Problems ranged from changes in staff to long-range planning to a visit from Hillary Rodham Clinton. But those presidents with an unusual year were only marginally more stressed than the others, so the third hypothesis was not demonstrated. In regard to routine association business, one respondent remarked: “Many times the phone calls would be overwhelming—most everyone wanted to share their opinions and how to solve the problem. I felt they needed to be heard, but it took up so much time.” But these demands are not without their benefits. For one respondent, the “association presidency gave . . . visibility I might not otherwise have had.”

The two biggest presidential pet peeves were member pettiness and failure of volunteers (often committee chairs) to follow through on commitments. Almost half of the respondents who listed a pet peeve named one of these two. One respondent wrote:

> When my board did their jobs well I enjoyed sharing the credit, but when a couple fell through on their commitments, I had to take the responsibility for their lack of action all by myself. One of the board members gave me regular progress reports that proved to be false. When I found out he was not doing what he said, it was too late to do anything about it and the problem carried over to the next president. Since I had passed on the progress reports to people who were waiting for the information, the whole episode proved embarrassing.

Other common gripes were having to write for the association newsletter and having to do association clerical work, such as typing one’s own letters or handling bulk mail. The necessity of doing one’s own clerical chores is understandable when one considers that most of the associa-
tions under examination were small (82 percent had fewer than 1,500 members). Stress was not directly found to be linked to association size as much as it was to the support an association could provide its president. And, while the data tend to show that larger associations could usually provide more support, the link between association size and presidential stress was indirect. If anything, the data support a tentative conclusion that the fourth hypothesis was 180° wrong.

While 59.3 percent of associations had paid staff, the average number of staff was only 1.2 persons; 40.7 percent of the associations had no professional staff. The fifth hypothesis was not proved as the data show no relationship between presidential stress and the presence or absence of association staff, but one president said: "[Our] association is looking into an Executive Secretary to take the clerical burden off the officers. . . . We are limiting our officers to those who have libraries and facilities that will support their office. This isn't right." And another remarked: "School librarians who serve as association president are at a disadvantage since they usually don't have the clerical help . . . I had to do all my own typing, duplicating, stapling, phone calls, etc." While this respondent characterized the problem as a type-of-library issue, it might also be viewed as a management/nonmanagement issue, since only management can command library resources. Until the day when all associations can provide clerical help, supplying office assistance is a concrete means for an employer to show that she or he values the professional contribution being made.

Even though past presidents themselves did not seem to be conscious of it, one factor stood out as most likely to predict whether a respondent would report having felt stress: The more frequently a president contributed to the association's newsletter, the greater the likelihood that he or she would become sleep-deprived, irritable, ill, or experience other physical manifestations of psychological stress. It was remarkable that, while just over half of past presidents reported experiencing stress, every single one of those required to write columns for their newsletter quarterly or more often were stressed. As one respondent put it: "The part I hated the most as President was writing the columns for the newsletter. It is not easy to be erudite, inspiring, and readable on a regular basis."

Many presidents were exhausted by having to plan the conference during their presidential year. Others, whose associations designate the president-elect as program chair, were in the position of this respondent: "The most stressful part . . . was being program chairman of the conference as President-elect. Our association does not fund the program chairman/president-elect to attend the conference . . . so probably the most stressful was explaining to my husband why. . . I not only was going mad with the arrangements, but that I had to pay for the pleasure of attending my meeting."
Rewards

The general consensus was expressed by a past president who put it this way: "It is stressful, but more librarians should take on the challenge of association leadership. Benefits and rewards outweigh the costs in the long run." Despite the stress, most association presidents benefited from the experience. The favorite aspect of an association presidency was networking and the opportunity to meet and to work with colleagues with whom they would not ordinarily come in contact. This respondent put it best: "I truly enjoyed working closely with my professional colleagues. That was the best part—learning how many dedicated, talented, and fun people there are in our field."

Other reported advantages to being president included being "in the limelight" or "in the loop." Most presidents acknowledged that they had enhanced a skill during their term; the most frequently cited were chairing meetings (78.6 percent), interpersonal negotiation (64.3 percent), and patience (65.7 percent). "Patience" was frequently emphasized when the respondent underlined the word or added exclamation points. Several past presidents used their experiences as practice for another office. One respondent said: "I would almost like to have a second chance so I could show that I learned from the mistakes I made. Because of my experience, I was a little more skilled when I served as president of [another group] subsequently." And another past president: "I worked harder and longer to see that [job performance] did not suffer. Did in fact go on to [a] national presidency."

Motivations for Running for Election

Speaking of the reasons for becoming an active member in a state association as opposed to a national one, Sullivan (1976) states: "The individual seeks . . . to be active in a state library association where . . . special competence or leadership may be readily utilized" (p. 137).

In a profession dedicated to public service, it is not surprising that most presidents accepted the nomination for altruistic reasons: 77.2 percent welcomed the chance to serve or to make an impact on the profession. The morale of these people was fairly high; only 43.8 percent displayed one or more stress indicators. Other reasons for running included career stagnation or no other candidates (14.3 percent); status seekers who ran for prestige, to enhance their résumés, or as a steppingstone to other office (32.4 percent); and a sense of duty (35.4 percent). None of these reasons for running was a predictor of whether a president would feel stressed or not. One past president said: "Our association is very small; the leadership pool is very small. It is difficult to find capable people to fill the various offices. Strong dynamic people are spread too thin. It's frustrating to see our association limp along."

Slightly more than half (50.8 percent) of past presidents said they
would probably have accepted the nomination even if they had known at the beginning of their presidency what the experience was going to be like, while only 11.8 percent said "no way!" Interestingly, even people who enjoyed the presidency and would willingly do it again admitted suffering from one or more physical indicators of stress. The 50.8 percent of respondents who indicated physical problems most often mentioned sleep disturbances (29 percent), irritability (22 percent), and/or more frequent illness (21 percent). There were numerous comments similar to this one: "The time was difficult but very rewarding! I am glad I did it and learned a great deal. . . . I lived on adrenalin most of the time." From the camp of those who had a difficult time with the presidency, one respondent wrote:

I lost contact with good friends; family social life disappeared. The impact on my personal life was not worth it. . . . I led the organization through intense change and set a strong leadership role for the future. . . . I got positive feedback about my leadership. . . . I learned that I care more for my personal life, my work, and my internal strength. I did not receive enough benefit from the Presidency to warrant the losses. . . . I am glad I did it, but I will never do it again.

Only 14.3 percent of the past presidents indicated that some other factor might have accounted for their stress. Several attached poignant letters. One president’s husband was in Desert Storm during her presidency; another discovered she was pregnant just after the election. One president’s wife was diagnosed with breast cancer. Another spouse was in graduate school and then an unemployed job-searcher during the term. One respondent wrote that presidential stress resulted in a “disastrous affair.” A few people’s library building projects coincided with their presidency. One respondent recommended: “Don’t try to do this the year you build or move,” while another put it more broadly: “To do a really good job requires a lot more support from the employer and should be undertaken at a time of expected stability in the institution.” Many of these situations were unpredictable and unavoidable, but the moral of the story seems to be: “Don’t take on the presidency if you know that there will be anything unusual happening in your personal or professional life.” Most nominees probably will not take this realistic advice. One past president noted that, even though she “was pregnant during that time, it is difficult to pass up these professional opportunities!” Several respondents felt that their presidency had been successful because they had considerable association experience before becoming president, but one wrote: “No one can know how much work this is until you do it.” From a respondent who had been president of two associations: “The experience with the regional association was much more pleasant than with the state association, partly because [the state association] had [given me] experience with the required tasks, and partly because there was no in-fighting or cut-throat politics at the regional level.” And another past
president with a similar experience had a different reaction: "Time/stress demands of being a state association president are nothing compared to being president of a large division of ALA. I was president of _____, and the answers to your questions would have been different if I'd been asked about that experience."

Most presidents had a positive reaction to the end of their term. Approximately half indicated that they were "glad to have been of service" or "pleased to have made an impact." The people who had this reaction were much less likely to have experienced a stress symptom during their presidency. Much more likely to have been stressed out by the presidency were those whose reaction to its end was relief (53.8 percent had experienced stress), depression (66.6 percent), eagerness to return to work (68.1 percent), and those who felt they needed a vacation (71.2 percent). The few people (11.0 percent) who felt invigorated by the presidency were those who were least likely to have manifested any stress symptoms: only 35.0 percent. Very few respondents commented about their term's end, but one respondent remarked that: "It is not unusual for people who have completed the cycle to disappear for a couple of years or completely. Some are burned out, but others cannot cope with the loss of power and control." Another wrote:

Past presidents have skills and knowledge useful to the organization but after the past presidential year are seldom called upon. . . . For a year I made decisions every day. People called me daily on association business. Now my phone doesn't ring and nobody cares what I think. . . . I miss my association involvement—note my somewhat wistful tone.

Being human reactions, these are not new. Some respondents had mixed feelings about the end of their presidency, best summed up by Kenneth Vance more than twenty years ago: "Here I am, quitting, just when I have learned what has to be done and how to get it done!" (Sullivan, 1976, p. 140).

The respondent who was the most generous correspondent, in terms of both length and sympathy, wrote: "The sweetest words I heard for a long time were the words 'Past-President' connected to my name."

CONCLUSION

Two of the initial hypotheses of this study were demonstrated—i.e., association presidents who received clerical assistance would respond more positively to the pressures of the presidency than those who had not, and presidents without family would be less stressed than those with family duties. Two hypotheses were not demonstrated—that presidents of associations undergoing an unusual year would be more stressed than those having a routine year, and that presidents of associations without paid staff would have more stress than those with paid staff. One hypothesis
was indirectly refuted—the idea that presidents of large associations would show more stress than those of small ones was indirectly demonstrated to be exactly the opposite: the associations that provided less staff and other support for their presidents (usually small ones) had presidents who were more stressed. But other findings that had not been hypothesized were also revealed. In summary, the data indicate several areas that need attention in association leadership:

- Employers could make it easier for nonadministrators to become active in their professional associations by providing clerical help. Some libraries profess to value association leadership but do little to assist.
- Associations could take proactive steps to nurture leaders employed in nonadministrative positions. This would provide a different perspective.
- Associations could reduce the expectation that presidents will write frequently for the newsletter. One means of doing this and still keeping the membership in touch with their leaders would be to encourage other officers to contribute more frequently.
- Associations should tap the energy of younger librarians through leadership development aimed at this group.
- Associations should redouble their efforts to develop minority leadership.
- Individual association members, especially committee chairs, must be professional enough to follow through faithfully on association commitments.
- Individuals, before accepting the nomination, should thoroughly assess their personal lives and work environments to assure that they have the necessary resources and available time to take on what can be a second full-time job. This includes assuring that they will be provided with clerical assistance, whether from the association or from their employer and that their personal funds are sufficient to cover any gaps in expense reimbursement.

Following these suggestions would benefit associations, who would have presidents more focused on the big picture rather than on the minutia of the task. Employers would benefit from the luster of having a professional leader in their midst. And individuals, with sufficient support and planning, should be able to agree with a respondent who said: "The experience was wonderful, especially in retrospect. I loved it—but one should be warned before starting about the heavy responsibility and commitment as well as the rewards."

ACKNOWLEDGMENTS

The author thanks Sara Sluss and Stephen Sottong who read early drafts of this manuscript and made helpful suggestions.
REFERENCES


To Join or Not to Join: How Librarians Make Membership Decisions About Their Associations

SUE KAMM

ABSTRACT

Why do librarians join professional associations? Although a literature review finds little research on the topic, the author’s survey concludes that many factors influence decisions.

INTRODUCTION

Librarians are urged to join and to participate in professional associations from the time they enter library school. Indeed, by offering free membership or greatly reduced dues to students, organizations such as the American Library Association (ALA) and the Special Libraries Association (SLA) hope to build relationships with newcomers to the profession that will continue throughout their careers. Do librarians join professional associations? Why? If not, why don’t they join?

Little research has been done on librarian behavior in professional organizations. Literature searches revealed only a few articles on librarians’ or other professionals’ relationships with their organizations. A 1992 survey of academic librarians in California found that 98 percent of the respondents considered the opportunity to network with colleagues as a very important or somewhat important reason to join professional associations; 81 percent felt that professional membership was important for retention, tenure, or promotion; 84 percent used professional memberships to influence librarians’ professional goals and to keep up with developments in the field through professional journals; and 74 percent used their association membership to speak or to publish (Anderson et al., 1992).
Although the authors are concerned with what is needed to start a new organization, Cornell and Farkas (1995) define benefits of professional associations to include "networking, technological advancements, sharing of knowledge, financial benefits, and career opportunities" (p. 44). Diamond and Haurin (1994) point out that membership in the American Economics Association which, like library associations, is voluntary, is probably more valuable for job-seekers—either younger economists or those with high mobility.

Baldwin (1995) discusses the functions, history, membership, and individual and professional benefits that SLA offers. For the individual, she notes that leadership training for division and chapter officers, continuing education courses at all levels, and networking opportunities are benefits gained from SLA. On a professional level, she cites SLA's focus on professional issues such as image, copyright, professional standards, education, and the future of the information profession.

The (British) Library Association plays a different role than its American counterparts. Lowe (1980) notes that the Library Association had been "the indispensable custodian of professional librarianship status [but] begins to lose its hold in a free market for professional qualifications and conditions." Reporting in the British Journal of Academic Librarianship, Fisher (1994) points out that "the acquisition of Chartered status is a benchmark in the career of the information professional" (p. 167).

Havener and Worrell (1994) studied the extent to which U. S. academic librarians rely on continuing professional development activities. Their study found that 89.9 percent of academic librarians surveyed belong to professional associations. In addition, the librarians in their study had attended meetings within the past year (80.9 percent), served on committees (47 percent), or presented papers (6 percent). Their conclusions showed that librarians at doctorate-granting universities belonged to more professional associations, particularly to ALA, and were more involved in the organization than those at nondoctorate institutions.

How Librarians Decide Which Association

How do librarians decide which associations to join? For some, the choice is easy; their employers pay dues and conference expenses and, absent any financial pressure, the librarian's decision is based on which association is most relevant to his or her job. Most, however, do not have this economic freedom and must select from an array of professional organizations which include the American Library Association and its divisions; American Society for Information Science; Special Libraries Association; American Association of Law Libraries; Medical Library Association; Music Library Association and other specialized organizations; as well as state, regional, or local professional bodies. This variety of organizations does not include unions, staff associations, or collective
bargaining units, which are covered elsewhere in this issue. Since prospective members pay their own dues, they make choices based on the cost of dues and the return on their investment whether that return consists of informative publications, conference programs which are financially accessible, are relevant to their jobs, and which afford them the opportunity to network with colleagues or which serve as forums for presentations. Unlike attorneys who may be required to be members of their state bar association in order to practice law, librarians are under no legal compulsion to belong to national, state, or other professional groups.

The author of this article has been active in professional organizations both nationally and locally but has dropped out of both the Special Libraries Association and her state association largely for financial reasons. Although her current employer paid her dues in the state library association, the association's conference programs were of little interest or relevance to her job, its policy of charging for an exhibit pass was objectionable, and the association's publication was of poor quality. With the SLA, her reasoning was similar—i.e., the cost of dues and the fact that association publications and conference programs lacked immediate job relevance. In SLA's case, the local chapter's activities were frequently more pertinent or useful and offered greater opportunities for networking than did the national association. Additionally, meetings of the local chapter of SLA are open to members and nonmembers at the same fee.

THE SURVEY

The issues described above are one person's experience and perception. To discover whether her impressions were unique, the author posted a brief survey on three Internet listservs of interest to librarians: CALIX, which is directed at California librarians in all types of libraries; PUBLIB, whose members are primarily public librarians worldwide; and Stumpers-Talk, an offshoot of a listserv for librarians needing answers to difficult reference questions. In addition, a subscriber to PUBLIB reposted the survey on a listserv for Florida librarians. The author received 116 responses of which fifty-five (47.4 percent) were public librarians, eighteen (15.5 percent) were academic librarians, and eleven (9.5 percent) were special librarians. The remainder were widely scattered by type of library. Since the survey appeared on listservs directed at California and Florida librarians, these states are heavily represented among the respondents, exactly half of the 116 respondents were Californians, while 20 respondents (17.2 percent) were from Florida. The remainder were widely scattered by state. There were no replies from outside the United States.

The first survey question asked which associations the respondents belonged to. Answers are shown in Table 1.
Table 1. Question 1. Which library associations do you belong to? Check all that apply.

<table>
<thead>
<tr>
<th>Association</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Library Association</td>
<td>80</td>
</tr>
<tr>
<td>American Society for Information Science</td>
<td>7</td>
</tr>
<tr>
<td>Library Association (UK)</td>
<td>1</td>
</tr>
<tr>
<td>Special Libraries Association</td>
<td>9</td>
</tr>
<tr>
<td>Specialized Association (Medical Library Association, Art Librarians, etc.)</td>
<td>14</td>
</tr>
<tr>
<td>State/Regional Library Association</td>
<td>87</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
</tr>
</tbody>
</table>

A slightly larger number of respondents belong to their state or regional organizations than to ALA. Many belong to more than one organization. "Other" groups listed include state school library associations, county organizations, and REFORMA.

The questionnaire sought to determine what swayed librarians' attitudes when selecting a professional association. Question 2 asked what factors influenced librarians' decisions (see Table 2).

Table 2. Question 2. What factors influenced your decision to join a professional association? Check all that apply.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of dues</td>
<td>58</td>
</tr>
<tr>
<td>Employer pays all or part of conference/meeting expenses</td>
<td>28</td>
</tr>
<tr>
<td>Employer pays all or part of dues</td>
<td>19</td>
</tr>
<tr>
<td>Opportunity to make a contribution to the profession</td>
<td>78</td>
</tr>
<tr>
<td>Opportunity to network with colleagues</td>
<td>74</td>
</tr>
<tr>
<td>Opportunity to serve on committees or as an officer</td>
<td>45</td>
</tr>
<tr>
<td>Quality of meetings and/or conferences</td>
<td>73</td>
</tr>
<tr>
<td>Quality of publications</td>
<td>59</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
</tr>
</tbody>
</table>

In a profession whose members are not noted for being overpaid, the cost of dues, while obviously a factor, was not named as frequently as expected. Respondents focused instead on more altruistic reasons. The
opportunity to network with colleagues (94 respondents), the opportunity to make a contribution to the profession (78), and the quality of meetings or conferences (73) drew a higher number of replies than did the cost of dues (59).

Several respondents mentioned the organization's political stance as an important reason to join or not. One public librarian from Illinois commented: "A professional organization should have a very strong advocacy mission. This is probably the most important reason for me to belong" [emphasis in the original]. A California public librarian was influenced by "[the ability to] gain clout to attempt to influence public policy and opinion [and to] develop theory in collaboration with colleagues from other systems, states, and types of libraries." A California academic librarian said: "I...look to see that the organization does not direct attention, effort, and membership funds towards what I consider indiscriminate lobbying against anti-pornography legislation...I would encourage ALA, and especially American Libraries to take a more middle-of-the-road position on such issues as gays, abortion, freedom of expression, sex, etc." [emphasis in the original]. It is not within the scope of this article to discuss professional ethics. From this respondent's comments, however, it seems that it is difficult for some people to separate their personal beliefs from their ethical positions. The ALA's Committee on Professional Ethics has, for the past several years, presented programs dealing with ethical issues and eliciting comments from the audience.

Other reasons that respondents volunteered for belonging to professional associations included "value to our library," "it's the right thing to do," and the professional obligation of librarians to support library organizations. Statements such as this reinforce the value of professional associations taught in library school.

The third survey question asked those who do not belong to professional organizations why they did not join. Their replies are noted in Table 3.

Table 3. Question 3. If you do not belong to a professional association, why? Check all that apply.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of dues</td>
<td>9</td>
</tr>
<tr>
<td>Employer does not give time to attend meetings</td>
<td>6</td>
</tr>
<tr>
<td>Employer does not pay dues</td>
<td>7</td>
</tr>
<tr>
<td>Quality of publications</td>
<td>2</td>
</tr>
<tr>
<td>Quality of conferences/meetings</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>
With Havener and Worrell's 1994 study in mind, it is not surprising that only a small group of respondents said they did not belong to professional associations. Although the cost of dues is the most frequent reason cited, lack of employer support for professional activities (such as not paying dues or conference or meeting expenses) is another. It is unclear why more librarians not affiliated with professional associations did not respond to the survey. Possible reasons for the low response to this question are that: (1) librarians felt uncomfortable admitting that they do not join professional organizations; (2) subscribers to professional listservs may be more likely to be members of professional associations; (3) nonjoiners simply chose not to answer; (4) the respondents in this self-selected sample may not have been representative; or (5) the author's experiences with associations were not the experiences of most librarians. Further research could focus on this question.

Question 4 asked whether respondents had dropped professional memberships or if their level of participation had decreased. Fifty-one respondents said they had dropped or reduced their participation, while fifty-three had not. Respondents' reasons for decreasing or dropping membership varied, as shown in Table 4.

Table 4.
Question 4. Responses to why survey participants had decreased or dropped membership in associations. If yes, why did you do so? Check all that apply.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of dues</td>
<td>25</td>
</tr>
<tr>
<td>Employer no longer pays dues</td>
<td>1</td>
</tr>
<tr>
<td>Employer no longer pays conference/meeting expenses</td>
<td>4</td>
</tr>
<tr>
<td>Quality of publication declined</td>
<td>3</td>
</tr>
<tr>
<td>Quality of conferences/meetings declined</td>
<td>4</td>
</tr>
<tr>
<td>Took too much time</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
</tbody>
</table>

Most respondents cited the cost of dues as a reason for dropping professional membership or decreasing participation. "Costs are way too high for ALA," remarked a public librarian from Florida. Such respondents have a point. Basic ALA dues may indeed be too high for many librarians. Depending on whether a member chooses one or more divisions or round tables, it is possible for dues to be several hundred dollars. SLA, on the other hand, includes one division and one chapter in its basic dues structure. One important difference between the two organizations is that divisions and, to a lesser extent, round tables in ALA are
moving toward autonomy. Some people have suggested a sliding scale for dues based on salary. However, this practice would result in better-paid librarians subsidizing lower-paid members. A New York public library system librarian remarked:

> Although I feel it is important to belong to professional associations because of networking with colleagues, publications received, educational opportunities, ... dues [are] very high for the salaries that most librarians receive. If dues could be paid on a [periodic payment] schedule instead of all at one time it would be financially easier. Even associations that base dues on a scale relative to salary ... are still high, making it impossible to belong to more than one.

Other reasons for nonparticipation included lack of local opportunities for involvement, change of job responsibilities or job change from one type of library to another or other motivations for changing memberships or level of involvement. "I dropped out of PLA for a while because I was disgusted with their disorganization," a Virginia public librarian wrote. Another public librarian reported: "I usually join the California Library Association when the conference is going to be nearby. I don't join in other years because I'm not overly interested in the organizational issues. I sometimes join ALA to go to conferences, but have not otherwise been interested in belonging until recently, when I joined PLA to attend the PLA conference."

Political issues drew comments from respondents. An academic librarian in California has "thought about dropping because there is too much emphasis on politics. It's a waste of money." According to a California public librarian: "The priorities of the ALA were no longer mine. I decided to get local (i.e., CLA), which is much more interesting to me." Another perspective was provided by a public librarian from New Mexico who said, "I get a lot from ALA conferences, then I can give a lot locally." A public librarian from Illinois remarked: "Most library professional associations don't have an advocacy wing and that has cost libraries and the library profession dearly." As mentioned above, lobbying and political action are important roles for professional associations to follow. It is unclear whether some organizations' reluctance to become involved with working for funding and standards results from an impression that libraries are a positive public service and will be funded anyway or the notion that libraries should not be involved in politics.

On the other hand, as a public librarian from Illinois noted: "Ohio Library Association (now called Ohio Library Council) was very good and effective in the area of lobbying and coordination for political action." For publicly supported libraries, active, vocal, and visible professional associations can promote libraries and librarians to the public and in particular to the legislatures and other governing bodies that hold the purse strings. Lobbying and political activity on behalf of libraries and
Librarians is an important function of professional associations at legislative hearings and city council meetings where testimony from citizens in support of libraries is encouraged. This can be a very persuasive appeal to potential members, but a school librarian in Texas commented: "Organization with teacher-members do not adequately support nor represent issues and concerns of the school librarians, much less the library profession as a whole."

At the time of writing, there has been a heated discussion on the PUBLIB listserv concerning the roles of school and public libraries in serving students in grades K-12. It appears that no professional organization on the local or national level is addressing the issue of cooperation between the two types of institutions and better communications between teachers and librarians.

Internal ALA politics angered a public librarian in Florida, who wrote: "When ALA switched its conference from Orlando to NY it seemed like a slap in the face of Florida librarians and librarianship. Orlando is the perfect conference town. What can possibly top Disney, etc.? The area caters to tourists!" The issue of locations for ALA and divisional conferences has been discussed both on listservs and in the professional media. Because the number of meetings during an ALA conference can be as many as 2,500, only a limited number of cities can handle an ALA conference. In the past, ALA pulled meetings from the state of Illinois because it had not ratified the Equal Rights Amendment; from Cincinnati because of a controversy about displaying photographs by Robert Mapplethorpe; and from Colorado as a result of the passage of an anti-gay proposition. The Association of College and Research Libraries (ACRL) canceled its meeting in Phoenix because Arizona refused to recognize the holiday honoring Dr. Martin Luther King, Jr., and REFORMA relocated its conference from California to Texas because of voter approval of an anti-immigrant proposition.

"I have not been a member of ALA for many years because I felt I wasn't receiving enough benefits for all the money I was spending on membership," a librarian in a Wisconsin public library system noted. "Getting a committee appointment was nearly impossible because I'm not employed at an academic library and didn't have my employer's financial or professional support. I can make more of a contribution at the state and local level." While this respondent's experience differs from the author's, for an association truly to represent the profession it must encourage participation by newcomers and by librarians at all levels and from all types of libraries.

A California librarian from a multi-type cooperative system said:

Although I haven't dropped any memberships . . . I think about it. Even though a tremendous amount of work is undertaken each year by the volunteer committees, we seldom seem to resolve problems
such as ALA structure [or certifying] public librarians. I get discouraged...when I think of the number of times each of these issues has been studied. Librarians' organizations seem to dwell...[on] issues such as Internet policies. However, the fee or free policy is another contentious issue.

Perhaps as a result of the sheer size of ALA, it appears that the organization deals with the same issues repeatedly. "Hot" topics at conferences frequently do not include nitty-gritty issues such as certification of librarians and libraries, the political role that ALA should take in areas within its purview, and whether the association's scope includes social issues.

An academic librarian from California revealed: "If it weren't necessary for my continued promotion, I probably wouldn't belong to any. For my area of specialization, ALA GODORT [Government Documents Round Table] is the organization to belong to." Because little research has been done on library associations, it is difficult to discover how many librarians belong only to one type of organization or to several. Round tables, divisions, and other groups within associations which deal with narrower concerns may be more attractive to some librarians than the parent organization or may be more attractive at particular career stages. This aspect of professional activity needs further study.

A California public librarian commented at length: "Most of my front line colleagues do not belong to any professional organization (except a union)...Non-joiners see these organizations promoting boosterism rather than real dialogue...It is too expensive to go to a conference or they cannot get the time off. Both...time and money are more often afforded to administrators in an unfair manifestation of class prerogative." The impression here is that certain organizations cater more to managers and administrators than to front-line librarians, thus creating a vicious circle: Conference programs and publications are directed at higher-ups; therefore, the rank-and-file librarian is discouraged from attending. This results in a small audience for programs directed at librarians who serve on reference desks, for example.

Time pressures weighed heavily on some respondents, who said that they were:

too busy just keeping the library together day-to-day...I did not join my professional organizations until...I had the time to become engaged and some flexibility over my time off to attend conferences. I became sharply aware of the need to counteract trends...which I felt were deleterious to my ability to fulfill my calling of direct and equitable service to all kinds of people in a public library. Rather than influencing policy, both local and national, by becoming an administrator, I decided to try to do so through my professional organizations.

Librarians, particularly those in large libraries or systems, frequently find that they have no means of influencing how their library operates. They
may see using their professional associations, in addition to unions or other collective bargaining organizations, as a way of putting pressure on their particular agency to improve communication and to provide input from those who perform the work.

From Florida, a public librarian described many of the values and difficulties professional organizations present:

Our professional organizations have not marketed themselves very aggressively. . . .I'm pleased to be able to actively participate in my local organization which provides continuing education and networking opportunities and promotes the library community to our local citizens. . . .I feel that my membership and participation are valuable. It seems increasingly difficult to find ways to actively participate in state and national organizations. Travel to conferences is sometimes a limited opportunity ($$, staffing, organizational policies/rules). In addition, participation on a committee or other activity appears to be based upon who one knows, not volunteerism, and can be very discouraging to would-be participants. . . .I encourage my employees to join professional organizations and hope I set a good example by belonging to several myself. For the "front line" librarian, dues are expensive in many cases and they want to choose wisely where to spend their hard-earned money. Some feel very strongly that there is little return on their investment other than a small chance of attending a conference. While I understand some people are not "joiners" by nature, I wonder what more we should/could do to alleviate the situation? Do other professions have similar problems?

CONCLUSION

Librarians elect to join or not to join professional organizations for several reasons. What one respondent called "sheer professionalism" or the opportunity to contribute to the profession and to network with colleagues is a primary factor in many librarians' choices. For others, the extent of employer support of their activities, either by paying dues or paying the expenses of conferences and meetings, is an important factor in their selection of an association. Quality of meetings or conferences and publications is an example of "bang for the buck" that many librarians receive from professional associations.

Political action, particularly lobbying, is also important to many respondents, some of whom commented specifically on their association's strength in this area. The author would like to see more librarians involved in politics and lobbying such as librarian participation in political campaigns and the formation of librarian-based political action committees. While the "legislative days" that state associations and ALA sponsor are useful, librarians may gain more benefit from being on first-name terms with their representatives or their chief aides.

The high cost of conferences is frequently mentioned in discussions
with colleagues. Perhaps ALA could review conference costs and seek to reduce membership fees. A public librarian from California believes that: “The networking aspect has in many ways, been made less important by electronic networking. . . . In fact, perhaps because most of the publications produced by the various organizations are not top drawer, I would rate listservs as better there, too.” It is too early to tell how the electronic revolution will affect library association memberships. Another article by Valauskas in this issue of *Library Trends* offers a vision of how the electronic revolution may affect library associations that does not necessarily result in fewer conferences or meetings. To this author, however, librarians appear to use listservs for the networking that otherwise might be conducted through organization meetings. ALA should review its policies to encourage committees and task forces to conduct their business electronically, thus reducing the number of sessions at the midwinter meeting and annual conference.

What can employers, individuals, and associations do to make professional participation more attractive? Employers could assist staff who want to become active and involved by offering paid leave sufficient to cover the entire conference or meeting. They could provide other financial support, such as paying basic dues to organizations such as ALA (exclusive of division or round table dues) and registration fees for one or more conferences each fiscal year. Like the Florida librarian quoted earlier, they can serve as examples to staff by participating, but most important, employers should not make association participation a perquisite solely for administrative and managerial librarians but should offer support to rank-and-file staff as well.

Librarians themselves must recognize the value that association participation offers them and must acknowledge that they have some responsibility for setting the association’s agenda. When their organization falters, for example, by presenting programs of interest solely to one stratum of librarians, those members whose interests are not represented must get involved, raise their voices and, if necessary, vote with their wallets by dropping out or reducing their level of participation.

While the present study shows that the cost of joining/participating in professional associations is an important element for some librarians, those with other motivations for taking part in professional organizations will find the means to do so. For example, low-cost housing at conferences is frequently available either through the host city’s convention bureau or by working with a good travel agent.

Organizations must be responsive to their members. Many librarians perceive ALA, for example, as an administrators’ organization. Indeed, the ALA Council seems to consist primarily of library directors or assistant directors or library school deans. Few candidates for the council have been front-line librarians. While lack of financial support from
employers doubtless plays a significant role in librarians' activities in national or even local organizations, the perception that committee service or elected office is open only to administrators may deter some librarians from participating. Associations should consider offering some financial support to committee members for attendance at meetings as well as encouraging electronic participation wherever possible.

In the end, opting to join a professional body and deciding which one(s) is a subjective choice for most librarians. Finances, job constraints, and the goals of the organization affect that decision. Both organizations and employers should review policies and provide means for more, not less, participation.

ACKNOWLEDGMENT

The author gratefully acknowledges research assistance by Chris Cockcroft, South State Cooperative Library System, Huntington Park, California, and Bruce A. Shuman, Visiting Professor, School of Library and Information Science, University of South Florida, Tampa, as well as the librarians who responded to her survey.

REFERENCES


Activity in Professional Associations: The Positive Difference in a Librarian's Career

DONALD G. FRANK

ABSTRACT
Participating actively in professional associations can make a positive difference in a librarian's job and career. Associations are relevant sources of current information. Effective communication and leadership skills are learned or enhanced. Librarians can become familiar with the processes of research and publication. A sense of professional community is nurtured. This article discusses the impact of active participation in professional associations on the librarian's job and career development.

INTRODUCTION
When a graduate student completes the formal coursework and requirements for the master's degree in library and information studies, he or she is simply not aware of the value of professional associations. The student has listened to comments about professional associations, but the comments are more theoretical than meaningful. Context and perspective are missing.

When the librarian assumes the responsibilities of his or her first professional position, the realities of professional associations are still somewhat mysterious. What is a professional association? Is it necessary to become involved? If so, in what associations and at what levels since there are local, state, regional, national, and international associations? These are some of the questions entry-level librarians ask. The author of this article started in an academic library in which participation was optional. Soon, he realized that the degree and necessity of participation...
varied from one library to another. Like other entry-level librarians, he was confused.

Participating in the activities of professional associations can contribute positively to a librarian's professional development. Active participation is likely to facilitate professional success in one's job and career. This article discusses the impact of participation. As the literature of professional associations is not extensive, several focus groups were also conducted by this author to provide additional information and perspective.

**Professional Associations as Relevant Sources of Information**

Information professionals need relevant information to be effective in their positions. In her article on the role of professional associations, Virgo (1991) states that associations are a "body of people who collectively have a tremendous wealth of experiences to draw upon in a common field" (p. 189). This collection of experiences underscores the value of professional associations for the librarian.

The librarian's expertise and experiences are initially influenced by the professional associations that participate in the accreditation of graduate schools. The curricula and core competencies of the various schools of library and information studies are influenced and monitored by professional associations, most obviously the American Library Association (ALA). Academic courses studied by graduate students are shaped by a professional association. Before librarians assume their first professional position, they have been influenced significantly by associations such as ALA (Curry, 1992).

Practical up-to-date information is readily available and openly shared at conferences conducted or sponsored by professional associations. Formal programs, for example, provide numerous opportunities to obtain information. Participants or speakers with special expertise are recruited to discuss issues and provide various perspectives. A speaker or panel of experts will not only provide information but also stimulate the creation of ideas. Good speakers challenge the audience, providing opportunities for positive discussions in which information is shared and ideas are generated.

In addition to formal programs at conferences, discussion groups and other less formal options, such as interest groups, are ideal forums for information sharing. At the American Library Association conferences, for example, the discussion group has become an essential vehicle for the stimulation of ideas on current topics. Examples of discussion groups include the Middle Management Discussion Group and the Interlibrary Loan Discussion Group. Interest group examples include the Geographic Information Systems Interest Group and the Internet Resources Interest Group. These are special opportunities to learn and to keep up
to date on issues, patterns, and trends in librarianship. Members of the focus groups emphasized the importance of the informality in discussion and interest groups, indicating that informal conditions facilitate learning and idea stimulation (Frank, 1997).

Active participation on committees in professional associations is a particularly effective option for obtaining relevant information. Librarians occasionally de-emphasize or deride the value of committees in libraries and in professional associations. It is popular to do so, especially in the relatively large associations such as ALA or the Special Libraries Association (SLA). Most professionals realize, nonetheless, that committees are important, and that effectively run committees are fundamental to the success of the associations. Committees and task forces have specific charges or responsibilities. Those who participate become familiar with the committee's responsibilities as well as the rationale for the existence of the committee. They also become involved in the collection and synthesis of data or information, in various planning processes, and in the implementation of recommendations. These are valuable experiences. Becoming familiar and experienced with collegial processes in professional associations contributes to success "at home" in libraries. Working effectively in groups to examine issues critically and to attain a positive consensus in decisions is a collegial skill that is valued in libraries. Members of the focus groups reiterated the utility of these skills (Frank, 1997).

Vendors or exhibitors that populate the various professional conferences constitute another source of information. Indeed, it is occasionally difficult to navigate in the sea of exhibitors that are available and organized at ALA or SLA conferences. Exhibitors may include representatives from private companies, colleges and universities, organizational units of the association, and governmental organizations. For example, at the ALA Annual Conference, one is likely to interact with publishers as well as other information producers from the private and public sectors, representatives of the various divisions such as the Association of College and Research Libraries or the Public Library Association, and representatives from local, state, and national governments. While the information available from these exhibitors tends to be biased toward specific points of view or, in some instances, toward specific companies, the information is relevant to the librarian who is able to listen actively and consider the various points of view from a critical perspective. It is important to look at the overall picture as the patterns and trends are as relevant as the specifics.

A librarian's network of contacts can be cultivated and refined at the conferences sponsored by professional associations. Informal discussions with colleagues at conferences are particularly important. Opportunities to collaborate or network with colleagues over coffee, for example, con-
tribute significantly to one’s ability to be effective. The information obtained via these informal contacts is very current and usually practical or to the point. Problem solving is facilitated by the information obtained from colleagues from other institutions. The focus group participants asserted that the information obtained from these contacts is especially applicable and helpful (Frank, 1997).

Another benefit of participating actively in professional associations is that it exposes one to a variety of perspectives and viewpoints. As a result of organizational values as well as the realities and consequences of accepted routines, librarians tend to do the same things in the same ways. The resulting routines and associated inertia must be continually challenged in order to move ahead. Formal programs and informal discussions at conferences provide opportunities to be challenged. Librarians at other institutions look at issues and problems differently. If one is actively involved, he or she learns, becomes familiar with new or different options, and is challenged to consider other approaches, solutions, or perspectives. Creativity and innovation are stimulated. As the librarian’s routines and values are challenged, he or she becomes more effective.

Professional associations are producers and disseminators of relevant information. “A primary mark of a profession is the development of a scholarly body of knowledge which continues to grow and be furthered” (Virgo, 1991, p. 195). Associations disseminate information via books, refereed journals, presentations at conferences, and by other formal and informal means. Librarians who are members of professional associations have opportunities to contribute to this “body of knowledge.” As information professionals participate and contribute, they learn and become more familiar with the processes of scholarly communication.

**Contributors to Effective Leadership**

Professional associations contribute significantly to the development of effective leadership. Librarians who are active in professional associations have realistic opportunities to improve or enhance their leadership skills. Leadership is a relatively complex concept. One scholar argues that “leadership is largely an intuitive concept for which there can never be a single, agreed-upon definition” (Conger, 1992, p. 18). In their research on leadership, Bennis and Nanus (1985) recorded 350 different definitions of leadership (p. 4). For this article, leaders are “individuals who establish direction for a working group of individuals, who gain commitment from these group members to this direction, and who then motivate these members to achieve the direction’s outcomes” (Conger, 1992, p. 18).

Leadership, administration, management, and supervision are interdependent concepts and practices. All are concerned with behaviors and interaction patterns, role relationships, influence, motivation, and goals
or desired outcomes. Additionally, all are concerned with the ability or capacity to provide focus and direction for individuals and groups. Opportunities to develop these skills are numerous via active participation in professional associations. Service on committees, for example, exposes the librarian to various planning and implementation processes. As the librarian is working with information professionals from other states or regions, he or she is also exposed to differences in methodologies. Assuming responsibility for a committee is a particularly valuable experience as committee chairs work with a group of colleagues to define and refine goals, develop strategies to attain these goals, and follow up as needed. Roles and responsibilities are delineated. Specific tasks are delegated. The chair of the committee articulates the rationale for the committee's activities, relating the work of the committee to other committees or organizational units in the association. He or she becomes more familiar with the dynamics of conducting meetings, including the ability to attain a positive consensus on important decisions.

The members of the focus groups stated emphatically that participating as a chair of a committee in a professional association facilitates the development of leadership skills. Several stated that the skills learned and developed as chairs of association committees enabled them to work more effectively with groups to attain desired outcomes. They also became more interested in management. Another librarian noted that she was motivated positively by Patricia Breivik's "Every Librarian a Leader" theme during Breivik's term as President of the Association of College and Research Libraries (Frank, 1997).

In addition to committees in professional associations, it is possible to become the elected chair or president of the association's sections or divisions. The responsibilities associated with such positions are significant, and the opportunities to learn and to enhance one's administrative skills are plentiful.

**Opportunities for Research and Publication**

Participating in professional associations provides opportunities to become familiar with the processes of research and publication. These important processes contribute to the librarian's professional development. Creativity and innovation are expressed as ideas, concepts are considered and integrated, and new information is generated.

Several options for research and publication are available via participation in professional associations. Poster sessions are popular examples. ALA's conferences provide opportunities to prepare and present poster sessions. These are not formal presentations or publications but necessitate preparation and the ability to communicate ideas or concepts to others. Additionally, editors of journals occasionally examine the various poster sessions at national conferences looking for ideas or presentations...
that might be eventually transformed into published articles. One of the librarians in the focus groups stated that the editor of *RQ* asked her to write an article on the topic of her poster session (Frank, 1997).

Calls for papers are ideal opportunities to become involved in scholarly processes. Sponsored by professional associations at local, state, regional, national, and international levels, calls for papers are opportunities to do research and to discuss the results with a forum of colleagues. As with poster sessions, these scholarly papers and presentations are potential candidates for articles in refereed journals. Also, presenting a paper to a group of peers, listening to their comments and suggestions, and responding to their questions constitute several of the key elements of critical dialogue. These skills are essential to success in libraries. Information professionals are instructors, mediators and facilitators, and advocates for ideas as well as strategic positions or directions. They must communicate effectively with groups. Scholarly presentations at professional conferences provide realistic options to develop these skills.

On occasion, committees in professional associations produce documents that are eventually published. The author of this article participated on such a committee in ALA's Reference and User Services Division. The committee's activities focused on the importance of collection development policies. As we collected data on policies, we realized that the information was particularly relevant to the work of librarians who have managerial responsibilities related to the development of collections. As a result, we sought options to disseminate the information. The chair of the committee contacted several editors, including the editor of *RQ*, who provided support and practical recommendations. In six months, the members of the committee completed an article that was published in *RQ*. It was a valuable experience for all committee members. We participated in a collegial process within the context of a professional association and produced an article that was published in an important journal. Such activities and results are not uncommon in professional associations (American Library Association, 1993).

Professional associations are concerned with the creation, organization, and dissemination of information. They are also concerned with the activities related to research and publication. One dictionary defines a profession as a "calling requiring specialized knowledge and often long and intensive preparation including instruction in skills and methods as well as in the scientific, historical, or scholarly principles underlying such skills and methods" (Webster’s Third New International Dictionary, 1968, p. 1811). The skills and methods referred to are essential to the success of librarians.

By supporting and providing opportunities for research and publication, professional associations of librarians or information professionals
become, in a sense, more professional. In reality, it is also advantageous for professional associations to provide such support:

- associations gain value for both themselves as organizations and especially for their members;
- associations and their members gain visibility by publicizing research efforts;
- by collaborating on activities that one institution cannot do as readily (for example, gathering profession-wide statistics), associations gain in effectiveness;
- associations can add to their image of having more clout than any one individual institution;
- associations can draw on the tremendous range of talents of their members; and
- associations can increase their impact on the educational process (Virgo, 1991, pp. 192-93).

The librarian who participates actively in professional associations and who is interested in contributing to the scholarly processes will discover that there are opportunities to do so. The professional associations are motivated to provide these opportunities.

**Facilitators of Effective Communication**

Activity in professional associations promotes the skills needed for effective communication. One communicates with individuals as well as groups. Also, one is exposed to a variety of methods and styles of communication. In particular, the librarian is exposed to different perspectives and questions. As the librarian becomes more informed and looks at issues from different perspectives, he or she is more likely to be listened to "at home."

Professional associations also provide opportunities by which librarians can be mentored by experienced colleagues. Formal mentoring programs exist in national associations and occasionally in regional organizations. Issues of communication are frequently discussed by the mentor and the one being mentored. Communicating with one's supervisor or with other colleagues is a particularly relevant topic of discussion. Articulation of ideas and the techniques of assertive communication are also relevant. Listening to the comments and suggestions of an experienced colleague from another institution makes a positive difference. Several members of the focus groups had worked with mentors via professional associations. Two of the librarians had participated in mentoring programs organized by ALA's New Members Round Table (Frank, 1997).
A SENSE OF PROFESSIONAL COMMUNITY

By participating actively in professional associations, one learns what it means to be a professional. One contributes to the overall profession by participating and, as a result, feels "professionally empowered." This is especially important for the individual librarian and for the profession of librarianship. "The significance of having members equipped to cope with new challenges has far-reaching effects on any profession and shows the direction towards which the profession is moving" (Osman, 1987, p. 33).

The sense of professional community is nurtured via participation in professional associations. Conferring with professionals from other institutions not only provides additional perspective on issues but also enhances one’s status as a professional. The values and ethics of professionalism rise to the surface and are very evident in the activities of professional associations. Issues of professional values and ethics were viewed as very important by all members of the focus groups (Frank, 1997).

Professional associations usually have codes of ethics. ALA’s Code of Ethics is representative and underscores the sense of professional community. The principles of the code essentially encompass the work of professional librarians:

- We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- We protect each library's user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.
- We recognize and respect intellectual property rights.
- We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession. (American Library Association, 1995, p. 673)

The above statements go to the core of the profession. These statements are not unlike the principles in the codes of ethics for the legal or medical professions. The issues covered in the code are particularly relevant to the work of librarians. Information resources are organized to be accessible to all users; equitable services are critically important. In-
intellectual freedom is a concept that must be protected. Information transactions are private and confidential. Intellectual property needs to be recognized and protected. Colleagues must be respected; fairness in the workplace is essential. Private interests are not advanced at the expense of others. Important differences exist between one's personal convictions and professional responsibilities. Professional excellence is an ongoing and encompassing goal and must be supported.

Becoming aware of the sense of professional community provides perspective and insight on the culture of the profession of librarianship. A culture is a “pattern of basic assumptions— invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration—that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 1988, pp. 8-9). Librarians deal or work with the issues of external adaptation and internal integration on a day-to-day basis. On another level, the pattern of basic assumptions is transferred from one individual or group to other individuals or groups and essentially underscores the sense of professionalism. Codes of ethics, accepted and unaccepted patterns of behavior, organizational values, and a concern for the development and promotion of colleagues and principles are examples of assumptions that are culturally transferred.

Active participation in professional associations facilitates one's awareness of, and integration into, the culture of professional librarianship. One gains a broader vision of one's role and responsibilities as a professional. This vision is continually enhanced and expanded as the librarian works with colleagues from other institutions to attain common goals. Moreover, the librarian's ability to attain goals "at home" is facilitated. Members of the focus groups were very concerned with ethics and values as critical elements of professionalism. Several indicated that values were being openly discussed in their libraries and that such discussions were uncommon five years ago. Two participants stated that assumptions related to culture, values, and ethics were being deliberated as a result of reorganizations in their libraries. All stated that activity in professional associations contributes significantly to one's sense of professional community.

The Challenges

Participating actively in professional associations is not necessarily a simplistic process. For example, financial support is often needed to participate at the local, regional, or national levels. Salaries of librarians are not excessive and, as a result, the institution needs to provide some financial assistance. Levels of support vary among libraries. It is a controversial issue at some libraries. Who will participate? What levels of financial
assistance are available for the participating librarians? These are practical and philosophical questions. Some academic librarians must participate in order to qualify for a continuing appointment. In some libraries, it is difficult to participate on a regular basis as a result of staff shortages. In these instances, association options are selected judiciously, and opportunities are occasionally rotated so that all interested librarians can participate to some degree.

Becoming active on committees and other organizational units of professional associations is occasionally challenging. It takes time and effort to become familiar with the association's organizational structure as well as its relative priorities. The size and complexity of associations, especially national associations such as ALA or SLA, can easily frustrate interested librarians. Associations of the scope and magnitude of ALA are frequently confusing and complicated for the "new" librarian as well as for the experienced one. A librarian feels overwhelmed by the numbers of programs, committees, discussion groups, etc. Such feelings are not conducive to active participation. Getting on a committee or becoming involved in some formal capacity can be facilitated by colleagues or mentors who are already participating in the activities of the association.

Becoming chairs of committees or getting elected to offices is another challenge. A track record or some evidence of success is usually necessary, especially for elected offices. In ALA or SLA, for example, becoming chairs of sections or presidents of divisions usually necessitates a positive track record in the section, division, or association. This is especially accented in an association of ALA's size and complexity.

Opportunities for publications and scholarly presentations are numerous, but success is not automatic. Applications for poster sessions are refereed. Calls for papers are also refereed. A significant number of the applications for poster sessions are accepted for presentation in associations such as ALA as these have become a standard vehicle for the demonstration of new or innovative initiatives.

Being able to identify with or to simply understand the realities of a sense of professional community is also a challenge. The sense of professional community is more abstract than concrete. What is a professional? It is not necessarily obvious to new librarians and to some librarians who are experienced in the profession. One, it is hoped, becomes familiar and comfortable with the concept of professionalism, including its responsibilities.

The focus group participants were concerned with issues of financial assistance and other challenges related to getting started. Several librarians stated that financial support for professional conferences was directly related to the degree of active participation. In other words, if one was active on a committee or another group, one received more financial assistance. They asserted that it was more difficult for new librarians with
lower salaries to get started under these conditions. Issues of fairness underscored their pointed comments. All participants emphasized the importance of fair guidelines (Frank, 1997).

Members of the focus groups were also concerned with the size and complexity of national professional associations such as ALA or SLA. All indicated that it is difficult to get started and to become actively involved. The academic librarians discussed the degree of duplication in the committees and sections of ALA’s Association of College and Research Libraries as well as the Reference and User Services Division. Such duplication can be confusing to the new or experienced librarian. The public, school, and special librarians were less concerned with duplication but indicated that it is very difficult to “figure out” associations such as ALA or SLA (Frank, 1997).

IMPACT ON THE LIBRARIAN’S CAREER

The author of this article was not able to find a specific study that correlates activity in professional associations and success in one’s career as a librarian. It is likely that a positive correlation exists.

Librarians who participate actively in professional associations are likely to be more informed and, in particular, up to date on current issues and trends. Opportunities to be exposed to other ideas and perspectives are numerous as one participates and becomes effectively networked. In February 1997, a program on “new learning communities” was sponsored by ALA’s University Libraries Section. As the concept of learning communities in academic libraries is relatively new, the room was filled with interested librarians who were excited as they focused on the description of the University of Washington’s UWired program (American Library Association, 1997). It is likely that the enthusiastic attendees returned to their respective libraries with practical recommendations. They were more informed and the informed librarian will be more effective and more likely to succeed in his or her career.

The librarian who is interested in moving into management will have opportunities to learn and/or refine various managerial skills. Working with the committees and other groups, sections, or divisions of a professional association provides opportunities to lead, to provide focus and direction, and to attain important goals. These are relevant skills and are generally perceived as very desirable in libraries. Moreover, these skills are likely to open doors for the librarian, either in positions at his or her library or in managerial positions at other libraries.

The librarian who is able to write and to communicate effectively will be more “marketable.” Professional associations provide excellent opportunities to improve these skills. Becoming familiar with the processes of research and publication via options such as poster sessions, calls for papers, and articles in refereed journals enhances one’s ability
to communicate effectively with colleagues. In addition, presenting a paper to a group of colleagues from other institutions enables one to refine his or her oratory skills. Publications and scholarly presentations also look good on vitae. They are indications of the librarian's ability to organize and articulate ideas and information. Such indications are valued and facilitate one's career development.

Becoming aware of the intrinsic value of a sense of professionalism also facilitates a librarian's career development. It is more intrinsic than extrinsic, so it is less obvious. Issues of values and ethics, for example, are usually less evident in one's day-to-day activities. Nonetheless, the sense of professional community that is facilitated via experiences in professional associations is very important and contributes to professional effectiveness.

Participating actively in professional associations also enhances the librarian's career options. A record of activity in associations indicates that the librarian is interested in the profession. Moreover, a record of activity is a clear indication that the individual is willing to learn and to grow. Being exposed to different ideas and perspectives contributes significantly to one's expertise and ability to examine issues critically. Such librarians are likely to be promoted. Also, they are likely to be successful in efforts to move into positions of responsibility at other libraries.

Members of the focus groups noted the relevance of participation to one's career. The importance of being exposed to innovations at other libraries was emphasized. Nearly all of the participants stated that they returned from conferences with ideas for new activities or initiatives. They were more informed. Additionally, creativity and innovation had been stimulated. The librarians also underscored the value of participation to career development and advancement. Opportunities to work in groups of librarians from other libraries were especially valued by the focus group members. Collaborating with librarians to refine strategies and attain goals facilitated the development of skills that were emphasized in their respective libraries. All of the members stated that the librarians who participate actively are more "marketable," more likely to be promoted, and more likely to succeed in their careers (Frank, 1997).

CONCLUSION

The role and responsibilities of professional associations are varied and numerous. If the associations are going to continue to provide realistic opportunities to learn and to participate actively, they must be responsive to their members. In particular, they must be as flexible as possible and open to the concept of change. Issues of flexibility and change are occasionally problematic for the large professional associations. Organizational behaviors and practices are likely to be self-perpetuated. To be relevant in the future, the associations must focus on change and re-
newal: “The professional association that wishes to be effective in changing its industry must be open to a process of continuous change within itself. Such an association will have the credibility to carry the message of change to the rest of its industry” (Segal, 1993, p. 242).

Professional associations are critically important. Participating actively can make a positive difference. The librarian’s ability to perform effectively can be enhanced. Moreover, the librarian’s career progression can be influenced positively. One of the librarians in the focus groups concluded that “the challenges and opportunities in professional associations provide valuable perspective, help me to think critically, and stimulate my creative abilities.” Another librarian concluded that “the activities in professional associations help me to know what others are thinking and doing, to see what might be possible, and to move ahead in positive directions” (Frank, 1997).

REFERENCES
The Value of Professional Associations

WILLIAM FISHER

ABSTRACT
Professional associations in the library/information science field are viewed from the perspective of the value they bring to the field. Two areas in particular, research and professional development, are reviewed in this context based on the efforts of ALA, ALISE, ASIS, and SLA.

INTRODUCTION
The index to the 32nd edition of the Encyclopedia of Associations (Jaszczak, 1997) lists some 524 organizations with the keywords of either "information" or "library" or their derivatives. Even if one removes those groups with their entries included in the companion volume International Organizations on the presumption they are based outside North America, that still leaves some 324 organizations. And that does not include cognate groups without "information" or "library" in their names that would be found elsewhere in the index. Still, with 324 library and information related organizations, one is left to ask what value these groups provide their members for so many organizations to exist?

Other authors in this issue discuss why professional associations are formed, so that ground will not be covered here. As to the value provided by these groups, there are two possible answers. The first answer works on the foundation that, if these 324 groups were not providing some value to someone, they would be out of business. All associations serve some purpose and provide some kind of value when they are first organized. However, if that purpose and value cannot be sustained over
time, the association loses its support and goes out of business. So, in short, the first answer is yes, all these groups have value because they are still functioning. In other words, the Association of Architectural Librarians (AAL), with a membership of 100, has value just as the American Library Association (ALA), with a membership of 56,800, has value because they are both viable organizations with dues-paying members. With this answer, the case can also be made that larger organizations provide more value because they have greater resources.

The second way of addressing the value question of associations, especially from an individual's perspective, is the idea that the value one gets from an organization is based on the time and effort that person puts into it. This view is supported by Grace Anne DeCandido (1996) who presented suggestions to people new to the profession. As part of her first recommendation of how to connect with professional colleagues, DeCandido suggests joining professional associations.

Membership organizations thrive on the input of their members, so the value one might get from belonging to either the AAL or ALA depends on what the member puts into the organization. With this answer, the case can be made that smaller organizations provide more value because each member has a better opportunity to participate actively in the organization.

While an association's longevity and the level of activity among its members can be used as measures of value, other ways of determining value do exist. Definitions of professions usually contain two attributes in particular. One of these is the idea that a profession is built around a substantial body of theory and knowledge, which must be continuously tested, revised, and expanded. Thus one value an association can bring to its profession is to encourage and support research that feeds the theoretical/knowledge base of the profession. The second attribute of a profession deals with its members constantly pursuing the new or revalidated knowledge that is a result of research efforts in the field or from cognate fields. A second value that an association can bring to its profession is to encourage and support the professional development of its members. [Note: professional development will be used as a general term that encompasses a wide range of educational opportunities—from annual conferences, to local or regional workshops, to self-paced instructional materials for individualized learning.] So if a professional association can demonstrate active involvement in research efforts and professional development, one can make a case for the value that association gives to that profession in general and to its members in particular.

RESEARCH

Research, like beauty, is in the eye of the beholder. This is especially true for a profession that is very application oriented, such as the library
and information science field. What one person might do in the way of applied research would not be considered research at all by a person working in a more theoretical environment. On the other hand, what the latter person might produce in the way of basic research would not be understood by the applied researcher interested in solving a specific problem. So, one of the first things needed is a definition of what is meant by research. One way to define, or actually differentiate, research is to look at the objectives of the research being conducted. During the latter 1980s, the U. S. Department of Education’s Office of Educational Research and Improvement sponsored a series of reports on research issues for the library field (U. S. Department of Education, 1989). The third volume contains descriptions of four possible research objectives as follows:

Some research is basic and theoretical, aimed at determining fundamental truths. Some research is applied and pragmatic, aimed at solving immediately identifiable operational needs. Some is societal, aimed at determining needs and roles. And some is policy oriented, aimed at establishing the basis for decisions about allocations of resources and priorities in meeting needs. (U. S. Department of Education, 1989, p. 11)

The library and information science field certainly has need for all these “types” of research. The question becomes what can our professional associations do to support any or all of this research? One part of the Department of Education report examined what associations might do to support library and information science research and came up with six possible models (U. S. Department of Education, 1989, pp. 19-31).

The first model proposed centered on joint research projects, where a project team representing a variety of associations would work on the proposal and manage the project, although the primary promoter of the project would be someone not directly connected to any of the associations involved. Some of the potential problems with this model dealt with the assumptions made about projects, funding, and leadership/administration and the commitment from the associations.

The second model proposed was for similar units of associations to interact and identify mutual areas of interest. For example, the American Society for Information Science (ASIS) Management Special Interest Group, the Special Libraries Association (SLA) Library Management Division, and the Library Administration and Management Association of the American Library Association would identify areas of mutual concern and would put together a research project team to address one or more of those concerns. While the level of commitment here could be reasonably high from those directly concerned, there would still be potential problems with full support and cooperation from the association as a whole.
The U. S. Department of Education's (1989) third model calls for connections to be made at the level of association president. This proposed model calls for a meeting of association presidents and an agreement to work on a project(s) to result from that session. This would be a more formal relationship than the second model above; however, that formality results in potential problems due to the time it would take to hold the original meeting and have each president involved get back to his/her board of directors (or similar body) to validate the agreements reached. By the time this procedure would be completed for all the groups involved, some of those presidents would no longer be in that office and the promised support might be withdrawn.

The fourth model proposed the creation of a coordinating body comprised of association representatives. This group would develop research agendas, promote those agendas, and act as a clearinghouse for information on research projects. This model requires a certain commitment from each association that would extend over a certain period of time. As conditions change for each association, that commitment could waiver.

The fifth model picks up the basic idea behind the fourth model by proposing a more broad-base group with representatives from associations, government, industry, and the academic sector. Versions of this model exist for other fields, such as a joint effort by the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. With government, industry, and educators involved, the specific role of the associations diminishes somewhat. Furthermore, the appointments made to these bodies are usually based on the subject expertise of the appointee rather than his or her ability to represent a specific group.

The final model proposed in *Rethinking the Library* calls for a research foundation to be established by one or more associations. This would be similar to the foundation sponsored by the American Bar Association or the foundation sponsored by the American Nurses Association, although these are single associations supporting their own foundation. There is not a good model that exists for multiple associations supporting a single foundation.

The potential obstacles to interassociation cooperation in the area of research were more real than imagined, as no substantive joint research effort has developed since the models were proposed in 1988. This leaves each of the associations to do as much in the research arena as they care to pursue on their own. It is not possible to detail the research-related activities of all 324 library-related associations found in the *Encyclopedia of Associations*. However, a look at the efforts of a few associations will provide some perspective on the topic. Four groups will be examined: the American Library Association, the Special Libraries Association, the American Society for Information Science, and the Asso-
ciation for Library & Information Science Education (ALISE), since they have some level of commitment to research and together represent a broad range of the library and information science field. This is not to say that other associations, those which are smaller and/or more narrowly defined by subject or geographically, are not also involved in research.

ALA is involved with research through a number of activities. While ALA's mission statement does not expressly mention research, its more extensive policy manual (American Library Association, 1996) does note the role of research:

> The American Library Association recognizes the need to continuously build and strengthen the knowledge base upon which library services and the library profession depend. Basic and applied research in the field of library and information studies, as well as research results in related disciplines will, in large measure, shape library and information services and the nature of the library profession in the future. (p. 47)

To help ALA fulfill this role, an Office for Research and Statistics exists as part of the overall association structure. There is also a standing Research and Statistics Committee within ALA. While this oversight at the association level is good, much of the work of ALA is carried out by its subordinate affiliates, primarily divisions and round tables, which pursue activities related to a specific clientele or environment, including research-related activities. The key venues for supporting research at this level of the association are: (1) research-related committees; (2) competitive awards to either help fund research projects or recognize a competing research effort, sometimes focused on dissertation-level research; and (3) publication of a journal as a dissemination outlet for research-based articles. Table 1 lists the major ALA units which support research through one or more of the methods described above.

In addition to these units of ALA, the Library Research Round Table works to enhance research efforts and provide an outlet for dissemination of research results, usually through programs at ALA's annual conference.

ASIS clearly presents itself as a research-oriented organization. The society's mission statement indicates that one of its primary roles is "encouraging research, development, and applications that advance the field of information science" (ASIS, 1996, p. 6). ASIS fulfills this part of its mission in a number of ways. The Journal of the American Society for Information Science is a primary publishing outlet for information science research. Another ASIS publication, the Annual Review of Information Science and Technology, provides essays that review current research on a variety of topics, making it an excellent place for a researcher to begin his/her search of the literature. ASIS does not have a specific research com-
Table 1.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Committee</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of School Librarians</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>American Library Trustee Association</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Association for Library Collections and Technical Services</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Association of Library Services to Children</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Association of College &amp; Research Libraries</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Association of Special &amp; Coop. Library Agencies</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Library Administration &amp; Management Association</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Library &amp; Information Technology Association</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Public Library Association</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Reference &amp; User Services Association</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Young Adult Library Services Association</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

*sponsors or co-sponsors an award, usually for a publication that can be research-based, although the research component is not specifically required.

mittee like the ALA units. However, all of ASIS's special interest groups take a research focus for their area(s) of interest. Finally, ASIS has a number of awards that directly support research. These include the ASIS Research Award, Best JASIS Paper Award, Best Information Science Book Award, and the ISI Information Science Doctoral Dissertation Scholarship.

One would expect an organization of educators who primarily teach at the graduate level to be concerned about research, and ALISE meets that expectation. There is a standing Research Committee as well as a special interest group for research (Directory of the Association). ALISE's primary publication is research oriented, and the association sponsors four research-based awards. These include the Research Grant Award, the Research Paper Competition, the Methodology Paper Competition, and the Doctoral Student Dissertation Competition.

SLA also demonstrates a strong commitment to research. While there is no mention of research in SLA's mission statement, its strategic plan, which was based on member input, identified research as one of the three major priorities for the association (Special Libraries Association, 1996, p. 17). SLA reinforces this with a director of research on staff and a standing research committee. A research agenda for SLA was identified a few years ago, and this is supported by an annual competitive award of
up to $20,000 to fund research projects that address areas identified on the research agenda. In 1995, SLA also sponsored a research forum with participants from a number of professional associations. The forum examined issues relating to library and information science research and revalidated SLA's agenda with particular attention to studies assessing or measuring the value of information and/or information professionals.

From the activities of these four groups, it would appear that library and information science associations are providing value in the form of research for the profession. This may not seem obvious to many people due to the fact that there is no unifying body to coordinate the efforts of the various groups involved. The six models presented earlier were all attempts to bring about some of this cooperation; however, none of the models has been adopted. This results in a situation that appears less active than is the case. If questions exist in this area, they are more along the lines of “Are the associations doing enough to support research?” and “How beneficial is the research that is being done?”

**Professional Development**

If associations’ records with research lead to the questions posed above, there should be little room for such concerns over their input into the professional development arena. Library and information science organizations have a long history of providing educational opportunities for their members. Most associations hold at least one conference annually. In addition to the individual sessions that comprise the conference, many groups have one- or two-day professional development workshops immediately before and/or after the conference. The larger associations, like ALA, ASIS, and SLA, have conferences twice a year. In addition to these opportunities for professional development, associations are now sponsoring regional meetings as well as video conferences to attract members who cannot attend the larger conferences. Those organizations with local chapters provide ongoing opportunities closer to home, sponsoring meetings and workshops throughout the year.

In fact, if anything can be said about associations’ involvement with professional development, it may be that there is too much of it—i.e., that too many groups are competing too often for the same audience with very similar programs. And the associations are not only competing among themselves for the professional development market, but universities, vendors, and other commercial providers also offer professional development just in the library and information science arena. If one includes professional development focused on subject or discipline, the potential number of professional development providers increases dramatically.

Yet the number of professional development offerings from library/information science associations remains high. Since there are registra-
FISHER/THE VALUE OF PROFESSIONAL ASSOCIATIONS 327

tion fees associated with most, if not all, of these programs for both association members and non-members, the assumption is that these various professional development activities are attracting enough registrants to at least break even if not earn a profit for the sponsoring association. So the market for professional development stays strong. The occasional program or workshop is canceled from time to time, but overall the opportunities continue to exist, and information professionals in major metropolitan areas often find themselves selecting from a number of programs offered on the same day, all sponsored by different groups. For some groups, their annual conference and other professional development offerings constitute a major source of revenue. As long as this is the case, associations will continue to place emphasis on professional development.

With the importance of professional development in mind (as both a revenue producer and as a response to member needs), one would think associations would keep their professional development activities fairly prominent. To verify this, the Web sites for ALA, ASIS, and SLA were checked to see how easy or difficult it was to get professional development-related information. All three sites were checked on 27 March 1997.

The home page for ALA (<http://www.ala.org>) allowed one to click on the 1997 Annual Conference and from there click on Pre-Conference Institutes for a description of those offerings. There was also a button on the home page for Events, which brought up a list of options that included Annual Conferences, Division Conferences, Chapter Conferences, Public Programs, Institutes, Workshops, and Other Events. The only other heading on ALA's home page that appeared applicable was for Education, but this linked to information about the accredited M.L.S. programs and had little relevance for professional development. The ASIS home page (<http://www.asis.org>) had one link to Continuing Education and another to Conferences. Taking the Continuing Education route, one finds a number of relevant items. These include a description of ASIS's continuing education philosophy and a catalog of continuing education offerings, as well as links to annual and regional conference pages providing further relevant information.

Finally, SLA had two relevant links on its home page (<http://www.sla.org>). The first was under Conferences & Meetings, which gets annual conference information including the continuing education offerings held in conjunction with the conference. The second link was to Educational/Career Opportunities which in turn linked to Professional Development pages providing the contact information for SLA's professional development staff and an extensive list of activities. (As an aside, SLA was the only one of the three organizations checked that had anything readily accessible dealing with research. Choosing “research” gets
one to the SLA Research Agenda, a description of their research grant, and descriptions of recently funded projects.)

CONCLUSION

This brings up the original question of whether associations provide any value to their members and/or to the profession at large. If associations' activities in the areas of research and professional development can be used as indications of value, then it appears that associations in the library and information science field are making contributions to their members, especially if the activities noted above are representative of what the other library/information science associations are doing. What may be missing in both these areas is some kind of clearinghouse where information regarding research and/or professional development opportunities from multiple associations would be available. The individual associations may do a good job of keeping their members informed about what that association is doing; however, opportunities provided by other associations may be just as valuable. Clearinghouse-type efforts have been tried at the regional and local level, though keeping the information accurate and up-to-date is a very expensive and time-consuming process, one reason why little exists at the national or international level. A contribution to the profession along these lines would be welcome. So, are professional associations valuable? Ultimately, this question can only be answered by the associations' members as to whether they receive any value for the resources each one commits to these professional groups. However, it does appear that professional associations are enriching the library and information science field through their efforts in both research and professional development. Another way to look at the value of something is to speculate on what things would be like if the item in question were no longer available. So imagine, if you will, what our world would be like if there were no professional associations in the field of library and information science.

The "up side" would be that most of us would have a bit more discretionary income, since we would not be paying dues to one or more organizations or having to come up with all or part of conference expenses. The fact that there would be no more conferences means that more of us would be able to take vacations when and where we wish (within the parameters of things going on at the workplace), not scheduling things chronologically or geographically around an annual or mid-year conference. For many of us this also means not experiencing Miami, Atlanta, or New Orleans in summer and Chicago, Cleveland, or Philadelphia in winter. Those meetings/workshops that would be held would be sponsored by library schools or other education-oriented providers, consortia or informal groups of libraries, or vendors and most likely held on a local or regional basis, making them somewhat easier to attend.
The amount of professional junk mail would decrease or at least it would be harder to identify us individually since there would be no more membership mailing lists to sell. There would be no more association by-laws for us to understand and occasionally revise, no more ballots to send back, and no more presidents’ messages all saying essentially the same thing. These are all things we would do without for lack of our professional associations.

However, while we are on vacation spending our new found wealth, consider what the “down side” of this scenario might be. First, there would be no “umbrella” type organizations to speak on behalf of the profession. This might not affect larger institutions like the New York Public Library or the University of California, Berkeley, libraries. However, the smaller libraries would very much feel that they had no voice in professional issues ranging from open access to information to setting postage and telecommunications rates. Without association meetings, even once or twice a year, librarians would begin to feel isolated. Having no other professional contact or contact only with the same group can be demoralizing. It is granted that some of the electronic methods of communication can be helpful to counter this but consider two things. First, one of the fastest growing units within the Special Libraries Association is the Solo Librarians Division—those individuals working as the only information professional in a library and information center. Second, one of the highlights now of any ALA conference is when the wombats (those people who are prime users of the Stumpers listserv) get together to put names with faces after communicating electronically for so long. Learning what your colleagues are doing, how they are dealing with the same problems you face, or simply knowing they are there is very reassuring. Keeping up with new resources and new technology will become more of a challenge. Some of this kind of material that crosses our desks will no longer do so as association mailing lists disappear. To compare the products/services of a number of different vendors would require contacting vendors directly and dealing with them in that manner rather than roaming the aisles of the conference exhibit hall and accomplishing one’s objective in an hour or two.

Without professional associations, the support for research and professional development discussed above would disappear. The type or amount of research being conducted may not suffer. However, dissemination of the results would be affected by the loss of programs, workshops, and publications. Our associations also help provide a continuum from library science to information science, bringing all interested parties together to facilitate communication, cooperation, and understanding. Without our associations, this effort would be severely handicapped. Furthermore, without our associations, our primary professional reading

But perhaps the biggest impact of this nonassociation scenario would be felt by library directors. Without professional associations of which they become officers, without professional association conferences at which they attend and/or deliver papers and go to meetings, and without professional association publications of which they become editors, reviewers, and/or authors, library directors would have to devote more of their time to the day-to-day running of their libraries. If they exist for no better reason than to keep library directors busy, our professional associations play an important role.

It would seem the negatives outweigh whatever advantages there might be in having no professional associations. The preliminary conclusion remains intact—professional associations in library and information science do provide value to their members.

**REFERENCES**


The War on Books and Ideas: The California Library Association and Anti-Communist Censorship in the 1940s and 1950s

Cindy Mediavilla

ABSTRACT
Using primary sources and related documents, this article chronicles the California Library Association's (CLA) battle against anti-Communist censorship attempts from 1946 to 1956 in schools and public libraries as well as on the legislative front. An overview of the "Fiske report," published in 1959, is offered as an explanation of how intellectual freedom challenges impacted California librarians of the period.

INTRODUCTION
California Library Association (CLA) President John D. Henderson (1941) predicted that the 1940s would mark a time of "war on books and ideas" (p. 120) for librarians everywhere. Worldwide, public libraries were being suppressed into "political servitude" as fascist regimes assumed power. After all, people may make history, Henderson pointed out, but ideas make people, and so what better way to control others than to control what they read. "The problem of censorship," one intellectual freedom advocate advised, "in relation to library services is a perennial one. But it takes on particular urgency at the present time, as repressive movements against so-called 'radical' literature ... endanger the freedom of research and discussion that is basic to American democracy" (Haines, 1941, p. 138).

THE BIRTH OF TWO COMMITTEES
Into this political climate was born the CLA "Committee on Intellectual Freedom to Safeguard the Rights of Library Users to Freedom of
Inquiry,” created in 1940 just four months after the establishment of the American Library Association’s own committee of the same name. Helen E. Haines, collection development professor and author of the library school standard *Living With Books*, was appointed chair. The purpose of the committee, according to Haines (1941), was “to serve as a medium through which the CLA can affirm professional policy regarding individual or organizational attempts to restrict library service to readers by censorship of library collections or by the suppression of particular books” (p. 138). Furthermore, the committee supported the principle that “the public library must be free to furnish materials on all subjects of public interest and to represent, in that material, conflicting points of view” (p. 138).

Ironically, almost simultaneously in another part of the state a second committee concerned with censorship was also taking shape. After ten years of aggressive agitation by farm and dock labor unions, Californians were ripe for legislation to suppress “radical” thoughts and actions (Scobie, 1974). Therefore, in early 1941, a legislative Fact-Finding Committee on Un-American Activities in California was established with State Senator Jack Tenney appointed as chair. Predating U. S. Senator Joseph McCarthy’s House Un-American Activities Committee by an entire decade, the “Tenney Committee,” as it came to be known, was charged with investigating and ascertaining “all facts causing or constituting interference with the National Defense Program in California or rendering the people of the State . . .less fit physically, mentally, morally, economically or socially” (Barrett, 1951, p. 13). Included within this committee’s investigatory purview were members of the Communist Party, Fascist organizations, German Nazis, and any other group known to wish harm on the people of the United States.

**Early Intellectual Freedom Efforts**

Though her committee did not meet during its initial year of existence, Haines (1941) nevertheless was able to account for two notable intellectual freedom activities in her first annual report. In February, a CLA Bay District Library Discussion group featured a presentation by Max Radin, former nominee to the California Supreme Court whose nomination had been turned down because of past suspected “radical activities” (Barrett, 1951, p. 11). Contending that, as Americans, “[w]e are committed to serving the general ideal of our country,” he asserted that democracy can be maintained “without withholding information about the other side for fear that readers would be contaminated” (Radin, 1941, p. 19). At a second CLA meeting, two months later, Stanford University Librarian Nathan Van Patten (1941) advocated a similar message, urging colleagues to “resist every attempt which may be made by individuals or organizations to suppress particular books, pamphlets, peri-
odicals, and newspapers" (p. 344). Haines (1941) called both speeches "valuable contributions to the professional literature of the year" (p. 138).

With the exception of an exhibit displayed at two public libraries in recognition of Freedom of the Press Week, the Committee on Intellectual Freedom remained relatively quiet over the next few years (Haines, 1945a). Haines noted in her 1945 annual report: "no reports of restrictive action affecting the right of libraries to supply controversial material for freedom of inquiry by readers have come to this committee during the year" (Haines, 1945b, p. 76). Apparently the local library community had successfully carried out ALA's wartime admonition that "[w]ith such minor limitations as are occasioned by military necessity, librarians will protect the right of inquirers to find in the library material on all sides of controversial issues" (Nyholm, 1942, p. 149).

In 1946, supporters of intellectual freedom were soon startled into action, however, when Tenney's committee began to investigate well-known authors such as Carey McWilliams, Langston Hughes, and Sherwood Anderson. Any textbooks with which they and other suspected "subversives" were associated came under particular scrutiny (Matthews, 1981, p. 53). As the Senate Investigating Committee on Education made clear: "If there is a covey of writers who have been affiliated with a long series of front organizations and they unite in providing basic materials . . . for use in . . . our public school system, then obviously such books should be viewed with suspicion" (California Legislature, 1953, p. 150).

One such "suspect" was the Land of the Soviets (Stewart, 1942), a social studies textbook challenged by a member of the Glendale Board of Education on February 18, 1947 (California Legislature, 1947, p. 313). After discovering that its editor, Maxwell Stewart, was "listed with such outstanding Communists and fellow travelers as John Howard Lawson, Langston Hughes, Dashiell Hammet, Haakon Chevalier, etc." Tenney's committee quickly condemned the book as "pure pro-Soviet, pro-Communist propaganda" (Tenney, 1947, p. 643). The use of such a textbook in schools, they added, could only be motivated by "a sinister objective."

Meanwhile, in Northern California, a similar attack was being waged by the Sons of the American Revolution against the Building America Series. Purposely written to provoke classroom discussion and thought, this multivolume set of textbooks had been used in classrooms nationwide for over thirteen years (Wiles, 1948, p. 109). Nonetheless, anti-Communist watchdogs claimed the books' controversial style "studiously" underplayed the good aspects of the American way of life, while displaying all of its faults (California Legislature, 1953, p. 151). According to Richard E. Combs, member of both the Tenney Committee and the Senate Committee on Education, the Building America Series placed "undue emphasis on slums, discrimination, economic royalism, unfair labor practices, crooked politicians, organized crime and vice, moral decadence and a
great many other elements that comprise the seedy side of life" (cited in California Legislature, 1953, p. 151).

The Building America issue came to the attention of the CLA Committee on Intellectual Freedom with the publication of an article in the Los Angeles Times, February 25, 1947 ("Textbook Series"), detailing the testimony of Tenney Committee member Combs. CLA's reaction was immediate, passing resolutions in early 1947 in support of the use of both Land of the Soviets and Building America as textbooks (Matthews, 1947, p. 1172). In addition, a task force was formed to respond to allegations against Building America. Led by San Bernardino county librarian Helen Luce, a group of public and school librarians carefully reviewed each volume of the series and, in a CLA-sponsored pamphlet entitled The Right to Know: An Analysis of the Criticisms of Building America (California Library Committee on Intellectual Freedom, 1948), rebutted Combs's objections point by point. Called by one educator "the most complete refutation of the reports of the investigators working for the California Senate" (Wiles, 1948, p. 111), the pamphlet proved Combs's criticisms to be unfounded and exaggerated.

At stake here were much more far-reaching intellectual freedom issues than just the proposed suppression of provocative textbooks. Fueled by citizens' complaints, the Tenney Committee proceeded to introduce several bills "designed to prevent the teaching of controversial subjects . . . and to increase the legislative control over the selection of textbooks and educational policies" (Barrett, 1951, p. 300). Among them was SB 1026 (1947), which would have revamped the school social studies curriculum by prohibiting the introduction of any kind of "propaganda" in the classroom. For the first time, California's long-standing tradition of an educational system independent of politics was seriously threatened (Scobie, 1974, p. 204). Recognizing this, the Southern and Mount Shasta Districts, representing well over half the membership of CLA, quickly passed and sent to the legislature a resolution opposing SB 1026 (Matthews, 1947, p. 1172). The bill, which was passed by the Senate, eventually was defeated by the Assembly.

Intellectual Freedom and the Oath of Loyalty

No sooner did word of CLA's Sacramento victory go out to the media ("Status," 1948, p. 65) than more trouble began to brew in Southern California. On April 27, 1948, the Los Angeles County Board of Supervisors adopted a program requiring all county employees to sign a four-part loyalty oath, including: (1) the standard oath promising support of the constitutions of the United States and California; (2) a promise to not advocate or become part of an organization that advocates the overthrow of the American government; (3) a declaration of any aliases used; and (4) disclosure of support for any of the organizations targeted by the
Tenney Committee (California Legislature, 1949, p. 595). Seventy-five employees, including twenty from the county library, refused to sign section 4 on grounds of "invasion of intellectual freedom" ("Effect on the Los Angeles County," 1950). A lawsuit on behalf of these employees soon followed.

Though the signing of loyalty oaths had long been the practice of many governmental agencies, the Los Angeles County situation was particularly distasteful because of the requirement to disclose whether the employee had ever "been a member of or directly or indirectly supported" any of the 142 organizations and publications listed by the Tenney Committee (Hughes & Smith, 1950, p. 106). Besides the broader civil rights issues represented here, the matter was even more thorny for librarians who could have appeared to be "supporting" communism by including communist materials in their library collections. As Hughes and Smith wondered, was a librarian who circulated or made available a copy of the New Masses "directly or indirectly supporting" the New Masses? Likewise, was anyone who read communist tracts guilty of supporting the communist party?

Nettled by the library employees who refused to sign the oath, the Board of Supervisors next turned its attention to the county librarian, John D. Henderson, whom they claimed had advised staff to refrain from signing the affidavit of loyalty (Smith, 1970, p. 91). In addition, the supervisors decided to create a five person board to examine all books purchased and circulated by the county library. As Supervisor Jessup explained, "we should have the committee examine all books on the shelves of the public library due to the fact, in my mind, I am not satisfied our librarian—Mr. Henderson—is free of those liberal thoughts that we don't like to see in the mind of the head of our library" (cited in Berninghausen, 1948, p. 1545). Though this action was applauded by Jack Tenney ("Tenney Offers Aid to County in Red Inquiry," 1948), even the traditionally conservative Los Angeles Times saw the supervisors' move toward the creation of a censorship committee as a "grave error" ("Showing How Easily Censorship can Happen," 1948).

The library community, which was outraged nationally as well as statewide, swiftly rallied its forces. Not only was this the first time a "board of censors" was being considered by a political body, but this was the first reported case of a direct attack against a librarian for his "liberal ideas" (Berninghausen, 1948, p. 1546). Miriam Matthews, as chair of the CLA Committee on Intellectual Freedom, testified on Henderson's behalf at an open hearing before the Board of Supervisors (Matthews, 1981, p. 54). Along with A. A. Heist of the American Civil Liberties Union, she also worked fast to round up support by the League of Women Voters, the Parent-Teacher Association, the Democratic party, the American Library Association, and local newspapers ("Los Angeles Supervisors Intend No
County Censorship,” 1948, p. 1732; Smith, 1970, p. 90). Prominent Angelenos, such as Harold Hamill, director of the Los Angeles Public Library, and Lawrence Clark Powell, librarian at the University of California, Los Angeles, came to Henderson’s defense in the press (Berninghausen, 1948, p. 1546). For its part, CLA passed a “Resolution on the Los Angeles County Library Committee” outlining the professional collection development and intellectual freedom responsibilities of librarians, while decrying any attempt to thwart those efforts through a censorship board (“Proceedings 50th Annual Meeting,” 1948, p. 76).

Eventually the board abandoned the lay censorship committee idea thanks, in large part, to the CLA and other organizations’ efforts to bring the issue to the public’s attention (Berninghausen, 1949). However, the oath of loyalty suit raged on for several more years, prompting the CLA Committee on Intellectual Freedom to draft a “Resolution Protesting Loyalty Investigations” (“Proceedings 50th Annual Meeting,” 1948, p. 77). Objecting on the grounds that they intimidate employees, create an atmosphere of surveillance and suspicion, endanger civil rights, inhibit freedom of expression, and imply guilt by association, the resolution protested all repressive loyalty investigations in California, “such as those which require the disclosure of organizations to which an employee belongs or has belonged. . .” (p. 77). The resolution was adopted by CLA and served as a model for ALA’s own statement on the abuse of loyalty oaths in libraries (Robbins, 1991, p. 103).

“It Happened in Burbank”

Over the next three years, threats to intellectual freedom continued but at a less frenetic pace. With Jack Tenney, who had resigned his post in 1949, no longer at the helm of the California Un-American Activities Committee, investigations into the background of suspected “subversives” became less vicious and sensational (Barrett, 1951, p. 352). For instance, a statewide loyalty bill, SB 515 (1949), which originally defined a “Communist” as “a person . . . who prints, publishes, edits, issues or knowingly circulates, sells, distributes or publicly displays any book, paper or document . . . containing or advocating Communism” (“Legislative Action,” 1949)—wording which alarmed librarians and, therefore, was actively opposed by the CLA—was passed without the offensive definition of “Communist” (“State Legislation on Loyalty,” 1949). During this period, copies of Intellectual Freedom is Every Librarian’s Responsibility were distributed to all CLA members (“Status,” 1948, p. 65) and the CLA Committee on Intellectual Freedom published a short-lived run of its Intellectual Freedom Bulletin.

Then, on June 14, 1951, an article in Alert, a “strident anti-Communist newsletter,” was released on “The Library Situation and What Can be Done About It” (Smith, 1970). In it, authors Norman Jacoby and Edward
H. Gibbons recommended that civic leaders “watch the policy of their libraries in the circulation and promotion of subversive publications” (cited in Smith, 1970 p. 92). One should check the “balance” in the library’s collection between pro- and anti-Communist literature, they admonished, and make sure that staff know how to identify a pro-Communist tract. The records of authors and publishing houses should also be checked as well as the records and “organization alliances” of staff. But be prepared, they advised. “You will be astounded at what you will find out. You will also be astounded at the defensive and antagonistic reaction that will be provoked in many library circles by even the most conservative approach to this problem” (cited in Smith, 1970, p. 92).

Despite this final warning, a Burbank Public Library trustee invited Jacoby and Gibbons to the July 1951 library board meeting to discuss their recommendations. As a result, the library trustees passed “a unanimous request that the City Council instruct the City Attorney to draft a resolution to the League of California Cities to approve the labeling of subversive and immoral books in California public libraries” (Smith, 1970, p. 93). On September 4, 1951, the City Council voted unanimously to act on the library board’s proposal.

Reaction by Burbank citizens was rapid and heated. At the City Council meeting the following week, local resident Thoburn E. Lyons protested the council’s action, saying that “we should watch carefully the methods we use, lest we destroy the very thing we seek to protect” (“Protest Heard on Library Red Screening,” 1951). Two days later, Donald C. Skone-Palmer, chair of the local International Association of Machinists’ legislative committee, reminded council that the labeling of authors is the “first step toward censorship” (“Council Asked to Reconsider,” 1951). Though the mayor admitted that he believed the city librarian should have “the benefit of some formula to assist . . . in the choice and rejection of printed materials . . . so that, insofar as possible, the reading public may be safeguarded against the insidious poisonings of professional, international propagandists,” the council agreed to “maintain status quo” until a statewide investigation could be conducted (“Library ‘Audit’ Plans Dropped,” 1951, pt. 1, p. 1). No local library censorship committee would be established; however, a resolution to the League of California Cities was submitted requesting a survey of representative jurisdictions to determine how they “resolve the problem of the infiltration of insidious propaganda and other printed material inimical to the American way of life into their public libraries” (pt. 1, p. 2).

As soon as the CLA Committee on Intellectual Freedom heard of the situation, a resolution addressed to the League of California Cities was drafted against the use of labeling in libraries (“San Francisco Conference,” 1951, p. 105). Not only was it approved by CLA, but the chair of the committee was directed to attend the league’s convention and present
CLA's case (Smith, 1970, p. 94). Once the league heard CLA's resolution, they failed to take any action on Burbank's proposal, ending the matter altogether. The threat of censorship had once again been successfully defeated. In their report of the incident to the American Library Association, Smith and Detchon (1952) congratulated CLA for its role in the successful outcome, noting the importance of "the Committee on Intellectual Freedom, to whose chairman all developments in the case were sent, enabling her to present a resolution to the [league's] convention on short notice" (p. 87).

California Schools Under Fire

A year later, the CLA adopted yet another resolution, this time supporting "the teaching of UNESCO in the public schools of California and opposing the censorship or elimination of books and materials on subjects relating to UNESCO and world understanding from classrooms and libraries of all types" ("It Happened in Pasadena," 1952, p. 90). The controversy here centered on the teaching of "world understanding," as stated by the goals of the United Nations. While some viewed Unesco as the "means to peaceful progress" (p. 89), others felt threatened by a perceived weakening of American standards. As Benemann (1977) explains: "[I]n 1952 the idea of a world federation was viewed with suspicion . . . by a number of Americans. They believed membership [in the United Nations] would require a lessened allegiance to the United States and would, more abhorrently, ask Americans to live in peaceful acceptance of their communist neighbors" (p. 306).

In Los Angeles, the situation came to a head in August 1952 when the Board of Education held a series of public hearings to decide whether or not to ban the study of Unesco. Though it was agreed that teaching about Unesco was allowable, the book *The E in Unesco* was ordered off school library shelves with a warning that "other documents and publications . . . may have to be withdrawn after review by the board in line with the formulation of a comprehensive policy on controversial matters" (Benemann, 1977, p. 307). For some 150 school librarians this censorship nightmare, which would last another five years, had just begun.

A similar campaign against "world understanding" in the classroom was waged in Marin County but was lost in 1953. Campaign leader Anne Smart remained undaunted; however, after changing strategy, she renewed her attack. Bypassing the school district, she sent a letter to the San Rafael Independent-Journal, claiming that twenty-four books on the local high school library reading list were written by authors "well documented from state and federal government sources" as communists or communist affiliates (Benemann, 1977, p. 307). She then prodded the grand jury to investigate further. They found "that some of the books [on the library's
list] ridiculed our American way of life and were definitely placed in our school library to plant seeds of Communism in the minds of our children” (Mosher, 1959, pp. 56-57). Moreover, the grand jury recommended that each school board should “appoint a group of three or four responsible and interested citizens to check the present books [in the library] and review all new books with the assistance of the librarian” (p. 57).

The district superintendent of schools and the board of trustees did not cave in to Smart's tactics and, in fact, voted to retain all the library books in question—an action which the CLA wholeheartedly endorsed (Smith, 1955, p. 121). But Smart's words did not fall completely on deaf ears. In January 1955, State Senator John F. McCarthy of Marin County, along with Senator Nelson S. Dilworth of the California Un-American Activities Committee, introduced a bill, SB 241, which would have required the formation of special boards to review materials being added to school library collections. The CLA Executive Board voted quickly to pass a resolution in opposition to the bill (Mosher, 1959, p. 58), while CLA members were urged to write the Senate Education Committee advising them that this bill “violates the principles of intellectual freedom” (“Senate Bill,” 1955).

Though sponsorship for this bill was eventually pulled—due, apparently, to the number of protests McCarthy received (Moore, 1955, p. 58)—other legislation soon followed promoting a similar agenda. SB 1671 (1956), or the “Book Bill,” as Assembly Education Committee Chair Donald D. Doyle (1957, p. 43) called it, and its companion bill AB 987 (1958), prohibited the selection or retention “of books or other materials which teach, advocate, sponsor, or otherwise tend to propagate ideas or principles contrary to or at a variance with the duties required of teachers” (Moore, 1955, p. 228). In particular, “the duties” targeted here were those which impressed “upon the minds of the pupils the principles of morality, truth, justice, and patriotism” (Doyle, 1957, p. 43). SB 1671 was supported by the California Teachers Association, the Affiliated Teachers Organizations of Los Angeles, the California School Board Association, the American Legion, the Veterans of Foreign Wars, and Anne Smart (Moore, 1955, p. 227). It was opposed by the CLA Intellectual Freedom Committee, as it was now called. Using “inside” legislative contacts, the committee sent a delegation of librarians to testify before the legislature if necessary (Mosher, 1959, p. 59). Ultimately both SB 1671 and AB 987 died in committee.

**Professional Differences**

Though the “war on books and ideas” continued beyond this point, the attacks on intellectual freedom took a decided turn by the mid-1950s. Joseph McCarthy had been discredited by 1954 and even Anne Smart found that her political agenda was often overshadowed in the press by
the salacious nature of some of the books she challenged (Benemann, 1977, p. 307). The library profession, which had weathered anti-Communism, seemed to be regaining its strength. In the west, the California Library Association and the School Library Association of California (SLAC) developed a joint “Intellectual Freedom in Libraries” policy which laid out a proactive, as well as reactive, plan of attack. Statewide, the associations promised to track and oppose any legislation which might jeopardize library collections or interfere with the professional activities of librarians, while supporting any legislation which strengthened the position of libraries in society. Locally, they proposed interceding in situations which promoted administrative restrictions on collection development and library practices. They also advocated the development of a materials selection policy in every library (CLA Intellectual Freedom Committee, 1958, p. 259). During the last two years of the 1950s, CLA representatives kept busy upholding intellectual freedom in schools (Merritt, 1958; 1959), public libraries (Merritt, 1958), publishing houses (Merritt, 1958), and the legislature (Madden, 1959; Merritt, 1959).

Yet not all librarians were satisfied with CLA’s efforts in this area. Sensing the statewide frustration over continued legislative battles and constant threats from agitators like Anne Smart, the CLA Intellectual Freedom Committee proposed undertaking a study of censorship pressures and their effects on California librarians and book selection practices. A sponsor was found—the Fund for the Republic—and a possible research director, Marjorie Fiske, was named. However, approval of the project did not come easily. Some CLA officials felt uncomfortable joining forces with the Fund for the Republic, which was currently under Congressional investigation. Others feared possible retaliation from legislators who were needed to support library legislation. While still others claimed that CLA did not have sufficient facilities or resources to take on such an enormous endeavor. Therefore, J. Perriam Danton, dean of the School of Librarianship at the University of California, Berkeley, was approached. He committed his school to the project as long as he had CLA’s endorsement. To quell all fears, a committee of librarians was then appointed by CLA president Carma Zimmerman to recommend whether or not the association should become involved in the study (Mosher, 1959, p. 62). After several months of consideration, it was decided that the University of California should move ahead with the project and that the CLA should assist in every way possible (Reid, 1956, p. 80).

The purpose of the study, according to Fiske (1957), was “to indicate which book selection problems recur frequently throughout the state, which seem to be unique, how they have been handled and how librarians and others concerned believe they should be handled” (p. 21). Therefore, over the following two years, 204 interviews were conducted with school librarians and administrators, as well as municipal and county li-
brarians, in twenty-six communities (Fiske, 1959a). The results turned
the library profession upside down.

Fiske (1959b) found that, though nearly half the people interviewed
expressed “unequivocal freedom-to-read convictions” and only a few be-
lieved that controversy should be taken into account when making
book selection decisions, in reality nearly two-thirds of the respondents
had practiced self-censorship at one time or another, and of these nearly
one-fifth habitually avoided controversial material altogether (p. 68).
Furthermore, in over 80 percent of the libraries studied, circulation of
materials was restricted in some way, and in nearly one-third of the juris-
dictions, controversial items had been permanently removed from the
collection. This, despite the fact that Fiske could find little evidence of
actual “outside” challenges to the materials (Fiske, 1959a, p. 52).

To help explain this phenomenon, Fiske looked at several variables,
including the political make-up of the community, the structure of the
library’s parent organization, and personal, as well as professional, char-
acteristics of the librarians studied. She found that library staff often felt
isolated and misunderstood. School librarians in particular did not feel
“well-integrated” into the larger organizational framework, perhaps be-
cause, as some respondents voiced, the library was viewed as a possible
source of controversial materials (Fiske, 1959b, p. 70). Furthermore,
librarians felt isolated from their peers, citing what they perceived as a
lack of support by the state and national library associations. “Most com-
mon was the complaint that the two state groups (CLA and SLAC) do not
come to grips with controversial issues either on the local or the state
level. Members do not feel that they will be backed up by the profession
in the event of a local controversy” (Fiske, 1959a, p. 104).

Though some reviewers of the report, like Sabsay (1959), found little
that was new or shocking here, others noted that Fiske’s findings were
“embarrassing” (Smith, 1960, p. 223) and uncomfortable to the point of
“squirming” (Castagna, 1960, p. 51). Newspapers, in particular, were dis-
appointed in the dismal portrayal of their hitherto “fellow guardians of
freedom of the press” (Sabsay, 1959, p. 222). As one Pasadena editorial
noted: “Librarians are probably not trying to suppress so much as they
are trying to stay out of trouble. But in deciding on book purchases they
make a reprehensible mistake in kowtowing to questionably qualified
critics” (“Books are Censored by Timid Librarians,” 1959, p. 3831).

So how did the library profession get to this point in California? The
fear generated by the political climate of the period cannot be overstated.
The State Legislature had made it clear that creative works were not to be
trusted. “Communist propaganda is necessarily subtle,” it proclaimed.
“It is much more difficult to detect Communist propaganda in a motion
picture, in written form, or over the air; than it is to spot a Communist”
(California Legislature, 1953, p. 150). In addition, nationally recognized
groups, such as the Chamber of Commerce of the U.S.A. (1948), advocated the public scrutiny of librarians and library collections. "The real danger," they claimed, "is not usually the attitudes of the librarians themselves. It is in the fact that many of their important book review sources are infiltrated by Communists or sympathizers" (p. 27).

It is no wonder, then, that Fiske (1959a) found the ghost of McCarthyism present during many of her interviews, even though the outspoken senator had fallen into national disfavor long before (p. 57). In one such interview, which Fiske described as having "strong paranoid undertones," a librarian explained, "I have avoided buying [books about Communism] because I do not trust my own judgment. I have traveled a lot... I might seem dangerous to some people" (p. 60). As Benemann (1977) poignantly relates: "The daily tirade of [anti-Communist] headlines had infected the profession with a virulent and crippling strain of angst. While the censor was rarely identified as being in the librarian's own community, he was felt to be nearby, watching, waiting" (p. 308).

This fear was further compounded, Fiske (1959b) discovered, by a general lack of self-esteem among librarians. While the people she interviewed admired within themselves a respect for ideas, knowledge, and intellectual freedom, they did not feel strong enough individually or professionally to assert these qualities "in the face of public disapproval or indifference" (p. 74). A painfully glaring example was the appearance of three Los Angeles school librarians on the television show, See It Now, on April 19, 1955. Investigating then current censorship challenges to school materials, Edward R. Murrow interviewed the infamous Anne Smart, who, surrounded by books, looked poised and confident. The librarians, on the other hand, appeared in silhouette for fear of retribution and nervously wrung their hands with each forced answer (Moore, 1955, p. 227; "Murrow's TV Program Exposes Book Banning," 1955, p. 1246). Many librarians who watched the show, Fiske (1959a) noted, felt it did them little credit (p. 54).

On the whole, Fiske found that librarians viewed themselves as "mousy" and "withdrawn" and generally unattractive—an image which was, unfortunately, frequently reinforced by the media. Before the movie Storm Center, about censorship in a small town library, was released in 1956, Library Journal predicted that: "Librarians will watch this film with interest and suspicion—waiting to see if the librarian proves to be a familiar stereotype" ("As Others See Us," 1955, p. 1458). Sure enough, though the librarian, played by Bette Davis, was obviously committed to the righteous ideals many librarians espoused, she nonetheless was "a middle-aged woman in sensible shoes, who wore only one hat" throughout the entire picture (Fiske, 1959b, p. 74). While some blamed the media for rarely portraying librarians in a positive and courageous light ("As Others See Us"), others felt the profession's public image would
improve considerably if CLA and others would take a stronger stand on controversial issues (Fiske, 1959b, p. 75).

A SMALL BUT FORTHRIGHT COMMITTEE

Despite California librarians’ claims to the contrary, the record shows that CLA actually accomplished much in its fight against anti-Communist censors during the 1940s and 1950s. In fact, according to founder Helen Haines (1948): “The little California Library Association Committee on Intellectual Freedom [was] . . . the only library organization to make forthright and continued protest over this advancing, restrictive movement” (p. 152). Though librarians, in their own paranoia, felt that CLA would not come to their defense “in the event of local controversy,” in reality, CLA had quickly defended colleagues in Los Angeles and Burbank, as well as officially supporting the use of various textbooks statewide. The CLA Intellectual Freedom Committee had also helped to successfully defeat several censorious legislative bills during this period.

Not only did the committee fight against tyrannical legislation and censorship attempts, but it also constantly kept the ideals of intellectual freedom before the minds of California librarians. Embracing the notion that the “[m]astery of facts, reason, and a sense of values are fundamental here” (Haines, 1941, p. 139), the CLA made it a priority to keep its membership abreast of the latest developments on the censorship front. Inspiring, instructional, and informative articles upholding intellectual freedom or the right to read were regularly featured in the association’s quarterly publication *California Librarian*. John Henderson, the Los Angeles County librarian who had survived the loyalty oath test with reputation intact, thanks in large part to CLA, was a frequent contributor, often reporting on the activities of the ALA Intellectual Freedom Committee of which he was a member (Henderson, 1953; 1955). And, of course, Helen Haines submitted many spirited works supporting the right to read. In one particularly passionate piece, she reminded librarians that they “cannot abandon freedom of the mind, the traffic of ideas, in face of the present nation-wide advance toward . . . censorship and elimination or suppression in libraries of legitimate materials of information and opinion” (Haines, 1951, p. 21). Not only was she responsible for shaping the intellectual freedom consciousness of CLA, but she had an enormous influence over ALA as well (Robbins, 1991).

The fight against censorship was also the topic of many CLA programs and workshops throughout the 1940s and 1950s. Intellectual freedom advocate John Anson Ford, the only Los Angeles county supervisor to stand by John Henderson during the “board of censors” incident, reassured conference attendees in 1950 that the public library should “remain a repository for the free expression of man, where others, equally free, may come to study a question from all sides” (Ford, 1950, p. 61).
Conference keynote speakers also addressed, in 1955, “Intellectual Freedom and the National Defense” (Finkletter, 1956), and methods of “Organizing for Effective Action” (Corey, 1956). Two years later, conference participants were pleased to hear California Governor Goodwin Knight (1958) declare education and free public libraries “the greatest safeguard and bulwark of our constitutional freedoms against Communist propaganda” (p. 60).

On a more local level, state and national intellectual freedom committee members brought techniques for dealing with censorship challenges to key CLA district meetings (“District Digest,” 1955; “District Meeting Digest,” 1955; “District Digest,” 1956). To help librarians develop much-needed materials selection policies, the CLA Intellectual Freedom Committee also compiled kits with examples of policies adopted by public and school libraries (Mosher, 1970, p. 51).

CONCLUSION

There is no doubt that the Tenney and McCarthy eras meant troubling times for California librarians. Professionally, their very foundation was shaken as belief in “intellectual freedom” became equated with things “subversive” and “sinister.” It is no wonder, therefore, that librarians, once so committed to intellectual ideals and civil rights, began to doubt themselves and their professional affiliations.

Yet one group of librarians did remain fearlessly committed to their principles even during the darkest of political times. In his history of the American Library Association’s Intellectual Freedom Committee, Berninghausen (1953) acknowledged that the California Library Association had one of the earliest and strongest intellectual freedom committees in the country. “[I]n fact,” he added, “the national group learned much from California’s experiences” (p. 816).

In 1957, then Fresno State College Librarian Henry Madden wrote, on behalf of CLA, to State Senator Louis G. Sutton for support of a bill to facilitate the temporary employment of “foreign librarians.” Sutton’s response was short and to the point: “[A]fter all the opposition the California Librarians [sic] Association gave the Unamerican [sic] Activities Committee from 1945 to 1951 and all the opposition the Librarians have given the Legislature in banning Communists [sic] books” (Sutton, 1957, p. 1) no such support would be forthcoming. Though unwittingly, Sutton had correctly recognized CLA’s role in the fight against anti-Communist censorship, representing a small, but nonetheless meaningful, victory for all those librarians who had fought for intellectual freedom during the 1940s and 1950s.
References

As others see us. (1955). Library Journal, 80(12), 1458.


District digest. (1955). California Librarian, 16(3), 143-144.


Henderson, J. D. (1941). Reports of officers and committee president. *CLA Bulletin*, 3(December), 118-120.


Senate bill no. 241. (1955). *California Librarian*, 16(2), 103.


Paraprofessional Groups and Associations

LINDA J. OWEN

ABSTRACT

The 1996 edition of the American Library Association's National Directory: Library Paraprofessional Associations lists forty-six active library paraprofessional associations or subsidiary groups in the United States. Since the mid-1960s, starting with the formation of the Council on Library/Media Technicians (COLT), the number of these groups has grown. They take a variety of forms, from the independent association or group to the round table or section of a larger library association. They exist on national, regional, state, and local levels. The groups share common elements in the reasons they were formed and their members' expectations. The author reviews why paraprofessionals began to form associations, looks at a sampling of the associations with their common and dissimilar elements, and examines their place within the community of library associations.

INTRODUCTION

The first step in examining the growing world of paraprofessional library associations and groups is to look at the reasons for their emergence and continued growth. As of 1992, an estimated 352,815 people were employed in academic, public, and school libraries within the United States. Of those, 62 percent are in the ranks of paraprofessionals (Lynch, 1995, p. 60). Uncounted are many more who work in special and corporate libraries. Staffing patterns in academic libraries in the United States and Canada reveal that the ratio of paraprofessionals to professional staff...
has increased. Research shows that one-fourth of academic libraries claim to have more paraprofessionals and fewer librarians on their staffs today than in the past. In some cases, it is reported that this trend is the result of the number of librarian staff positions shrinking, while in others it is because the paraprofessional staff positions have increased (Oberg et al., 1992, pp. 220, 221).

In the past, the traditional boundaries between the duties of librarians and paraprofessionals were more readily apparent than they are today. The paraprofessional’s tasks were clerical in nature. They were limited to duties such as filing, shelving, checking books in and out, and doing basic descriptive cataloging. That is no longer true. Today, the duties of paraprofessionals cover a diverse range of responsibilities with no clear delineations or boundaries. During the 1980s when many libraries were changing their approach to job assignments and responsibilities, little was being done to track those changes and their effect on library paraprofessionals. In 1991, Larry Oberg noted “that librarians have remained aloof from the day-to-day needs and concerns of their uncredentialed coworkers is a truism of our experience, our literature and the activities of our professional associations. Although an intense process of ‘off-loading’ tasks . . . has occurred over the past twenty or so years, the effects of the process have been largely ignored and stand in need of analysis” (p. 3). When he wrote this, Oberg was in the midst of surveying academic libraries to find out just what paraprofessionals were doing. He found that: “In both technical and public services, paraprofessionals are routinely assigned tasks that in the past they were rarely, if ever, allowed to perform” and that “a high degree of overlap exists between the work that is performed by librarians and that performed by support staff” (Oberg et al., 1992, pp. 215, 232). Of the academic research libraries surveyed, 16 to 23 percent assign collection development to paraprofessionals (p. 225). In cataloging departments, paraprofessionals are doing all levels of cataloging: copy cataloging (92 percent), original descriptive cataloging (51 percent), and original subject analysis and classification (36 percent). Even the once sacrosanct reference desk of reference services is no longer solely covered by librarians in 74 percent of the surveyed libraries (p. 224).

Oberg reported on academic libraries. However, the new paradigm carries through to public libraries where there can be even more of a blur. With librarians called upon to fulfill more complex library responsibilities, library paraprofessionals are often on the “front line” providing service to the library patron. Deborah Halsted and Dana Neeley (1990) point out that, as backup to the librarian, paraprofessionals are often the sole workers fielding questions and providing service on evenings and weekends (p. 62). It is also true that public libraries do not always hold to a rigid interpretation of the title “librarian” when conferring the desig-
nation as a job title. In 1993, only 41.1 percent of the public library librarians in the United States held an MLS from an American Library Association (ALA) accredited school (Lynch & Lance, 1993, p. 67). Library size has much to do with this phenomenon. Often librarian positions in smaller libraries are filled by one who would be considered a paraprofessional in a larger library or library system. “Only a few of the libraries serving populations of less than 10,000 have MLS librarians, while all libraries serving populations of 100,000 or more employ them” (p. 67).

If library paraprofessionals occupy positions that were once held to be the purview of only the librarian, one must ask how they are being prepared for the changing complexities of their jobs. “It is important that all staff, from the top of the hierarchy on down to the lowliest clerk, now be informed about library issues and be able to react intelligently to patrons’ requests. This is achieved by communication within the organization and by access to continuing education and staff development for all staff” (Wakefield, 1992, p. 26). Halsted and Neeley (1990) urge that attention be given to staff training, both through in-house programs and off-site courses, to prepare them for their responsibilities. They also suggest that paraprofessionals be encouraged to join existing library associations, because, as association members, they can participate in the type of continuing education offered only in the conference setting. The authors also note that library associations that do not already provide for paraprofessional membership must create a place within their groups for library technicians and welcome their membership (p. 63).

At the time Halsted and Neeley were urging library associations to be inclusive, library paraprofessionals were already moving to satisfy their own needs through a major burst of association building. In the late 1980s and early 1990s, many new round tables and sections were forming especially within state library associations. Oberg (1991) saw this upsurge as an indication of the library profession finally showing “signs of interest in the condition of paraprofessionals” (p. 4). This was also the period of the creation of two independent state paraprofessional associations in New Jersey and New York.

**The Need to Organize**

Library paraprofessional groups did not just materialize out of thin air, especially those aligned with parent library associations. For the groups to flourish, there had to be an atmosphere of cooperation and inclusiveness within the profession of librarianship. With only a few exceptions, most pioneers of the library paraprofessional organization movement found positive acceptance within their state associations. This article examines individual paraprofessional groups; however, two surveys and a
A series of focus groups conducted in the early 1990s will emphasize the reasons library paraprofessionals felt the need to organize.

The formal Research and Action Agenda for Support Professionals in Libraries (RAASPIL) casebook survey was conducted by Virginia Gerster and Meralyn Meadows (in press) as a part of the American Library Association Office for Library Personnel Resources Standing Committee on Library Education (SCOLE) World Book-ALA GOAL Award Project on Library Support Staff. Gerster and Meadows mailed the RAASPIL surveys to known state paraprofessional associations and to ALA state chapters. They sent a follow-up survey to those state associations responding that they had groups in the formative stage. Gerster and Meadows first wanted to discover what was available for paraprofessionals. Next, they wanted to learn the organizational structure of the groups and their relationships to their state associations, and finally, what were the concerns of the groups. The first National Directory: Library Paraprofessional Associations was compiled from information gathered from the RAASPIL survey (Gerster & Meadows, in press). Besides the survey, the SCOLE World Book-ALA GOAL Award Project conducted focus groups around the country to ascertain the concerns of individual paraprofessionals. More than 500 people participated in forty-two focus groups. Twenty-three of the groups were comprised only of paraprofessionals, fourteen were of only librarians, and twelve were a mix of librarians and paraprofessionals. The results of the focus group discussions were published by the SCOLE World Book-ALA GOAL Award project in a preliminary summary and as ten issues papers (American Library Association, 1991a, 1991b).

Individual opinion was also the focus of a survey conducted in 1993 by the California Library Association (CLA) Membership Committee (Owen, 1994). The purpose of the survey was to determine why paraprofessionals joined their state associations, how they were enticed to join, what they expected from membership, and whether their expectations had been met. The survey was sent to members of the CLA Support Staff Interests Round Table and posted on the Internet LIBSUP-L discussion group for library paraprofessionals. A report of the survey results was submitted to the CLA Membership Committee (Owen, 1994).

The RAASPIL survey identified twenty-five organizations in twenty-one states. New York and Ohio had more than one group. The Arizona Library Association Library Technicians and Paraprofessionals reported the earliest founding date of 1969 (Gerster & Meadows, in press). The CLA survey received forty-one responses from paraprofessionals in seventeen states (Owen, 1994). Though the questions on the surveys differed, common threads emerged in the responses. The reasons individuals gave for joining associations matched the reasons the association representatives gave for the creation of their groups. Their problems were also similar.
Gerster and Meadows found that most state associations were helpful in the initial organization process of the paraprofessional groups. Support was both moral and logistical. Some state associations were quite generous with logistical support, which included seed money, access to databases, and mentors. Moral support was provided through public and private statements of encouragement and acceptance. This vocal encouragement was considered vital to the success of the organizations during their formation periods (Gerster & Meadows, in press).

Not every paraprofessional association received such positive response to their attempts to organize. Some found that the state associations were engrossed in meeting the needs of their librarian members (Gerster & Meadows, in press). Others reported feeling that librarians wanted to compartmentalize them within the associations. One person was told it was nice that there was a round table for nonprofessionals to join because they would not be interested in librarians’ activities (Anonymous, personal communication, November 1993). There is also a fear by some librarians that paraprofessionals will somehow dilute the professionalism of the library associations: “The blurring of the distinction between librarians and paraprofessionals is a serious transgression for an association that seeks to represent members of the library profession” (McCulley & Ream, 1995, p. 3). Ed Gillen (1996) stated:

I find it ironic that the same individuals who view support staff inclusion as a threat to their professionalism, continually point to the low number of support staff in professional associations as proof that support staff don't care about the profession or want to get involved. I also find it ironic that these same individuals commonly compare support staff to vital or strong anatomical parts like the backbone, or the heart, of their library yet fear support staff will weaken the profession and professional associations.

Acknowledgment of the expansion of paraprofessional groups within state and national library associations has led some to justify the acceptance of the groups. “Clearly, these associations have taken the path of collaboration with, and hopefully controlling, the trends toward increasing employment of paraprofessionals rather than confronting the trend in an attempt to protect the prerogatives of professional librarians” (Sandler, 1996, n. p.).

Individuals responding to the CLA survey agreed that expressions of encouragement were important and influenced their decision to join an association. The encouragement often began with the way in which individuals learned that an opportunity existed for participation in professional growth experiences. The majority (52 percent) said they initially discovered their state associations through contact with librarians with whom they worked. One commented: “My boss asked me why I was not a member.” Peer recommendations (19 percent) came next and personal
awareness (17 percent) ranked third, as some paraprofessionals noticed that librarians disappeared on a periodic basis and asked why. They then explored membership in the associations on their own initiative. Others (12 percent) answered that they found out by attending conferences or did not remember how they learned about the library association (Owen, 1994). Though associations grow strong only when members actively participate, being more than “paper” members can be difficult for paraprofessionals. The level of institutional support for professional development activity by paraprofessionals varies. Official recognition for professional development is expected and rewarded for librarians. This is not so for paraprofessional personnel. Or, as Marshall Berger (1997) reminds us, in the past “support staff rarely attended round table discussions, held retreats or in-service days, or traveled to library conventions. Librarians were the librarians and support staff were, simply put, support staff” (p. 63).

Since, today, individual paraprofessionals seek out and participate in professional growth opportunities, as evidenced by their increased membership in professional associations, it is relevant to ask who is paying for it. Some libraries do help their staff in these efforts, but not all, and, in some, the assistance is offered with no real expectation of acceptance (Owen, 1994). The level of support varies by type of activity and size of the library. In-house, local, or regional continuing education events are often supported with both release time and some money. The story is different for participation in national associations and events sponsored by those associations. The larger membership of the Association of Research Libraries (ARL) remains supportive while backing at smaller academic libraries drops off significantly. Sixty-eight percent of ARL libraries versus 32 percent of the smaller academic libraries give release time, and 61 percent versus 24 percent assist monetarily (Oberg et al., 1992, pp. 228-29). Significantly, this means that there are many libraries, especially smaller ones, at which paraprofessionals receive little support for participation in national activities. This may be because there is the question that, while participation in activities and associations may enrich the individual, “the benefits to a library system are more nebulous” (Sandler, 1996, n. p.). As more libraries recognize the value of encouraging all staff to reach their fullest potential, the level of assistance should improve.

Regardless of the level of assistance they receive, paraprofessionals must also make personal commitments of time and money to ensure the success of their groups and associations. They do so because they believe in the value of association membership. That perception of value lies behind the reasons paraprofessional groups are created. Overall, paraprofessional associations are primarily concerned with issues directly identified as important to their paraprofessional members. This is not to say
that the groups are not interested in wider issues of promoting literacy, freedom of information, and the survival of libraries in our society. Groups that are a part of a parent library association encourage their members to move beyond the round table or section to become involved in a broader scope of activities. Nevertheless, the need to address paraprofessional issues is the primary reason the paraprofessional groups are founded.

The RAASPIL survey identified six general categories of concern to library paraprofessionals. Pay equity was at the top of the list, with recognition and educational opportunities sharing a close second. Additional categories included access to career ladders, access to continuing education, and the elusive category of respect (Gerster & Meadows, in press). The SCOLE World Book-ALA GOAL Award Project on Library Support Staff focus groups identified ten areas of concern. The issues were certification, basic education, continuing education, MLS Librarian/Paraprofessional communication and mutual respect, compensation, advancement, responsibility without authority, terminology, role definition, and staff morale (American Library Association, 1991a).

The CLA survey allowed multiple answers to the question, "What do you want from the organization?" Networking opportunities ranked highest (51 percent); library paraprofessionals viewed as invaluable their ability to talk with others who had similar interests in order to share ideas and to learn from each other. Continuing education opportunities (36 percent), respect (29 percent), and professional development (24 percent) were also considered important (Owen, 1994) as they were in the RAASPIL survey. A new issue on the CLA survey was the ability of the individual to contribute to broader library issues. Twenty percent of the respondents indicated that this was important (Owen, 1994). Remember, the CLA survey asked about personal concerns while the RAASPIL survey sought group concerns. On the individual level, the ability to become involved in addressing issues facing the library community was important. One respondent clearly stated that her reason for joining a library association was, "to participate in a professional organization that is concerned with libraries and the people who work in them" (D. Wagener, personal communication, December 13, 1993). The importance of paraprofessionals becoming involved in library issues, as individuals and within associations, was emphasized by Ann Symons (1997) when she advocated "enlisting every ALA member to champion funding, access, and intellectual freedom." She further stated she wanted, "everyone who works in every type of library—catalogers, reference librarians, circulation clerks, school librarians, library directors—to join with users, trustees and friends to speak for the public's right to participate in a democracy" (p. 52).

Since the initial tally of library paraprofessional associations by Gerster and Meadows in 1992, the total number of active paraprofessional associations, as listed in the 1996 edition of the National Directory: Library
Paraprofessional Associations, has increased to forty-six (American Library Association, 1996). Most organizations are linked to their state library associations, while a few are independent. Though the directory list has lengthened, not all paraprofessional organizations are recorded. Many library systems and special associations nurture their own groups. Still others exist independently to serve a limited function. The histories of some groups will show how they reflect the concerns of their members. This information was gathered from responses to questions that the author sent to officers of a random sample of the associations listed in the National Directory and from the groups' newsletters. The questions asked for information about organizational structure, history, their relationship to other groups, leadership development, and member benefits.

The Council on Library/Media Technicians and the Support Staff Interests Round Table of the American Library Association (ALA/SSIRT) are two paraprofessional groups that are nationally organized, and only one is an independent association. The histories of these two groups are intertwined.

COUNCIL ON LIBRARY/MEDIA TECHNICIANS

The Council on Library/Media Technicians began thirty years ago. The acronym COLT originally stood for Council on Library Technology. The organization was founded in 1967 by people involved in two-year associate degree programs for the training of library technical assistants. For the most part they were librarians and library educators who wanted an organization that would meet the needs of their programs' graduates. Richard Taylor, Sister Mary Rudnick, Charles Evans, Dorothy Johnson, Betty Duvall, Noel Grego, and Alice Naylor were some of the original founders (Slade, 1996). Two other members who are still active in paraprofessional issues today are Raymond Roney and Margaret Barron. Roney is the founder and publisher of Library Mosaics, the only print journal for library paraprofessionals in the United States. Barron later became president of COLT. These forward-thinking individuals recognized that the paraprofessionals of the future would be called upon to provide increasingly more technical service to the libraries in which they worked. They also believed that education should not end with a certificate or associate degree but continue throughout one's life. The objectives they established are as follows:

COLT Objectives (abridged from the COLT Bylaws):

- To function as a clearinghouse for information relating to library support staff personnel
- To advance the status of library support staff personnel
- To initiate, promote, and support activities leading toward the appro-
appropriate placement, employment, and certification of library support staff personnel

- To promote effective communication between and among all library staff at all levels
- To initiate, promote, and support research projects and publications for the advancement of knowledge and understanding among library support staff personnel
- To study and develop curricula for the education of library support staff and develop appropriate standards for that education
- To cooperate usefully with other organizations whose purposes and objectives are similar to, and consistent with, those of COLT (Council on Library/Media Technicians, 1996)

Less than ten years after its founding, COLT was well established as a national organization for library paraprofessionals and was also no longer being led just by librarians and library educators. The paraprofessionals in its ranks had gained their own voice. COLT’s membership was opened to all library staff, not just those connected to library technical assistant education programs, with its members representing the full spectrum of those who work in and care about libraries. Though the acronym stayed the same, the group’s name was changed to the Council on Library/Media Technicians.

According to COLT President Kent Slade, as an independent organization, COLT has “an opportunity to avoid a lot of the red tape that might prevent us from addressing some issues that might be seen as controversial...[and be] able to plan for our own future, to deal with our finances the way we wish, to be able to publish a range of materials and to offer an alternative to other groups out there.” Listing drawbacks, Slade mentions: “We lack the visibility to effectively draw on the talents of thousands of members in various ways and have to rely on the hundreds instead” (K. Slade, personal communication, February 4, 1997).

COLT’s independence does not prevent it from working closely with other groups with similar objectives. To this end, the organization became an affiliate of the American Library Association (ALA) in 1976 and has cooperated with ALA in many mutually beneficial projects. When SCOLE conducted its series of nationwide focus groups in 1991, COLT members acted as facilitators for many of these lively discussions. Two recent projects in which COLT has been involved are the Association for Library Collections and Technical Services (ALCTS) task force on meeting the continuing educational needs of library paraprofessionals and the ALA Committee on Education’s task force to study the need to revise the criteria for library technical education programs. Additionally, COLT’s annual conference has often been held in conjunction with the ALA Annual Conference. Proximity to ALA has enabled COLT to draw on the
expertise of ALA members as speakers and consultants. Recently, COLT expanded the conference site criteria to include other venues because it no longer needed to rely solely on librarians as speakers. Speakers are now drawn from throughout the library community including the ranks of paraprofessionals (Council on Library/Media Technicians, 1996).

The issues that COLT addresses are many and some are quite complicated. Certification is one of long-standing concern. In 1981, COLT formed a special committee to study the advisability of certification for Library/Media Technical Assistants. The committee consisted of representatives from the American Library Association, the Association for Educational Communications and Technology, the American Association of Law Libraries, and other interested groups. The Certification Committee prepared a survey to obtain information that could be discussed and debated. The committee concluded that the time was not ripe for certification, and the group shelved the work for another day. That day has come, and COLT is again conducting nationwide surveys and meetings to assess the need and acceptance of a national program for voluntary certification of library paraprofessionals because library paraprofessionals place national certification near the top of the list of their issues and concerns. Certification is a complicated question with no easy answers. However, as long as certification remains a concern for library support staff, COLT will continue to address it as an important issue (Slade, 1996).

Library Technical Assistant (LTA) education is another issue important to COLT members. As is happening with Masters of Library Science programs, Library Technical Assistant programs are closing at an alarming rate, decreasing from a high of 157 schools in 1981 to 115 programs by 1992 (Council on Library/Media Technicians, 1996). COLT supports a comprehensive examination of this situation and is cooperating with others to develop solutions to this disturbing trend. It also publishes a directory of Library Technical Assistant programs. The group continues to address the issue of continuing education for library paraprofessionals through regional workshops and conferences. COLT encourages participation in innovative programs such as the “Soaring to Excellence” teleconference offered by Illinois’ College of DuPage.

In 1996, COLT had more than 500 members with chapters in Northern and Southern California, Washington, D.C., and north Florida. COLT chapters are one way that the association provides leadership opportunities for members. Chapters are responsible for their own governance within guidelines set by the national association. They are free to develop workshops, newsletters, job lines, and anything else that meets the needs of local members. While conducting these activities, chapter members develop professional networks and hone their organizational and
leadership skills, skills that are important for the individual and the organization. Individuals benefit when they transfer these skills to their work and personal lives. The organization benefits when the local leaders extend themselves into national positions.

Not every COLT member belongs to a local chapter. In some areas of the country other strong local or state paraprofessional organizations already exist. In those areas, members are encouraged to support the local group while maintaining their involvement in COLT. Still others live in isolated communities with little face-to-face contact with people outside their area. For them, networking opportunities at conferences and the ability to keep up with national issues, news, and events via *Library Mosaics* is invaluable. *Library Mosaics* is the primary communication medium for members along with mailings to the members. Since the journal's inception in 1988, COLT members have received a subscription as a member benefit. While it is an independent publication, each issue of *Library Mosaics* contains two pages of COLT information. In April 1997, COLT debuted its own home page. To spread the word about these and other networking resources dedicated to paraprofessional issues, COLT publishes a brochure with addresses and subscription information for listservs, home pages, and print and electronic journals.

**Support Staff Interests Round Table**

The Support Staff Interests Round Table of the American Library Association was created in 1994, growing out of a Membership Interest Group (MIG) formed to assess the desire of more than 300 ALA members to have a round table devoted to the interests and concerns of library paraprofessionals. Leaders in the MIG were AnnaMarie Kehnast, Betty Arnold, Pat Clingman, Peg Earheart, Deb Wolcott, and Meralyn Meadows. The formation process of the round table was not without some controversy. While the MIG was developing its round table proposal, members of the COLT Executive Board, most of whom were also members of ALA, were examining the possibility of COLT providing the nucleus of an ALA round table. At the 1992 Annual Conference in San Francisco both groups submitted petitions to the ALA Committee on Organizations (COO). Because of the similarity of the petitions, COO rejected both and proposed that the two groups meet at the 1993 ALA Midwinter Meeting in Denver to discuss their common goals and to resolve the conflict (Earheart, 1993, p. 6). Both COLT and the MIG withdrew their petitions with COLT deciding to remain an independent organization (Council on Library/Media Technicians, 1993). A new steering committee was formed, consisting of MIG members and COLT members who supported the concept of an ALA round table for paraprofessionals. The committee wrote a new petition with the following statement of purpose:
To provide an arena within ALA for addressing a wide variety of issues of concern to library support staff, including, but not limited to basic training programs, education, career development, job duties and responsibilities and other related issues for the purpose of fostering communications and networking among all levels of library personnel. To be responsible for the immediate dissemination of information to national, state, regional, and local support staff organizations. (Earheart, 1993, p. 6)

The ALA Council on Organizations accepted the new petition and sent it forward to the ALA Council where approval was immediately given.

With more than 200 members, the group provides programming at conferences and input to ALA on issues important to library paraprofessionals. Round table members serve on ALA task forces, committees, and workgroups. According to SSIRT President Jim Hill:

the membership is composed of proactive library personnel who are essential to the cultural, educational, and economic life of our nation's libraries. We are a racially and ethnically diverse group representing academic, public, school, corporate and special libraries. Our diversity of membership dictates a wide range of interests that frequently overlaps or complements other round tables. We do have our differences but they are balanced by a similarity of interest and activity with other ALA groups. (personal communication, April 14, 1997)

In 1996, the round table surveyed a sampling of library paraprofessionals across the country to ascertain what issues were of concern to them. Preliminary tabulations showed more than 800 responses (Gillen, 1997) from every state, and from Australia, Hungary, and most of the Canadian provinces (Hill, 1997). In the early responses, three issues stood out: (1) the blurring of support staff and librarians' roles, (2) access to continuing education and training opportunities, and (3) keeping up with technological changes (Gillen, 1997). The top three issues identified in the final survey report will be the ones on which the round table centers its strategic planning (Morgan, 1996).

INDEPENDENT STATE ASSOCIATIONS

The remaining paraprofessional organizations in the United States are local, regional, or statewide in nature. Some are independent, but the majority are linked to their state associations. The largest independent groups are the New Jersey Association of Library Assistants (NJALA) and the New York State Library Assistants Association (NYSLAA). At the time of their organization, both groups report there was little interest from the state associations for the paraprofessionals to join with them. NYSLAA Past President Dean Johnson says: "I hate to be blunt, but, [the New York Library Association] didn't want anything to do with us" (St. Lifer, 1995, p. 32). The groups have prospered without the connection.
NYSLAA has more than 500 members while NJALA membership exceeds 290.

The New Jersey Association of Library Assistants was formed in 1986. The organizational meeting was held at a one-day conference at Seton Hall University. Membership is open to anyone who works as a paraprofessional and does not have an MLS. Associate members are all who do not qualify as regular members. According to Linda Porter (personal communication, March 4, 1997), NJALA is an independent group, because, at its inception, the New Jersey Library Association offered only a $50 subsidy that the group interpreted as a weak sign of support for sponsoring a subgroup. Today NJALA is content to remain a free-standing association. NJALA conducts a well-respected conference every June at Seton Hall University, offering twenty-four workshops during a two-day period. They also publish a newsletter three times a year and use their Web home page as a bulletin board for continuing-education courses and to inform paraprofessionals of other organizations. The only area of organizational concern reported by NJALA is the current difficulty they have in grooming new leaders. Porter echoes a common complaint when she says, "possible candidates still have problems getting the backing to be involved. They cannot get the time off [work] to participate" (L. Porter, personal communication, March 4, 1997).

The New York State Library Assistants Association was born of necessity. It found its roots in the New York State Library Clerical Conference of 1978. This conference was repeated in 1979 to the delight of New York library paraprofessionals; however, the 1980 conference fell through due to lack of an institutional sponsor. Though the conferences were resumed the following year, New York paraprofessionals began investigating ways to ensure its continuation. An executive council was formed to look into possible affiliations with other organizations, and not until all such efforts proved futile was the decision made to form an independent association. The group came into official existence in 1989 with 300 charter members (Selby, 1991, p. 14).

The NYSLAA vision statement reflects the climate that existed at the time of its formation:

We would like to see a library community in New York State where library assistants have a voice in decisions that affect their future, are valued for their contributions, recognized and rewarded appropriately, and where there is equitable access to professional development opportunities. NYSLAA will be a voice for New York's library assistants. We will lead the way in creating and supporting a system that will bring about real, positive change in the library community. Our Association shall be a place of competent professionalism and of community, where all our members can come secure in the knowledge that they will be welcomed for who they are, included actively and meaningfully in decisions that affect their lives; provided the
quality services they need; and challenged to realize their best hopes, dreams, and aspirations. (New York State Library Assistants' Association, 1997b)

While the group chose to form as an independent organization, the choice was not seen as irrevocable. In 1997, a fact-finding exchange was opened with the New York Library Association (NYLA). During the NYSLAA's annual conference, NYLA's president-elect urged the group to consider affiliating with NYLA. In response, the paraprofessional association decided to investigate exactly what such an affiliation would entail and what it would mean for the group. Any final decision will come only after much consideration and a vote of the members (“Fact Finding Committee Formed,” 1997).

Though ensuring the continuation of the annual conference was a major project for the association, they quickly developed others. A statewide Certificate of Achievement for library paraprofessionals was in development by 1992. By 1995, a two-year pilot program was in place with the first eight certificates awarded that same year. The program is based on a similar one in Utah. Points are awarded for a wide range of activities, including formal and continuing education, publishing, and participation in professional associations (New York State Library Assistant's Association, 1997b).

NYSLAA is an example of a highly successful independent state paraprofessional association:

[It] is now seen as one additional strong voice in support of New York libraries. NYSLAA members have sent letters in support of library legislation and NYSLAA has joined the other professional library associations in New York State in cosponsoring statewide library initiatives. They are now looking at paraprofessionals in a new light—as voters, as advocates, as lobbyists in support of libraries. (Gillen, 1996)

**Round Tables and Sections of State Associations**

Most paraprofessional library groups are associated with their state library associations. Though membership is commonly open to anyone interested in paraprofessional issues, usually only a few librarians are active members. Because the groups are part of their state associations, one must join that group and then the paraprofessional round table or section. Often people will attend programs sponsored by the groups at their conferences or as a guest of the group before they actually join the parent association. According to Terri Dolan (personal communication, March 19, 1997): “I first visited the [Illinois Library Association] Forum for Library Assistants by attending an FLA business meeting at ILA's annual conference, became interested, and soon joined.” The forum, which now has 113 members, was originally established to “investigate whether ILA should continue to try to integrate support staff needs and interests,
as well as librarians' needs, etc. The forum continues in ILA and the need for support staff/paraprofessional involvement continues to grow also” (T. Dolan, personal communication, March 19, 1997).

The Minnesota Library Association Support Staff and Paraprofessional Section (MLASSPS) is typical of most paraprofessional groups that are part of a state association. MLASSPS was formed in 1976 to enhance the professional image and status of Minnesota’s library assistants, to further professional growth opportunities, and to provide a network for communication on libraries and paraprofessional issues. The original name of the group, Pages to Library Specialists Round Table, was changed in 1987 to the Library Support Staff Round Table. In 1996, the round table petitioned for and received section status, a recognition by the Minnesota Library Association Board that paraprofessionals are a growing force in the library workplace (V. Heinrich, personal communication, February 28, 1997).

The decision to align with the state association is still being discussed among the members of the Minnesota section. The cost of membership versus the perceived value of membership is questioned. As with most groups linked to a larger association, members must pay both association and round table or section dues. Since section meetings are usually held in conjunction with conferences or workshops and are thus open to anyone attending the event, some paraprofessionals question why they should join the section since they can attend meetings anyway. To answer this question, the leaders of MLASSPS emphasize the other services and benefits of a professional association such as lobbying for library issues in the state legislature, discounts for the annual conference and other events, and leadership opportunities within MLA. “We invite people to participate at whatever level they can” (V. Heinrich, personal communication, February 28, 1997).

Developing leaders for paraprofessional groups can be a daunting task. In Minnesota, section members are encouraged to participate at increasingly higher levels of leadership within the section and the association. Every section member who holds any leadership position (committee chairperson, officer, etc.) within the paraprofessional section or any other part of the state association is invited to attend MLASSPS executive committee meetings, and subsequent section officers are recruited from this pool of experienced leaders. “We began encouraging these leadership roles in the last few years and saw the fruits of this effort this past election for 1997 chair-elect and secretary as we had two candidates for each position. In the past, we often had just one person running for office, which doesn’t make for very exciting elections, or for much feeling of choice for the members” (V. Heinrich, personal communication, February 28, 1997).

The section holds quarterly general meetings around the state of
Minnesota, providing networking opportunities to a greater number of paraprofessionals than might be reached by a single annual meeting. Their quarterly newsletter, *LinkUp!*, includes conference notices, job announcements, and other news and information directed toward library paraprofessionals. Programs are sponsored at the MLA annual conference. In 1996, seven sessions over a two-day period were presented. In 1997, nine programs are anticipated. The group has its own Web site to provide current information to its members. With respect to the intangible benefits for its seventy-two members, Virginia Heinrich (1997) stated:

The primary intangible benefit is an increase in both personal and job satisfaction, and the feeling that we too are professionals in our jobs. MLA has been very receptive to our leadership within the association, and I think that is very important. To me, it lends credibility to the whole movement toward the professionalization of support staff and paraprofessionals in libraries. Because of that, I feel it is very important to continue working within the association rather than break away as an independent group. However, should the association take a turn and become less responsive to our section, I would have no hesitation to break off and form our own association.

(personal communication, February 28, 1997)

This undercurrent of fear of possible rejection by the parent organization cannot be ignored. Though public episodes of distrust between librarians and paraprofessionals within associations have been few in recent years, some have been highly visible. The Virginia Library Association (VLA) episode was played out in print with librarians and paraprofessionals from all over the country chiming in. In 1995, after the completion of the VLA Paraprofessional Forum's third successful conference, then-VLA President Linda Farynk wrote a column for the *Virginia Librarian* noting the contributions paraprofessionals made to VLA and questioned whether or not VLA had done all it could to make paraprofessionals welcome in the association. She suggested changing the name of the *Virginia Librarian* to one that would be more inclusive and representative of VLA members (Farynk, 1995, p. 2). The editors of *Virginia Librarian* asked if it would not dilute the association's professionalism. The arguments echoed the long-running debate on the professional status of librarians and role blurring and went on to challenge the commitment of paraprofessionals as a class to the concept of association membership and professional service (McCulley & Ream, 1995, p. 3).

Reaction to the editorials was immediate and widespread. *Library Journal* editor John Berry (1995) responded with an editorial decrying "exclusionary elitism" and supporting the name change (p. 6). While letters to both the *Virginia Librarian* and *Library Journal* were predominantly in support of the name change, some who did not agree questioned whether library associations should even allow paraprofessional membership. In the end, *Virginia Librarian* became *Virginia Libraries,* and
the editors resigned. "The debate made the association ... stronger. ... VLA has a sincere appreciation for the dedication, talents and accomplishments of the forum" (O. Turner, personal communication, March 4, 1997). Membership in VLAPF has grown to nearly 200 members and a past chair of the forum currently serves as VLA treasurer.

Other round tables have also grown to section status. The Nebraska Library Association (NLA) Paraprofessional Section started as a round table in the early 1980s and was elevated to section status about ten years later. In 1993, the Para-Professional Needs Committee, consisting of Jacqueline Mundell, Carol Speicher, Norma Methany, Linda Dehlerking, and Carol Lechner presented a proposal to then-NLA President Tom Boyle. For the next two years the committee worked to identify and organize "library employees with a career orientation, who share in the generally accepted goals and philosophies of libraries, and who either do not have an advanced degree in library science or who are not employed in a position designated as professional" (Lechner, 1992, p. 22). The NLA Executive Board granted the group round table status in 1985. Lechner remains active in the Nebraska Library Association, currently serving as the association's secretary. Membership in the section varies between fifty and seventy members (J. Winkler, personal communication, February 3, 1997). The section prefers the advantages of being a part of a large well-respected group, participating in the annual state convention, and being able to use association resources to promote section goals.

Kate Wakefield (1992), in an appeal to Kansas paraprofessionals, points out that membership in the round table has a twofold benefit:

The first is that it is good for paraprofessionals to have the opportunity to learn from their peers and to obtain needed skills. The second is that it is also good for the organization. NLA struggles to represent all those who work in libraries in Nebraska, and needs your ideas and your viewpoint to become stronger. The only way we can change the perception of those who doubt our abilities is to become involved, make our ideas known and show them that we are capable of anything. (p. 26)

Not all efforts to establish paraprofessional round tables or associations are successful. Though a paraprofessional roundtable of the West Virginia Library Association was formed about four years ago, it was disbanded after two years of inactivity per WVLA bylaws. WVLA has approximately 650 members, most of whom are trustees and public library personnel (K. Goff, personal communication, February 4, 1997).

Other groups depend on just a handful of people to sustain activity. In Maryland, the Associates, Paraprofessionals and Library Support Staff (APLSS), a division of the Maryland Library Association, was formed in the mid 1980s. Membership numbers are difficult to assess without differentiating between active and passive members because “everyone who
joins Maryland Library Association must ‘profess’ a division” (D. Skeen, personal communication, March 3, 1997). APLSS has approximately 150 members of whom only six are active (D. Skeen, personal communication, March 3, 1997). Library paraprofessionals in California used to have a situation similar to APLSS’s. Originally, the paraprofessional group consisted of members of one of three association-wide constituent bodies, each with a seat on the association assembly. Library paraprofessionals were included in the California Library Employees Association (CLEA). Membership at CLEA’s height was close to 150 people, though only a core group of about 20 was ever active (K. Files, personal communication, March 4, 1997). After association restructuring in 1992, paraprofessionals are now represented by the Support Staff Round Table, a much smaller group of only twenty-two members. This is partly because, now, many paraprofessionals have chosen to participate in other sections and round tables of the association. Kathy Files comments: “I would say that there are only about five or six of us active types left, [though] there are a lot of former CLEA members who are active in other sections/interest groups” (K. Files, personal communication, March 4, 1997). This reflects an interesting and controversial phenomenon of paraprofessionals being so successfully accepted into a professional association as to lose their separate identity. Since the California Library Association no longer identifies members by job title, assessing whether or not actual paraprofessional membership has dropped is difficult. Time will tell if the CLA experience is a story of evolution for paraprofessionals within state associations.

Even with reduced membership, the CLA Support Staff Round Table proves that size does not always equal less service and action. The group encouraged the 1996 CLA conference planning committee to designate the Sunday of the annual conference as Support Staff Super Sunday with core programs devoted to issues of concern to library paraprofessionals, with such success that the concept is being repeated at the 1997 conference. CLA is actively recruiting paraprofessional members. Paraprofessionals are recognized by CLA as integral to the operation of libraries across the state, and CLA encourages their participation and the round table (C. Braziel, personal communication, February 12, 1997). Perhaps some of those new members will rejuvenate the Support Staff Round Table.

Another evolutionary story is that of the paraprofessionals in Washington state. The group got its start as CLEWS or Classified Library Employees of Washington State, but the name was changed to Washington Association of Library Employees (WALE) in 1984. The original body, CLEWS, began in 1973, formed by a group of paraprofessional employees of academic libraries involved with the state of Washington’s Higher Education Personnel Board (HEPB) and its attempt to standardize position classifications and salary administration in Washington State institu-
tions of higher education (Parsons, 1997). This initial group developed
and spread its influence to encompass a wider breadth of library employ-
ees than just academics. The question of organizing under the umbrella
of the Washington Library Association (WLA) came up early. At first the
vote favored remaining independent, but only a few months later this
vote was reversed, as the group members decided they could be more
effective within WLA. The group's petition for inclusion in WLA was
granted in March 1974. The original aims of the group reflect the con-
cerns of members: to recognize the needs of the support staff employees
in the library field; to encourage the education of support staff library
personnel; and to support the library profession (Parsons, 1997).

It is not unusual for paraprofessionals to misunderstand the function
of professional associations when they first hear of them. As people be-
came aware of WALE's existence, many thought it was "going to be like a
union and be able to solve problems for them. This is not WALE. WALE
is not a union or a bargaining agent. The purpose of WALE is recogni-
tion of the support staff library employee" (Parsons, 1997).

With the example of a strong paraprofessional group to its immedi-
ate north, Oregon paraprofessionals organized in 1991 as the Library
Support Staff Round Table (LSSRT) of the Oregon Library Association.
In 1992, they published a vision statement: "Recognizing that support
staff need an awareness of library issues, both ethical and technological,
LSSRT will provide a forum for voicing ideas, discussing concerns, and
beginning positive change, while encouraging professional growth
through networking, teaching and mentoring" (Cook & Wann, 1992, p.
12). To spread the word about the new group and to meet their constitu-
cy, the officers of the new round table traveled the state holding infor-
mational meetings. Growth has been steady. In two years the round
table has grown from sixty-nine to ninety-three members.

The upsurge in the number of paraprofessional associations in the
1990s may be attributed to the new sources of exposure for the estab-
lished groups that developed during the same period. With the publica-
tion of *Library Mosaics* and *Associates*,\(^3\) the electronic journal for library
paraprofessionals, and the creation of the LIBSUP-L\(^4\) Internet discussion
group, information about the activities of paraprofessional associations
became more widely available. *Library Mosaics* devotes one issue each
year to paraprofessional conferences, while the monthly calendar sec-
tions of both *Library Mosaics* and *Associates* let people know what is up-
coming. The listserv provides a forum for lively discussion about the
pros and cons of membership and is another venue for announcements.
More recently, the Library Support Staff Resource Center\(^5\) World Wide
Web home page was launched and provides yet another resource for the
groups. Because of this exposure, paraprofessionals are traveling to at-
tend conferences and returning with ideas and enthusiasm.
The Florida Paralibrarian Caucus developed out of one Floridian's attendance at the New Jersey Association of Library Assistants' 1989 conference. Virginia Gerster came back and excitedly asked if Florida had a group like New Jersey's. She did not find a group, but she did find support for one. It took her only one year to organize the first meeting of the caucus under the auspices of the Florida Library Association. The group now conducts its own highly successful annual conference along with regional workshops and seminars (Gerster, 1991, p. 22). Another addition to the ranks of library paraprofessional groups during the 1990s was the Arkansas Library Paraprofessional Round Table. The first organizational meeting was held in August 1992 when more than fifty people met at the University of Central Arkansas to discuss the feasibility of creating a paraprofessional group within the Arkansas Library Association (Washko, 1995, p. 26). The group worked fast and submitted a petition for round table status in October of the same year. Willie Hardin, director of Torreyson Library, University of Central Arkansas, planted the seed for the group by advocating its formation and serving as its mentor. Donna Washko and Sandra Olson did much of the work needed to get the idea to bloom. After the first organizational meeting, a committee of volunteers helped with the formation and growth of the organization. Donna Washko notes:

We organized because there was a need to provide training, workshops, and continuing education to paraprofessionals working in all types of libraries. We needed a network system. Public libraries, especially, were in need of workshops to prepare them for the new technology age in libraries. We chose to form as a part of the state association because we felt we would get more support from library directors and librarians if we were part of the established organization. (personal communication, March 24, 1997)

Not all states have paraprofessional groups within their associations. Excluding states in which groups have been disbanded, twelve do not have subgroups for paraprofessionals. These include Alaska, Idaho, Kentucky, Michigan, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Vermont, and Wyoming. Three states, Kentucky, South Dakota, and Vermont, report efforts to organize paraprofessional round tables within their associations (American Library Association, 1996). Some, like Alaska and Idaho, believe paraprofessionals are so well integrated into their associations that they have no need for a separate group.

**SPECIAL INTEREST GROUPS**

Though the *National Directory: Library Paraprofessional Associations* is the most comprehensive listing of library paraprofessional associations, it is not complete. Many paraprofessional groups that are attached to city
and regional library systems are not listed. In New York alone there are at least eleven groups or associations, only four of which are in the directory. While most groups follow the association model with members and officers working toward a wide band of issues, others exist solely to facilitate a specific continuing education event. These groups are usually made up of no more than twenty people with the membership varying little from year to year. The Western New York Library Assistants, Reaching Forward South (RFS), and the California Paraprofessional Development Workshop are examples of these groups.

In New York, the Western New York Library Assistants (WNYLA) operates as part of the Western New York Library Resources Council. Formed in 1988, it consists of a core group of ten paraprofessionals who plan two workshops a year, usually in the spring and fall. The group has representatives from academic, public, and special libraries which enables them to develop workshop topics that address the needs of everyone in their area. Some workshops are held with NYSLAA, and the group hosted the 1995 annual NYSLAA conference when it was held in Buffalo, New York (R. Oberg, personal communication, March 19, 1997).

Reaching Forward South consists of fourteen members. RFS was formed in 1996 to provide Central and Southern Illinois library workers with a conference modeled on the highly successful Reaching Forward Conference in Northern Illinois. Kathy Perkins and Terri Dolan began the process and were soon joined by others. The independent group received seed money of several thousand dollars from Northern Illinois Reaching Forward (RF) (T. Dolan, personal communication, March 6, 1997).

RFS plans to limit attendees to their first conference to no more than 300. If the number of participants at future conferences starts to reach the 1,000 mark, as it has done at the Reaching Forward conference, RFS may follow the example of RF and affiliate with the Illinois Library Association. “At this time we want full control of what we are doing, where conferences will be held, etc. We want to tailor RFS to the needs and interests of paraprofessionals in our part of Illinois and to be accessible to those people who have expressed the desire for such a conference” (T. Dolan, personal communication, March 6, 1997).

The California Paraprofessional Development Workshop (formerly the Greater San Diego Paraprofessional Development Workshop) also exists only to provide a specific continuing education opportunity. According to its founder Bessie Mayes: “Our group is not a membership-based organization. We do not collect fees, nor do we print a newsletter (yet). We function solely as an annual yearly conference for those who are interested in our presentations” (personal communication, February 5, 1997). Each conference, since their first in 1993, has drawn from 125 to 150 participants. Mayes is the primary force behind the organization
of the conference. For the first conference, Joy Wanden, a COLT region director, served as her mentor, offering advice and support. Later, Mayes gathered a nucleus of like-minded people to join her: Judith Downie, Linda Osgood, Luz Villalobos, and Katie Quinn. Since then, only one person, Villalobos, has retired to be replaced by Cynthia Quinn (B. Mayes, personal communication, February 5, 1997). Mayes explains why the group is independent and why it prizes that status:

I created the conference in October 1993 to address a glaring lack of training and support for paraprofessionals. The response every year from the paraprofessional community as well as the professional community has more than verified my initial assumption. The group is independent but receives occasional assistance from the Palomar [California] Library Association. Initially, this conference was created when support issues were just beginning to be recognized in the library community. So our group was formed at a really good period, a period of reflection in the library professional community about how the support staff was being perceived, their function and contributions in the library arena. There weren't that many groups around for guidance. COLT was the only official organization that I could turn to for help during this period. Consequently, our group had to be autonomous. . . The major benefit of being autonomous is the advantage that all of the decisions are being made by the committee, independent of the library director at the conference setting. (B. Mayes, personal communication, February 5, 1997)

These comments stress the important role local groups play in providing continuing education opportunities for paraprofessionals. While Mayes was feeling a distinct lack of opportunity in her area, both the Support Staff Round Table of the California Library Association and the Greater Los Angeles Area Chapter of COLT were providing yearly workshops and conferences. The problem was that these events were not located where the San Diego area paraprofessionals could participate easily. Lack of access to opportunity has proven a strong motivator for paraprofessionals to develop their own opportunities. Many similar groups exist throughout the country, and these narrowly focused groups provide an important service to the library community. In the future they may make the evolutionary step to full association status as did the New York Library Assistants Association.

**CONCLUSION**

The success of paraprofessional associations is predicated on the hard work and dedication of members. This is because they are, as are most library-related associations, member-supported organizations, and their success is dependent on the efforts of member volunteers. These volunteers serve on committees and as officers on the national and local levels. Because professional-development activities are not normally required
for career advancement for library paraprofessionals, these volunteers often work on their personal time and at their own expense. The support they receive varies greatly, fluctuating with each home library’s financial status and policies. A few people receive release time and all travel expenses, others receive only partial assistance, while the majority bear the entire expense themselves. No matter the level of financial assistance provided, a valued form of support is for administrators and supervisors to understand and recognize the importance of professional development for library paraprofessionals.

Paraprofessional associations exist because individuals, librarians, and paraprofessionals alike, perceive a need and find a way to meet that need, reflecting a recognition that paraprofessionals are an integral part of the library community. As such, they have been affected by the many changes overtaking the entire profession, changes such as increased reliance on computer technology, decreasing budgets, and challenges to long-held library values. These changes have significantly altered how library workers do their jobs, how they approach their careers, and how they relate to others. Once upon a time, those in the library community could count on knowing what the job would entail today, tomorrow, and next year. The basic skills and equipment needed were clearly identified. Change did occur, but it was usually with a period of adjustment. This is no longer true. Change occurs rapidly, almost daily. The only constant on which we can rely is change, change that will occur with or without active participation by library paraprofessionals. Many paraprofessionals, however, have learned they can have a say in how the changes affect them. They have reached out to participate in groups that will make decisions and, where necessary, they have created groups specifically modeled to meet their evolving needs.

Thirty years ago, library technology educators founded the Council on Library/Media Technicians to promote recognition and acceptance of library paraprofessionals as important members of the library team and to provide continuing education opportunities for its members. Today COLT no longer stands alone. The many groups of the paraprofessional organizing movement continue the traditions established by the forward-thinking educators of the 1960s. Organizations have grown to encompass all levels of library workers, each with shared visions and goals. They establish a climate in which library staff can come together to support each other and the issues important to them. They provide an opportunity for each member to grow personally and professionally to the benefit of the entire library community.

Notes

1 Library Mosaics. Magazine for and about library paraprofessionals. Subscription: Yenor, Inc., P. O. Box 5171, Culver City, CA 90231


4 LIBSUB-L. Library paraprofessional discussion list [Online]. Subscription: Send message: subscribe libsup-L [your name] to: listproc@u.washington.edu


REFERENCES


Fact finding committee formed to open dialogue with NYLA. (1996). Network Connection, 9(2).


St. Lifer, E. (1991). We are the library! Library Journal, 120(18), 30-34.


Surveying the Role of Ethnic-American Library Associations

TAMI ECHAVARRIA AND ANDREW B. WERTHEIMER

ABSTRACT
In the last quarter century, ethnic professional associations have been organized by American librarians of various ethnicities. These associations fill a niche in the profession not met by other associations. This article explores several such organizations to understand their origins and roles among the professional associations in library and information science. The associations examined are the American Indian Library Association, the Chinese-American Librarians Association, the Asian/Pacific American Librarians Association, REFORMA, ALA Black Caucus, the Association of Jewish Libraries, and the Jewish Information Committee. The ALA Ethnic Materials and Information Exchange Round Table and the ALA Office for Literacy and Outreach Services are considered in connection with the ethnic American library associations. The authors also posit areas for further research.

INTRODUCTION
The last few decades since the blossoming of the civil rights movement have seen the emergence of a unique type of organization of librarians—i.e., the ethnic library association. These associations cross many professional and geographic boundaries, including public, special, school, and academic librarians from technical and public service as well as administration. What unites these professionals is an interest in professional opportunities for minority librarians, fostering access to unbiased ethnic
information and recruitment of minority librarians to lead library service into a multicultural future. A survey of these associations demonstrates how many of these organizations were formed and ultimately examines the fruits of their collaborative action. While it is not a historical examination of the subject, a definition and a context is required to appreciate why these associations were formed and continue to fill a niche in the profession.

Minorities are comprised of individuals who have a common characteristic that is shared among them and which is different from the majority and from other minorities who do not share that characteristic. That common shared characteristic is the bond that unites the group. In the case of ethnic minorities, it is a common racial, cultural, religious, linguistic, and/or geographic heritage that defines a particular group as the same or similar and sets it apart from others (Chu, 1994, p. 128).

The 1930s, 1940s, and 1950s were decades when white and minority societies were segregated and unequal in the United States. Nonwhite individuals had very limited opportunities and many were impoverished, under-educated, and alienated from the “American Dream.” The 1960s was a decade of activism in which various entrenched values of American society were questioned and challenged, and new hope was born in the hearts and minds of many. Since the struggles of the 1960s for civil rights in American society, the voices of minorities, organized into groups for various causes, have been heard. Among these causes is equal opportunity for all of America’s citizens irrespective of race, religion, gender, or color.

Libraries were, as they still are, a microcosm of American society. During the decades of the 1930s, 1940s, 1950s, and even into the 1960s, some library school professors expressed discriminatory attitudes regarding nonwhite students’ intelligence being inferior (Williams, 1987, p. 156). Few minorities were in the profession, and their opportunities for advancement were virtually nonexistent. Discrimination in employment and promotional opportunities was rampant and blatant. The situation in libraries merely mirrored the larger society. In some states, professional organizations were segregated. Minority librarians who belonged to the American Library Association (ALA) felt that the association did not adequately represent them, did not provide opportunities for them to participate in decision-making, and responded to their needs too slowly and tentatively.

The result was that, in the 1970s, ethnic library associations and caucuses began to organize formally. The ALA Black Caucus formed in 1970; REFORMA, the National Association to Promote Library Services to the Spanish Speaking, organized in 1971; the Asian American Library Caucus emerged in 1975; and the American Indian Library Association was established in 1978. This time period also saw the emergence of library
associations for Jewish-Americans and Chinese-Americans, among others. How they organized, their purposes, and the role they fill in the profession is important in understanding why they are needed. There are minority associations and caucuses in many professions; library and information science is representative, in this respect, of professions in the United States. Within the library and information science profession there are ethnic minority associations and caucuses at the national and, in some instances, state levels. It is the intent here to examine ethnic library associations and caucuses within the profession at the national level.

**American Indian Library Association (AILA)**

Indian peoples have seen libraries as a part of their education. During America's frontier days, Indian lands were often traded by Indian tribes to have access to the "white man's education." Treaties signed by the U. S. government, still in force today, guarantee this education. But living up to the agreements of the treaties has always been an issue, and the U. S. Bureau of Indian Affairs has given Native Americans only the bare minimum.

Before the late 1970s, American Indians and Alaskan native people living on or near reservations did not have access to library facilities equal to other Americans. On most reservations under the auspices of the U. S. Bureau of Indian Affairs, the only library was a small school library. Its hours and resources were geared to juvenile readers and considered inadequate (Isaac, 1978, p. 13). State and public libraries felt no obligation to serve reservations since the Indian tribes were not part of their tax base (L. Mitten, personal communication, February 10, 1997). Most reservations provided nothing in the way of library services for the adult community. The only exceptions to this bleak situation were just a few isolated school library media centers which had sought and received funding from grants set aside for Indian education through initiative taken by the local reservation. These isolated models had been well received by their communities who took great pride in them (Buffalomeat et al., 1978). But the money had always been project oriented or short term, and there were no reliable sustaining funds for library services and resources for reservation libraries (Mathews, 1978, pp. 2-3).

Not only did the communities have current information needs that were not being served adequately, but the imperative need for Indian communities to know their past required the establishment of repositories in which they could do historical research into the archives of their historical records:

It is noteworthy that during the Second World War when many government agencies were asked to destroy old records in order to make room for war-time record-keeping that the Indian records were
among the few subject areas exempt from this requirement. . . . In preserving these records there is a clear indication that the Congress and executive branch intended that one day Indians would have access and familiarity with the records of their past as preserved in the federal archives and record centers. (Deloria, 1978, p. 12)

American Indians in the field of education needed to know their past, the traditional alternatives advocated by their ancestors, and the specific experiences of their communities. The oral history tradition remained, and the adults wanted the children to know their tribe's heritage, cultural values, and the meaning of its customs. There was a need for Indian writers to supply their history, record their lifestyle, and create their own materials (Shields, 1970, p. 858).

In 1971, a small task force of American Indian librarians formed to address the issue of a lack of any kind of libraries for Indian peoples. In October 1978, the White House Pre-Conference on Indian Library and Information Services on or Near Reservations was held in Denver to lay the groundwork for a comprehensive improvement of library services and resources to American Indians (White House Pre-Conference, 1978). Participants came from a variety of Indian tribes representing all parts of the United States. The result of the White House Pre-Conference was a resolution which was taken forward to the White House Conference on Library and Information Services the next year. This comprehensive resolution contained concrete proposals for providing financial support for building libraries, training library staff, library materials, technical assistance, the establishment of Indian Studies programs in institutions of higher education, and the establishment of a National Indian Library Center in the U. S. Department of the Interior's Office of Library and Information Services. The resolution was passed in 1979, and thus began the formal provision of library services for American Indians and Alaskan natives living on or near reservations (Information for the 1980s, 1980, pp. 75-76).

For American Indian librarians, the natural evolution of this important step forward was the formation of an ethnic library association. The American Indian Library Association (AILA) was organized in June 1979 and became affiliated with the American Library Association in June 1985. Its purposes are: (1) promoting the establishment, maintenance, and upgrading of Indian libraries on or near reservations; (2) developing criteria and standards for Indian libraries; (3) providing technical assistance on archival services to Indian tribes; (4) supporting the development of Indian information networks among tribes and institutions maintaining Indian archives; (5) educating public officials and the general public about library/information needs of Indian communities; (6) bringing together those interested in Indian libraries at conferences; (7) helping members of Indian communities gain access to and use libraries; (8) enhancing the capability of libraries to assist Indian authors; (9) planning workshops
on Indian library services; (10) developing grant proposals and fund-raising activities to support Indian library projects; and (11) developing awareness in the non-Indian society of Indian peoples' desire for library information resources (American Indian Library Association, n.d.).

American Indians are accustomed to being invisible in all phases of American society. The lack of acknowledgment, basic respect, and cultural appreciation for the nation's native peoples is a form of racism (Fletcher, 1997, p. 3). The disregard for their needs and the disrespect shown toward the educational competency of minorities is also racist and institutionalized in the highest levels of our government.

In the mid 1980s a new political appointee, a top administrator who was to head the library program in the United States Department of Education, told me [a founder of AILA], "I'm not interested in Indians." She wouldn't support renewal of a national training and assistance project for tribal libraries, saying that "they [Indians] don't need libraries; they can't read anyway." (L. Patterson, personal communication, February 12, 1997)

Over the years, the American Indian Library Association has promoted libraries and library systems in Indian Country (as defined in 18 U. S. C. 1151). These libraries provide the facility for preservation, documentation, study, promotion of Indian languages, history, legal rights, and culture as tribal institutions. They are the foundation for participation in modern automation and technology. AILA has facilitated the provision of information resources to improve Indian library, cultural, and information services in schools, libraries, and reservations. AILA is committed to disseminating information about Indian cultures, languages, values, and information needs to the library community.

The number of tribal libraries has risen, but even today there is no permanent source of library funding from the federal government, which is responsible for Indian reservations. AILA has kept the issue in front of the U. S. National Commission on Libraries and Information Science, but it is a continuing issue, and AILA's voice is small in an arena of multiple conflicting demands and shifting political priorities. There is the hope that "technology is going to leap frog some of these tribal libraries over the barriers they've been facing" but the funding varies from state to state and remains project oriented and short termed. There is no coordinating office for Indian libraries anywhere (L. Patterson, personal communication, February 12, 1997).

AILA's priorities have shifted somewhat over the years. Getting funding for new reservation libraries is no longer the urgent need it once was. Permanent funding to keep reservation libraries going is still problematic. There are still few American Indian librarians in the profession, and recruitment is a priority (McCook, 1993). Since there are so many
tribes, the American Indian Library Association is a unifying voice for issues concerning many tribal libraries and for networking among American Indian librarians. It is the only voice for an overall vision.

**Asian-American Library Associations**

Discrimination has become a major part of Asian-American history. Significant events in this history included laws which barred Asians from citizenship, the “internment” of Japanese-Americans during World War II, and the Chinese Exclusion Act. Immigration scholar Daniels (1988) goes so far as to write that: “Unfortunately, much of Asian American experience is what I call ‘negative History’; that is, for a significant part of their history in this country, Asians have been more celebrated for what has happened to them than for what they have accomplished” (p. 4).

Asian-American immigrants settled in ethnic communities, mostly along the Pacific Coast. Chinese, the first group to immigrate to the West Coast in significant numbers, were segregated to special schools in San Francisco (Daniels, 1988, p. 111). A historical search of library literature before World War II reveals a dearth of material on Asian-Americans as library patrons or as librarians. A search of biographical dictionaries of librarians from the same period reveals that most were catalogers of Asian-language material in academic libraries or ran branch libraries in larger cities. This lack of Asian-American librarians, and attitudes related to them, is highlighted in a speech by Yust at the 1913 ALA Conference: “So far there is no indication of a yellow race [sic] problem in public libraries. When foreigners enter a field which is already occupied they do not produce a real race problem so long as they are so few in number that they are chiefly objects of curiosity” (p. 159).

To counteract these attitudes, Asian Americans have organized several professional organizations to serve the diverse community of Asian-American librarians. They have been instrumental in the struggle to fight discrimination, overcome racial bias and language and cultural differences, and to provide mentoring and community for one another.

With over 600 members, the largest Asian-American professional library association is the Chinese American Librarians Association (CALA). CALA is the product of a merger of two organizations, the Chinese-American Librarians Association, founded in Chicago in 1973, and the Chinese Librarians Association which was established at Stanford University in 1974. According to the current President, Mengxioung Liu, CALA was founded “because there was a need to enhance communication among Chinese-American librarians to discuss the common concerns in providing service to Chinese-American populations, and to promote career advancement for Chinese-American librarians” (personal communication, March 28, 1997).
The goals and objectives of CALA are: (1) to enhance communications between Chinese-American librarians and other librarians and among themselves, (2) to serve as a forum for discussion of mutual problems and professional concerns for Chinese-American librarians, (3) to promote Sino-American librarianship and library services, and (4) to provide a vehicle for cooperation with other associations with similar or allied interests (Wan, 1986, p. 141).

To meet the aforementioned goal of communication, CALA maintains a Web site, a listserv, a newsletter, a directory, and copublishes the *Journal of Library and Information Science* with the National Taiwan Normal University. It also sponsors an annual banquet and programs in conjunction with the ALA annual convention. Five local chapters also meet approximately twice each year (M. Liu, personal communication, March 29, 1997). At the annual banquet, the association presents two scholarships and the CALA Distinguished Service Award, which recognizes an individual's activity to promote CALA and Chinese-American librarianship.

CALA has also been active in transliteration standards and a program of sending books to China. Besides professional development, the association also offers a place to "assist members to develop some management and leadership skills" (M. Liu, personal communication, March 29, 1997). That these efforts are bearing fruit is evident by the increasing number of CALA members who have run for ALA Council. CALA works closely with the ALA and the Asian Pacific American Librarians Association (APALA) to represent the interests of the membership.

The Asian Pacific American Librarians Association is another affiliate of ALA. Formally established in 1980, APALA's roots date back to 1975 as an "informal discussion group in ALA" entitled the Asian American Librarians Caucus. The nearly 300 members "represent 17 self-identified ethnic groups ranging from American to Vietnamese" (Asian Pacific American Librarians Association, n.d.).

The four largest APALA ethnic groups are Chinese (40 percent), East Indian (14 percent), Filipino (10 percent), and Korean (16 percent). Members are "tuned to diversity among themselves, and practice what APALA promotes." For example, the members have worked out a harmonious rotating system by ethnicity for the presidency (Asian Pacific American Librarians Association, n.d.).

The objectives and purposes of APALA are: (1) to provide a forum for discussing problems and concerns of Asian/Pacific American librarians, (2) to provide a forum for the exchange of ideas, (3) to support and encourage library services to Asian/Pacific Americans in the library/information professions, (4) to seek funding for scholarships for Asian/Pacific American students in library and information science schools, and (5) to provide a vehicle for communication with other associations having similar or allied interests (Nicolescu & Collantes, 1986, p. 138).
In addition to a newsletter, listserv, directory, and annual programs, APALA published in 1996 the first *Asian American Resources Directory*, which serves as an important reference tool.

The Asian-American Law Librarians Caucus was organized at the 1987 American Association of Law Librarians (AALL) Annual Meeting and has presented thematic programs at AALL meetings since then. It also maintains a Web site and a newsletter (Asian-American Law Librarians Caucus, n.d.).

**REFORMA: THE NATIONAL ASSOCIATION TO PROMOTE LIBRARY SERVICES TO THE SPANISH SPEAKING**

Concern with providing library services and resources for Spanish-speaking Americans evolved slowly in American libraries. Prior to the mid 1950s, library services and resources were inadequate for anyone who did not read English. Other than the limited work of the ALA Committee on Work with the Foreign Born in the 1940s, librarians showed little interest or understanding of the various cultures within the Latino community and their library needs (Jones, 1991). Spanish-speaking children were segregated in their schools. Discrimination in housing was exercised against Latinos. Latinos were largely ignored by American society and American libraries. The belief was common that conventional library services were sufficient for Hispanics, and that they did not use the libraries because they were not interested or could not read (Haro, 1987, p. 142).

In 1956, the Seminar for the Acquisition of Latin American Library Materials (SALALM) was founded. SALALM is an organization which focuses on publications from Latin America so that libraries and librarians have at their disposal a forum on the development of collections about Latin America. Although, by the late 1950s, Chicano authors were producing an increasing number of publications, this body of literature was not considered mainstream by the academy (Dawson, 1990, pp. 121-22). By the 1960s, a few people saw the need for information sources for the increasing Spanish-speaking population in the United States, and federal funds became available for developing new library programs to address this need. Since this purpose was not being addressed by the profession nor its associations, a grassroots movement among Latino librarians emerged.

In 1968, the Committee to Recruit Mexican American Librarians formed in Los Angeles, and from it was founded the Graduate Institute for Mexican American Librarians at the now defunct library school at California State University, Fullerton. By 1972, the Graduate Library Institute for Spanish-Speaking Americans (GLISA) was founded at the library school at the University of Arizona. Both programs focused on recruitment to librarianship and on increasing the number of Latino li-
brarians serving Spanish-speaking communities (Güereña, 1996, p. 77). But both were funded on short-term money and the funding ran out.

The National Association of Spanish Speaking Librarians in the United States was founded in 1971, and a year later “REFORMA” was added in front of this name. REFORMA is not an acronym but rather reflected the goal of this association to reform the lack of outreach to Spanish-speaking people. In 1983, the name was changed to REFORMA, the National Association to Promote Library Services to the Spanish Speaking to better reflect the goal rather than the membership of the association (Dawson, 1990, pp. 123, 127). The association consists of regional chapters in diverse geographic parts of the nation. Since Latinos in different parts of the country are from various countries of origin, there are significant variations in culture, values, and even language (Trejo, 1970, p. 716). Librarians must understand the language and culture to be effective within the Spanish-speaking community and to have the opportunity to bring understanding about the Latino community to others in the larger community (Haro, 1987, pp. 143-47).

REFORMA’s purposes are to: (1) unite librarians of Ibero-American extraction and those interested in working with the Spanish speaking/Spanish surnamed; (2) work toward implementation of policies which adequately fulfill needs of the Spanish speaking/Spanish surnamed in matters concerning librarianship; (3) study available research data to understand Spanish-speaking ethnic groups to make library services more meaningful and useful for them; (4) promote research on problems concerned with production, distribution, and use of library materials and compile bibliographies; (5) develop a clearinghouse for information about the Spanish speaking; (6) identify and evaluate library programs designed for adequate service to the Spanish speaking; (7) identify needs and priorities for those working with the Spanish speaking; (8) formulate guidelines for libraries at all levels of service to the Spanish speaking; (9) explore the application of computer technology for resolving problems with library services to the Spanish speaking; (10) make recommendations for ALA and other associations to play a more active role in promoting library service to the Spanish speaking; and (11) conduct an annual meeting to carry forward REFORMA’s objectives (Dawson, 1990, pp. 130-31).

In August 1996, REFORMA marked its twenty-fifth anniversary and held its first independent conference. It was a coming of age for this growing organization and a time for reunion and centering for many colleagues. It was a celebration of progress and pride and set the stage for new challenges, goals, and growth (REFORMA’s rite of passage, 1996). One of these challenges is to increase the number of scholarships from the thirty-three REFORMA has already given (Oder, 1996, p. 39).

As the Latino population increases in the United States, REFORMA’s role continues. In the current economic climate with budget cutbacks,
there is stiff competition for finite resources and numerous conflicting demands for those resources. REFORMA continues the struggle to get Spanish language resources and Latino-oriented materials into libraries at all levels. REFORMA has been successful in lobbying American publishers to produce Spanish language materials, including a recently released Spanish language index (E. Erazo, personal communication, February 27, 1997). Despite many positive changes that libraries have made and many inroads toward enlightening librarians to this need, it remains troubling that it is still problematic to get adequate resources and services into Spanish-speaking communities (Güereña, 1996, p. 77).

Recruitment is a continuing priority for REFORMA. A shortage of Latino librarians still plagues the profession in spite of efforts over the years at recruitment. However, the voice of Latino librarians has gotten stronger within the American Library Association and some state associations, where many have taken their place in the process of decision making and leadership.

REFORMA's objectives remain as valid today as they were in the early days of its existence. The members are united by their common goals of developing Spanish language and Latino-oriented library collections, recruiting bilingual librarians and library staff, promoting library awareness of collections and services, and advocating the information needs of the Hispanic community. REFORMA is an association where members with similar experiences and goals unite to address issues and plan strategies that are not addressed by other associations.

BLACK CAUCUS OF THE AMERICAN LIBRARY ASSOCIATION (BCALA)

The conferences of the American Library Association were attended by few black librarians before 1940. Humiliating conditions and segregated accommodations made it difficult for the few black librarians in the profession to participate. After the 1936 ALA Convention in Richmond, Virginia, where black members of the association were treated with hostility by the local citizens, an outcry of protest was lodged by some ALA members. This marked a turning point for the American Library Association and resulted in passage, at the next conference, of a resolution that all meetings connected with ALA conferences would be open to all members. This meant that conferences could not be scheduled, however, in the segregated southern cities. Black librarians continued to suffer the humiliation of staying in inferior accommodations and lacked any mechanism to influence improvement. By the mid-1950s, when some hotel accommodations became available for blacks in northern cities, black librarians participated more broadly in ALA and, in 1954, the ALA Council adopted a constitutional change regarding state chapters that was to force the issue of disallowing segregated state chapters. But this issue was not settled until a resolution was passed at the 1962 ALA
Conference in Miami Beach. After that, some black librarians were able
to participate, and a few rose to leadership positions in some state chapters. But membership for blacks was not routine in other state chapters and had to be fought for in some associations, particularly in the South (Marshall, 1970, pp. 178-81).

The 1960s were filled with strides which gave black Americans their
civil rights in many arenas. But the activism of the 1960s left black librarians dissatisfied with the American Library Association, because the association had been too slow and reticent in promoting their needs. Discrimination in employment and lack of equal promotional opportunity remained prevalent. Blacks involved in the association were dispersed among the various divisions and activities and therefore did not have a collective voice on issues of social change or in shaping ALA's principles and practices. The few blacks who were given leadership positions in the association were often considered mere tokens by their colleagues. "After a decade of heightened civil rights activities, the race barriers have been lowered somewhat and blacks are gradually gaining acceptance in libraries. Libraries, nevertheless, continue, to a large extent, to mirror the larger society and, despite substantial gains, the black librarian still finds only a limited role" (Alford, 1970, p. 131).

Efforts to organize the Black Caucus of the American Library Association began in 1968 and gained momentum in 1969. It was officially organized at the Midwinter Conference in January 1970. The stated purposes of the ALA Black Caucus are: (1) to call ALA's attention to the need to respond positively on behalf of black members and the information needs of the black community; (2) to provide equal opportunity for black members as candidates for ALA offices; (3) to monitor ALA divisions, round tables, and committees regarding meeting the needs of black librarians; (4) to promote wider participation of black librarians at all levels of the profession and the association; (5) to promote efforts for equitable representation for black librarians in state associations and library advisory boards; (6) to facilitate library service that meets the needs of black people; and (7) to encourage development and dissemination of authoritative information resources about black people to the larger community (ALA Black Caucus, 1978, Foreword).

Black librarians knew that the decade of the 1960s was only a beginning, and there was more work to be done to achieve their goals of true equality. The Black Caucus was the answer:

With widespread support and an organizational commitment to the professional interests of its members, such an organization could effectively intervene in cases of abridgment of intellectual freedom as well as give strong support to upgrading the status and working conditions of librarians.... The Black Caucus offers the possibility of power within ALA in order to call attention to the lack of career
opportunities for black librarians and the lack of an effective voice in the affairs of the Association. (Wedgeworth, 1970, pp. 74-75)

And so it has. Over the next two decades, the Black Caucus was a voice of solidarity for African-American librarians. As African-American librarians began to move into the infrastructure of the American Library Association and assume leadership roles, employment and promotional opportunities for African-American librarians in libraries throughout the nation increased. Supporting the library needs of the African-American community is another area that has seen great improvement but still requires more.

African-American librarians are greatly concerned about racism. At a time when there is much concern about cultural diversity in our country, "in many instances it appeared that around the country many organizations and institutions had given up on their commitment to minorities. In addition, the campus bigotry in many of our universities has motivated violence and has called for an examination of the problem of hate speech as well as hate crimes that have been hurled against not only African Americans but all minorities" (Josey, 1994, pp. 1-2).

The struggle to deinstitutionalize racism continues in our society as well as in libraries and professional associations, which mirror the society at large. Some progress has been made but not nearly enough. "Perhaps in the last 25 years the only change in racial attitudes, in the United States, is the covert rather than overt nature of beliefs about blacks" (Biblo, 1994, p. 334). Although racial taunts and indignities are no longer socially acceptable in American society, racist outbreaks and hate crimes bespeak a more covert level of racism that has not been eradicated. Racism is poisonous, whether subtle or blatant. "Subtle discrimination, often defended as being unintended, lends itself to individual interpretations depending upon the predisposition of the recipients. This form of discrimination is only slightly less humiliating than the blatant version that often leaves its victim feeling degraded and demoralized" (Williams, 1987, p. 157). The energies of the Black Caucus have been somewhat redirected as some of the issues have improved. Recruitment of new African-American librarians to the profession has been an ongoing concern and in 1988 emerged as a priority for the Black Caucus. In the 1990s, the unprecedented competition for scarce resources has put library services in African American and other minority communities at risk. The Black Caucus continues to have the role of advocate for library service and resources for the nation's African-American community. For African-American librarians, the Black Caucus continues to be the place where they keep community, network, and learn with others like themselves.

The Black Caucus has held two conferences in which African-American librarians have a chance to network, learn, keep community, and celebrate culture. One concern African-American librarians addressed
at these conferences has been subject headings that ensure effective and efficient retrieval of African-American collections (Bell, 1994, pp. 568, 570). A third conference was held in 1997.

ASSOCIATION OF JEWISH LIBRARIES (AJL) AND THE JEWISH INFORMATION COMMITTEE (JIC)

Many treatments of multiculturalism in libraries do not deal with Jews either as patrons or as staff. This is not unique to librarianship. Multiculturalism can be seen as empowering historically disenfranchised groups, and Jews are often not regarded as being in this group. This attitude ignores the history of anti-Semitism in America, as exemplified by the scandal when a Jew was not allowed to participate at the New York Library Week, which took place at Melvil Dewey's Lake Placid Club (Wiegand, 1995, p. 361). The migration of Eastern European Jews coincided with the emerging years of librarianship. During the century between then and the time that awareness of the Holocaust made American anti-Semitism significantly less socially acceptable, many Jews encountered difficulty securing library jobs (Wistrich, 1991, p. 115). Jews are also not recognized on census data because of the separation of church and state, which raises the question of whether Jews are an ethnic or a religious group. The answer depends on the respondent, as can be seen from the two associations which serve Jewish-American librarians—the Association of Jewish Libraries (AJL) and the Jewish Information Committee of the ALA Ethnic Materials and Information Exchange Round Table (EMIERT—JIC).

The AJL is the largest and the oldest of the two organizations. It is the product of a merger of the academic Judaica librarians of the Jewish Librarians Association, established in 1946, and the Jewish Library Association, which goes back to the 1950s and was composed of Synagogue and Jewish Community Center librarians (Posner, 1991, p. 110). The two groups merged in 1965-1966, although the organization recognizes the division of the two groups into a Research and Special Libraries Division as well as one for Synagogue, School and Community Center (SSC) librarians. The over 1,000 members of the AJL are involved in many projects regarding the profession. Communication is effected by the AJL Web page, a listserv entitled Ha-Safran, and the bimonthly AJL Newsletter, which features brief reviews of recent Judaica. It also publishes a peer-reviewed journal entitled Judaica Librarianship. Members of the association have gathered at annual conferences and also meet in over a dozen chapters throughout North America and Israel. Conferences feature presentations, continuing education courses, and comradeship.

The AJL established standards and accredits SSC libraries. Both divisions also attempt to foster the publishing of quality materials on Jewish studies and Jewish children's books by presenting several prestigious
awards—three Sydney Taylor Awards, which recognize the best published books for younger and older readers, and one which goes to a previously unpublished manuscript. Since 1985, the AJL Reference Book Award has been presented annually for the most outstanding Judaica reference book, and the AJL Bibliography Award has recognized the best works in that field since 1988. The AJL also seeks to recruit qualified Judaica librarians through a scholarship and a program of conference mentoring.

Catalogers play an active role in the association with one serving as a voting representative to the National Information Standards Organization with special attention to Hebrew and Yiddish language transliteration (Posner, 1991, p. 134). The association seeks to eliminate bias from Library of Congress (LC) and Dewey Decimal subject headings for Judaica as well as providing assistance for libraries which use the Weine and Elazar schemes for cataloging Judaica (Frischer, 1991, p. 161).

The Jewish Information Committee of ALA’s Ethnic Materials and Information Exchange Round Table is a much smaller group. It fights discrimination and provides a gathering place for Jewish librarians at ALA conferences. The committee and the AJL have been involved in political struggles with the Library of Congress regarding discriminatory subject headings and were involved with the political struggles over the proposed exhibit at the 1984 California Library Association conference by a Holocaust revisionist publisher, the fate of Jewish librarians in the USSR in the 1970s, and the ALA resolution on Israeli censorship. Since 1995, it has co-sponsored a program with the AJL to increase awareness of Judaica librarianship. The JIC began as the Jewish Librarians Caucus in the 1970s and issued a mimeographed newsletter for several years until it became a committee of the EMIERT. This change was made in order to bring more life into both organizations (D. Cohen, personal communication, March 29, 1997). Until this year, the organization was known as the Jewish Librarians Committee.

THE ALA ETHNIC MATERIALS AND INFORMATION EXCHANGE ROUND TABLE

The ALA’s round table which promotes multicultural library services is the EMIERT, which began as a task force in the young ALA Social Responsibilities Round Table (SRRT) in 1972 and became a full round table in 1982 (ALA EMIERT, ad., p. 1-1). Unlike many other organizations, the EMIERT focuses not on one ethnic or linguistic group. In a recent newsletter article, editor David Cohen (1996) answered the question on defining multiculturalism as: “‘Multiethnic’ wrapped up with ‘Multilingual.’” It reflects our concerns as professionals about reaching out into the community to deal effectively with all ethnic groups. Some ethnic groups need our attention more than others, but all come within our
purview of responsibility” (p. 1). Several committees foster the round
table’s goals, and it presents the Gale Research/EMIERT Multicultural
Award. Its quarterly newsletter also reviews ethnic books and prints bib-
liographies.

EMIERT also is the home of the Jewish Information Committee, for-
merly the Jewish Librarians Committee. An Armenian-American com-
mittee is also being organized. EMIERT has invited other groups to come
under its umbrella, but they have chosen to maintain their independence.

THE ALA OFFICE FOR LITERACY AND OUTREACH SERVICES (OLOS)

Several of the aforementioned associations (AILA, APALA, BCALA,
CALA, and REFORMA) are affiliates of ALA. Many of these groups have
been active in working with the ALA Office for Literacy and Outreach
Services (OLOS). According to APALA President, Kenneth Yamashita,
the OLOS Director, Satia Orange, “is determined to involve the affiliate
minority librarian associations, to which she is the liaison, in the setting
of priorities for the office and as resources for those seeking information
on library services to minority communities” (K. Yamashita, personal com-
munication, March 28, 1997). Yamashita believes that the increasing size
of the Asian/Pacific American population, as well as the activism of APALA
members within ALA, will encourage the association to address
APALA’s concerns. One positive example of this was the acceptance of APALA’s
decision that a minority affiliate association representative be included
on the ALA Executive Director Search Committee. Other examples in-
clude the Diversity Council and the Spectrum Initiative (K. Yamashita,
personal communication, March 28, 1997).

The Spectrum Initiative is a draft proposal by ALA’s Executive Direc-
tor, Elizabeth Martinez, to the ALA Executive Board to attract and retain
minority librarians. It suggests the establishment of a three-year pro-
gram involving five library and information science schools and fifty stu-
dents “representing the four largest ethnic minority populations—Afri-
can American, Asian Pacific Islander, Latino/Hispanic, and Native Ameri-
can” (Martinez, 1997, p. 1).

The current draft proposes a $5,000+ annual scholarship and an ad-
ditional $30,000 for each school to develop enrichment activities. The
initiative, which is not an implementation plan, contrasts the figure of
the above-named minorities representing 26 percent of the population
but only 10.5 percent of library school graduates in 1993-1995. To pro-
mote retention and promotion of minority librarians, the initiative also
suggests annual leadership institutes for mid-career minority librarians
(Martinez, 1997, pp. 1, 2). Martinez (1997) posits the initiative as “a
model for education that can be transformed to other issues of diversity”
(p. 4). This proposal clearly reflects some of the influence of the ethnic
library associations. However, it is much too early to see how this will be received in the association.

**SUGGESTIONS FOR FURTHER RESEARCH**

The organizations referred to in this article have been briefly examined. Further historical examination should be done. Additionally, other associations such as the Korean American Librarians Association and the Ukrainian Library Association of America merit examination. Future researchers would be encouraged to compare the relationship between the various groups and the larger field and consider the communication among them. A comparison might be made to the ethnic associations in other professions. Due to a scarcity of documentation available on some of the ethnic library associations, more oral history recordings could be made with the pioneers of these organizations. These organizations should ensure that their records are preserved in the ALA Archives at the University of Illinois or at other institutions to allow historians further investigations.

**CONCLUSION**

Insensitivity to the needs of cultural and language minorities continues. Bilingualism is often seen as a threat to American society, and English-only legislation continues to be proposed. Racism is apparent even among powerful national leaders (role models) in our nation. Newt Gingrich, the speaker of the U. S. House of Representatives, said: “Allowing bilingualism to continue to grow is very dangerous... We should insist on English as a common language” (Shogren, 1995, p. A13). Discrimination has not ceased to exist in American society. Inequity exists in the standards by which accomplishment is judged so that minorities are held to a higher standard of achievement than their white counterparts. The perception is that “there is more scrutiny of women and minorities which is a lot of pressure. Any organization run by a minority is held to greater standards. The demand is 'show me how good you are!’” (L. Herrera, personal communication, February 11, 1997).

Multiculturalism represents a distinctive way of thinking about minorities. Racial and ethnic minorities are entitled to recognition of their culture and attainment of equality politically, socially, educationally, and economically (Olshen, 1996, p. 2). The United States is a society full of diversity, a tapestry of multiculturalism. This article demonstrates that in the 1990s ethnic library associations still fill a need.

But racism, anti-semitism, and discrimination continue to rear their ugly heads time and again in our society. “Racism is so universal in this country, so widespread and deep-seated, that it is invisible because it is so normal” (Chisholm, 1970, p. 133). Laws have not changed the hearts and minds of men and women; exclusionary practices still contribute to
the underrepresentation of minorities (Nance-Mitchell, 1996, p. 410). Racial discrimination is systemic and embedded within the policies and practices of our institutional structures which mirror our nation’s social fabric. It is exemplified in most areas of American life including economic, social, cultural, political, and educational.

Racism is a grave concern of ethnic library associations. It is an issue of high priority. Until racial equality is achieved, racism continues to be a motivating force for ethnic library associations to exist. When racial and ethnic minorities receive the recognition of their culture and attainment of political, social, educational, and economic equality to which they are entitled, multiculturalism will be realized.

In the 1990s we are struggling to change the organizational policies and practices which have a discriminatory impact and to change individual behaviors and attitudes that reinforce racism. But we still have a long way to go before policies of diversity and equity are operational in the hearts and minds of most. “Until the United States comes fully to grips with its most historic, endemic, and pervasive problem—the problem of racism—it will be incapable of fashioning a real cultural diversity climate throughout the land” (Josey, 1994, p. 2). We have not reached the stage of cultural pluralism where value is placed on maintaining unique ethnic and cultural heritages and is respected by the society at large.

Diversity must evolve from being a buzzword to being a keyword in the philosophy, terminology, and activity of the American Library Association, other library associations, libraries, and librarians throughout the country (Liu, 1994, p. 73). As a start, cultural diversity programs have been established in many libraries and associations. Many librarians have participated in cultural diversity initiatives, and many minority librarians have had the opportunity to lead some of those initiatives. But there is also the strong sense that more lip service has been given than actual implementation of positive change and that the commitment to multiculturalism is weak. It is a long process but, until diversity is truly incorporated as a strong value that most individuals will adopt, it will not be realized.

Recruitment of new minorities to the profession is an ongoing process in which all of the ethnic associations are involved. Although some progress has been achieved, huge strides have not been made in attracting ethnic minorities into the profession (McCook, 1993, pp. 36-37). Doing so continues to be a priority for ethnic American library associations.

Ethnic associations provide a sense of community and networking for their members. When a former president of BCALA was asked why he joined that ethnic caucus, he said: “I found a group of people who were fighting the same battles and had the same goals and aspirations for themselves and the profession as I did” (S. Biddle, personal communica-
tion, February 21, 1997). Many minority librarians feel that they get lost in the larger associations such as ALA (Nelson, 1994, p. 38). In the ethnic caucuses, opportunities are available to learn and exercise leadership skills which can later be used in the various divisions, committees, and round tables of the ALA. And each ethnic association and caucus is a voice of unity for its constituents. This united voice can be used to effect change, to teach others about the group, and to stand up for the needs of that group. Until multiculturalism and cultural pluralism are institutionalized as pervasive values, the need will continue for minority librarians to have the support of being with others like themselves.

REFERENCES


ALA EMIRT. (n. d.). ALA EMIRT organisation manual. n.p.: ALA.


Asian/Pacific American Librarians Association. (n. d.). APALA. Chicago, IL: APALA.


International Library Associations

Charlene Baldwin

Abstract

This article presents an overview of the types of international library associations which exist today. These include large, truly global, associations; large associations which are adding international components; small associations with membership of a specific professional grouping or type of library; small associations which focus on a specific subject area; and local or regional library associations which have a very circumscribed constituency. Issues and trends which exemplify these associations include their ability to communicate with their members, their ability to create relevant programs and conferences, and their need to evaluate their successes. This article will highlight five international library associations which typify the trends.

Introduction

International organizations have experienced a recent remarkable increase in numbers. Several possible reasons for the growth of international library associations since World War II are the following:

- Our shrinking world has caused increasing awareness of other parts of the world with accompanying demands for access to information from those areas.
- Growth of information and publishing throughout the world.
- Awareness through increased automation of resources in other parts of the world.
- Growth of international business interests in the second half of the
twentieth century after the war.

- More sophisticated users who demand specialized services and increased knowledge of the access to information resources by their librarians.

The *World Guide to Library, Archive, and Information Science Associations* defines international associations as "organizations whose membership includes two or more countries. ... They may be general in nature ... or specialized ..." (Fang & Songe, 1990, p. iv). In its 1990 edition, the *World Guide* identified seventy-six international associations based on the returned questionnaires sent to each association and the compilers' knowledge of additional associations. The *World Guide* notes that there were thirty-three international associations in 1973, forty-one in 1976, fifty-eight in 1980, and seventy-six in 1990 (p. vii). Dates of establishment are broken down in Table 1.

<table>
<thead>
<tr>
<th>Decade</th>
<th>Number of Associations Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>1895</td>
<td>1*</td>
</tr>
<tr>
<td>1927</td>
<td>1**</td>
</tr>
<tr>
<td>1930</td>
<td>1***</td>
</tr>
<tr>
<td>1940</td>
<td>3</td>
</tr>
<tr>
<td>1950</td>
<td>11</td>
</tr>
<tr>
<td>1960</td>
<td>17</td>
</tr>
<tr>
<td>1970</td>
<td>23</td>
</tr>
<tr>
<td>1980</td>
<td>17</td>
</tr>
<tr>
<td>No Date listed</td>
<td>7</td>
</tr>
</tbody>
</table>

*International Federation for Information & Documentation, FID*

**International Federation of Library Associations & Institutions, IFLA**

***Fédération Internationale des Archives du Film, FIAF***

Another reason for this growth in numbers is the development of regional and specialized library associations. For several decades, FID (International Federation for Information & Documentation), founded in 1895, IFLA (International Federation of Library Associations & Insti-
tutions), founded in 1927 and, to a certain extent, the conferences and congresses of leading library associations, such as the American Library Association and the Library Association (of the United Kingdom), filled the need for librarians from around the world to meet. The *World Encyclopedia of Library and Information Services* offers a detailed early history of international library organizations, pointing out that: "One of IFLA's major roles has been as a centralizing organization precipitating the emergence of specialist groups that become part of its federal structure" (Rayward, 1993, p. 386).

In fact, an analysis of the seventy-six international organizations listed in the *World Guide* reveals that only six of the associations listed there could strictly be called general and fully global. The others fall into either regional groupings or specialized topical or professional groupings, as shown in Table 2.

<table>
<thead>
<tr>
<th>TABLE 2.</th>
<th>REGIONAL OR SPECIALIZED TOPICAL ASSOCIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional associations (Examples: Middle East, Africa, Latin America)</td>
<td>13</td>
</tr>
<tr>
<td>Specialized topical or professional groupings:</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>Archives</td>
<td>12</td>
</tr>
<tr>
<td>Art and Music</td>
<td>6</td>
</tr>
<tr>
<td>Bibliographic control</td>
<td>3</td>
</tr>
<tr>
<td>Library education</td>
<td>4</td>
</tr>
<tr>
<td>Medical and Health-related</td>
<td>3</td>
</tr>
<tr>
<td>Religion and Theology</td>
<td>3</td>
</tr>
<tr>
<td>Other specialized subjects</td>
<td>9</td>
</tr>
<tr>
<td>Types of libraries</td>
<td>10</td>
</tr>
</tbody>
</table>

This article will highlight five international library associations which typify the trends. Only two of them are included in the *World Guide* list of international associations. The other three illustrate important trends in international library associations. The five associations are as follows:

1. The International Association of Technological University Libraries (IATUL), which typifies an association of members from a specific type of library.
2. The International Association of Agricultural Librarians and Docu-
mentalists (IAALD), now known as the International Association of Agricultural Information Specialists, which typifies an association of members from a specific subject area or discipline.

3. The Special Libraries Association (SLA), which fits the World Guide's definition of international association, but which was listed incorrectly in the national section, representing the role of the very large library association struggling with an international identity.

4. The International Librarianship Round Table of the Arizona Library Association (AzLA ILRT), which illustrates a trend to localize the relationship between librarians in several countries. Associations covering sub-areas of countries, such as state associations, were not in the scope of the World Guide.

5. The Transborder Library Forum/Foro Transfronterizo de Bibliotecas (Foro), which represents a unique grassroots regional development of the 1990s.

Descriptions of each of these five associations will include historical information about their founding; mission, purpose, and goals of the current organization; profile of the membership components of the association; services to its membership, such as conferences, publications, and other forms of communication; and future plans. No formalized history of the ILRT and little on the Foro has been written; the author has relied on ephemeral material such as minutes, annual reports, and memoranda to construct these sections. At the conclusion of these detailed descriptions, some issues and trends will be identified.

FID AND IFLA

The two international associations with the most influence in the development of other international library associations are FID and IFLA. This article would not be complete without a summary of the history and influence of these "grandfather" associations.

FID

FID, the Fédération Internationale de Documentation/International Federation for Documentation, was founded in 1895 as the Institut International de Bibliographie (IIB), concerning itself with the classification of materials and particularly the development of a standard classification scheme. Later, with the name change to FID, came a change in purpose, enlarged to include the "organization, storage, retrieval, dissemination and evaluation of information" (FID Preamble of Statutes, as quoted in Keenan, 1993, p. 377). In 1990, FID had a published membership of 371 library institutions from sixty-six countries and an additional 300 affiliated members. FID's Web site states its very general goals for the present and future:
1. advance the frontiers of science and technology;
2. improve competitiveness of business, industry, and national economies;
3. strengthen possibilities for development and enhance the quality of life wherever possible;
4. improve the ability of decision-makers to make appropriate decisions;
5. stimulate educational strategies and life-long learning;
6. make expression possible in all sectors of the Information Society including the arts and humanities and will strive and continue to be at the leading edge of the development of the management of information (FID WWW Document).¹

IFLA

The International Federation of Library Associations/Fédération Internationale des Associations de Bibliothecaires, renamed the International Federation of Library Associations and Institutions in 1976, was founded in 1926 at the annual meeting of the American Library Association (ALA), where representatives from many countries had convened to celebrate the fiftieth anniversary of ALA (Fang & Songe, 1973). IFLA’s early purpose was to organize regular world conferences between United States and European library associations. This mission was greatly expanded in the 1970s “to promote international understanding, cooperation, discussion, research, and development in all fields of library activity, including bibliography, information services, and the education of personnel, and to provide a body through which librarianship can be represented in matters of international interest” (IFLA 1976 Statutes, as quoted in Henry, 1993, p. 379). From its 1997 Web page, IFLA reasserts its global scope:

IFLA is a worldwide, independent organization created to provide librarians around the world with a forum for exchanging ideas, promoting international cooperation, research and development in all fields of library activity. IFLA’s objectives are:

• to represent librarianship in matters of international interest,
• to promote the continuing education of library personnel,
• and to develop, maintain and promote guidelines for library services. (IFLA WWW Document)

IFLA continues to be an association of associations, with 1,200 members in 1990 in two categories—members representing associations and institutions and personal (nonvoting) members (Fang & Songe, 1990, p. 43). Today, IFLA reaches out to most of the world’s regions, encouraging true worldwide participation at conferences and other IFLA-sponsored meetings.
IATUL

According to its homepage on the World Wide Web, the International Association of Technological University Libraries is:

a voluntary international nongovernmental organization of a group of libraries, represented by their library directors or university managers, who have responsibility for information services and resource management. It is small enough for individual members to be able to develop a close relationship, yet widespread enough to cover the interests of libraries operating in virtually all modern social, economic, and political situations.

The International Association of Technological University Libraries was founded in 1955 with institutional representatives from thirteen countries. Today's membership has grown to 198 member libraries from forty-one countries (Fjällbrant, 1993, p. 373). IATUL prefers that its members be directors of technological or scientific university libraries. In its founding year, IATUL became a section of IFLA. There are four categories of membership:

- "ordinary membership," available to libraries of academic institutions and research libraries where science and technology degrees at the doctoral level are offered;
- "official observer membership," available to libraries which do not have the doctoral program, but have research-level collections;
- "sustaining membership," for individuals and institutions who are sympathetic to the purposes of IATUL; and
- "non-voting associate membership," which is extended to libraries which confer science and technology degrees at the Masters level when no doctoral degrees are awarded. The last three categories require IATUL Board approval.

IATUL's purpose is to "provide a forum for library directors to meet for exchange of views on matters of current significance in the libraries of universities of science and technology, and to provide an opportunity for them to develop a collaborative approach to problems" (Fang & Songe, 1990, p. 39). IATUL's goals focus on increasing opportunities for international cooperation in five areas: (1) sharing current information about technical university libraries; (2) recruiting and training library personnel; (3) discussing the development of new library buildings; (4) standardizing and enlarging international lending schemes; and (5) creating exchange opportunities of the publications of the respective institutions (Schmidmaier, 1990, p. 201).

IATUL takes pride in its ability to communicate with members through conferences, its publication program, and visibility on the World Wide Web (Tornudd, 1996). Conferences are currently held annually throughout the world. The last two were held in Enschede, The Netherlands, and Irvine, California, in 1996, in Trondheim, Norway, in 1997. The 1998 conference will convene in Pretoria, South Africa, a first for
the organization on the African continent. Themes for these and pre-
vious conferences have included user education, service to industry, re-
source management, networking, and implications for digital libraries. Con-
ferences are lively opportunities to demonstrate and discuss new ideas for
the advancement of library service in the members' constituencies.
They are well attended with the 1996 conference (in Irvine, California)
attracting approximately 250 attendees.

IATUL originally distributed reprints, then began publishing a small
bulletin with news of the organization, especially its upcoming confer-
ences. This "grey literature," defined by Dieter Schmidmaier, a former
IATUL board member, as "publications outside of the bookshop, not bib-
liographically recorded and to a large extent unknown," nevertheless
comprised the publication effort of IATUL for the first ten years of its
existence (Schmidmaier, 1996, p. 330). Today, IATUL's publication pro-
gram is strong. The IATUL News (formerly its Quarterly) and the IATUL
Proceedings (of its conferences) are distributed to member libraries, al-
though there is no one library which holds all publications of the organi-
zation.

In addition, IATUL has a presence on the World Wide Web. Its home
page, at URL educate.lib.chalmers.se/IATUL, contains information about
the organization, upcoming meetings, institutional member linkages,
projects, publications, membership information, and links to other rel-
vant Web sites. In October 1996, forty countries had Web sites on the
IATUL home page (IATUL WWW Document).

The future for IATUL encompasses some activities related to its length
of time as an organization and its growth in size and global representa-
tion. These activities include developing an archive as a permanent record
of IATUL's history, increasing the opportunities for personnel exchanges
between the member institutions, essay prizes for papers presented at
conferences, and exploring the idea of regional groups (Shaw, 1996).
The statutes provide for the establishment of groups to organize member
activities on a regional basis, and a North American Regional Group was
established in 1985. Similar groups are under consideration for Australasia
and South Africa (IATUL WWW Document). Cooperation with other
international organizations continues. IATUL is an International Mem-
ber of IFLA, an Official Observer of Unesco, and a member of the Inter-
national Federation for Information and Documentation.

IAALD

Like IATUL, the International Association of Agricultural Librarians
and Documentalists was founded in 1955 with sixty founding members in
thirteen countries. It clearly met a need, as one year later the mem-
bership had grown to thirty-five countries and then to fifty-three countries by
1960.
Founded by agriculture professors in Germany and Austria, this organization was a direct result of the chaos of World War II in Europe and called for renewed cooperation in the identification and exchange of scientific information. IAALD was established “to promote, internationally and nationally, agricultural library science and documentation, as well as professional interests of agricultural librarians and documentalists . . .” (Haendler & Powell, 1995, p. 68). Founders agreed to foster connections to IFLA, Unesco, and the Food and Agricultural Organization (FAO) of the United Nations. Indeed, for the first five years of IAALD’s existence, its secretariat was located at the FAO Library in Rome. Despite this association’s strong European roots, the United States was an early active participant, and the first three presidents, serving five years each, were from the United States.

IAALD hosts an official World Congress once every five years. Members find that this is not enough, and additional regional meetings, symposia, and workshops reduce the average time between IAALD-sponsored events to 1.9 years (Haendler & Powell, 1996, p. 72). A regional meeting was held in Tucson, Arizona, in April 1996, as a joint conference with the U. S. Agricultural Information Network (USAIN). This is an example of a successful mid-conference meeting that has grown beyond “regional”—twenty Latin American members participated thanks to a grant from the W. K. Kellogg Foundation, and delegates from Asia, South Asia, and Europe were present (USAIN/IAALD WWW Document). In all, the delegates to this conference encompassed 200 attendees from thirty-six countries.

IAALD has a robust publications program. The IAALD Quarterly Bulletin, IAALD News, and IAALD Lettre d'Information (in French) are its official serial publications, but it has supported many other publications, including the several editions of Agricultural Information Resource Centers: A World Directory, recently republished, which contains listings for 4,903 libraries and documentation centers from 171 countries.

IAALD’s Web site is available at <www.lib.montana.edu/~alijk/IAALD.html> (IAALD WWW Document). It contains IAALD’s mission statement, membership information, upcoming events, and publications information. IAALD’s constitution and chronological history are available in three languages (English, French, and Spanish). The latest edition of the IAALD News is available, full text, at the Web site.

SLA

The Special Libraries Association defines itself in its latest Strategic Plan as “an international association of information professionals and special librarians in business, media, finance, science, research, government, academic institutions, museums, trade associations, nonprofit or-
ganizations, and institutions that use or produce specialized information” (Special Libraries Association, 1996a, p. 16). SLA was founded in 1909 by a group of twenty U. S. librarians, but early on incorporated Eastern Canadian business and industry librarians into its membership.

Today, SLA numbers just under 15,000 members from over sixty countries around the world. SLA's governance structure establishes an Association Office (its headquarters), with over thirty paid staff members, a Board of Directors (elected from the membership), and units called chapters, divisions, committees, and caucuses. Entities in all units have international interests. Chapters are geographic units and today represent librarians throughout the world: three Canadian chapters (Eastern Canada, Toronto, and Western Canada, founded 1932, 1940, and 1980, respectively); a European Chapter founded in 1972; the Arabian Gulf Chapter founded in 1993; the Florida and the Caribbean Chapter, 1969; and the Hawaiian-Pacific Chapter, including Japanese and Australian members, 1972. Other chapters, such as Texas, San Diego, and Arizona, count Mexican and other Latin American librarians among their members. SLA divisions relate to areas of interest actively represented among the membership.

Presently, recognizing the importance of international information, several divisions have incorporated international sections and programming into their activities, including the Business and Finance; Transportation; Telecommunications; Social Science; Education; Food, Agriculture, and Nutrition; and Information Technology Divisions. At the 1996 annual conference, fifteen programs specifically dealt with international topics.

The popular annual State-of-the Art Institutes have focused heavily on strategies for obtaining global information, with Latin America, the Pacific Rim, and Eastern Europe being recent regions featured at these programs.

Currently, planning is underway for the Second World Wide Conference on Special Libraries to be held in the year 2000 in Brighton, England. The purpose of this meeting, as SLA Executive Director David Bender (1996) expressed recently, “is to bring together special librarians and other industry leaders from around the world to cooperatively seek solutions to common problems and enhance the profession on a worldwide scale” (p. 17).

The Public Relations Committee created International Special Librarians Day to recognize the role of special librarians in the “global sharing of knowledge” (Bender, 1996, p. 18). Divisions, chapters, and individual members collaborate to commemorate this day in a variety of ways, from speakers to tours to outreach with companies or communities.
In addition to these activities, SLA sponsors one committee and one caucus specifically related to international issues. The International Relations Committee was established in 1989 to advise the Board of Directors and the membership on the following: (1) SLA's role in international library/information associations [FID and IFLA among others]; (2) international cooperation, exchange visits, and forums; (3) international understanding and knowledge of information issues; (4) participation in appropriate international conferences such as IFLA; (5) sharing information resources with foreign libraries having like interests; and (6) drafting position statements reflecting SLA's viewpoint on vital international information issues. SLA maintains official representation to FID and IFLA, and these delegates are ex-officio members on the International Relations Committee. *Special Libraries* focused on SLA's international role in a 1990 issue with position papers prepared by key SLA international librarians (Scheeder, 1990; Spaulding, 1990).

In addition, SLA holds an International Information Exchange Caucus. Authorized in January 1993, the caucus describes its function as:

A vehicle for SLA members who are involved or interested in efforts to promote networking on the international level through the exchange of ideas, information and/or people. Working in cooperation with the International Relations Committee, this Caucus provides the broadest possible opportunity for members to participate in and discuss international library information activities. (Special Libraries Association, 1996b, p. 56)

The publication program of SLA has also focused on the international needs of its members. That is, *Special Libraries* published abstracts in English, French, and Spanish. Membership brochures have also been written in those three languages. SLA units have established a total of forty-eight listservs for e-mail communication to connect geographically diverse members. The recent creation of World Wide Web sites for the association and for many units has helped mitigate the communication issues worldwide as well (SLA WWW Document).

Problems with which SLA must grapple as it continues its emphasis on internationalization include the following, which are not unique to SLA:

1. Speed of normal postal delivery and the costs of special international rates.
2. Language issues to communicate with members for whom English is not their language.
4. Availability and compatibility of computer software and hardware among its membership.
5. Varying levels of reliable telecommunication infrastructure.

**AzLA ILRT**

In 1988, the Arizona Library Association (AzLA), then the Arizona State Library Association (ASLA), approved the formation of a new round table concerned with international librarianship. Requested by a large group of Arizona librarians with international experience, its objective, spelled out in its bylaws, was to advance the cause of international librarianship and was called the International Librarianship Round Table.

The goals of ILRT, established at the first bylaws meeting, were to be: (1) to develop the interests of librarians and libraries in issues, activities, and opportunities in the field of international librarianship; (2) to promote the exchange of materials, information, librarians, and other resources throughout the world; and (3) to serve as a channel of communication and counsel for members of AzLA in the field of international librarianship.

ILRT’s first membership listing in the Arizona State Library Association Directory listed twenty-eight individual members from an association membership of about 1,200 (Arizona State Library Association, 1988). In its first year of activities, ILRT grew to seventy members; membership has fluctuated between seventy and ninety members throughout its existence. The publication program of ILRT is ephemeral: one renegade newsletter published outside the auspices of the parent organization, then fairly regular columns in the ASLA Newsletter. ILRT occasionally receives wider exposure through the publications and presentations of its members (such as this one). The AzLA Web site enhances its existence (AzLA WWW Document). The programs and activities of ILRT establish it as one of the most active groups in AzLA. Every annual conference and mid-year conference of the association offers several programs of international significance, such as reports of exchanges and other international professional experiences of librarians. The mid-year conference (MIDCON) in 1990 featured a panel of three Arizona librarians speaking of their experiences on three continents. Speakers from other countries, such as Ana Maria Magalone, director of public libraries in Mexico, draw interest from the larger AzLA membership.

Why has ILRT been such a success? One reason is that this group, at the state association level, fills an immediate and accessible need for librarians who are not directors of libraries or the official representatives to larger organizations or for whom travel to expensive international locations for meetings is beyond their budget or the travel budgets of their organizations.
Another reason for its success is that it is a trailblazer for state associations. ILRT established some precedents. It may have marked the first time a state association established a formal international librarianship subdivision, though the California Library Association recently established an International Relations Round Table (IRRT) similar to the IRRT of the American Library Association (ALA). ILRT was the first group to monitor an international travel/exchange endowment program at the state level. Third, it recommended the establishment of an international conference separate from the association’s annual conference. That resulted in the Transborder Library Forum discussed below.

In addition, Arizona, as a state bordering another country, employs librarians in all types of libraries who see an immediate need to learn about the extensive resources and common interests of Mexico, especially the border states of Mexico. Arizona librarians have extensive experience in international situations all over the world, and this core of leadership sets the tone for the round table. Finally, the projects proposed by ILRT become reality. Projects include library exchanges between Arizona and Mexican librarians for education and training; the creation of its own subgroup, the Arizona-Mexico Committee, whose purposes were to report to Arizona members on the work of the Arizona-Mexico Commission, a statewide (nonlibrarian) initiative; to report on Arizona’s participation at the Guadalajara Book Fair; and to begin the organization of the Binational Conference which became the Transborder Library Forum, now organizing its eighth conference.

Finally, ILRT became the administering body for the Horner Japanese Exchange Fellowship Award from an endowment established by Dr. and Mrs. Layton (Jack) Horner, Arizona residents who lived for many post-World War II years in Japan. This fund was initiated with the Arizona State Library Association in 1988 to promote professional cooperation and international understanding through an exchange program between Arizona and Japanese librarians. The fellowship from the endowment is unique among state library associations in the United States and is still active. Several Arizona librarians have visited Japan, primarily the Osaka area, and on at least three occasions Japanese librarians have officially visited Arizona (AzLA WWW Document).

ILRT remains strong. Its 1996 annual report, published at the AzLA Web site, indicates a membership of eighty-nine, four programs during the year, and four additional programs at the 1996 Annual Conference (AzLA WWW Document).

FORO

The Transborder Library Forum/Foro Transfronterizo de Bibliotecas developed because of the Arizona Library Association’s growing international librarianship interests in the 1980s and because Sonoran librar-
ians were available and interested in engaging in binational networking. The group of meetings is referred to collectively as the foro, which is Spanish for "forum." It was established as a forum, rather than a conference, because of ASLA's reluctance to provide sponsorship for a gathering which could be seen to compete with its annual conference.

The Foro was conceived by a group of fifteen librarians from Arizona and Mexico who gathered at the 1989 ASLA Annual Conference in Tucson. That conference was exceptional because the participation of fifty-seven Mexican librarians brought a fresh new perspective on Arizona librarianship, and attendees expressed a need to continue the contact. The leadership of the International Librarianship Round Table became the logical pool for Arizona organizers, but the Special Libraries Association Arizona Chapter and the members of the ASLA Spanish Speaking Round Table quickly joined in. In Sonora, Jalisco, and Baja, California, librarians expressed interest in helping organize another opportunity to bring together these two countries' librarians. It took eighteen months for the first Foro to occur, but that early planning set the stage for future successes. For example, program planning topics were selected by librarians in both countries by means of a questionnaire. Planning meetings, called "encuentros," were held in Mexico and on the Arizona border. Bilingual keynote speakers and dual facilitators in the breakout sessions were essential. The first Foro, held in Rio Rico, Arizona (near Nogales) in 1991, was a huge success and, at the closing banquet, the librarians from Sonora invited the group to attend a second Foro the following year in Hermosillo. This invitation set the stage for alternating meetings in Mexico and the United States with the exception of the fourth and fifth Foros which were both held in Mexico. The following is a brief listing of the history of the Transborder Library Forum:

**Foro I. February 1991.** The first Transborder Library Forum took place in Rio Rico, Arizona, when 130 information specialists from the United States and Mexico met to establish interlibrary cooperation. The meeting was typified by keynote speakers and discussion groups called "Talk Tables." Cultural, political, and language barriers were challenges to overcome in order to create professional and personal relationships between librarians of both countries. This was accomplished in large part by three factors: the presence of simultaneous translators, the high percentage of bilingual attendees, and everyone's strong desire to make the conference succeed (Foro Binacional, 1992).

**Foro II. March 1992.** The second forum was held in Hermosillo, Sonora (Mexico) with the attendance of 200 librarians from the United States and Mexico, who met to continue to work on recommendations set at the prior forum. Relations, both professional and personal, were strengthened
and information on library issues shared through the same format of keynote speakers and Talk Tables (Foro Binacional...II, 1993).

Foro III. February 1993. The third transborder forum was held in El Paso, Texas. Important advancements were achieved toward greater representation by librarians in all types of libraries and by programs in areas of interest to all attendees. A creative binational document delivery system coordinated by librarians from the University of Texas, El Paso, and the Benjamin Franklin Library in Mexico City was one of the exciting developments announced at this forum.

Foro IV. February 1994. The Instituto Tecnologico y de Estudios Superiores (ITESM) hosted the fourth forum in Monterrey, Mexico. Participation was extended to Canadian librarians for the first time. The importance of the NAFTA treaty to the three countries was illustrated by the transformation of the Transborder (binational) Library Forum to a Trinational Forum, and most programs featured speakers and resource persons from all three countries (Foro Trinacional...IV, 1995).

Foro V. February 1995. The fifth forum, hosted by ITESM's Mexico City Campus, explored a variety of opportunities and problems facing librarians in relation to the NAFTA treaty. Keynote speakers and discussion group facilitators represented all three countries and delved into ways to promote informational and personnel exchanges (Foro Trinacional...V, 1996).

Foro VI. February 1996. With a return to Arizona, the sixth transborder forum, hosted a second time by the Arizona Library Association, brought the forum full circle. The goal of Foro VI was to increase the numbers of programs and topics of interest to academic, public, school, and special librarians in Canada, Mexico, and the United States. Attendance broke 300 for the first time; nevertheless, Canadian attendance remained very low and the Canadian component was abandoned for Foro VII.

Foro VII. February 1997. Foro VII, held in Ciudad Juarez, Chihuahua, Mexico, reaffirmed many of the goals of earlier Foros. Describing the Foro as the venue for exchanging ideas, experiences, and efforts related to border issues, binational or trinational, the organizers sought to meet the following objectives: (1) to strengthen library linkages among librarians interested in “building information bridges” (the theme of Foro VII) along international borders; (2) to discuss cooperation schemes beyond library borders; (3) to provide opportunities for networking; (4) to become a forum where library resources are shared; and (5) to understand the friendly way of living on the U. S./Mexican border (Foro Information Handbook, 1996, p. 6).

The Transborder Library Forums are unique in the library world. Held every year since 1991, these events are organized without benefit of
a secretariat, an association umbrella, dues, or elected officers. Each forum is administered by a different volunteer group of librarians whose motivation is increased library contact between the two countries. The highlight of all of the Transborder Library Forums has been the networking opportunities between the border librarians of the two countries. Informal exchanges, internship opportunities, and materials exchanges are frequent topics of discussion, and everyone works on language proficiency.

Communication about the Foro is enhanced by the existence of a listserv, FORO-L. Printed proceedings of the first conferences were prepared for attendees. Selected proceedings of the sixth Foro, held in Tucson in 1996, are available on the WWW (Foro VI WWW Document). Plans to make the proceedings of the seventh Foro (Juarez, Mexico, February 1997) available in this manner are pending. The sixth, seventh, and eighth Foros (the last planned for Riverside, California, in March 1998) all have Web sites. Consistent with the grassroots and noncentralized nature of the forum, however, each is at a different site with a different Webmaster and format (see references for URLs at the end of this article). Links are being developed to unite them.

The future of the Foro relates to its "growing pains." Attendance at the annual meetings is now consistently 300, three times the size of the first few meetings. This size requires more programming, more logistics, as well as more fund-raising to subsidize expenses because the Foro is operated on a cost-recovery basis. Further, Transborder Library Forum members are now working to establish a statement of mission and objectives that reflects its continued growth and relevance to long-standing, as well as to new, participants. Program planning documents, including budget information, the exhibitor and sponsor pool, and tips for success are handed down from one planner to another.

CONCLUSION

In summary, these five associations (IATUL, IAALD, SLA, AzLA ILRT, and the Foro) typify the common activities and goals of international library associations:

- To expedite agreements for the loan, exchange, or transfer of materials between countries.
- To promote agreements which facilitate the commerce of information, such as cooperative copyright agreements, and postal regulations and rates.
- To create standards for the recording of bibliographic data to ensure greater use of library catalogs between libraries and countries.
- To develop information systems that facilitate transfer of information or data.
• To share information between countries on new ways of doing things in the library.
• To publish materials that are of international interest.
• To work to unite librarians in geographically dispersed areas.
• To establish an effective means to recruit and train library personnel in the international marketplace or for dealing with international information.
• To compare functions and design of new library buildings.
• To identify opportunities for personnel exchanges.

All the international library associations under discussion in this article face issues which require resolution. Some of these include:

1. The appropriate payment of dues relevant to the members' ability to pay for services and the value of those services to all members.
2. Planning programs that meet the needs of all member constituencies and how to identify and satisfy those needs.
3. The ability to maintain continuity from year to year with no secretariat at all, such as the Foro, or no permanent secretariat, like IATUL.
4. The ability to disseminate and archive the published and nonpublished records of the association. No one library has a whole set of IATUL publications, for example, and the information regarding the founding of ILRT and the Foro as described in this article is based in large part on the professional experiences of the author.
5. The development of a mission and vision which is broad enough for flexibility and change but exact enough to distinguish one association from another in the constant quest for new members.
6. Ascertaining ways to detail accomplishments. Questions such as: "Must accomplishments be measurable and identifiable in order to be evaluated?" are related to continued support for the maintenance of the association. For example, are developing friendships and professional networking opportunities without any additional results enough to justify existence?
7. To establish the limit to the geographic coverage of the association. Some of SLA's U. S. members have expressed concern that service to a growing international membership will decrease or dilute services to them. Some Sonoran and Arizona librarians have felt that expansion of the Foro to "trinational" status, the experiment in 1994-1996 to include Canadian border and generic North American issues, diluted the scope and relevance of the meetings for them. IFLA and IATUL were U. S./European organizations in their early years but have developed to embrace a truly global membership, making it more difficult for everyone to remain active.
8. To communicate appropriately with their members. To deliver infor-
mation both physically and in a language that is understandable to members—e.g., SLA translates the abstracts of articles in Special Libraries, and now Information Outlook, its membership brochure, and other key communications. The World Guide lists as a trend the increased number of official journals through the three editions of the work, but how many members of a global association can read the official language of their association?

9. Use of the World Wide Web and e-mail to unite geographically diverse members or those for whom traditional infrastructure methods of communication are more difficult: telecommunications, telephone service, language issues, and long delays with postal service.

10. The relevance of affiliations with other organizations. All of these featured associations affiliate with other associations. They continue this practice, but what meaningful member-level services are derived from those affiliations and at what cost?

Katherine Cveljo (1996), professor emerita at the University of North Texas, Denton, has summed up the relevance of international library associations:

Viewing the information profession globally as the predominant profession of the future, it is important to emphasize that at no point in history has there been such a high level of understanding about the importance of global interdependence and the need to establish and maintain strong and harmonious international relations. . . . It is logical to conclude that only dynamic, forward-looking and globally-oriented information professionals, aided by up-to-the-minute information generated both nationally and globally, can provide quality service in the realm of continuously changing specialized information needs. . . . (p. 17)

All the successes of the international library associations described in this article suggest the key reasons behind their growth and continued existence—i.e., that within these organizational entities rests the opportunity for librarians to network, to explore new ways of organizing and disseminating information, to make their work more relevant for their clientele, and to feel connected to other information professionals who, throughout the world, are in the same position.

Notes
1URLs are available for every association mentioned in this paper. See the References section at the end of the article for full Web citations. Each WWW Document is alphabetized by the acronym of the association.
2Subscribe at listserv@listserv.arizona.edu. Send message: Subscribe Foro-L First name Last name.

References


The Virtual Association

EDWARD J. VALAUSKAS

ABSTRACT
The development of a virtual association is a demanding and expensive proposition, requiring more than a mere digitization of paper and the establishment of e-mail and a Web server. A virtual association is more communicative, more responsive, and more attuned to the needs of its members and its profession than a traditional paper-based association. This change means a radical alteration in organizational bureaucracies and perceptions, a process that some may find threatening. The benefits of a virtual association, however, far outweigh the transitory demands made by technology by enhancing communication and connectivity between members, staff, and a truly global audience.

INTRODUCTION
Can an association truly become virtual? Or will it always be locked into an endless cycle of conferences, workshops, reports, political tugs of war, and membership drives? Does an Internet site make an association virtual? Or is it really just a state of mind, a new philosophy to truly transform an association into a truly responsive organization for its members?

These questions face many officers and administrators of associations of all sizes and shapes around the world. The Internet provides for many associations an unprecedented opportunity to reach both members and the world at large in ways unthinkable just a few years ago. Yet some associations fear the Internet, and especially the World Wide Web, as a
threat to their unique stature as an information resource and professional collective for their members. A simple analysis of most association sites proves the difficulty of transforming an association from an elaborate tree house club into an electronic wonder. Associations can be more than politics, egos, and finances. Associations can truly appeal to the best in human nature rather than be a setting for the most foolish expositions of pettiness and emotion.

CHARACTERISTICS OF ASSOCIATIONS ON THE INTERNET

Hundreds of associations have established an Internet presence with World Wide Web and Gopher servers, from the technologically adept Software Publishers Association (http://www.spa.org/) to the most cerebral, such as the American Mathematical Society (http://e-math.ams.org/), to the most fossilized, such as the Palaeontological Association (http://www.nhm.ac.uk/paleonet/PalAss/PalAss.html). Most associations tend to treat the Internet as a static medium with the result that the kinds of information on the Internet do not differ radically from an association's printed offerings.

It is relatively easy to find the commonalities among association sites on the Internet (for a summary, see Noack, 1997). Most association sites will offer a history of the organization to instill pride in a given profession and a sense of heritage for members. There will be a long list of the benefits of membership, along with easy ways to sign up either online or by printing out appropriate forms. Most sites will include lists of publications—journals, books, reports—available for a fee from the association. There may also be ways online to learn more about other products, from pins to tee-shirts to bookmarks. In addition, most sites provide information online about recent past conferences and meetings and details on upcoming events. Every effort will be made to make these sessions as interesting as possible but without any allusion to a comparable virtual conference or workshop. Summaries of adopted standards or regulations may also be available online with descriptions of new industry standards in the works. Most associations work hard in Washington and in state capitols to defend their members against legislative troubles, so most Internet sites will explain these lobbying efforts and provide ways—by phone, letter, or electronic message—for members to show their support. Finally, most sites will provide electronic mail addresses for headquarters staff, although it is a rare large association that will name every staff member and give every individual's electronic mail address or phone number.

In some associations, there are more changes in headquarters staff than in the elected officers. Of course, all officers and all staff should be included in the electronic directory. Members really need to know the
size of the staff and whom to contact electronically when necessary. Some associations purposefully do not put all the names and all of the e-mail addresses of the staff in the online directories in fear that members will complain that the staff is too bloated. This is another example of administrative paranoia about the membership, a wrong-headed approach too often followed by association executive directors and their assistants.

In the past, much of this online information was provided in the form of printed membership directories and annual reports, and therefore much of the material now mounted on an Internet site is static, changing only a few times a year. That is the problem with most associations and their approach to the Internet and especially the World Wide Web—it is treated as a historical extension of an association's print culture. The situation parallels the early history of printing itself. For the first few decades of those new things called books, they looked a lot like hand-printed manuscripts. It was not until an astute businessman and printer by the name of Aldus Manutius realized that books did not need to be folio size to sell, that books could be printed in pocket sizes on topics about which people really wanted to read (such as anything nonreligious) that books became commodities and substantially transformed society. The profession is going through a similar phase when indeed every association Web server looks like the print brochures of an association. But why does that have to be tolerated? Are not associations—and especially the headquarters of associations—supposed to be filled with the best and the brightest people in a profession, erupting with creativity and ready to take advantage of these new opportunities? This optimism, it is acknowledged, certainly does not agree with the reality of the state of association personnel.

Unfortunately, strategies that might have worked for paper do not work online. In no way does this sort of approach make an association "virtual" by merely migrating data from print to photons and electrons on networked computers. A truly "virtual" association requires a radical transformation, recognizing the possibilities of interconnections—via computers—to its members to take advantage of the ways in which the Internet allows one to cheat time and shorten distance as a primary catalyst for communication. The Internet simply makes it possible to communicate with members in ways never imagined. It also makes it possible to reach new audiences and different communities, to take to them a message about a profession or an organization that has not previously been heard.

**What Associations are Not on the Internet**

Associations traditionally are built on income generated from membership fees; annual conferences; and related workshops, publications,
grants, donations, and investments. Some associations see the Internet as a vehicle that could potentially reduce receipts from conferences and from publications, two of the largest sources of income for most associations. This paranoia is based on the faulty logic that if members can easily communicate with each other over the Internet, they will not need a conference to get together to work out policies and issues. Most Internet connections cost less over six to twelve months than the registration fees, lodging expenses, and travel expenditures for just one week of comradeship under the banner of an association in most major American cities. Nevertheless, the Internet, however robust, cannot duplicate the serendipity of a roomful of experts on a given topic spontaneously inventing new policies, tools, or protocols. Some association administrators barely tolerate the time and space for an average face-to-face association meeting during an annual conference but are ready to defend these same meetings in the face of a new and "unknown" technological solution. They fear that the Internet is a threat to the old habitual ways of doing a conference, a routine ingrained in association tradition by decades of practice. These same administrators fail to see the ways in which the Internet can energize and stimulate events of all flavors during a conference. The Internet enriches rather than hinders by providing ample opportunity for all to speak, which is rarely possible in even the most organized sessions during a conference.

An even more important concern for association managers is the posting of publications on the Internet, from journals to books to technical reports (see, for example, Carl Malamud [1992] on his efforts with the International Telecommunications Union and the International Organization for Standardization). Many association staff believe that, if members and others can find documents and other publications with an association's imprimatur online, why would members bother to pay for the same information on paper? This sort of logic fails to recognize that most Internet users do not tolerate reading long documents online. In the online context, "long" is defined as anything amounting to more than two screens worth of detail. Research has clearly indicated that paper-based information is more popular than ever, with American consumption topping some 700 pounds of paper per year per person (Roberts, 1993). Why? Simply because it is difficult to read anything of any great length on a computer screen. Readers lose up to 40 percent of the information presented on a computer screen thanks to the irritating flicker of monitors (Valauskas, 1994).

Some associations are slowly realizing what many trade publishers have already discovered—i.e., that the Internet can be a stimulus for the sales of traditional books and journals. By placing on the Internet tables of contents, abstracts, and selected articles, some publishers are seeing
journal subscriptions increase as readers discover the value of a given periodical. By taking selected chapters of a book and putting them online, some publishers are detecting sales increases in the printed versions as readers make an educated decision about a given report. The Internet indeed can be a real marketing tool for a technologically savvy association by opening up sales to many nonmembers interested in specific topics promoted by members in journals and monographs. Rather than reducing revenue from publications, the judicious use of the Internet—where tables of content, selected chapters from books, and selected columns and articles from journals are displayed—allows members and others to make informed decisions about an association's given family of publications and to purchase just the right document, periodical, or monograph to fit their needs.

**Difficulties in Building a New Organizational Model**

Building a virtual association is more than just making a Web site interactive, constantly refreshed with news and reports, and certainly more than consistently linking members and interested parties with listservs. Fundamentally, an association must look at the Internet as an opportunity to create a more responsive and interactive organization by bringing staff and elected officers into closer contact with members and with the world at large. This new responsiveness manifests itself in shorter time lags in developing programs for workshops and conferences (from cycles measured in years to mere weeks or months), in creating new professional literature, and in responding to legislative actions that require an organized response.

Construction of a Gopher or a Web server in an association is just part of the process in reviving the way of handling information internally and for an external audience. Information once locked away in paper or on computer hard disks must be evaluated in any preparation for an association Internet presence. Will this information be useful to members? What will be the effect of making this information available online? How will the association respond to access to this document? How will the document be refreshed online? These fundamental questions about the kinds of information on a server reflect the broader kinds of questions that an association must ask about itself as a virtual organization. How will the association connect to its members? Who will be responsible for interacting with members online? How will the interactive work of the members be integrated into the association as a whole? The answers to these sorts of questions truly transform an organization from just another content provider on the Internet to a virtual association (Valauskas, 1995).

Much organizational inertia and bureaucracy retards most associations in their efforts to become virtual. Staff in an association may feel
threatened by any move to a more digitized state, as some of the more mundane chores of delivering documents and information to interested parties may disappear. In a virtual association, managers and administrators may find themselves spending more time in contact with members, thanks to electronic links, which may in turn generate more work preparing documents and files on demand. Indeed, there may be a subtle (or not so subtle) shift of organizational power within an association to those administrators and managers who are more comfortable in communicating electronically away from those who are more technophobic. For senior managers and administrators this shift may be most unwelcome.

Members indeed may be able to assist an association in the throes of a virtual re-organization in several ways. First, members should be supportive of the costs associated in developing an electronic presence and in using it on a daily basis. These costs are more than the sheer expenditure for equipment, software, and connections. Training is the most ignored cost in any organization undergoing this sort of transformation and yet it is the most fundamental. Without adequate training for all staff—but especially upper management—it is a waste to spend hard-earned association funds on servers, software, and Internet links. Second, once an association has developed a precursory Internet presence and has started to explore virtual possibilities, members should assist association staff in taking advantage of some of the fundamental ways in communicating via this medium. For some staff in an association, there may be some real problems in co-processing hundreds of electronic mail messages a day in addition to performing basic day-to-day tasks in the office to keep the association moving forward. Members can help in this regard by helping staff set new priorities in this virtual state and identifying work—digital or otherwise—that must be addressed immediately. Finally, members will have to understand that there will be some bumps along the way, that no association yet has unquestionably become completely virtual. In some cases, these “bumps” may manifest themselves as old documents never refreshed on a server; in other cases, there may be mail that simply disappears into the Internet ether without a response. Patience will be needed to make an association reach its objectives as a genuinely wired organization.

WHAT A TRUE VIRTUAL ASSOCIATION COULD BE

A virtual association would combine the best features of the Internet with the traditional hallmarks of a responsive and dynamic organization. By becoming virtual, an association does not lose sight of its fundamental purposes, its real reasons for existence. The real objectives of any association—virtual or real—are to enhance communication between its members and between the organization itself and the world; to develop a given
profession with standards, accreditation, and policies; to encourage professional work with journals, books, reports, and other documents; and to reward professional activities with recognition in the form of awards and elected participation in the association itself. Basically, a virtual association takes advantage of its connectivity to make these objectives more easily attainable in less time and at less expense.

Enhanced communication is a fundamental benefit of any association moving toward a virtual presence. Some associations may sponsor a rich variety of listservs that address any number of topics to increase the ways in which members reach each other and reach staff. These listservs may be primarily public, allowing members and nonmembers a way to communicate in an electronic forum. Other listservs may be private, increasing the ways in which board members and headquarters staff can reach others on a daily basis. Some associations are already beginning to experiment beyond these sorts of discussion lists to encourage discussion in truly different ways. Real-time threaded chat rooms, for example, provide for a more dynamic and comfortable environment for discussion (Peck & Scherf, 1997). As the software evolves for these sorts of online facilities and bandwidth improves, associations should be able to develop conferences and programs that truly reach larger and larger portions of the membership, where members participate in person or electronically from the comfort of their offices and homes.

With greater interactivity, an association will find itself putting more of its “proprietary” documentation, such as journals, books, and reports, online. These documents will take advantage of the medium by becoming works in progress, evolving over time online with input from editors, staff, and members. As these documents evolve online, they will become less like their paper equivalents and more dynamic. Hyperlinks will take the searcher from one file to another on an association server, providing the reader with less verbiage and more valuable content. The actual number of equivalent paper pages may indeed drop.

For the association and its members, reports and other materials will take on a new life with these hyperlinks, as the historical and professional context of documents appears. In turn, the printed version of these documents will undergo a remarkable revival with parallel increases in sales, further encouraging the creation of new online materials. Increased communication among members, staff, and others and abundant online information certainly will characterize virtual associations in their early stages of reinvention.

A fully mature virtual association also will be highly transparent and democratic. Headquarters staff will work in ways as yet unimagined with members and with interested parties outside the association communicating substantially and quickly both on demand and in anticipation of
needs. Members will collaborate on projects to enhance the association and the profession with broader constituencies, providing more dynamic resources to the professional community. Finally, the world itself will know more about a given profession and its constituents thanks to an association’s virtual self. This ability to reach a larger audience will displace ancient misconceptions and will provide a larger basis for financial and intellectual support over the long term.

With improved and more dynamic links to members, headquarters staff will be able to work inventively with constituents both within and outside the association to form new and even exciting coalitions. The American Library Association, for example, in last year’s legal tussle with the Justice Department over the portion of the new telecommunications law known as the Communications Decency Act, was able to act quickly, thanks to electronic connections, with its members and others. The association developed highly visible and successful coalitions to arouse public opinion. These sorts of dynamic and—some might even call them—unusual coalitions will flourish as associations become more digital and come in touch with varied kindred professions and individuals on volatile topics.

**An Example of a Virtual Work-In-Progress**

The International Federation of Library Associations and Institutions (IFLA) is the most prominent international library association in the world. Established in 1927, IFLA has been migrating from a Euro-centric organization to a truly diverse international association accelerated in part by IFLA’s growing Internet presence.

Experiments with the Internet by IFLA started in 1993 with proposals to develop a more interactive way for members to reach IFLA’s headquarters staff in the Hague and in regional offices and core programs around the world. Modestly, the first efforts involved the development of a listserv called IFLA-L, sponsored by one of IFLA’s patrons, SilverPlatter, Inc.

In 1995, IFLA’s presence on the Internet grew remarkably with the creation of a World Wide Web server for IFLA, maintained by IFLA’s own International Office for Universal Dataflow and Telecommunications (UDT) at the National Library of Canada. Over the course of the past twenty-four months, IFLA's Internet activities have increased, thanks to an abundance of hypertext, popular listservs, and a supportive membership and staff (see Figure 1).

Statistically, the IFLA server handles an enormous amount of traffic— in 1996, some 2,000 requests were managed each day leading to the transfer of some 37,000 kilobytes on average per day. A few crude calculations translate this traffic into some 18,000 pages of IFLA documents circulated around the world daily (see Table 1).
Figure 1. IFLANET, the Web server for the International Federation of Library Associations and Institutions (IFLA), provides 37,000 kilobytes of information on average per day (or some 18,000 pages of IFLA documents) to thousands of members and interested parties from around the world.

<table>
<thead>
<tr>
<th>Table 1. Use of IFLA Web Server (<a href="http://www.nlq-bnc.ca/ifla/">http://www.nlq-bnc.ca/ifla/</a>) in 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total data sent</td>
</tr>
<tr>
<td>Data sent, average/day</td>
</tr>
<tr>
<td>Total requests</td>
</tr>
<tr>
<td>Requests, average/day</td>
</tr>
<tr>
<td>Total distinct hosts</td>
</tr>
</tbody>
</table>

Source: International Federation of Library Associations and Institutions, 1997
What kinds of information are in demand? Documents related to IFLA's conferences in Beijing and Istanbul, files on training and copyright, and archives for IFLA's listservs are frequently and repeatedly requested. Requests in 1996 came from some 106 different countries. These demands encourage further use of this medium as a way to communicate with both members and nonmembers alike (see Table 2).

<table>
<thead>
<tr>
<th></th>
<th>July 1995</th>
<th>July 1996</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosts served</td>
<td>5,318</td>
<td>12,637</td>
<td>138%</td>
</tr>
<tr>
<td>Files transferred</td>
<td>19,926</td>
<td>51,845</td>
<td>160%</td>
</tr>
</tbody>
</table>

Source: International Federation of Library Associations and Institutions, 1997

Three IFLA listservs sent over 5 million messages in 1996, reaching thousands of subscribers around the world (see Table 3). Each listserv reaches a different audience. For example, IFLA-L allows librarians around the world to share their interests in international librarianship. LIBJOBS helps librarians find new employment opportunities in institutions in Asia, North America, Europe, and elsewhere. DIGLIB examines the technical work in the ongoing process of creating digital libraries. In addition, there are private listservs for officers and board members.

<table>
<thead>
<tr>
<th></th>
<th>Total Subscribers</th>
<th>Number of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFLA-L</td>
<td>835</td>
<td>60</td>
</tr>
<tr>
<td>DIGLIB</td>
<td>1,761</td>
<td>53</td>
</tr>
<tr>
<td>LIBJOBS</td>
<td>3,598</td>
<td>52</td>
</tr>
</tbody>
</table>

Source: International Federation of Library Associations and Institutions, 1997

For IFLA, its Internet activities provide a high profile means for many to learn about librarians and their activities in various institutions around the globe. It is both a communications device for the members and a promotional tool for the profession as a whole (Valauskas, 1997). In turn, the evolution of IFLA's Internet services has made the association even more responsive to the needs of its members in dealing with issues related to copyright, freedom of access to information, preservation and conservation, and professional standards. The success of the IFLA server has already led to the birth of a mirror server in France (http://ifla.inist.fr/) at the Institut de l'Information Scientifique et Technique (INIST). This development will lead to reduced access times for many of IFLA's European members and the further translation of documents into
some of the other official IFLA languages. Overall, the growth of IFLANET and IFLA's electronic resources have stimulated the growth of the association with record participation in its annual conferences (the most recent annual conference in Copenhagen in 1997 set new records) and record numbers of organizations and individuals joining and participating in the association. The success of IFLA's Internet efforts prove the catalytic value of enhancing communications and document delivery by this medium, ultimately in the organization's bottom line and in its profession mission.

CONCLUSION

With persistence, patience, creativity, and hard work, virtual associations will become the norm over the course of the next five years. Software and hardware solutions, improved network bandwidth, and increased successful experiments of organizations such as IFLA will encourage the rapid growth of digital associations in the near future. The members of associations will benefit from greater ways to communicate more quickly and accurately with other members and staff. The association itself will grow both professionally and financially, attracting new audiences and finding new problems to address. Ultimately, the professions served by these new remodeled associations will better meet the demands of this networked information age. The work demanded in this transition will reap benefits long into the next century.

REFERENCES


About the Contributors

CHARLENE BALDWIN is Assistant University Librarian for the Sciences at the University of California, Riverside. She is a member of the California Academic and Research Librarians, Inland Empire Library Association, Institute of Current World Affairs (Crane-Rogers Foundation), International Association of Technological University Libraries, and the Special Libraries Association (SLA). Currently she serves on the Board of Directors of SLA, on the University of California Melvyl Web Interface Design Team, the UC Science Libraries Discussion Group, and the UC Digital Library Science Technology and Industry Task Force. She was a founding member of the Arizona Library Association International Librarianship Round Table and the Transborder Library Forum/Foro Transfronterizo de Bibliotecas. She is a member of Phi Kappa Phi and is listed in Who's Who Worldwide, Directory of Librarians in International Development, Directory of Library and Informational Professionals, and Who's Who of American Women. Publication interests include library automation, library management, international librarianship, and the bibliography of special materials.

TAMI ECHAVARRIA is the Reference/Government Documents Desk Manager in the Social Sciences and Humanities Library of the University of California, San Diego. She has been active in the American Library Association and the California Library Association for the past decade. The majority of her presentations and publications have been in the area of minority recruitment to the profession.

WILLIAM FISHER is Professor and Interim Director (1996-97) at the School of Library & Information Science at San Jose State University. He teaches in the areas of library management, business information, and special librarianship, and has authored a number of books and articles on these
and other topics. He has been a member of various library and information science associations for over twenty years and has served in a number of offices in these associations including the Board of Directors of the Special Libraries Association.

Donald G. Frank is Assistant Director for Information Services at the Georgia Institute of Technology in Atlanta, Georgia. He is the author of five book chapters and numerous articles dealing with leadership, management, instruction, and collection development. He also serves as a consultant on academic library organization.

Barbara J. Glendenning is Head of the Education-Psychology Library at the University of California, Berkeley, and bibliographer for psychology and education. She is active in the Special Libraries Association and currently serves as Chair of the Nominating Committee of SLA's Social Science Division and Academic Relations Chair of SLA's San Francisco Bay Region Chapter.

James C. Gordon earned a degree in American History from the University of California, Berkeley. He has published over 150 articles in popular magazines. Currently, he works in the Technical Services Department of the U.C. Berkeley Library.

Tina M. Hovekamp is a public services librarian who holds a Ph.D. in Library and Information Science from UNC at Chapel Hill and is currently occupied raising her baby son. She authored three other articles based on her research regarding the effects of unionization among professional librarians in academic research institutions.

Sue Kamm is Associate Librarian and Head, Audio Visual and Stack Maintenance Divisions, Inglewood [California] Public Library. She has held elective and appointive office in the American Library Association, the California Library Association, Southern California chapter of the Special Libraries Association, and Southern California Association of Law Libraries. Most recently, Ms. Kamm was elected to the ALA Council as a councilor-at-large.

Cindy Mediavilla is a doctoral student at the University of California, Los Angeles, Department of Library and Information Science. Before returning to school, she worked as a public librarian in several libraries throughout Southern California. Her research interests lie in the history of California public libraries, as well as in the column of the California Library Associations’s (CLA) monthly publication, California Libraries, and is a founding member of the CLA Library History Round Table. Ms.
Mediavilla is adjunct faculty for the San Jose State University, School of Library and Information Science, where she teaches courses in library management, collection development, and readers' advisory.

Linda J. Owen is a Library Assistant in the Cataloging Department of the University of California at Riverside. Ms. Owen is active in library professional organizations on the state and national levels. Within the American Library Association, she is a member of the Steering Committee of the Support Staff Interests Round Table and the ALA Committee on Education's Task Force to Determine the Need to Revise the Criteria for Programs to Prepare Library/Media Technical Assistants. As a member of the California Library Association, Ms. Owen served as President of the Support Staff Round Table and on the Association's Membership Committee. Additionally, she is a member of the Online Audiovisual Catalogers (OLAC). Ms Owen currently serves as the Immediate-Past-President of the Council on Library/Media Technicians (COLT) and is webmaster of that organization's home page. While President of COLT, Ms. Owen wrote a regular column for Library Mosaics. She continues to write and to speak on library paraprofessional issues at national and international conferences.

Jordan M. Scepanski is executive director of the Triangle Research Libraries Network, a consortium of Duke, North Carolina State, North Carolina Central Universities, and the University of North Carolina at Chapel Hill. He has worked as a university library administrator for more than twenty years in California, Tennessee, and North Carolina and has taught as a Fulbright Lecturer in Library Science at Hacettepe University in Ankara, Turkey. His research and writings have focused on library personnel, library change, and the future of libraries. He has consulted on organizational development and conducted program reviews at university libraries throughout the country. He served for three and a half years as a staff member at the American Library Association.

Joy Thomas is a social sciences librarian at California State University, Long Beach. Most of her professional writings have been related to instruction in library use and/or student use of library materials. Although she is not and has never aspired to becoming an administrator or director, she was president of the California Library Association in 1994.

Edward J. Valauskas, since 1993, is founder and Principal of Internet Mechanics, a consulting group for corporations, non-profit associations, libraries, and schools about the Internet. Mr. Valauskas was the co-editor of Macintoshed Libraries (1987-94), co-editor of Internet Troubleshooter (1994), co-editor of Internet Initiative (1995), and co-editor of Internet for Teachers
and School Media Specialists (1996). He is currently Chief Editor of *First Monday*, a monthly Internet-only peer-reviewed journal dedicated to the Internet. He is a member of the Board of Directors of the Library and Information Technology Association and a Professional Board member of the International Federation of Library Associations. He is also a member of the national faculty at Emporia State University's School of Library and Information Management. He will teach an Internet-based distance education graduate class in 1998 for the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. Mr. Valauskas is the recipient of several awards, most recently the Special Libraries Association Public Relations Award for 1997 with Bonnie Nardi and Vicki O'Day.

H. Lea Wells is a consultant and trainer specializing in organizational change, strategic planning, group facilitation, and human resources management. She has consulted with universities and businesses throughout the United States and has conducted training for the Association of College and Research Libraries (ACRL), the Association of Research Libraries (ARL), and for numerous community and not-for-profit organizations. She is a former personnel librarian and university library manager.

Andrew B. Wertheimer is Librarian at the Woodman Astronomical Library at the University of Wisconsin—Madison. He is also a doctoral student at the University of Wisconsin—Madison School of Library and Information Studies. After receiving his M.L.S. from Indiana University in 1995, he served as the Public Services Librarian at the Asher Library, Spertus Institute of Jewish Studies, Chicago. He has published several articles on ethnic library history as well as forthcoming articles in the *American National Biography* and *Censorship: An International Encyclopedia*. His book reviews and writings have appeared in *Libraries & Culture; Cognotes; Library Journal; Shofar*, and the *AJL, WLA-SRRT*, and *LHRT Newsletters*. 
Volume 46, Number 1, Summer 1997
Edited by Herbert Goldhor

Children and the Digital Library
Volume 45, Number 4, Spring 1997
Edited by Frances F. Jacobson

Resource Sharing in a Changing Environment
Volume 45, Number 3, Winter 1997
Edited by Chandra Prabha and Gay N. Dannelly

Navigating Among the Disciplines: The Library and Interdisciplinary Inquiry
Volume 45, Number 2, Fall 1996
Edited by Carole Palmer
ANNUAL CLINICS ON LIBRARY APPLICATIONS OF DATA PROCESSING

1997 Proceedings
Visualizing Subject Access for 21st Century Information Resources
Edited by Pauline A. Cochrane and Eric H. Johnson

1996 Proceedings
Digital Image Access & Retrieval
Edited by P. Bryan Heidorn and Beth Sandore

1995 Proceedings
Geographic Information Systems and Libraries: Patrons, Maps, and Spatial Information
Edited by Linda C. Smith and Myke Gluck

1994 Proceedings
Literary Texts in an Electronic Age Scholarly Implications and Library Services
Edited by Brett Sutton
Untold Stories: Civil Rights, Libraries, & Black Librarianship

In Press for 1998!
Edited by John Mark Tucker

In Close Association: Research, Humanities, and the Library
Occasional Papers Number 208

In Press for 1998!
By Bernhard Fabian, translated and adapted by John J. Boll
The integration of technology into library operations has greatly changed the manner in which tasks are accomplished and by whom. *Technology and Management in Library and Information Services* focuses on the management of technology rather than the technology itself, since it is the manner in which new tools are used that will make the difference in contemporary libraries.

Concepts discussed include:

- effects of technology on the organization and management of the library
- effects on staff, services, and users
- online systems as a source of management information
- evaluating online systems in libraries
- management of electronic collections
- access and delivery options
- instruction and training
- library-vendor relationships
- libraries and the internet
- artificial intelligence, expert systems
- possible future trends

Orders must be prepaid to the 'University of Illinois.' Major credit cards accepted.

Graduate School of Library and Information Science
University of Illinois
501 E. Daniel Street
Champaign, IL 61820
(217) 333-1359
(217) 244-7329 fax
puboff@alexia.lis.uiuc.edu

**ISBN**
0-87845-099-8
$39.50 plus $3 s/h ($5 outside the U.S.)
"Library Trends has become the premier thematic quarterly journal in the field of American Librarianship."

Library Science Annual

Both practicing librarians and educators use Library Trends as an essential tool in professional development and continuing education. They know Library Trends is the place to discover practical applications, thorough analyses, and literature reviews for a wide range of trends. See for yourself the breadth of topics covered in the 46th volume.

(Summer 1997) Edited by Herbert Goldhor

The Role of Professional Associations
(Fall 1997) Edited by Joy Thomas

Professional, Paraprofessional, and Nonprofessional Roles, Part I
(Winter 1998) Edited by Sue Easun

Professional, Paraprofessional, and Nonprofessional Roles, Part II
(Spring 1998) Edited by Sue Easun

Institutional subscription price $75 (plus $7 for international subscribers). Individual subscription price $50 (plus $7 for international subscribers). Student subscription price is $25 (plus $7 for international subscribers). Single copies are available for $18.50, including postage. Order from the University of Illinois Press, Journals Department, 1325 S. Oak St., Champaign, IL 61820-6903, Telephone 217-333-8935, Mastercard, Visa, American Express, and Discover accepted.